



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

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Chapter 1. Introduction.

The next document presents a research investigation in the year 2022-2023 to reach the major degree as an English Teacher, it was focused on the Methodology of Project-Based Learning (PBL) in the second grade of secondary school, to improve productive skills; speaking, and writing.

1.1 Description of the context

General Dionisio Zavala Almendarez Secondary School is located at 239 Fernando de Magallanes Street, in the Industrial Aviation 2nd section, and was inaugurated in 1972. It is a public school and has the support of the state government.

The secondary school has two schedules, morning and evening, in which parents can choose the schedule that organize them. The schedules managed by the school are from 7:30 to 14:30 hours and afternoons from 13:40 hours to 20:10 hrs. They have 20 minutes of recess and the classes last 50 minutes, also the students take a workshop.

The school has its respective building for each grade, in total there are 18 classrooms, a library, a teachers' room, a computer center, restrooms, two shops, two fields, and drinking fountains that are out of service, the institution has 3 entrances and each one its prospective grade.

In the school, there is a director, a deputy director, and 3 prefects, each group has its respective tutor and has approximately 15 to 20 teachers, it also has administrative and quartermaster. The main rules of the school focus on the correct use of the uniform and personal hygiene of the students.

In this new school year 2022-2023, the school had 400 students enrolled. In each grade, there are 6 classrooms, with a total of 18 groups. The order is according to the alphabet (A, B, C, D, E, F), and approximately 20 to 30 students are in each group. In third grade, there is a greater number of students, in second several of the students changed schools and in first grade, very few students entered since in previous years there was a great demand in this institution.

PLANEA (2019) mentions that according to INEGI data (POBLACIÓN, 2020), the school has 50% or more of students who are placed at Achievement Level I (NI) in

Mathematics (M), and less than 50% of the students are placed at Achievement Level I (NI) in Language and Communication (L&C).

In the language and communication context students recognize the graphic elements of the texts, identify their function, purpose, and textual characteristics, locate and extract explicit information in different fragments of the text such as definitions and explanations, identify the central theme, interpret obvious information contained in a graph based on a text, identify rhyming dialogues, identify the usage and function of subordinate sentences and recognize the role of some language resources used in advertisements.

Finally, the school counts on USAER, an operational technical body of Special Education comprising a Director, Support Teachers, a Psychologist, a Communication Teacher, and a Social Worker, which in the whole school only takes 15 children in follow up. The procedure is: to diagnose the student, do an interview with the parents, and sign privacy clauses, then the classes are adapted according to the needs of USAER students, they use didactic materials, most of the students are very visual, and they like to learn by doing. It is important to mention that the teachers in charge need the support of parents to be able to carry out all these procedures and ensure that the students obtain the expected knowledge.

1.2 Rationale

Project-based learning is an instructional approach designed to allow students to develop knowledge and skills through engaging projects set around challenges and problems they may have in the real world (Roessingh and Chambers, 2011). It is one of the most widely used practices to reinforce educational development, it generates much more dynamic learning environments, which motivate students to create, experiment, and corroborate their learning skills.

This method is useful for students of this research because they can find more information on any topic and build their learning and learning by planning. The development of a project allows a better socialization since it involves interaction in the classroom and everyday life.

1.3 Personal interest in the topic

English has become a universal language and is one of the most widely spoken languages in the world. Learning English helps to give stimuli to our brain, awakening skills and abilities, such as creativity, problem-solving, and the management of mental reasoning. (Sing M.S. 2007, pp. 65-66). That's why this research will talk about Project-based Learning (PBL) and its fundamentals help English learning.

Project-Based Learning is a methodological design and programming strategy that implements a set of tasks based on the resolution of questions or problems (Kit de Pedagogía 2021). It is considered a central learning strategy, which requires the use of various skills such as research, collaboration, creativity, writing, classwork presentation, video or art creation, or any other form of presentation that promotes a final product. (Revista de Educación, 380. April- June 2018).

Moreover, the use of projects in a class leads the director to maintain order and control in the activities throughout the session. The use of projects during a class promotes the innovation of strategies for learning and the improvement of a second language finally, facilitates the evaluation process of students' learning achievement. With the help of the Project-Based Learning methodology, the competencies already mentioned above in this research will be developed.

1.3.1 Main aim

Evaluating students' progress in communication in a foreign language through the appliance of Project-Based Learning (PBL) in students of secondary school.

1.3.2 Subsidiary aims

- Adapt Project-Based Learning methodology for the development of students' productive skills.
- Analyze the learning process of students during the school year 2022-2023.

1.4 Competences

The mission of the Dirección General de Educación Superior para Profesionales de la Educación (DGESPE, 2018) is to propose and coordinate higher education policies for teacher training institutions to achieve optimal levels of quality and coverage, as well as their integration into the needs of basic education in the country.

According to Rodríguez Espinar (2003), some proposals are based on traits or factors that characterize them, others on the abilities that are needed, in the actions that are manifested in the classroom, in the Development of tasks, in expected results, or criteria of professionalism.

This research document seeks to develop the following three competencies:

- Generic competencies, learning autonomously, and showing initiative to self-regulate and strengthen the personal development.
- Professional competencies, implement innovation to promote English language learning in students.
- Disciplinary competencies identify factors that facilitate or hinder acquiring and learning a foreign language.

1.5 General Description of the Document.

This research document was developed in the 2022-2023 school year, at the General Dionisio Zavala Almendarez School, with the address Fernando de Magallanes 239, Industrial Aviation 2nd Section, in the second grade of secondary school.

From the first moment that began to work with this group, it was observed that most of the students had not developed their productive skills, did not know how to write, or were encouraged to speak in a foreign language during class and this caused that there was no interest on the part of the students. Taking this as the purpose to improve English learning, it was decided that project-based learning would be the main focus to achieve the goal of this research.

This document consists of three chapters, describing the theory, the development of the phases, and the conclusions.

The first chapter describes the introduction, talks about the context of the school, as well as the justification for the choice of the topic, personal interests, objectives, and finally the competencies that were developed during this process.

The second chapter describes the context of the diagnostic group, the description of the problem, the Project-Based Learning methodology, the authors and their steps to carry out a project, the advantages and disadvantages of using Project-Based Learning in a class, talks about language skills, also what an evaluation is, and the types of evaluation mention collaborative work and describe the tools that were used in the process. It described the Action Plan which was the process that was carried out in this research and finally, the class sequences focusing on the negative and positive aspects and the progress of the students.

Chapter Three describes the evaluation of the proposal. Finally, the chapter talks about the conclusions of the results obtained, focusing on how it worked, what could be improved, and actions that could be taken in the future as a teacher.

Chapter 2. Action Plan.

2.1 Group context

Second grade group D has 21 students, 7 girls, and 15 boys. Their age is approximately 13 to 14 years old. They have good habits, good cleanliness in the classroom, wear full uniforms, are punctual to all their classes, and always have a good attitude during civic activities. The students attend indications but the teacher must assign them in great detail so that the whole group develops the planned activities well.

According to diagnostic exam results, (Annex D) three students have an A2 English level because they studied at Centro de Idiomas at Universidad Autónoma De San Luis Potosí, ten students A1 level, and seven students -A1 level.

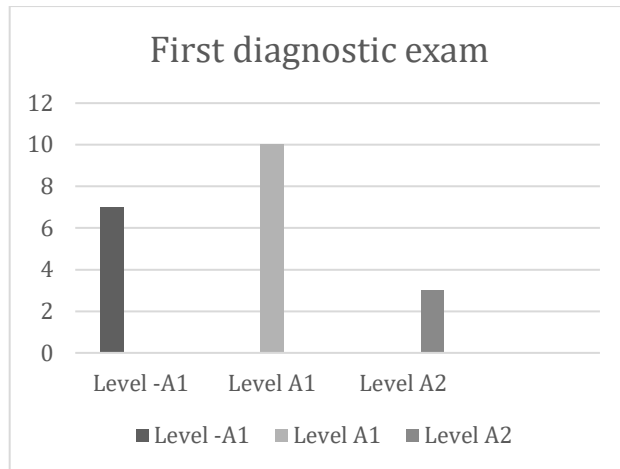


Figure 1. Table of results of the level of English of the students

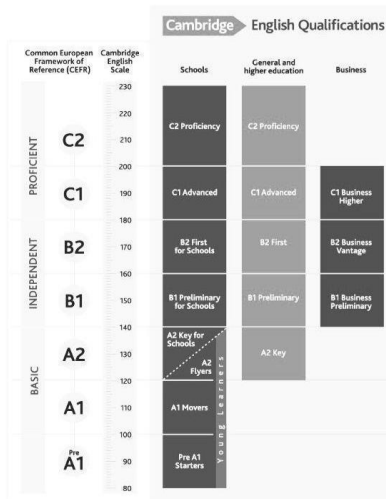


Figure 2. Cambridge English Scale

Students have three English classes per week, it's the first time they have two English books, one for activities and the other for readings. They show a good performance within the classroom when they did the activities that the teacher presents to them, in all classes, students use the dictionary to investigate the words they do not know.

The main problem that the group presented was the lack of teachers during their school day. It is important to emphasize that students from the first year of secondary school have not had teachers in the subjects of mathematics, science, and English. There is a lack of resources and school materials, a lack of chairs, limited computers, etc. In the

group, it was also observed that there is a lack of respect among the students since they say nicknames and annoy each other.

These three problems are related to each other creating only one specific, which is the lack of confidence to speak and write in English during class.

2.2 Description of the problem

The best opinion-sharing activities do not highlight a correct answer. Instead, they emphasize students' ability to defend an argument, listen to peers, and make compromises. Activities can be used first to prompt verbal discussion and then to spark ideas for writing after students complete the initial speaking tasks. (Humbert 2011)

Activities that call for sharing personal opinions provide opportunities for speaking practice without stepping far away from a course's focus on writing. Learners should understand that the process of forming an opinion and supporting it with evidence does not change whether they are speaking or writing.

The second grade group D of secondary school student Dionisio Zavala Almendarez presented difficulty in speaking and expressing the foreign language due to a lack of confidence and incorrect development of students' productive skills. "The person who has not good communication skills will suffer badly in this era of competition in comparison to the person who has good communication skills and can soon catch the eyes of an authority to award him a higher position or responsibility to increase his self-esteem and reputation." (Nadeem & Arshad, 2010)

Commonly, the English classes students have taken throughout their school stay, have been to translate texts and words with the help of their dictionary, and there is a lack of interaction in English during classes, therefore, the reason for developing this research is mainly about how the projects help to develop productive English. It expects students to develop their productive skills using projects during their English learning.

2.3 Literature review

2.3.1 Project-Based Learning Methodology

A project is planning, which consists of a set of activities to be carried out in an articulated way with each other, to produce certain goods or services capable of meeting needs or solving problems, within the limits of a budget and a given period. (Flores, 2011). For a project to be well designed and formulated, it must be explained what its purpose is, its objectives, beneficiaries, products, activities, schedule, budget, etc.

The origin of the project methodology is still uncertain, as several countries, especially Russia, Germany, and the United States, developed several proposals involving the idea of learning by doing at the end of the nineteenth century and early twentieth century. The origin of the same is attributed to researchers of different countries, as German historians consider professors Charles R. Richards and John Dewey.

The characteristic of Project-Based Learning is the construction of knowledge from the globality of the project, the need for research in different sources, the collaborative work, the union between reality and the contents worked on in the school, as well as the relationships between students-students, student-teacher, family and environment, which increases motivation (Barba-Marín, Sonlleve-Velasco, and García-Marín, 2018).

According to Kit de Pedagogía (2021), Project-Based Learning is a methodological design and programming strategy that implements a set of tasks based on the resolution of questions or problems.

It is considered a central learning strategy, which requires the use of various skills such as research, collaboration, creativity, writing, classwork presentation, video or art creation, or any other form of presentation that promotes a final product. To start planning a project it is important to answer these questions: What does it want to do? Why does it want to do it? What does it want to do? Where does it want to go? How is it going to be done? When is it going to be done? Who is it for? What is it going to be done with? Who is going to do it? (Kit de Pedagogía 2021)

Project-Based Learning seeks students to build knowledge through integrative projects. According to Barba-Marín, Sonlleva-Velasco, and García-Marín (2018) quoted by John Dewey (1899), who suggested that you should learn by doing, he said that the child learns through experiences and interpretations. For him, four important components must be included:

Objective: this phase of the process is necessary to activate the knowledge of the students. The teacher explains what will be done for the project, indications are given and actions are designed to get the student involved and decide their learning.

Planning: To begin this phase, the student must know what he knows and needs to know. During this process collaborative work is carried out, it is investigated what the project will be about, the tools can be, the internet, magazines, newspapers, books, etc.

Execution: at the time of developing the project, students can use any type of tool they want, also depending on what was ordered before, for example, cardboard, presentations, videos, infographics, etc. It is usual for students to have difficulties or obtain negative results during this process, but it is part of this process. The teacher can identify the strengths and weaknesses of the students, here the ability to solve problems is carried out.

Evaluation: at this stage, their projects are presented in front of the group, for the student to compare, choose, explain, evaluate, etc. to their peers, and above all a self-evaluation is made so that they unconsciously improve their abilities and skills little by little.

Other authors, Roessingh and Chambers (2011) say that in this learning the tasks and projects must be promoted among the teacher-students to reach a creation of a final product. In other words, make collaboration between teacher-students so that between the two they build a knowledge in which expected learning is expected. Project-Based Learning is an easy way to involve students in learning since they participate as the protagonist and make the selection of important aspects for their tasks and projects (Bender 2012).

