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**“THE ROLE OF SCAFFOLDING IN BRIDGING THE ENGLISH PROFICIENCY
GAP IN MIXED-LEVEL CLASSROOMS”**

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“THE ROLE OF SCAFFOLDING IN BRIDGING THE ENGLISH PROFICIENCY GAP IN MIXED-LEVEL CLASSROOMS”

Chapter I. Introduction

This professional practice report presents the process developed during my teaching practice at Escuela Secundaria General “Dionisio Zavala Almendárez”, with first grade group “F” developed during the school period 2025-2026. The focus of this document is the English proficiency gap identified in a mixed-level EFL classroom, where students shared the same grade level but showed different starting points in their English learning process.

During the observation and diagnostic stages, it became clear that some students could participate with minimal support, while others needed more guidance to understand instructions, organize ideas, and produce simple messages in English. This situation created a challenge for classroom planning because the group needed to work toward the same communicative objectives, but not all students could access the tasks in the same way.

For this reason, the intervention focused on scaffolding strategies as a way to support students’ participation and language production. Through models, word banks, sentence frames, guided practice, peer support, and formative assessment, the proposal aimed to make speaking and writing tasks more accessible without lowering the learning goal for the group. The intention was not to eliminate the proficiency gap completely, but to reduce barriers and help students move gradually from supported work to more confident participation.

This chapter introduces the general context of the school and the focal group, the rationale for selecting scaffolding as the main strategy, my personal interest in the topic,

the context of the problem, the aims of the report, the competences developed, and a general description of the process followed throughout the document.

1.1 General description of the context.

This document was conducted at: Escuela Secundaria General “Dionisio Zavala Almendarez” a secondary school located at Fernando de Magallanes No. 239, Col. Industrial Aviación 2ª Sección, C.P. 78140, San Luis Potosí, S.L.P., México. The school has been operating since 1972.

Figure 1 *Escuela Secundaria General “Dionisio Zavala Almendárez” and surrounding area.*



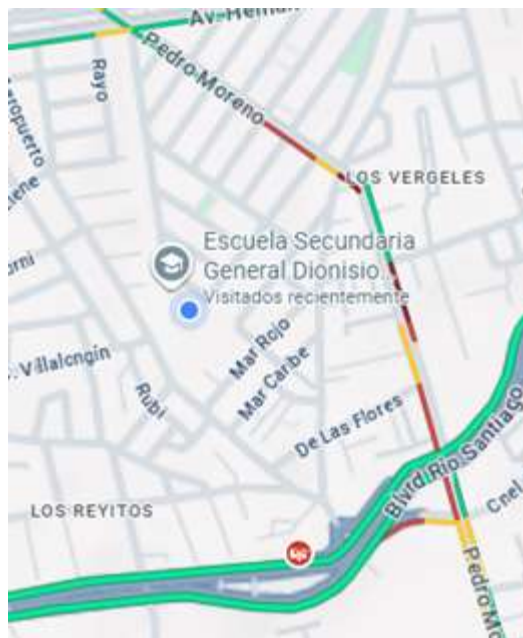
Note. Photographs taken during the context observation stage of the intervention process.

The school is part of the state public education system, belonging to the educational zone number 3. The school operates in two shifts in the morning from 7:30 to 1:30 and in the evening from 2:00 to 8:15, each class lasting 50 minutes and a 20-minute break after 4 lessons.

The school is located near to an important avenue “Pedro Moreno”, a busy area with a lot of vehicle and pedestrian flow. Because of this you can notice a lot of

commercial activity such as stationary shops, street food stores, school supplies stores. These are frequently used by students before and after classes. The students report a safe and quiet environment during the school operating hours.

Figure 2 *Location of Escuela Secundaria General “Dionisio Zavala Almendárez”.*



Note. Screenshot adapted from Google Maps for contextual reference purposes.

According to INEGI the population in the morning shift comprises 470 students distributed across 18 groups, six per grade and approximately 22-27 students per group. The overall gender distribution is balanced with a little majority of boys. The staff is composed of 58 persons, including 41 teachers, 1 principal and 1 sub-principal, and 15 persons of the supporting staff in other roles as administrative staff, cleaning staff, etc. (INEGI, 2013).

In terms of infrastructure, the campus has 18 general classrooms, 2 laboratories, 1 music classroom, 1 computer room, 6 workshop rooms, and a library. Basic services as electricity, water, drainage, cistern, telephone, and internet, evacuation routes, emergency

exits. Recreational and civic spaces consist of sports/recreational areas and a central patio/plaza, and the campus operates two “cooperativas” one for the morning shift and another for the evening shift. The school participates in several federal and state programs as “Escuela Segura”, “Habilidades Digitales para Todos”, and “Ver Bien para Aprender Mejor”, and maintains two social-participation organizations: a Parents’ Association and a Social Participation Council, also is very common that students create their own “Sociedad de Alumnos” which is focused on creating projects in benefit of the students.

Inside classrooms, projectors and audio systems are limited, so board work, teacher modelling, and printed/visual supports are central to lesson delivery, with portable speakers or improvised setups used when audio input is needed.

The school’s internal organization follows the standard public-school structure: a principal and sub-principal, prefects responsible for discipline and logistics, and group tutors who support each subject and are in contact with students’ families. The school also receives periodic support from USAER (Unidad de Servicios de Apoyo a la Educación Regular), which assesses and accompanies learners with identified needs, coordinating strategies with teachers and families to favor inclusion. These structures matter pedagogically because they enable classroom management agreements, attendance follow-up, and referrals.

Age ranges align with the Mexican secondary average age(12–15 years), and there is heterogeneity in prior schooling, home access to digital devices/Internet, and family work schedules, which influences homework design and expectations for out-of-class practice. The school’s location in a commercial-residential corridor also means that some students work informally with relatives after school or manage responsibilities at home, contributing to variability in fatigue, punctuality, and preparation—all common contextual factors in urban public EFL classrooms (Harmer, 2015).

The school's surrounding census is classified with low social lag (*rezago social bajo*), which indicates relatively favorable access to basic services and community infrastructure in the immediate environment (CONEVAL, 2018).

English is taught as a foreign language (EFL) within the regular schedule. Students have limited contact with English outside school, so progress depends on class exposure, interaction, and form meaning integration provided by the teacher.

1.2 Rationale.

Scaffolding is an essential instructional approach in ELT and in EFL contexts focused on supporting learners as they develop language skills. It involves providing tailored assistance that will gradually decrease as learners gain independence, fostering linguistic competence, social skills and learner autonomy. (Gibbons, 2015)

Based on Vygotsky's definition of the Zone of Proximal Development (1978), scaffolding boosts the social nature of learning by creating a context where more proficient learners provide targeted support to their peers, helping them perform beyond their current capabilities. This interaction not only benefits the learners receiving assistance, also consolidates and increases the knowledge of those who are providing the support (Donato, 1994).

Peer scaffolding creates opportunities to engage in authentic interaction with classmates which promotes comprehension and production of the target language. Research has shown that learners benefit from collaborative dialogue (Swain, 2000) where they together construct meaning, negotiate language and receive immediate comprehensible feedback from peers.

Lower- proficiency students gain access to models of more advanced language use, while higher proficiency students consolidate their own learning through the act of

teaching and explaining concepts (Sato & Ballinger, 2016). In mixed-level contexts, this approach fosters collaborative dialogue (Swain, 2000) that prompts negotiation of meaning, language awareness, and mutual problem-solving conditions known to facilitate second language acquisition. Research by Sato & Ballinger, 2016 shows that peer scaffolding increases participation, promotes learner confidence, and creates a more equitable classroom dynamic, as all students become active contributors to the learning process.