"Project-based learning and teaching are part of the active learning realm. Within this field, we find along with project-based learning other methodologies such as task-based learning, discovery learning, or challenge-based learning"
(MECD, 2015).

Jenny Pierat (2022) mentions that to carry out a project you need to follow seven important steps:

STEP 1: BRAINSTORM AUTHENTIC PROJECT IDEAS: In this first step, the author recommends the interaction between teacher and student for the planning of a project, which is a good idea for students to brainstorm how to carry out the project.

STEP 2: PLAN WITH THE END IN MIND: In this second step, project planning relies heavily on Understanding by Design, in which students can show what they have learned, from public service announcements, podcasts, documentaries, art and plays, or, performances.

STEP 3: BENCHMARK YOUR PROJECT: For the author, this is the most important step to ensure that best practices in scaffolding and formative assessment are integrated into the project. Benchmarking is simply taking your end products and breaking them down into manageable phases, or milestones. Within each of these benchmarks the teacher identifies the content and skills necessary to complete the given phase of the project.

STEP 4: BUILD YOUR PROJECT RUBRICS: According to Jenny Pierrat (2020) to build this rubric I encourage teachers to take the following steps:

- Finalize the content standards you plan to assess; Note: each content standard gets its row on the rubric.
- Pull up Bloom's Taxonomy verbs and bold the verbs in the language of the standards in a given domain.
- Identify which 21st-century skills you want to scaffold and assess in the project.

STEP 5: PLAN FOR FORMATIVE ASSESSMENT: Once the project rubric is completed then you can begin to think about which rows will be used with which benchmarks. Each benchmark will get its own separate, smaller rubric that will only have a few standards on it.

STEP 6: CREATE STUDENT-FACING RUBRICS: To do this, simply take each row of your teacher rubric, look at the proficient box, and write the standard as success criteria for students, or “I can” statements.

STEP 7: PLAN DAILY LESSONS USING A PROJECT CALENDAR: According to the author, this last step is the time to think about what daily learning will be like within your project, create a table that reflects that of a 30-day calendar, that way you can link all the lesson plans and daily resources so that they are in one place.

Advantages and disadvantages of using PBL in a class

Cerda (2001), states that it is "a method that links the objectives of active pedagogy, conceptual change, training towards autonomy and teacher-student interaction for the generation of knowledge". Learning Based on Projects Anderman and Midgley (1998) recommends teaching activities interdisciplinary, long-term, and student-centered, rather than short and isolated lessons, it also involves leaving aside mechanical and rote teaching to focus on a more challenging and complex job; use an interdisciplinary approach instead of one per area or subject and stimulate cooperative work.

The most common advantages are students’ autonomy, independence, and facing real work. Students search for information, collaborative work, and teamwork. Students can solve problems, and students learn by doing. The disadvantages, students sometimes have difficulties performing the tasks that are proposed. Sometimes it’s extra work. Possibility of solitary students, since groups do not always work well, groups that work poorly or do not work.

Project-Based Learning can be defined as a teaching modality and task-focused learning, a shared process of negotiation among participants, being its primary objective of obtaining a final product. This method promotes individual and autonomous learning within a work plan previously defined by goals and procedures. Students take responsibility for their learning, discover their preferences and strategies in the process, and can participate in the decisions relating to the content and assessment of learning (Thomas, 2000).

According to Rodríguez-Sandoval, Vargas-Solano & Luna-Cortés (2010), among the role that teachers must perform are: create a learning environment guiding the process and modifying spaces, strengthen group and individual efforts, observe and diagnose problems and offer solutions, let students be autonomous and responsible, must be a guide to learning, give feedback and evaluate, know Project-Based Learning perfectly, Manage groups and know how to coordinate and finally must motivate, reinforce, facilitate, be flexible, critical and dedicate time.

According to this same author, the role of students is as follows: the student must be responsible, investigate the subject more, and must build their own knowledge, it is the central role of Project-Based Learning, as it is a research process that leads to making decisions, finally autonomy and know how to work as a team.

Project-based learning is consistent with different theories, such as social constructivist theory, which emphasizes that students build their knowledge by themselves when they work together with the teacher's guidance. Therefore, teachers should provide learning environments that allow students to take responsibility for their learning. Project-based learning provides such environments, where students take responsibility for their learning and learn to develop their life skills through undertaking projects.

Life skills are developed in these social contexts, where students take full responsibility for their learning and learn new life skills that enhance their creativity and decrease the gap between knowledge and skills. All of the previous points to project-

based learning as a part of transformative education that leads to sustainable learning, and thus it serves students in their commitment to a democratic society. (Daher, 2021)

Following the steps that the authors of PBL mentioned to implement a project will develop and improve the productive skills of the students already mentioned in this research.

2.3.2. Language Skills

Language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, and Writing. One skill is the speaker's skill in receiving and understanding others, the so-called listening skill. The other skill is the speaker's ability to produce spoken language for another person to understand, referred to as speaking skill. According to Brown and Lee (2015, pp. 357-358), there is a natural link between Speaking and Listening, since these skills are both based on spoken communication and therefore have considerable overlap in teaching.

Reading skill is the ability to understand what others have written, writing skill is the student's ability to produce language for themselves or other people, i.e. the writing skill, in other words, being able to read and write texts with varying content as well as being familiar with different ways of using language. Brown and Lee (2015, p. 393) assert that reading is important as it helps students master the skills required for writing.

In other words, productive skills are efficient when something can be produced, in this case, students need to generate a language to communicate their ideas through writing or speaking. "Listening is stage one of the responding act of a communicating event. Listening is a sustained effort to receive sound and make meaning. It opens up possibilities for continuous interaction. (Lakshminarayanan, 2008).

To see that the students are working correctly on these skills, they will be evaluated in different ways of evaluation.

2.3.3. What is evaluation?

Evaluate refers to any process by which one or more characteristics of a student, a group, or an educational environment of educational objectives, materials, teachers, programs, etc. They receive the attention of the one who evaluates, and their characteristics and conditions are analyzed and evaluated according to criteria or reference points, to issue a judgment that is relevant to education (Gimeno Sacristan, 1992).

According to Gimeno (1992 p.359-364), the following evaluation requirements are needed:

Validity: determining the scope of the proposed objectives is needed, it is present when techniques, resources, and activities correspond to the goals.

Continuity: requires covering all phases of the instructional process, eliminating chance. There is a greater possibility of covering the totality of learning and achieving complete feedback, avoiding making the same mistakes and overcoming difficulties, and encouraging constant study.

Cumulativeness: according to the accumulation of the contents and objectives to be evaluated, this means that in the evaluation of each stage previous stages are contemplated.

Integrity: it needs to implement functions of the integration of all the aspects to be evaluated, taking into account all the elements that intervene in the process to know the results not only in the expected learning but in other subjective aspects such as emotional, social, habits, abilities, etc.

Objectivity: objectivity that depends on the instruments used, in this way being corrected by several people is the same result.

Scientificity: the application of measurement following modern science resources, as well as instrumentation that systematizes the control of the evaluation and at the same time, guarantees its validity and reliability.

Cooperativity and differentiation: the integrated participation of all those involved in the instructional process, the difference requires the application of different types of procedures to evaluate throughout the educational action.

Relevance and timeliness: relevance refers to the centrality of evaluation objects, i.e. the complexity of an evaluation process is justified to the extent that it is carried out around relevant problems, aspects, or phenomena. Opportunity is the quality of the appropriate temporal location of the evaluation process and especially of its results. A successful evaluation process is to obtain results that are available at the right time, to influence decision-making in these processes.

2.3.4. Continuous evaluation

The concept of continuous assessment emerges as an alternative to exams that cover a large amount of content, after long periods of learning. This means replacing the traditional system of final evaluations with a continuous system, such as the use of frequent exams or replacing a final exam with several partials, whose grade gives the final grade as accumulation. Gimeno (1992 p. 359-364) considers that an evaluation has pedagogical coherence:

"Only if we understand it for training purposes, carried out by teachers within the usual practices of work and monitoring of tasks, in a fluid climate of communication, where it is possible to know the student directly without having to apply exams unrelated to normal work to check their acquisitions, shortcomings, possibilities, etc."

2.3.5. Main conditions of an evaluation

The conditions were established by the Joint Committee on Standards for Educational Evaluation and the Evaluation Research Society (Stufflebeam and Shynkfield, 1995). The main work of these organizations has been guided by two basic premises, the first points out that evaluation is an essential and inevitable human activity, and the second is based on the fact that a new solvent evaluation provides a broader understanding and an improvement of education.

Stufflebeam and Shinkfield (1995) advise that evaluators and those involved in this process cooperate so that evaluations can meet four main conditions:

- ✓ Help provide information about virtues and defects, as well as troubleshooting
- ✓ Be feasible by employing evaluative procedures that can be used without much problem
- ✓ Be ethical by relying on explicit commitments that ensure the necessary cooperation, the protection of the rights of the parties involved, and the honesty of the results
- ✓ Be accurate in describing the object in its evolution and context, relieving virtues and defects, being free of influences, and providing conclusions.

Working in groups is important but many students comment that they find working in groups difficult because they can never think of intelligent things to say, they can never contribute ideas to the group (Singh, M.S, 2007).

2.3.6. Collaborative work

It is a fundamental strategy of the current approaches to Teacher Professional Development and its essence is that teachers and professors "study, share experiences, analyze and investigate together about their pedagogical practices, in a context institutional and socially determined" (Vaillant, 2016, p. 11).

According to Vaillant (2016) exist key elements to working collaboratively:

Defining a common goal in the group, which response to the needs and challenges of their pedagogical practices, assuming individual and shared responsibility to achieve that goal, ensuring the active and committed participation of all member, promote symmetrical and reciprocal relationships in the group, develop interactions based on dialogue and pedagogical reflection and implement frequent and continuous meetings over time.

Learning collaboratively implies working together to solve a problem or tackle a task, having a common goal, and ensuring that not only the active individual but the whole collective, is strengthened. It is a process in which each individual learns more than they

would learn on their own, the result of the interaction that is generated with the other members of the group, and this process will be evaluated with evaluation tools.

2.4 Research tools description

This part of the document will describe the tools that will be used during the research process.

2.4.1. Evaluation tools

Alicia Camilloni (2004), tells us that evaluation instruments are methods that allow us to collect information about the current state of knowledge of a student or a group.

There are several types of instruments, which are divided into

- ✓ Product-oriented: based on oral or written tests
- ✓ Process-oriented: based on portfolios, interviews, observations, and self-assessment
- ✓ Conventional: they are based on attendance, systematic observation, participation in the classroom (question-answer), class preparation, presentation of works, and evaluation tests
- ✓ Unconventional: case solving, solving real problems, project development, performance and representation, and progress report.

Camilloni, (2004) argues that the success of the evaluation will depend on the choice of the instruments selected, the timing in which it is administered, and the subsequent analysis of the results. The teacher must investigate the effects caused by the different instruments on the teaching and learning process. This means that the evaluation will be a process of analysis and continuous learning.

Must meet four main requirements: **Validity:** refers to the degree of precision with which what is intended to be evaluated is evaluated, the validity is not absolute, it is relative to the planned purposes. **Reliability:** the reliability of an instrument depends on the accuracy of objectivity. For an evaluation to be reliable, the person who applies it needs to interpret the results in a similar way and by different teachers at different times.

Highly reliable instruments are those that lack subjectivity. **Practicality:** for an evaluation instrument to be practical it must meet 3 requirements: ease of construction, ease of administration, and ease of computation. **Utility:** it is useful when it allows guiding students, teachers, and parents. (Camilloni, 2004)

2.4.2. Diagnostic exam

Diagnostic tests can show the teacher what the students know and do not know about the English language. Such information can and should be analyzed by the teacher. The results of the diagnostic test are a valuable resource that can guide the teacher in creating effective lessons and materials that meet the learning goals of the course and the needs of the students. (Crocker, 2022)

A diagnostic test is very important to the English language teacher because it determines the appropriateness of the course for students. If placement tests are not used at a given school or institution, evaluating the results of a student's diagnostic test may reveal whether the course matches the English level of the student or not.

To obtain information on the level of English of each student, an exam for levels A1 and A2 of the official website of Cambridge were adapted since they are exams that have gone through the corresponding steps to be able to obtain the ideal and correct information of each student. (Cambridge Assessment English)

2.4.3. Evaluation Rubric

According to Heidi Goodrich Andrade (2019) rubrics are guides or evaluation scales where progressive levels of mastery or expertise are established regarding the performance that a person shows concerning a given process or production. It is a strategy, a tool for alternative evaluation, applied to different fields of educational processes; it is also a matrix generated from a list of specific and basic criteria, which will allow students to identify the performance they achieve in an activity or an assigned task.

The rubric is an important instrument as it provides for self-regulation in teaching-learning, it will allow you to have control of it. In addition, it serves as a guide and companion during your training process. It will allow students to plan clearly and in an

orderly, identifying its dimensions and, establishing strategies and resources necessary for its development.

2.5 Action plan

According to CEGEP (2021), it is a detailed study of the formal practices and strategies that allow the educator to introduce changes. Its main usefulness lies in the contribution to the implementation of changes in teaching methodologies, the identification of deviations and corrective measures to be implemented. This means that it is necessary to implement work strategies that guide the student, creating an analysis of the learning process of the students to boost the students learning and can implement it in future situations of their daily lives.