In the specific context of public secondary schools with generally low and varied English proficiency, peer scaffolding offers a culturally and pedagogically appropriate means to bridge language gaps. It reduces reliance solely on teacher-led instruction, creates authentic communicative opportunities, and builds a supportive classroom environment. By designing tasks that strategically pair or group learners of different English proficiency levels, peer scaffolding can be used as a strategy to promote engagement, enhance linguistic competence, and foster a collaborative learning culture.

1.3 Personal interest.

I chose to focus on scaffolding because of what I repeatedly saw in the classroom during my practice periods from the second to the sixth semester. Despite of practicing in different levels from preschool to high school I noticed the same common factor: students in the same grade but not at the same starting point in English. A few could already hold short conversations, usually because they took private lessons after school. Many others arrived with little or no English, some did not yet recognize greetings, numbers, days of the week, or colors. In the first days I would ask them to introduce themselves or write a very short note, and the class divided in two: the confident few working quickly, and the majority looking at me, at their notebooks, or at each other, unsure of how to begin. In a

fifty minute period, it became clear that one pace and only one type of activity would not help everyone.

This reality contrasted with the ambitious communicative horizon of the New Mexican School (NEM). In the Lenguajes field, English appears alongside Spanish and arts, and the Plan invites students to express, communicate, and build meaning gradually through orality, reading, and writing, recognizing English explicitly as a foreign language in this field (Plan de Estudios para la Educación Preescolar, Primaria y Secundaria, Secretaría de Educación Pública, 2024, pp. 142–144).

At the same time, the profile of exit asks graduates to exchange ideas using different languages, to master basic communication skills in their mother tongue and in other languages, and to use digital culture ethically to communicate and to work with information (SEP, 2024, p. 97). These aims are oriented to the future and coherent with adolescents' lives. But the starting point in my classrooms (where some learners are just beginning) means that students cannot achieve these goals without support.

The NEM also gives teachers a useful orientation: it asks schools to start from a reading of local reality through context and to co-design plans with that reality in mind, rather than assume identical conditions for all groups (SEP, 2024, pp. 6, 69, 101). This is exactly what I experienced. When I listened carefully and watched how students attempted tasks, I could see what they already knew and what was still out of reach.

That diagnosis gives teachers an idea from the point they are starting and invites them to trace the way to help them to reach that established goals. So, I started wondering, How can I help them to progress together, without leaving behind those who are just beginning and without holding back those who are ready to do more?

I saw scaffolding as an answer. I began to plan lessons that offered small, temporary steps: clear models from the teacher, sentence frames to start speaking,

emphasis on examples and highly guided practice, and pair or group work where more confident peers acted as natural helpers.

These supports made entry into tasks possible for beginners and helped them stay engaged long enough to try, repeat, and improve. As students gained control, I learned to decrease the support, and then to freer talk. This approach matches what ELT research describes: scaffolding lets learners do more with support now so they can do more independently later (Gibbons, 2015).

The mixed-level nature of the groups started to feel for me less like an obstacle and more like a resource. I deliberately paired students who had stronger skills with those who were still starting, not to make the advanced ones carry the task, but to let them model language and share strategies. In the process, the whole class gained confidence: beginners spoke more because they had something concrete to say and a way to say it; advanced students grew because explaining and modelling also deepened their own learning (Donato, 1994; Harmer, 2007 and Lightbown & Spada, 2013).

Over time, this experience shaped a personal commitment: to design lessons where every learner has a first step into the task, and where supports are visible, shared, and temporary. I am not interested in lowering the goals. On the contrary, I want to reach the goals gradually, in a way that makes sense for the students I actually have.

The Campo Formativo Lenguajes expects adolescents to communicate and make meaning in different settings (SEP, 2024, pp. 142–144). Scaffolding helps me turn that expectation into classroom routines that open the door for those who are just beginning and boost those who can go further.

1.4 Context of the problem.

In the group of study, First grade group “F”, students share the same grade level but display a meaningful difference in starting points in English proficiency. Small groups can follow instructions and produce short tasks with minimal support, many learners struggle to understand basic classroom language or to produce even simple sentences. This mixed-level reality creates a proficiency gap that becomes visible during daily activities, tasks that move at one pace tend to be too demanding for beginners and too limited for more advanced learners.

This gap is reinforced by contextual conditions common in public secondary education: limited exposure to English outside school, restricted lesson time, and low access to technological resources for consistent input and practice. As a result, participation is just noticed in the same students with high levels and opportunities to use English meaningfully are not distributed equitably across learners. Over time, these dynamics may lead to frustration, low confidence, and disengagement among lower-proficiency students, while higher-proficiency students may feel underchallenged.

The central pedagogical challenge addressed in this document is how to design instruction that enables all learners (regardless of their current level) to access the same communicative objectives and to progress through supported participation. For this reason, this project explores scaffolding strategies as a way to provide temporary, differentiated support that gradually fades as learners gain independence.

1.5 Main Aim.

This document aims to bridge the English proficiency gap among students in a mixed-level public secondary school classroom by implementing scaffolding strategies, as

these provide structured support, promote learner autonomy, and create inclusive learning environments where all students can produce the language and participate meaningfully.

1.5.1 Subsidiary Aims.

To design ~~and apply~~ scaffolded instructional sequences that respond to the diverse linguistic needs of students, ensuring that each learner receives appropriate support to progress from their current proficiency level toward higher language competence.

To evaluate the impact of scaffolded activities on students' engagement, confidence, and overall participation in English lessons.

To identify and document the scaffolding techniques that prove most effective in fostering equitable learning opportunities and measurable language improvement in heterogeneous classroom contexts.

1.6 Competences to develop.

Grounded in the exit profile for the Licenciatura en Enseñanza y Aprendizaje del Inglés (Plan 2022), this project focuses on the “dominio del saber”: designing, implementing, and evaluating inclusive teaching strategies, didactics, materials and resources that place learners at the center of the process.

This investigation fostered strength the general aspect of the exit profile of “Manages inclusive and collaborative learning environments to promote students' holistic development.” and the following competences served as a framework to guiding the planning, implementation and reflection stages of the research process.

- Promotes the development of linguistic skills according to the cognitive level and abilities of the group in order to guide their learning.
- Considers students' learning styles and characteristics to create a classroom environment that fosters participation and inclusion.
- Uses contextual information to design and develop inclusive learning environments in face-to-face, hybrid, and virtual settings.

1.7 General description of the process.

This document describes the process followed during my professional practice in group 1°F at Escuela Secundaria General “Dionisio Zavala Almendárez”. The main purpose was to address the English proficiency gap identified in a mixed-level classroom through the implementation of scaffolding strategies that could help students participate in speaking and writing tasks with more confidence and support.

The document is organized into four chapters. Chapter I presents the general context of the school, the reasons why scaffolding was selected as the focus of this report, my personal interest in the topic, the context of the problem, the main and subsidiary aims, and the competences developed during the process. This first chapter gives the reader the necessary background to understand why the intervention was relevant for the focal group.

Chapter II explains the action plan. It describes the educational situation, the chosen issue, the diagnostic activities, and the results that confirmed the mixed-level nature of the group. It also presents the theoretical basis of scaffolding, communicative competence, inclusion, and formative assessment. Finally, this chapter describes the

proposal and the three sequences applied during the intervention: Voices for Peace: Anti-Violence, Personal Narratives and Timeline Production, and Travel Guide.

Chapter III focuses on evaluation and reflection. It analyzes the consistency of the proposal, its connection with the curriculum, the competences developed, the resources applied, and the way students' progress was tracked during the intervention. This chapter also includes the evaluation of the proposal and a redesign based on what worked, what needed adjustment, and what could be improved in future applications.

Chapter IV presents the conclusions of the report. It summarizes the general process, the challenges faced during the intervention, the way those challenges were addressed, and the lessons learned as a teacher in training. It also includes final reflections about my professional growth and the future commitments that emerged from this experience.