Action research involves a self-reflective, systematic, and critical approach to the inquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues the participants consider worthy of investigation to bring about critically informed changes in practice. “Burns 1999, cited Cornwell 1999”.

According to Roberto Hernandez and Christian Mendoza in the book “Metodología de la investigación, las rutas cuantitativa, cualitativa y mixta” (2018) mention the three essential phases of action research designs that must be implemented: **observe** (build a sketch of the problem and collect data), **think** (analyze and interpret) and **act** (solve problems and implement improvements) which occur cyclically again and again until everything is solved, Change is achieved or improvement is satisfactorily introduced.

“Mills (2014), Pavlish and Pharris (2011), Adams (2010), Somek (2008), and Sandín (2003) quoted Hernandez, 2018” represent the qualitative study of successive spiral cycles, which are the following: **detect** the research problem, qualify it and diagnose it, whether it is a social problem, need for change, improvement, and so on, **formulation** of a plan or program to solve the problem involved or introduce change, **implement** the plan or program and evaluate results and finally, **feedback**, which leads to a new diagnosis to a new spiral of reflection and action

The next part of this research will show how the action research phases were raised.

Topic selection: The topic that best suits the needs of the students and the teacher is chosen.

The Main Problem (detect): Students didn't speak English during class, they managed to understand the indications but didn't feel encouraged to participate and speak in English.

Formulation: With the PBL methodology, students improved their productive and social skills

Literature review: Was carried out cyclically at every opportunity necessary to increase technical support to support what was being done.

Research tools: To grade each presentation, a rubric was used to observe each student's learning development. The projects were individual and collaborative, which generated a good atmosphere in the classroom and among each student.

Data collection: In this part, the students' projects were graded and the progress they obtained during the process was obtained.

Implement the plan: Each week the students deliver a project according to the theme seen during the practice's journey to evaluate the students' English learning process.

Analysis (feedback): It was sought that when giving feedback to each student in their presentations, the students have improved the quality and marked errors of the previous activities, and student learning was analyzed through rubrics. The most important and evaluated points were: the students' learning, their way of interacting with their peers, their creativity and, most importantly, in their final project, their fluency and vocabulary were evaluated in English speaking.

2.6 Class sequences

This part of the document describes the classes, activities, and results obtained during the 2022-2023 school year at General Dionisio Zavala Almendarez School. The classes were based on Barba-Marín, Sonlleva-Velasco, and García-Marín (2018) quoted by John Dewey (1899) four steps are Objective, planning, execution, and evaluation.

2.6.1. First practice journey: September 26th, October 14th

(Appendix A, lesson plan, images, and rubric)

First class, objective: By the end of the lesson, students will be able to describe the clothes they like to use in their daily life.

At the beginning of the class, a student wrote the date on the blackboard, then was shown to students two pictures, one with the student's uniform and the other with normal clothes. Students were asked: **(Appendix A1)**

T: Which of these do you prefer?

SS: Normal clothes!

T: These clothes, can I wear at a party?

SS: No teacher, these clothes are for the school.

T: Who is wearing this outfit?

SS: We!

T: Eiza, what is your favorite outfit?

E: I like to use sandals and a dress

T: OK! Axel, what is your favorite outfit?

A: I like to use my Tigres T-shirt

T: Excellent! Where do you buy your Tigres T-shirt?

A: My dad gave it to me for Christmas

T: Awesome!

After answering the questions, two students went to the front of the classroom with different uniform to begin describing it. A boy wore the gala uniform and the girl wore the sports uniform, all started to describe it and write it down on the blackboard, then they alone described the clothes that the teacher was wearing. **(Appendix A2)**

At the end of the class, students wrote in their notebooks their favorite outfits, and the dynamics of “Hot Potato” were made for the participation of the students.

The main characteristics already mentioned above in this research according to the research objective step is to activate the knowledge of students. In this class, the feature based on Barba-Marín, Sonlleve-Velasco, and García-Marín (2018) quoted by John Dewey (1899) was fulfilled because the students developed their grammatical ability by developing learning how to write a complete sentence when describing someone's clothes, with the examples that were made in a group way, the students acquired the learning of knowing how to write it in their notebooks.

Second class, planning, execution, and evaluation: students will be able to have a conversation to buy new clothes in a clothes store.

The class began with a poster of a conversation between a clothing seller and a customer, at the end of reading the conversation, the students were asked the following: **(Appendix A3)**

T: Is this conversation in a restaurant?

SS: No!

T: In which place could this conversation be?

SS: In a clothing store

T: Give me an example of one

SS: Nike, Adidas, Plaza El Dorado, Aurrera...

Then on the board were written “Customer” “Seller” and the following phrases, "What size do you want?" "Can I try it on?" "Do you have a purple T-shirt?" "Yes, I have it" "Can I help you with it?" "Would you like to pay with a credit card or with cash?" "It is, ok?" the students in their notebooks wrote down which phrase each one says. To end the class in pairs the students wrote a conversation using the phrases on the board. **(Appendix A4)**

According to Barba-Marín, Sonlleva-Velasco, and García-Marín (2018) quoted by John Dewey (1899) the principal characteristic of planning is that the student must be aware of what he knows and what he needs to know. In this class was fulfilled because the students put into practice what they need to know what phrase goes according to the seller or the client. All this so that at the time of carrying out the project they have clear the ideas and dialogues of which they have to write.

The most important characteristic of execution for Barba-Marín, Sonlleva-Velasco, and García-Marín (2018) quoted by John Dewey (1899) is to know what tools they will use to develop their project, they must also know if the project will be done individually or collaboratively, in this part the teacher takes a guiding role to solve problems presented by the students. This authors mentions that the projects are presented in front of the group, for the student to compare, choose, explain, and evaluate.

Conclusion The Second week September 26 to October 14

Students were evaluated with a writing rubric, which focused on vocabulary, grammar, and content. **(Appendix A5)**

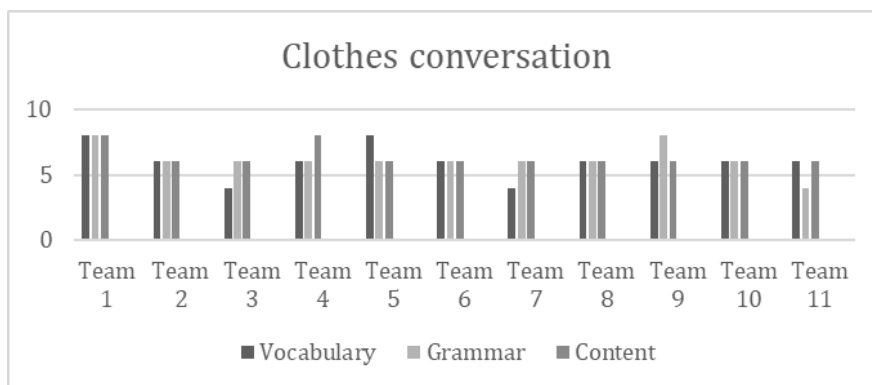


Figure 3, Student's results clothes conversation

In the results, we can see that only one team obtained 8 in all categories, while the other teams obtained between 4 and 6 in disqualifications categories, this implies that students have difficulty writing in English. In this work collaborative work was evaluated, in the following ones it focused on the individual learning of the students to see what is wrong with each of them.

Cerda (2001), mentions that PBL is a method that links the objectives of active pedagogy, conceptual change, training towards autonomy, and teacher-student interaction for the generations of knowledge. Working in this way with the students puzzled them a bit since it is different from the way of working with the head teacher. It was observed that the students need to improve more at the time of writing since they use the dictionary a lot and write the words as they are.

Third-week class: October 14th, 2022.

Week, objective, planning, execution, and evaluation: students will be able to present a project based on what they saw in their last lessons.

The objective of the class was that the students at the end of the class were able to express what type of clothing is used in each season of the year.

The first day was objective in which the students were given the indications, the teams were formed and the season of the year was chosen. To complement the class, the

students agreed on who had to bring the material, the doll, who was going to write, and so on.

The second day was **planning**, the students took their material and began to do it throughout the class. In this class, there was no good result because most of the teams had problems with people who did not bring their complete material. For the teams that did bring their material, they worked with a draft in which they had to describe the clothes of their doll. When students had problems with a word, they helped themselves with the dictionary or asked the teacher who had the role of guide during class.

The third day was **execution**, students were already ready to present their projects. To choose who would pass first, numbers were written down on white sheets with the numbers of the teams and a representative of each had to take a sheet, depending on which number they drew the order would be. The whole class was for the presentation of the projects. **(Appendix A6)**

The last project of the students was evaluated with a speaking rubric, complete task, grammatical accuracy, pronunciation, and fluency were evaluated by adaptation of a rubric because the author Pierrat (2020) mentions “create student-facing rubric breaks down the teacher-facing language into vocabulary that students can understand helps them to know what is expected of them while also helping them reflect on their learning”. **(Appendix A7)**

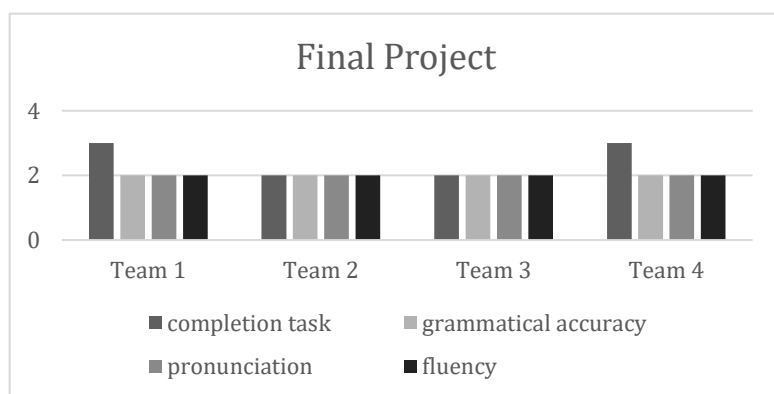


Figure 4, Student's results final project

On this day of practice, it was observed that there was no adequate order among the students since there was a lack of communication between them. Each week a project was carried out in which it was sought that the students develop their productive skills with the help of the projects. The first week was only for the writing skill, in which students learned grammar and vocabulary to write correctly. In the results obtained it was observed that students need to improve vocabulary since they have the idea of how to express it but not write it. In the second week, it was the speaking skill in which students had to express what they wrote. In the results it can be seen that most students do not feel confident speaking in English in front of their classmates, they speak low and their pronunciation is not adequate since they are afraid that their classmates will laugh at them.

The characteristic of PBL is the construction of knowledge from the globality of the project, the need for research in different sources, the collaborative work, the union between reality and the contents worked on in the school, as well as the coexistence between students, student-teacher, family and environment, which increases motivation. (Barba-Marín, Sonlleve-Velasco, and García-Marín, 2018).

2.6.2. Second Practices November 21st - December 19th

(Appendix B, lesson plan, images, and rubric)

The first week November 22th 2022

First class, objective: students will be able to advise on a problem they could have.

At the beginning of the class, a student wrote down the date. To start the class, "I SHOULD" was written on the board and 3 sentences, one in a positive, negative, and interrogative way "I should get up early", "I should not go to bed late", and "should I sleep 7 hours?". The students were asked what these phrases meant and answered that they were obligations, which they were told was wrong since "SHOULD" is used when talking about a recommendation, at the time this was explained to the students, it was written in capital letters and large "RECOMMENDATIONS" on the board.

The class continued with the hot potato game and with the problem card (**Appendix B1**), the dynamic was that whoever lost would choose a card, read it aloud, and say a recommendation for that problem.

Problem card: Yesterday I saw my best friend's boyfriend kissing another girl. Should I tell her?

SS: I should talk with my best friend about this situation.

Problem card: My sister always takes my clothes without asking me first.

SS: You should hide your clothes

SS 2: You should close your room.

Problem card: My parents won't let me put on make-up when I go to school.

SS: You should use make-up only on weekends.

To finish the class, students got together in pairs and thought about their daily problems and possible positive and negative solutions, then they compared them with another pair. (**Appendix B2**)

In this class a project was not carried out as such, it was a simple activity in which the writing was evaluated by the students, it also simply focused on making the subject known to the students since the following classes were carried out the following topics: regarding obligation The students already had the topic in mind and already knew what the class was about, it was only a matter of working in teams and agreeing to continue with the final activity. In the results, it is observed that the teams improved their grade. Students were evaluated with writing rubrics in which vocabulary, grammar, and content were evaluated. (**Appendix A5**)

According to Daher (2021), Dewey's theory of learning advocated a lifelong learning approach where learning happens when students interact during real-life

tasks. That is why relating classes with the daily life of students favors and helps better learning within the classroom.

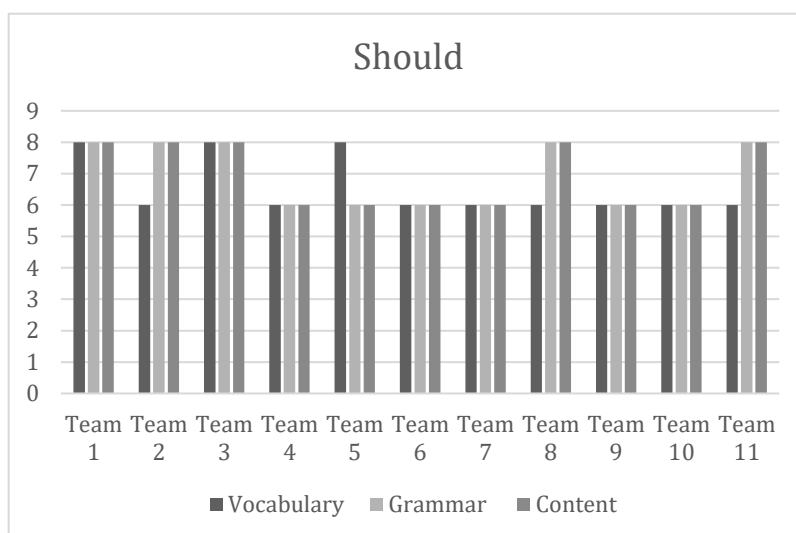


Figure 5, Student's results "should" activity

Second week November 28th

First class objective and planning: students will be able to write suggestions, obligations as a student, and rules in the classroom.

This week of practices was very short because of some events that took place in the school because it was the anniversary of the school, so in a single class, the project was propose, organized, and carried out with the students.

The class began by giving small feedback on what we saw in the past classes when students used each modal verb (should, must, and have to), and explained the difference between must and have to.

T: when do we use "should"?

SS: when we are talking about recommendations

T: And when do we use "must"?

SS: when we are talking about rules

T: Finally, when do we use “have to”?

SS: when we are talking about obligations or needs

After the final project was explained to them, the students had to write suggestions for the school, their obligations as students, and finally the rules they have as students. **(Appendix B3)** For the students to participate, "hot potato" was played. To finish the class the students wrote everything in their notebooks and the participation of all was evaluated with this activity. **(Appendix B4)**

The students were evaluated with a rubric in a group way, in which grammar vocabulary, and content were evaluated. **(Appendix A5)** This occasion, there were not many classes since it was the anniversary of the school and there were more activities and celebrations.

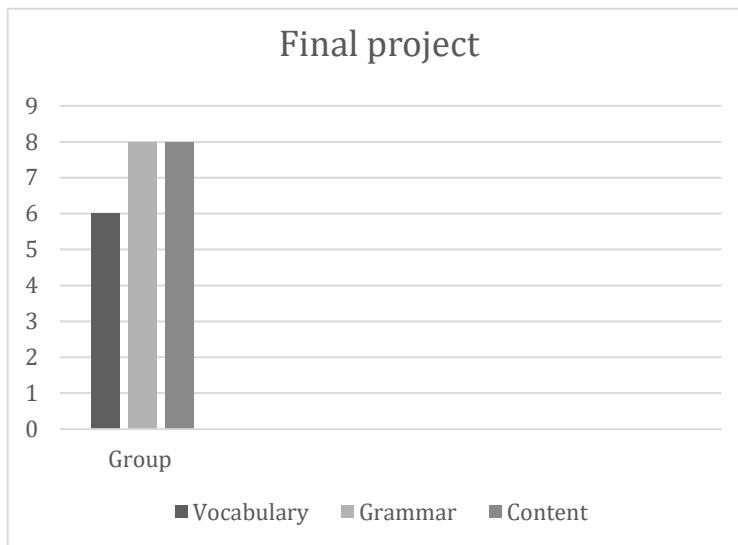


Figure 6, Student's results final project, class rules

Conclusion of second practices

In this last week of practice, the final project which was to make class rules was evaluated, the students gave their opinion about some recommendations that they would like the school to take into account to improve the environment with the students.

According to Barba-Marín, Sonlleva-Velasco, and García-Marín (2018) quoted by John Dewey (1899), it is usual for students to have difficulties or obtain negative results during this process, but it is part of this process. The teacher can identify the strengths and weaknesses of the students, here the ability to solve problems is carried out. On this occasion, a student wrote "cellephone" in the classroom rules, the students were told to all read the sentence and most of them noticed the lexical error, as mentioned by the authors it is difficult in this process there are mistakes but if there were to be any problem the teacher guides the students so that they can solve problems.

2.6.3. Third practices February 13th March 24th (Appendixes C, lesson plan, images, and rubric)

From this day of practice, the students knew that the last class would be to implement a project because the author Pierrat (2022) mentions that planning a project helps to link all the lesson plans and daily resources in the students. The first class focused on objectives and planning, the second on execution, and the third on evaluation. In this last practice week, the students were told that they were going to make a calendar which would carry the days that the students would complete their project., once a week we would carry out a project according to the theme that we have seen in the week, that way you can link all the lesson plans and daily resources so that they are in one place. (Pierrat, 2022)

Fourth week February 20th, 2023

First class, objective, and planning, class goal: At the end of the class students will be able to identify regular and regular verbs in the past form

At the beginning of the class, a student wrote the date on the board. Since the activity was over, we started with the class, two students were asked to help the teacher distribute the

first worksheet that was reading (**Appendix C1**), once everyone had the worksheet students were asked:

T: Where have you traveled to?

SS: to the beach

T: Which beach have you been to?

SS: Acapulco

SS: Guayabitos

SS: Tampico

T: Excellent! Has anyone been to another country?

SS: Oh teacher, we are from Dionisio Zavala, do you think we are going to travel to another country?

T: Nothing is impossible! Well, let's start reading.

To read the reading, each student would only read up to the first point, then randomly choose the next student to continue reading.

T: Zara tell me a number from 1 to 22

SS: 12

T: $12-5=7$, whose number is 7 on the list?

When we finished reading, it was asked if there were doubts in any words or sentences or if they had understood and resolved doubts. To finish this part of the activity students were asked to identify the regular and irregular verbs, a small explanation was given of what type of verb is, and they had 5 minutes to do the activity. Once they finished in group, students checked them.

To finish the class, students were given 5 to 10 minutes to brainstorm the week's project. The students were sitting on the floor and the teacher explained that she had the idea that the students worked the verbs in the past and could express they correctly, with

that information the students chose to perform their autobiographies and write relevant facts about their lives. Within each of these benchmarks the teacher identifies the content and skills necessary to complete the given phase of the project. (Pierrat, 2020).

T: I have in mind that you make a project where you express the regular and irregular verbs in the past tense, what would you like to do?

SS: We can write about our past, tell some story that happened to us when we were children

SS 2: We can talk about funny things that happened to us

SS 3: Let's do our autobiography and write things that have happened to us, for example, me who broke my arm playing

SS: Yes, it is a good idea

Second and third class, planning, execution, and evaluation, class goal: Students Will be able to write their autobiography using correct verbs

As the class was at the first hour, the class started with a dynamic in which the students had to change places according to even and odd numbers, for example, all the even numbers on the right side and the odd numbers on the left side of the room.

The class began with a student writing down the date of that day, the class started with the question "What is an autobiography?" "What information does an autobiography have?" "Where can we read autobiographies?" While the students answered the questions, a flyer was posted on the board with the autobiography of Isaac Newton (**Appendix C2**) a number from the list was chosen and a student had to go to the front to read until the first period, then the student chose another number and so on until finishing the reading.

When they finished reading, students identified the past tense verbs and underlined them in the poster so that they could write their autobiography using those verbs. The students had 15 to 20 minutes to write their autobiographies because, with the hot potato game, they went to the front to read and explain their autobiographies. (**Appendix C3**)

In this project the idea of the author Piarret (2022) was implemented because the students were involved when planning a project, in which they were free to carry it out, the teacher's role was a guide as mentioned by Dewey (1899), and provided them with 5 verbs that they could use in their writing and they wrote more using other verbs. In this class the students made a timeline, they brought material which was sheets of color and images.

The students were evaluated with a rubric in a group, in which grammar vocabulary, and content were evaluated. **(Appendix A5)** The results showed that only three students had a grade of 6 and the others of 8 and 10.

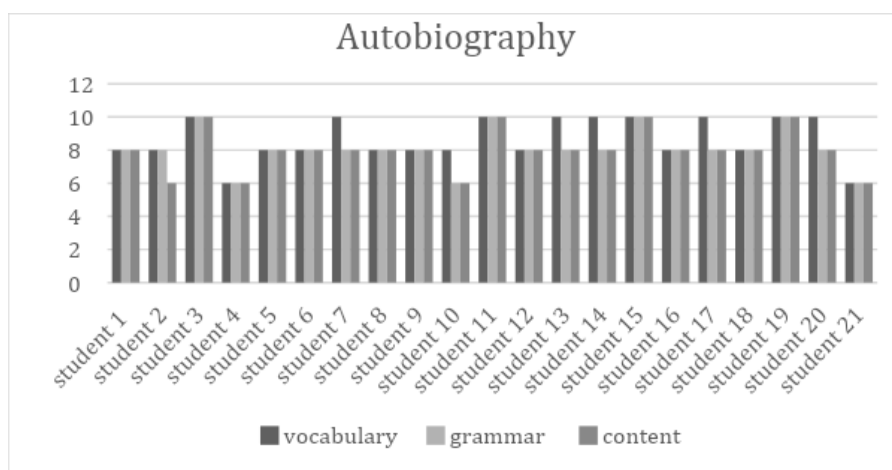


Figure 7, student's autobiography results

Fifth week March 6th, 2023

First class, objective, and planning, class goal: students will be able to make their line time.

The class began by writing the date on the board, before saying the instructions for the activity.

T: You will have the whole class to make their timeline, they can sit with their friends but I want them to be working.

SS: Yes teacher.

T: Please take out your material, if you brought colored sheets, your images, and markers? If you didn't something bring, borrow it, please.

SS: Yes teacher.

T: But before you use your colored sheets, I want you to write in your notebook your timeline to review it, and until I tell you that it is okay for you start doing your project.

In this class the students planned how to carry out the project, the students were given the instructions and they just started doing it. The author Pierrat (2020) mentions that all the project planning is in service of preparing students to ultimately produce that final product.

The students were evaluated with a rubric in a group way, in which grammar vocabulary, and content were evaluated. **(Appendix A5)**

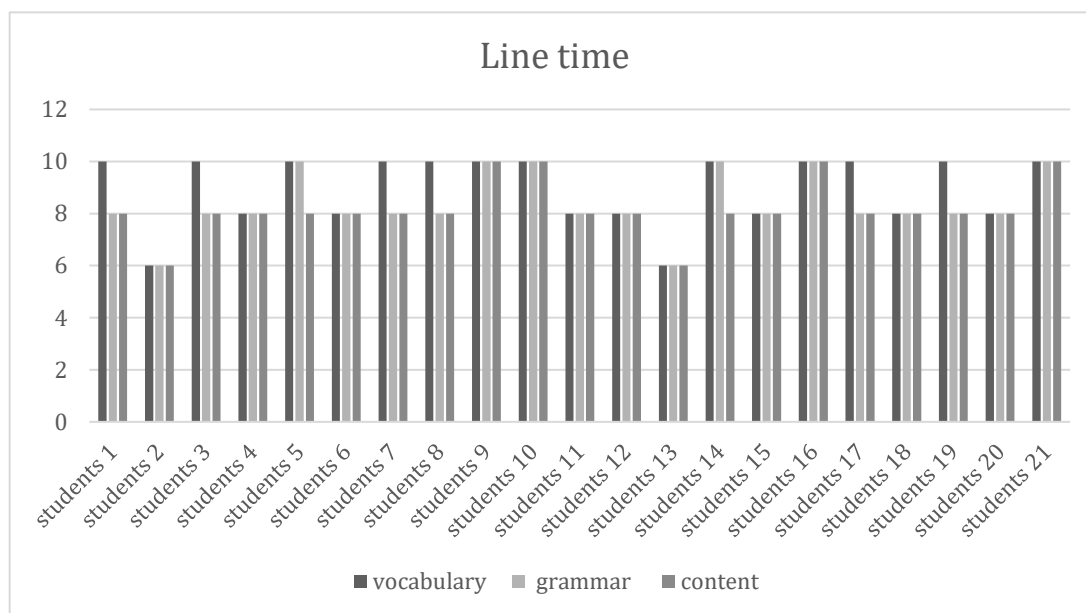


Figure 8, student's line time results

Sixth week March 13th, 2023

Third class execution, and evaluation, class goal: students will be able to express and present important events in their lives

The class began by choosing which team went first, so with the help of a box the students took a piece of paper with the number to know the order. The whole class was used for presentations. **(Appendix C4)**

The students were evaluated with a speaking rubric that evaluated knowledge content, posture, voice and eye contact, language, grammar, vocabulary, and register. **(Appendix C5)**