This report shows how scaffolding was used as a practical strategy to support students with different English proficiency levels in the same classroom. The process did not intend to eliminate the gap completely, but to make participation more accessible and to help students move gradually from supported work to more confident language production.

Chapter II. Action Plan

2.1 Context of educational situation.

This action research project takes place at Escuela Secundaria General “Dionisio Zavala Almendárez”, located at Fernando de Magallanes No. 239, Col. Industrial Aviación 2ª Sección, San Luis Potosí, S.L.P., México. The school belongs to the state public education system (ZONA ESCOLAR 03) and operates under a dual-shift model:

morning shift from 7:30 a.m. to 1:30 p.m. and evening shift from 2:00 p.m. to 8:15 p.m. The present study focuses on the morning shift (CCT: 24DES0018Z1).

In the morning shift, the school serves approximately 18 groups, and group sizes are usually between 22 and 25 students. Students remain in the same classroom throughout the school day, which runs from 7:30 a.m. to 1:30 p.m., and they have a short recess from 10:50 a.m. to 11:10 a.m. Instruction is organized in 50-minute periods; however, in practice, the effective teaching time is frequently reduced due to school extra activities like civic ceremonies, transitions, classroom arrangement, and other institutional routines. This limitation directly influences lesson pacing and requires planning that maximizes learning opportunities within short time periods.

Regarding resources, the regular classroom does not have technological equipment such as a projector, speakers, or internet access. However, the school has specialized rooms that can be reserved for occasional lessons involving computers or projection. This context encourages teachers to rely primarily on low-tech materials, such as printed worksheets, board work, notebooks while using specialized spaces strategically when availability allows.

The “Nueva Escuela Mexicana” program includes three English lessons per week for each group. Students have access to a book titled “Projects and Readings” but, it is rarely used as a main resource. Instead, lessons are commonly based on teacher-prepared materials (worksheets and handouts), copying activities, and grammar-focused practice.

Assessment in English is organized through a grading scheme in which 40% corresponds to the project and 60% to classwork and homework. Classwork and homework are monitored through a checklist system in which tasks are checked and registered on the list.

At an institutional level, English teachers are formally organized as an English academy composed of three teachers. Planning is distributed by grade level: one teacher designs the complete plan for first grade, another for second grade, and another for third grade, and then the planning is shared.

In contrast, within the “Academia de Lenguaje” (the campo formativo to which English belongs according to the Nueva Escuela Mexicana), collaboration is stronger, as teachers coordinate objectives and projects to maintain coherence and connection between subjects. This organizational structure shapes the teaching conditions in which this intervention was implemented.

Finally, the focal group for this study is 1°F, composed of 22 students. The school is located in an urban area surrounded by multiple businesses and services, which facilitates access to school materials and supports regular attendance. Based on informal conversations and initial questions, most students have very limited exposure to English outside school: as mentioned before, only a few have taken private English classes, and some of the relatively more proficient learners report having had English lessons in their elementary school. Only a small number of students report consuming English content (songs, series, or social media) on a regular basis. These contextual characteristics are important to understand the starting point from which classroom support strategies were planned.

2.2 Description of the chosen issue

The main instructional challenge identified in the focal group is the English proficiency gap within a mixed-level classroom. Although students belong to the same grade level, their command of basic vocabulary, structures, and comprehension varies considerably.

This difference becomes especially evident during activities no matter the skill that they are developing, as some learners require substantial support to understand instructions and produce meaningful language, while others can participate more independently. Along with the common development of lessons, lower-proficiency learners risk exclusion or frustration, whereas higher-proficiency learners may be underchallenged, which reduces equitable opportunities to participate and progress.

This issue is reinforced by contextual conditions in the practice setting, such as limited effective instructional time and reduced access to classroom technology, as well as low exposure to English beyond school. In this context, productive tasks tend to magnify proficiency differences because they demand active language production and confidence.