Conclusion of third-period practices

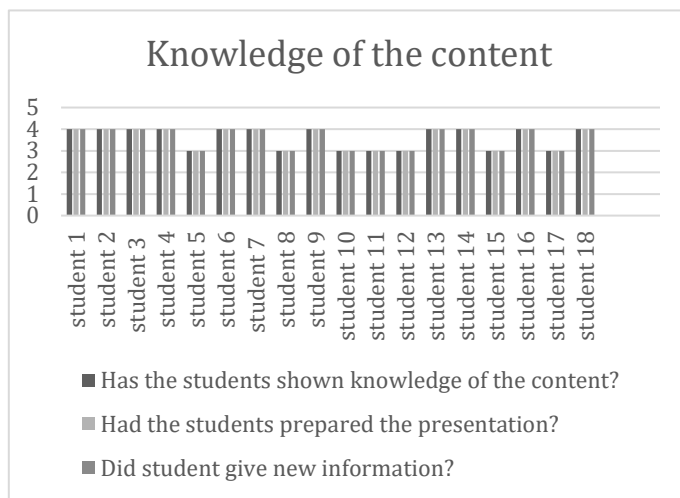


Figure 9, Student's knowledge of the content results

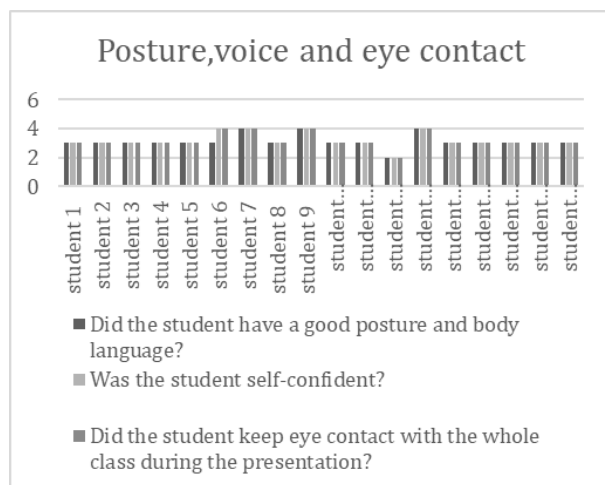


Figure 10, Student's posture, voice, and eye contact

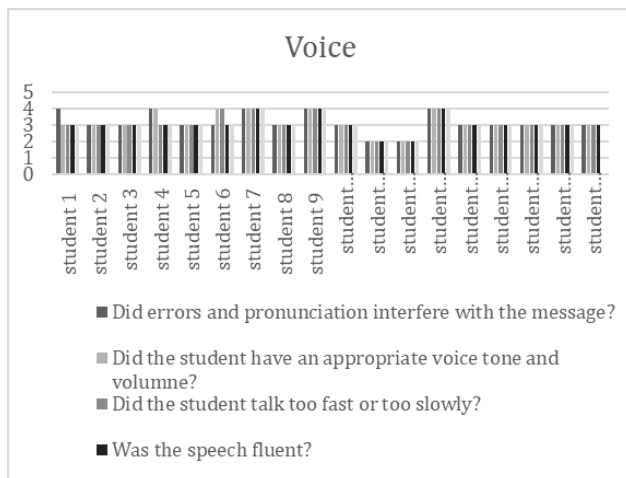


Figure 11, Student's voice results

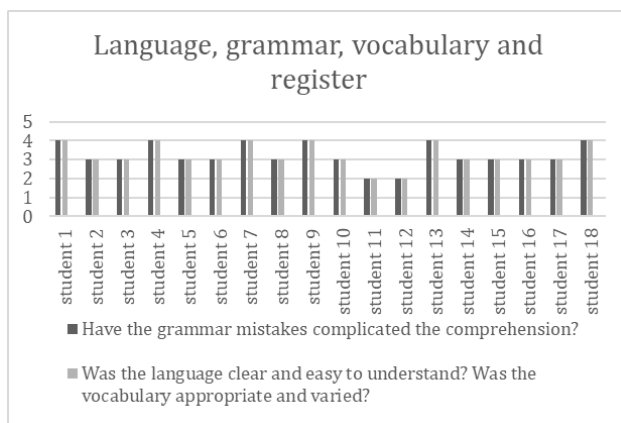


Figure 12, Student's language, grammar, vocabulary, and register results

In this last project the improvement couldn't be observed in the students, both the steps of Barba-Marín, Sonlleve-Velasco, and García-Marín (2018) quoted by John Dewey (1899) and those of Piarret (2022) the projects helped the students gradually develop their productive skills. When they went on to introduce their topic, it couldn't be observed that the students were more confident in doing it and saying it. Some students were shy at the time of speaking but that is because it is already their personality, they are shy and find it difficult to speak in front of everyone.

2.7 Results of the final diagnostic exam

According to the diagnostic exam that was modified at the beginning of the school year it was obtained as a result that 3 students had taken levels A2 10 level A1 and 7 -A1. These results were always in my mind because it had to try that on the most advanced

ones did not get bored when reviewing what they already knew and in the same way make the class for the other 17 children not difficult to learn it.

In the second diagnostic exam, the results were obtained of 10 children with level A2 and 10 children with level A1. The exam has 15 correct answers, from correct number one to five is a level -A1, from success 6 to 10 is a level A,1 and from 11 to 15 is level A2. These results surprised me because when comparing their past exams to the last one they did, I realized that during the classes the students enriched their vocabulary and grammar since in the first exam, many wrote the answers in Spanish but, in the second, they were already witing in English.

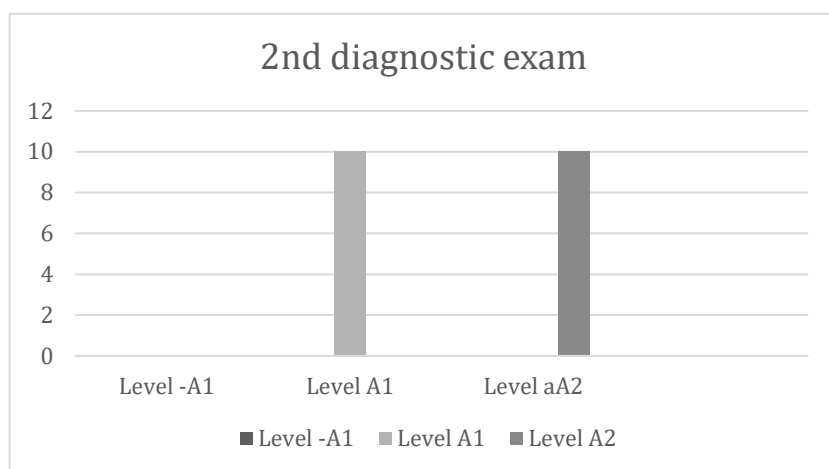


Figure 13, Second diagnostic exam students' result

Chapter 3. Proposal Evaluation

3.1 Proposal consistency.

From the beginning, it was focusing on the needs of the students and the school. The diagnostic test was carried out in which we sought to know how much the students knew of the English language, which helped students to know what they had to work on more with the students. With the help of observation, an analysis of how students work best was carried out.

On this occasion, it was the first time that the students had an English teacher since the school had a lack of teachers of different subjects, this was a situation that began

to work from the beginning because the students were not used to working in English and at the beginning of the practice days there were problems because the students did not want to work or participate.

It was also checked what material the school had to be able to teach the classes, this was fundamental since it was necessary to know what material would be worked with the students.

In the course of the practice days, the students were responding positively since in each work feedback was made so that they gradually improved their grammatical errors. As can be seen in Appendix A2, which was one of the first works they did, the most common errors of the students were that they did not complete the sentences and spelling errors. In Appendix B2, the students were improving little by little, since different strategies were also used in the classes so that the students worked correctly. In Annex B4, the only grammatical error that can be observed was "cellephone" The errors were already menial. In Appendix C3, students who used and knew the verb in the past found it easy to perform their autobiography. Finally, in Appendix C4, students used new vocabulary that helped them better express their work by presenting it to the group.

3.2 Curriculum approach.

The curricular proposal indicates in the description of the training field Languages that it is necessary to break down the various aspects, contents, and orientations. The focus of the subject has remained aligned with the contents related to the teaching of the mother tongue in a way that facilitates the integration of the contents. The structuring between levels of achievement and the distribution of the contents to graduate the progress in the domain and competence in the English language.

According to the book "Aprendizajes Clave" English is composed of two stages: one aimed at the initial grades of basic education whose purpose is to promote in students the familiarization and contact with English as a foreign language; and the other, aimed at the rest of the grades that make up this educational level, which aims at competence and basic mastery in this language.

To determine the scope and breadth of curricula, English proficiency, and proficiency standards were created. These form the basis for exploring the role of

language and other forms of communication in students' cultural and social life, as they progress through the education system and towards their knowledge of the world.

The teaching of English seeks to ensure that students, at the end of this educational level, have the necessary tools and skills to be able to sustain interactions and adapt their actions based on a series of experiences with oral and written texts in various communicative situations.

The contents given were from the book of “Aprendizajes Clave”, some activities were not according to the level of English of the students since not all have a level advancing, for this reason, it was that Project-Based Learning was adapted and adequate to the level of the students so that they worked in a good way during the classes. Also, something that is important is that in the “Consejo Tecnico” of the school the importance of using the projects to improve the learning of the students was carried out and its main characteristics are that, the students are the authors of their learning, they investigate, learn, create and apply what they have learned in a real situation. They also have a positive impact on students' self-esteem and increase their motivation. Finally, mentions that the teacher coordinates the process helping the students to learn for themselves and give feedback. (SEB, 2023b)

3.3 Competences Reflected in the research process

The competencies that were developed in this research were:

Generic skills, learning autonomously, and showing initiative to self-regulate and strengthen my personal development. This competence was chosen because it was considered that they did not have good group control, they were distracted and did not participate during the classes and that was a challenge because it was expected that the students were motivated to learn English.

During this process, as can be seen from the results, a little by little improvement in the attitude of the students during the classes, there was already more participation, more dynamic classes, and above all the control of the group was achieved.

Professional competencies, implement innovation to promote English language learning in students. When the second competition was chosen, it was sought that the classes were more dynamic, as such there was no innovation in the classes but with the

Project-Based Learning methodology the students were the ones who exploited their imagination to carry out the work requested in each class.

Disciplinary competencies identify factors that facilitate or hinder acquiring and learning a second language. In this last strategy, he focused on the difficulties that students had when learning English, and during the process, they were improving little by little so that students felt more confident when speaking English.

3.4 Detailed analysis of the sequence proposal.

The fourth week of the last practice journey, the steps were carried out according to Barba-Marín, Sonlleve-Velasco, and García-Marín (2018) quoted by John Dewey (1899) the main content was simple past to which the following activities were adapted. In the first stage which was the objective, the class was carried out to identify regular and irregular verbs, the students had to identify them in a reading. This activity was carried out so that the students knew and learned more verbs. To end the class, it was talked to the students to brainstorm to carry out the final project and so on in the following classes to carry it out.

This class was this way because when teaching examples to my students and they wrote everything down in their notebooks it helps them to perform the activities better if they did not remember a verb in the past tense, before asked the teacher, they looked for it and therefore became the author of their learning.

The second stage was planning, students identified what an autobiography is and took the example of Isaac Newton, in a group way the students read the autobiography and to finish the class, they with the same verbs of the reading, they made their autobiography and they had to investigate more verbs to express more information about their autobiography. This class was conducted in this way because the students already had a greater knowledge of English verbs and words and in this way they got them to express their autobiography.

In the last stage, the execution and evaluation of the Project were carried out, which consisted of creating their timeline with the information they wrote in their autobiography. In this part, the students used materials such as colored sheets, images of

them as children, and currently, markers, cardboard, drawings, etc, Finally, the students went on to present their timelines in front of their classmates.

3.5 Applied resources.

The material that was used in the classes, 2 worksheets, visual material, and an evaluation rubric. In the classes, it is very important to bring visual material since students learn with examples and it is necessary to explain in detail so that they can understand the indications.

The worksheets did not work because the students did not have the necessary interest to solve them since they were made easier to copy their classmates than to work individually. That is why for future work as a teacher it is sought to change the worksheets with more dynamic activities to be able to develop in the classes the professional competence that is to implement innovation to promote the learning of English in students.

The rubric worked because the students' presentations and writings were graded. With the rubric, the grammatical errors of the students were evaluated and it was analyzed if they were improving or remained the same.

3.6 Evaluation and following of the improvement process

At the beginning of the practices it was expected that the students had an excellent performance related to the foreign language and had the motivation to want to speak it during the class, on the other hand, the expectations of the students did not have the improvement since they are more shy and less eager to work, That is why throughout the practices it was carried out that the students developed their productive skills so that Little by little they will achieve the expected learning and feel more confident when expressing themselves in the language.

This process was developed with writing before carrying out the project so that the students learned grammar on the day of presenting the project the students had the confidence to speak without problem since they knew in detail the topic seen during the classes.

Finally, the competencies were proper development during this process, because the personal development as a teacher was strengthened when working with the projects since it was a process that both the students and the teacher adapted and it was a different way of working. In the second competence, innovation was implemented, but the classes were very monotonous to the extent that the students copied the worksheets and there was not adequate interest in the students to solve them individually. In the last competence, Project-Based Learning helped facilitate the acquisition of second language learning as students were the authors of their own learning.

3.7 Reformulation of the Proposal.

What is considered to change this proposal would be the didactic material, in this case, the worksheets since there was no good interest on the part of the students, that is why it seeks to implement games such as memorama, lottery, flashcards, and that type of material so that my students are made more fun to learn a new vocabulary of the subject.

Chapter 4. Conclusion

As already mentioned in this document, it was carried out only with the second grade of secondary group D in the 2022-2023 school year, because the students did not feel confident to speak English since they had not developed their productive skills.

It was discovered that the group works very well individually and in groups, as long as the teacher is the one who makes the teams, since, if the students form them, they get together with their friends and do not work during the activity. It was also discovered that students change their attitude when they are involved or asked for their opinion to carry out some work, in this case, the projects.

At the moment that the teacher asked the students what they would like to do as a project, they expressed their ideas and their way of learning and in that part of the research something mentioned by Barba-Marín, Sonlleve-Velasco, and García-Marín (2018) quoted by John Dewey (1899) was achieved, the students are the authors of their learning. It was also discovered that students were more confident in knowing how to write in English because they know that if it is well written, they will say it correctly and will not be embarrassed to express it.

It is important to mention that during the process of the students, a continuous evaluation was carried out, in which in each class the work of the students was evaluated and the improvement of themselves was analyzed.

Before the process, the students were evaluated with a diagnostic exam, in which, the results obtained were 3 students with level A2, 10 students with level A1 and 7 students with level -A1, this gave a pattern to know which students with low level had to improve. From the beginning, everything was focused on the needs of both the school and the students.

During the process, Writing and Speaking were worked, each week the students learned new vocabulary and were asked to carry out work in which they expressed the topic learned. For example, in Annex 2, the students described the clothes of two classmates, their teacher, and their favorite clothes so that at the time of the project they already had the necessary vocabulary to avoid mistakes.

The first results obtained during the first day of practices were by teams, it was sought first to analyze how they work as a team and then see their performance. The main errors that the students obtained were that they did not use new words, they had frequent errors, and that caused the writing to be difficult to understand.

These first results were a great challenge because it was already known what had to be worked on, in enriching the students' vocabulary again so that they improved their grammar, it was a good challenge because the ideology that was used in this document was not to translate, then when the students asked the meaning of a word the teacher made body language so that the students could understand in the best way.

The results of the second day of practice were also evaluated by the team, but in this case, the teams were chosen by the teacher and there was an improvement since the results Figure 5 shows that there was new vocabulary, there were fewer grammatical errors and it was easy to understand the writing. The only mistake that caught the teacher's attention was in the final project, in which a student wrote "Cellephone."

On the third and last day of practice, the results obtained were better than the first, since the students already had in mind how to work and how the English classes were

carried out. Clearly, in that part of the research, the learning of some students had to be improved, but little by little the process was carried out because each student has a different pace and learning style.

Another challenge that was noticed a lot during this day was that students who already knew English finished the activities before and during the class distracted their classmates, then it was sought that they help their classmates to solve doubts about the activity, they were used as "monitors".

At the end of the process, the results obtained in the second diagnostic examination were very good, since half of the room showed that it has an A1 level and the other half an A2 level. Something that was discovered during the application of the exam was the security that the students had at the time of taking it, a lot of difference was noticed in the students from the first exam to this second. It is thought that students' trust in the teacher improved during the process of this research.

It is important to mention that in the first diagnostic exam, there were students who wrote the answers in the final part in Spanish but in the second diagnostic exam, the same students who wrote their answers in Spanish wrote them in English. This can be seen in Appendix E and E1.

Of the three competencies already mentioned before in this document were developed in different ways, in this case, it is considered that the one that was most developed was identifying factors that facilitate or hinder acquiring and learning a second language, it was developed since from the beginning the needs of the students were identified and what makes the students do not acquire the learning of the second language, that is why the PBL methodology was implemented.

The competence to learn autonomously, and show initiative to self-regulate and strengthen my personal development, because at all times of the practices it was considered that something new was learned about how to be a teacher and it is thought that it is a process in which new things will always be learned and different experiences will be obtained throughout the professional life as a teacher. That is why it is considered that this competition will continue to develop.

The least developed competence was implementing innovation to promote English language learning in students, as a teacher she developed very little because it is considered that the classes were very monotonous in the aspect of material, always using visual material and worksheets could have been boring for the students, but the students developed innovation at the time of carrying out their projects since they were free to carry out in an independent way since They were the authors of their own learning.

During the process of this investigation, the following doubts arose:

- What should be done when seeing that students are copying their work?
- Do the students the work to want to learn or just to comply?
- Will have students like working on projects?
- Will have been boring for them?
- What did the students learn better?

The long-term plans would be to investigate how he would implement the research, be serious about the didactic material, and investigate what material can be used more for the learning of English since in the course of this research, he realized that for the students it is necessary to use a good material so that they understand the topics in detail and about not making the classes so monotonous and following a pattern that can bore the students. students and it becomes customary to work in that way, so that in this way you can continue to improve the learning of English of secondary school students.

Based on these 3 period practices, the aspects that are taken into account both with the improvement in my person as a teacher and the improvement of the learning of a second language are:

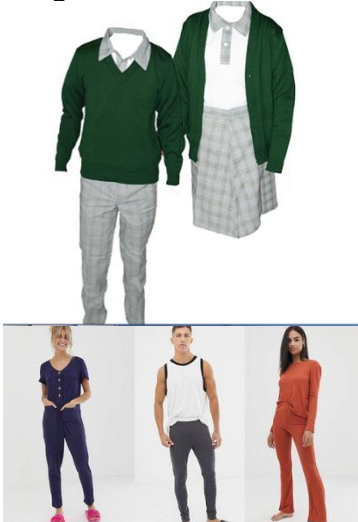
- Do not translating in class, use different strategies for students to learn the meaning of words, also that my students stop using the whole dictionary and use logic to understand the instructions.
- Speaking only what is necessary during class and be a guide for the students, they have to be the author of their learning.

- Motivating students to continue learning new things that not only stayed with what was seen in the class, something that helped me a lot was that the topics seen can be related to the daily life of the students and that helps them a lot.
- Be aware that students have different paces and learning styles, stop demanding them, and help them in the best way to learn.
- And finally, changing from time to time the routine of the class, from doing games, and dynamics, and going out to the playground to take the class, helped me a lot so that my students did not get bored.

APPENDIX

Appendix A Lesson Plan Clothes


Topic: How can I buy a T-shirt?	CONTEXT AND LANGUAGE FOCUS EXAMPLE: Simple present	Lesson number: 4 to 9	Date:
Main Aim of the lesson:		By the end of this lesson, students will be able to describe the clothes they use	
Methodology: PBL (project-based learning)			

Assumptions:				
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Objective, Planning	<p>At the beginning of the class, I'm going to write the date on the board.</p> <p>The class will start with clothes pictures and ask students:</p> <ul style="list-style-type: none"> • Which of these two do you prefer? • These clothes, can I use at a party? • Who is wearing this outfit? 	<p>Images</p> 	<p>READING (skimming, scanning)</p>	<p>Students may have problems following the reading of the sentences and comprehending them. Help them read it aloud and explain some concepts if they have doubts.</p>

	<ul style="list-style-type: none"> When can we use this outfit? 			
Execution	<p>With the same images, students need to describe the clothes, I will start with an example:</p> <ul style="list-style-type: none"> The boy has a white T-shirt. 	NOTEBOOK	Writing SS-T	If any student doesn't know the meaning of a word, they can use a dictionary or they can ask me
Evaluation	Students need to describe their favorite outfits and they need to explain. We will play Hot potato to choose the participant	NOTES Ball	WRITING (grammar, accuracy, structure) SPEAKING (fluency)	Give them examples of different use of the clothes.

Topic: How can I buy a T-shirt?	CONTEXT AND LANGUAGE FOCUS EXAMPLE: Simple present	Lesson number: 5 to 9	Date:
Main Aim of the lesson:	By the end of this lesson, students will be able to have a conversation to buy new clothes		
Methodology: PBL (project-based learning)			

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
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<p>Objective, Planning</p>	<p>At the beginning of the class, I'm going to write the date on the board.</p> <p>I will choose two students to read the conversation. (Hot potato)</p> <p>I will ask students:</p> <ul style="list-style-type: none"> • Is this a conversation in a restaurant? • In which place could be this conversation? • Tell me an example 	<p>Flyer</p> 	<p>Reading</p>	<p>Students may have problems following the text and comprehending it. Help them read it aloud and explain some concepts if they have doubts.</p>
<p>Execution</p>	<p>I will write a table on the board with the following information:</p> <p>Seller: Customer:</p> <p>On a piece of paper, I will write the following phrases</p> <ul style="list-style-type: none"> • What size do you want? • Can I try it on? • Do you have a purple T-shirt? 	<p>Blackboard Piece of paper</p>	<p>Writing SS-T</p>	<p>Students can use their dictionary</p>

	<ul style="list-style-type: none"> • Yes, I have it • Can I help you? • Would you like to pay with a credit card or with cash? • Is it ok? 			
Evaluation	In pairs, students need to write a conversation as an example and they need to expose it in front of the class.	Students work		If any student doesn't know the meaning of a word, they can use a dictionary or they can ask me

Topic: Project	CONTEXT AND LANGUAGE FOCUS EXAMPLE: Simple present	Lesson number: 7 to 9	Date:
Main Aim of the lesson:		By the end of this lesson, students will be able to present a project based on what they saw in their last lessons.	
Methodology: PBL (project-based learning)			

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Objective, planning	At the beginning of the class, I'm going to write the date on the board. I will instruct the project.			

	<p>Teams, 6 of 3 students and 1 of 4 students.</p> <p>They are going to choose their favorite outfit and they need to explain us in front.</p>			
Execution	<p>An example will be shown to them for reference, T will also explain how they have to present that project along with the characteristics.</p> <p>They will present the specific topic of clothes on a POSTER.</p>			
Evaluation	<p>Students will give me their ideas about it and T will provide feedback.</p> <p>I will ask for the material for the next class.</p>			

Topic: Project	CONTEXT AND LANGUAGE FOCUS EXAMPLE: Simple present	Lesson number: 8 to 9	Date:
Main Aim of the lesson:		By the end of this lesson, students will be able to present a project based on what they saw in their last lessons.	
Methodology: PBL (project-based learning)			

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Objective, Planning	<p>At the beginning of the class, I'm going to write the date on the board.</p> <p>I will check the material of every team and review the characteristics of the POSTER before they can start working.</p>	Cardboard		
Execution	SS will start working on their project while the teacher will check them from time to time their progress.			
Evaluation	By the last part of the class, SS will present a "draft" for T and they will receive the last feedback to finish their work.			

Topic: How can I order in a restaurant?	CONTEXT AND LANGUAGE FOCUS EXAMPLE: Simple present	Lesson number: 9 to 9	Date:
Main Aim of the lesson:		By the end of this lesson, students will be able to present a project based on what they saw in their last lessons.	

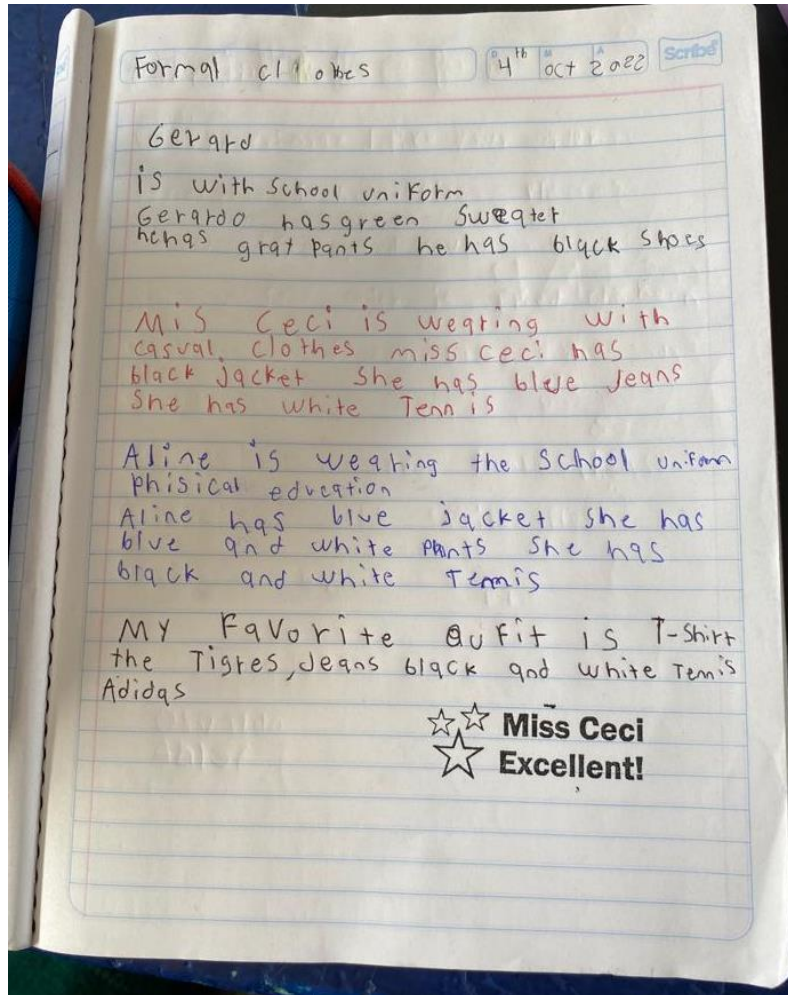
Methodology: PBL (project-based learning)

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Objective	<p>At the beginning of the class, I'm going to write the date on the board.</p> <p>With papers, I will choose the order in which each team will participate. They need to prepare.</p>			
planning, execution, and evaluation	<p>All the teams will participate. It's essential to know the time. They only have from 5 to 10 minutes, no more.</p>			
	<p>I will say goodbye to my students.</p>			

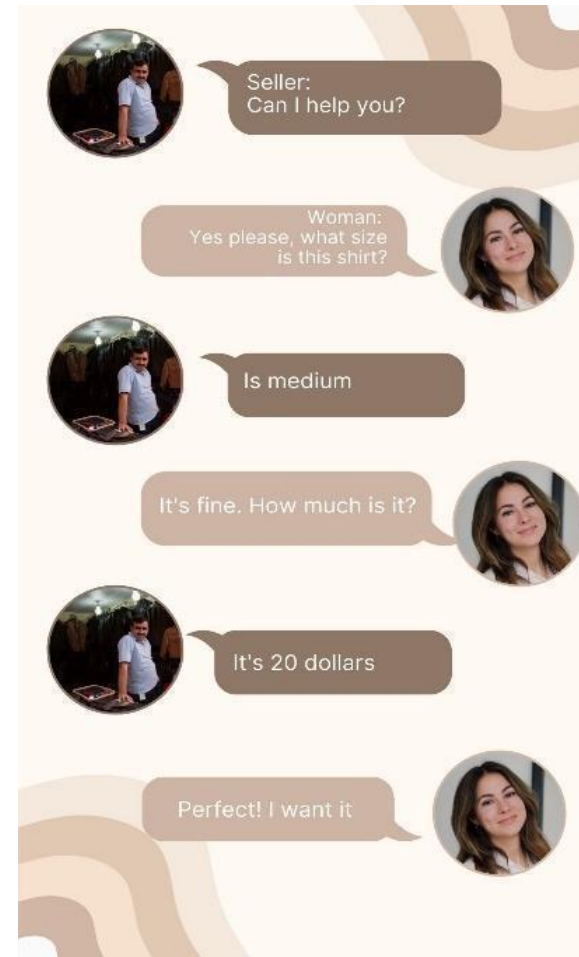
Appendix A1 Clothes flyers



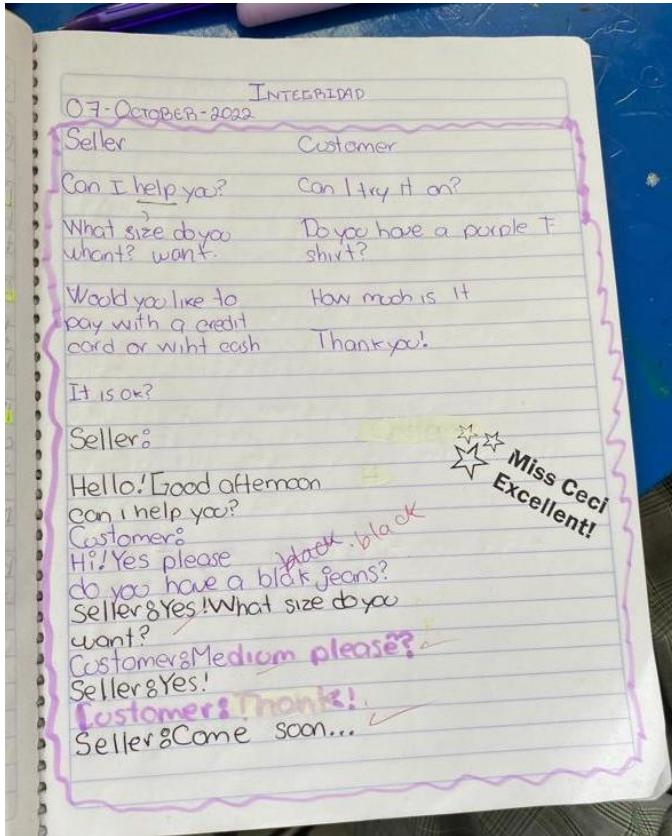
Appendix A2 Student Activity describing clothes



Appendix A3 Clothes conversation



Appendix A4 student activity in pairs



Appendix A5 ESL Writing Rubric Two Customizable ESL Writing Rubric Templates.

(2021, 6 December).

ESL Writing Rubric

Category	10 - Excellent	8-6 - Very good	6-5 - Average	4 - Can improve	3-2 - Poor	1 - Very poor
Vocabulary	Strong word usage with a wide range of new words and expressions; engaging responses	Good vocabulary and response	Adequate vocabulary; little to no attempt to vary expressions or use new words	Below average vocabulary; incorrect use of words; difficult to understand	Incomplete sentences or use of fragments; repetitive or inappropriate vocabulary words	No attempt; irrelevant answer
Grammar	No grammatical errors	Limited syntax errors; minor errors that do not interfere with communication	Frequent errors	Many errors; errors in basic structure; errors that interfere with communication	Most sentence structures are incorrect	No attempt at completing the assignment; indecipherable responses
Content	Contextualizes subject well; almost error-free; attempts to write like a native speaker	Occasional error; easy to comprehend; generally correct	Frequent errors that make the writing lose its meaning;	Frequent errors that make the piece difficult to comprehend	Many errors; many phrases are not comprehensible; main idea is not communicated	No attempt at completing the assignment; topic does not fit assignment parameters

Appendix A6 student dolls



Appendix A7 Speaking rubric adapted

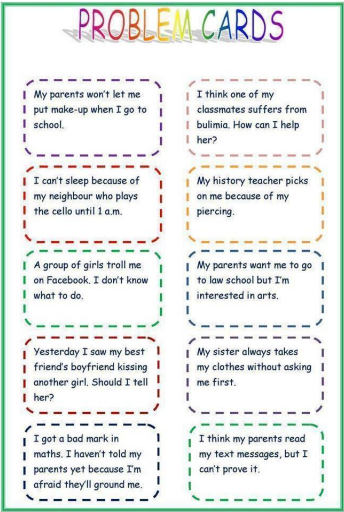
TEAM: _____

ITEMS	3	2	1
COMPLETION TASK	EXTENSIVE INFORMATION PROVIDED	ADEQUATE INFORMATION PROVIDED	INFORMATION PROVIDED WAS LIMITED
GRAMMATICAL ACCURACY	VERY ACCURATE, FEW MISTAKES	SOME MISTAKES THAT DO NOT INTERFERE WITH MEANING	FREQUENT MISTAKES THAT MAKE SOMETHAT DIFFICULT
PRONUNCIATION	SOUNDS ALMOST LIKE A NATVE SPEAKER	EASY TO UNDERSTAND	SOMEWHAT DIFFICULT TO UNDERSTAND
FLUENCY	NATURAL SPEECH	FREQUENT PAUSES/ OCCASIONAL PAUSES	DOES NOT FLOW

Appendix B Lesson Plan Should

Topic: Modal Verbs	CONTEXT AND LANGUAGE FOCUS EXAMPLE: Simple present, modal verbs (should) positive and negative	Lesson number: 1 to 9	Date: 21 Nov- 19 dic
Main Aim of the lesson:		By the end of this lesson, students will be able to know when they can use “should” and they will be able to give some advice in English.	
Methodology: PBL (project-based learning)			

Assumptions:				
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Execution, Evaluation	<p>At the beginning of the class, I’m going to write the date on the board.</p> <p>To start the class, I will paste on the board SHOULD, and below I will write three sentences using it, one affirmative, negative, and interrogative, together we will read the sentences and explain to the</p>	<p>SHOULD</p> <p>Phrases:</p> <ul style="list-style-type: none"> • I should get up early • I shouldn’t go to bed late • Should I sleep 7 hours? <p>Examples:</p> <ul style="list-style-type: none"> • You shouldn’t eat too much sugar 	SS-T SPEAKING	If students can’t understand something I will try to explain it with body language.

	<p>students what is planned to be discussed in class, then I will ask the students:</p> <ul style="list-style-type: none"> Should be used to ask permission? <p>(As students respond, I will ask questions related to the student's answers.) Students will be explained when we use should and given more examples</p>	<ul style="list-style-type: none"> You should stop eating fast food. We should go to the park tomorrow. You should drink water every day. You shouldn't watch a lot your cell phone She should not buy that old car 		
<p>Planning</p>	<p>Once the subject has been explained to the students, the students will have to make teams of two and I will give them some problem cards, and together they have to write some advice.</p>	 <p>PROBLEM CARDS</p> <ul style="list-style-type: none"> My parents won't let me put make-up when I go to school. I think one of my classmates suffers from bulimia. How can I help her? I can't sleep because of my neighbour who plays the cello until 1 a.m. My history teacher picks on me because of my piercing. A group of girls troll me on Facebook. I don't know what to do. My parents want me to go to law school but I'm interested in arts. Yesterday I saw my best friend's boyfriend kissing another girl. Should I tell her? My sister always takes my clothes without asking me first. I got a bad mark in maths. I haven't told my parents yet because I'm afraid they'll ground me. I think my parents read my text messages, but I can't prove it. 	<p>SS-SS WRITING SS-T SPEAKING</p>	<p>They can use their dictionary or they can ask for any word from the teacher</p>

Execution, Evaluation	To finish the class, students in the same pairs will have to think about a daily problem and a possible solution, in the end, the students will have to go to the front to say their problem and their solution, also the rest of their classmates will have to say something that can help them solve the problem.	Student's notebook	SS-T WRITING SPEAKING	They can use their dictionary or they can ask for any word from the teacher
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Topic: Modal verbs	CONTEXT AND LANGUAGE FOCUS EXAMPLE: Simple present and all modal verbs	Lesson number: 5 to 9	Date: 21 Nov- 19 dic	
Main Aim of the lesson:		By the end of this lesson, students will be able to identify and use the modal verbs		
Methodology: PBL (project-based learning)				
Assumptions:				
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION AND SKILLS	ANTICIPATED PROBLEMS AND SOLUTIONS
Objective, Planning	At the beginning of the class, I'm going to write the date on the board.	Student's notebook	SS-T SPEAKING	If they don't know any words, they can use their dictionary or they can ask me.

	Small feedback will be given on the topics we have seen in the last classes.			
Execution, Evaluation	<p>We will play hot potato and whoever touches the ball will take out of a box a piece of paper where a verb modal is written and will have to quickly write a sentence, if in less than 10 seconds he fails to write something, one of his classmates will be chosen to write the sentence.</p> <p>The one who writes down the sentences correctly will have a prize</p>	<p>Ball Box Paper</p>	<p>SS-T SPEAKING WRITING</p>	<p>To select the other classmate, I will say a random number, and the list number that touches you will have to pass</p>

Appendix B1 Problem cards

PROBLEM CARDS

My parents won't let me put make-up when I go to school.

I think one of my classmates suffers from bulimia. How can I help her?

I can't sleep because of my neighbour who plays the cello until 1 a.m.

My history teacher picks on me because of my piercing.

A group of girls troll me on Facebook. I don't know what to do.

My parents want me to go to law school but I'm interested in arts.

Yesterday I saw my best friend's boyfriend kissing another girl. Should I tell her?

My sister always takes my clothes without asking me first.

I got a bad mark in maths. I haven't told my parents yet because I'm afraid they'll ground me.

I think my parents read my text messages, but I can't prove it.

Appendix B2 Students' activity in pairs

Should

DIA MES AÑO FOLIO
Tuesday 22nd November, 2022

+ I should get up early

- I shouldn't go to the bet late

? Should I sleep 7 hours?

He sleep late because he plays video games in the night and he can't get up early

+ You should stop play video games in the night

- You shouldn't sleep late

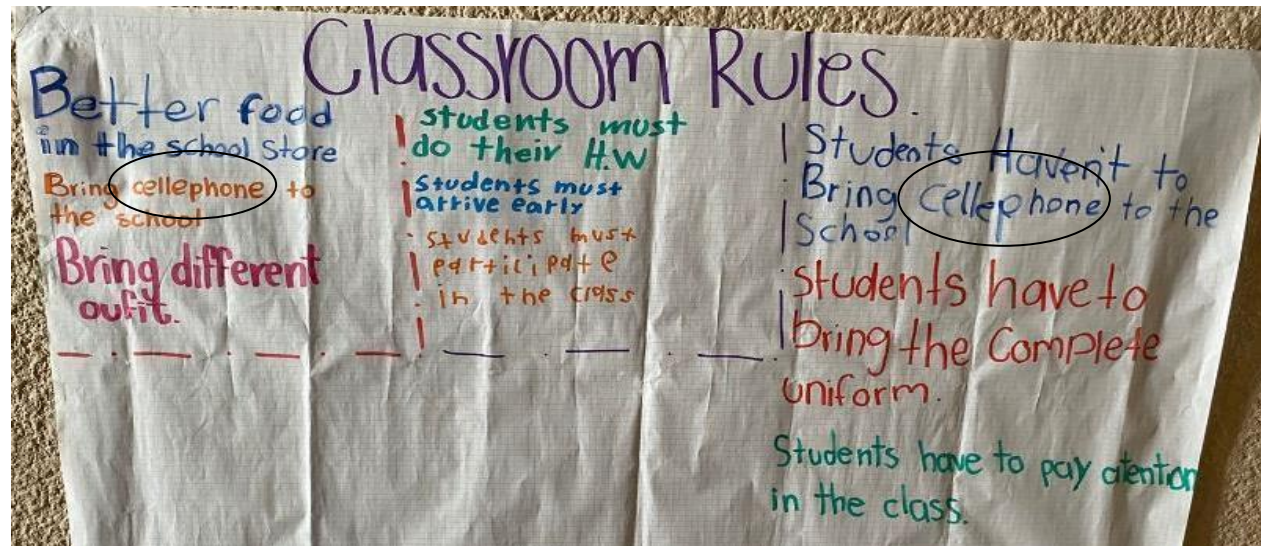
**Miss Cect
Excellent!**

We use should when we are talking about RECOMMENDATIONS

Appendix B3 activity during the class



Appendix B4 student's final project






Appendix C

By indications of the head teacher, the lesson plans were corrected and a work plan per week was presented.

Activities plan

Headteacher: Alexandra Sukei Delgado Alemán

Teacher trainee: Cecilia Guillú Díaz

Goal	Class number	Activity	Material
By the end of the class, students will be able to identify regular verbs in the simple past tense.	First class	At the beginning of the class, students will be given a reading which will be read in a group. Students will underline the regular verbs they find in reading. Then I will give them a worksheet and answer it, when students have finished, they are going to choose 5 regular verbs and write a sentence using the verb	Worksheet  Second worksheet 
By the end of the class, students will be able to identify irregular verbs in the simple past tense.	Second class	The class will start in the same way as the last class, with the same reading but now they will underline the irregular verbs.	Worksheet  Verbs list Box

		In a box there will be sheets with verbs and students will have to write the verb in the simple past and write a sentence using that verb	
At the end of the class, students will be able to write an experience they have had in the past.	Third class	With the help of the first reading given to the students, the students will write a trip they have taken or an experience they liked. At the end of the class, we are going to do a Brian store for the next class Project.	SS notebook

Activities planned for the fourth week

Headteacher: Alexandra Sukei Delgado Alemán

Teacher trainee: Cecilia Guillú Díaz

Goal	Class number	Activity	Material
Students will be able to write their autobiography using the correct verbs	First class	To start the class we will read a flyer of the autobiography of Issac Newton then the students will write their autobiography and to finish the class the participant will be	Flyer Students notebook Ball

		random with the game of hot potato HW students must bring pictures about themselves, a color sheet, scissors, etc.	
Students will be able to identify important events in their lives and write them down	Second class	With the material commissioned from the last class, students will make their timeline I'll take mine	My Timeline Color sheets pictures
Students Will be able to present their timeline during the class	Third class	The whole class will present the timelines of the students	Student's timeline

Activities planned for the sixth week

Headteacher: Alexandra Sukei Delgado Alemán

Teacher trainee: Cecilia Guillú Díaz

Goal	Class number	Activity	Material
Students at the end of the class will be able to organize themselves to carry out the project	First class	To start the class, the students will brainstorm to support each other and be able to carry out the final project. They will be organized into teams, themes, material, and so on.	

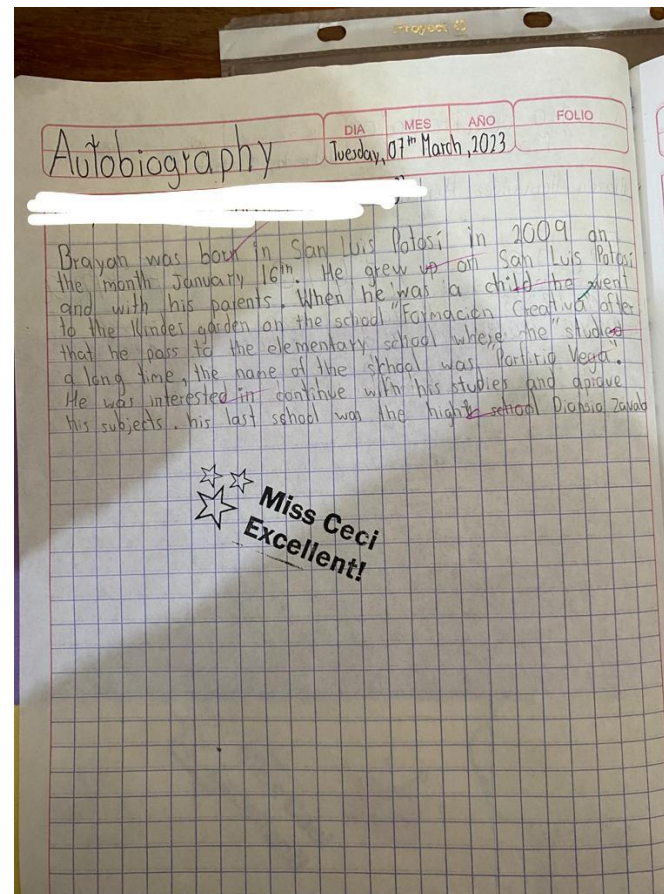
The students will carry out the project during the class	Second class	The students will begin to carry out their final project, it is estimated that it will last the entire hour of the class.	Student's material
Students will present their projects in the classroom	Third class	Students will present their projects throughout the class	Student's project

Appendix C2 Issac Newton Biography

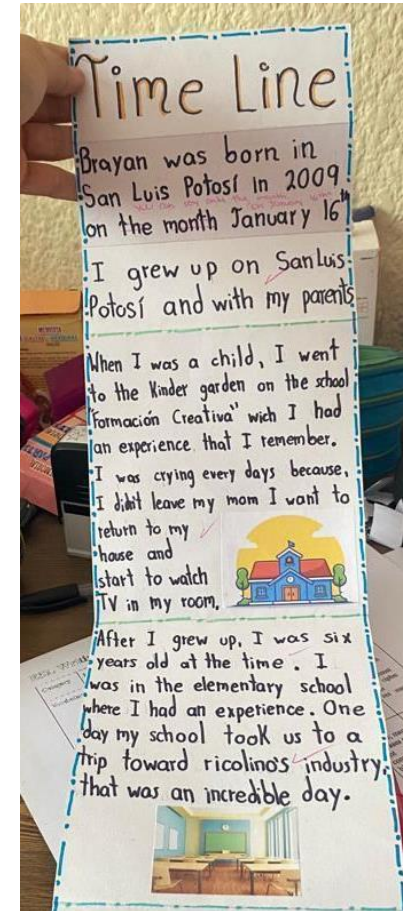
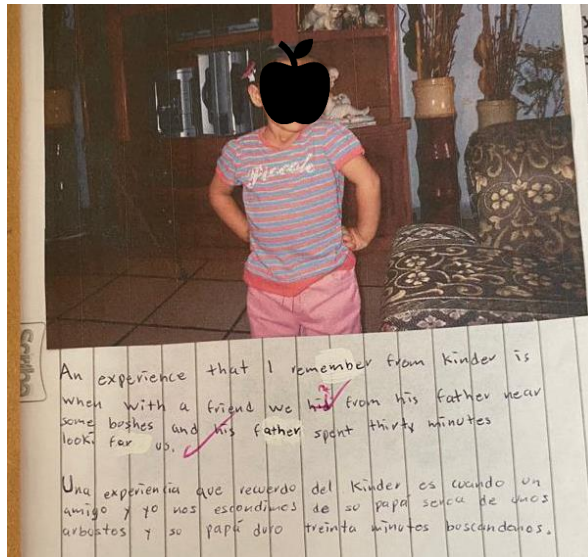
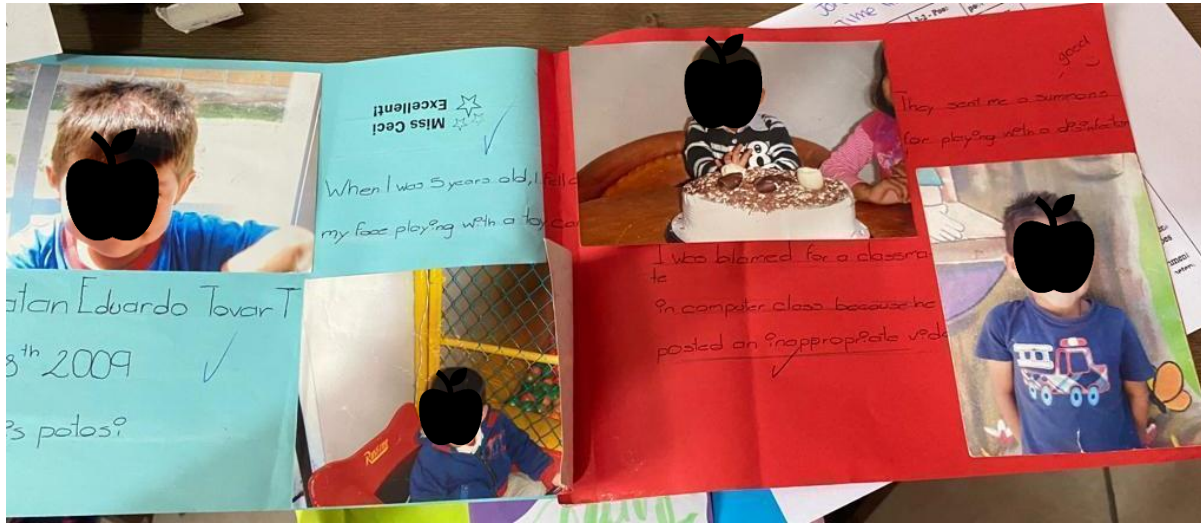
Isaac Newton was born in Licolnshire, England in 1643, where he grew up on a farm.

Whe he was a boy, he made lots of brilliant inventions like a windmill to grind corn, a water clock and a sundial. However, Isaac didn't get brillian marks at school. When he was 18, Isaac went to study at Cambridge University. He was very interested in physics, mathematics, and astronomy. But in 1665 the Great Plague, which was a terrible disaese, spread in England and Cambridge University had to close down. Isaac returned home to the farm, Isaac continued studying and experimenting at home.

Appendix C3 Students biography



Appendix C4 Students' line time



Appendix C5 Rubric Speaking-Self Assessment Criteria, speaking and listening (respect) rubric for student self-assessment. (s. f.).

SPEAKING - SELF ASSESSMENT CRITERIA		4	3	2	1
		Excellent	Good	Sufficient	Insufficient
Knowledge of the Content					
1. Knowledge of the content	Has the student shown knowledge of the content?				
2. Preparation	Had the student prepared the presentation?				
3. Answers	Could the student answer the partner's questions?				
4. New information	Did the student give new information not present in the slides?				
Posture, voice and eye contact					
5. Body language	Did the student have a good posture and body language?				
6. Self-confidence	Was the student self-confident?				
7. Eye contact	Did the student keep eye contact with the whole class during the presentation?				
Voice					
8. Pronunciation and intonation	Did errors and pronunciation interfere with the message?				
9. Tone and volumen	Did the student have an appropriate voice tone and volume?				
10. Speed	Did the student talk too fast or too slowly?				
11. Fluency	Was the speech fluent?				
12. Silence	Did he/she use silences correctly?				
Language, grammar, vocabulary and register					
13. Grammar mistakes	Have the gramar mistakes complicated the comprehension? X3				
14. Vocabulary	Was the language clear and easy to understand? Was the vocabulary appropriate and varied? x2				

Appendix D Diagnostic Exam



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



Second grade group D

1. Look and read. Choose the correct words and write them on the lines.



1. This person helps people who aren't well in hospital.
2. Some people put milk or lemon in this drink.
3. There are lots of cars, buses, and people in this busy place.
4. You can put cheese or meat between bread to make this.
5. This is part of a farm where you often see vegetable plants.

2. Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. Use the words in the box.

Jane loves reading about different animals in her school**library**..... Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1) I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) first.' Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're good at catching fish! Or a lion? People are (3) of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' 'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them good at (4)! Their back legs are the strongest, too.' Paul



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



looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) girl in the class!'

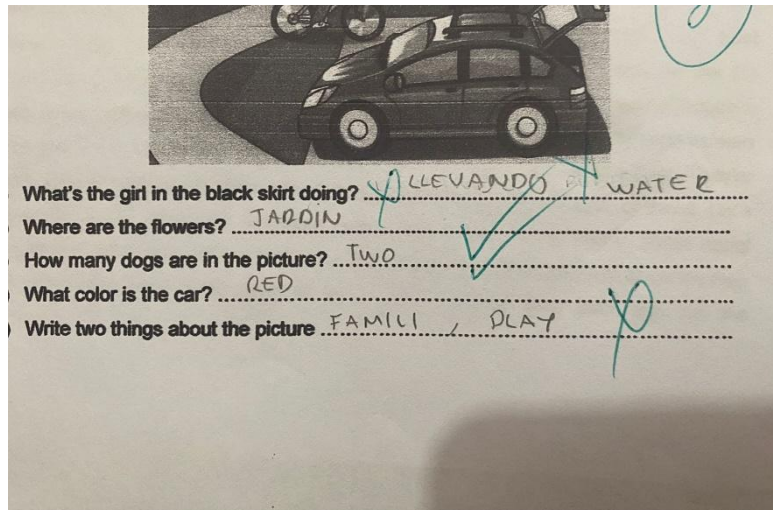


3. Look at the picture and answer the following questions

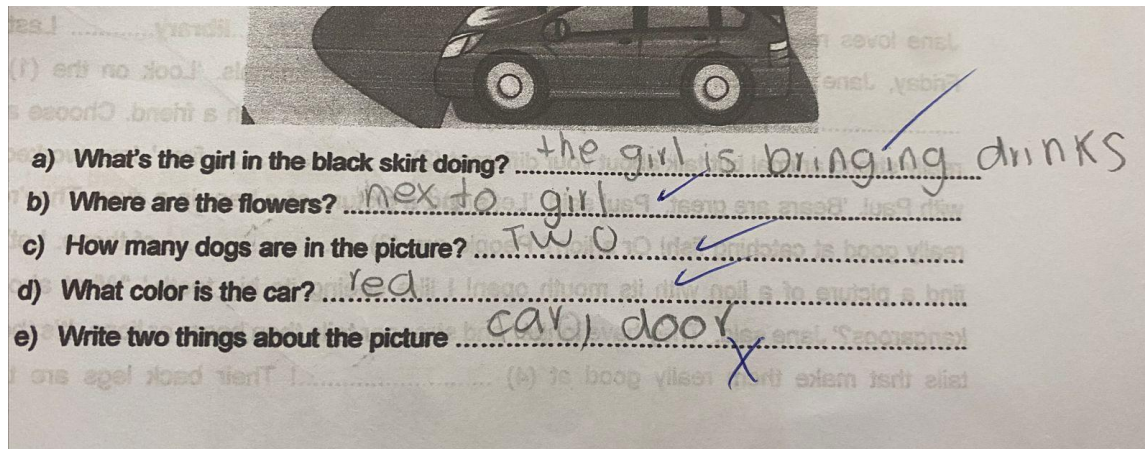


- a) What's the girl in the black skirt doing?
- b) Where are the flowers?
- c) How many dogs are in the picture?
- d) What color is the car?
- e) Write two things about the picture

Appendix E student answers first diagnostic exam



Appendix E1 student answers second diagnostic exam



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