Therefore, the chosen issue for this professional practice report is how to bridge the proficiency gap in a mixed-level EFL classroom so that all students can access common learning goals and demonstrate progress. In response, the intervention described in this report focuses on scaffolding strategies (models, word banks, sentence frames, guided practice, and peer support) to provide differentiated, temporary assistance that facilitates participation and gradually fosters learner independence.

2.2.1 Diagnostic activities

To identify students' initial English proficiency and describe the mixed-level gap in the focal group (N = 22), baseline information was gathered through two complementary sources. First, a "Diagnóstico de Inicio de Ciclo" exam was provided by the head teacher. The instrument consisted of ten items targeting foundational content typically associated with early EFL proficiency levels (Pre-A1 and A1), including personal expressions and the verb to be application, basic emotions vocabulary, literal reading comprehension through a short text ("The Red Ball") in simple present, and basic vocabulary related to numbers and family members. The exam was aligned to early

can-do expectations (Pre-A1 Starters / A1 Movers) and lexical lists according to “Panorama General del CEFR deCambridge”.

Figure 3 *Pre-A1 English proficiency descriptors used as reference during the diagnostic stage.*

Pre A1 Starters Digital	
LISTENING AND SPEAKING	READING AND WRITING
CAN understand letters of the English alphabet when heard.	CAN understand some very simple sentences, including questions.
CAN understand some very simple spoken instructions given in short simple phrases.	CAN follow some very short picture stories written in very simple language.
CAN understand some very simple spoken questions about self - such as name, age, favourite things or daily routine.	CAN write their name using the English alphabet.
CAN understand some very simple spoken descriptions of people and everyday objects.	CAN copy English words, phrases and short sentences.
CAN understand very short conversations and monologues which take place in a familiar context.	CAN spell some very simple English words correctly.
CAN name familiar people or things - such as family, animals, school or household objects.	
CAN give very basic descriptions of some objects and animals - such as how many, colour, size or location.	
CAN respond to very simple questions with single words or a 'yes/no' response.	

Note. Adapted from Cambridge English Qualifications framework.

Figure 4 *A1 English proficiency descriptors used to contextualize students' expected performance.*

A1 Movers Digital

LISTENING AND SPEAKING	READING AND WRITING
CAN understand simple spoken dialogues and stories about familiar topics with the help of pictures.	CAN understand some simple signs, notices and digital messages.
CAN understand simple spoken descriptions about people and familiar things.	CAN understand some short factual texts.
CAN express agreement or disagreement with someone using short, simple phrases.	CAN read and understand some short, simple stories about familiar topics with the help of pictures.
CAN respond to simple questions on familiar topics with simple phrases and sentences.	CAN write short, simple phrases and sentences about pictures and familiar topics.
CAN give simple descriptions of familiar objects, pictures and actions.	CAN spell some simple English words correctly.
CAN tell a simple story with the help of pictures.	
CAN ask someone how they are and ask simple questions about habits and preferences.	

Note. Adapted from Cambridge English Qualifications framework.

Second, during the first teaching practice period (October 6th to 24th, 2025), additional diagnostic evidence was collected through classroom-based tasks embedded in the lesson plan and aligned with the assigned content and "Proceso de Desarrollo de Aprendizaje". These activities included guided reading tasks (identifying and underlining target expressions in short texts and responding to comprehension questions), vocabulary-based activities supported with visual materials (word/phrase recognition and categorization), and guided production tasks designed to observe learners ability to reconstruct meaning and produce language with support, for example, structured "fill-in-the-blank" completion, sentence starters such, and short written responses.

Throughout these sessions, observation notes were used to document how students followed English instructions, participated in pair/group work, and responded to scaffolded supports applied (models, word banks, sentence frames). This triangulation between formal diagnostic exam plus the performance evidence in real classroom tasks,

allowed the identification of students requiring intensive support, those progressing with scaffolding, and those able to work with greater independence.

Figure 5 *Diagnostic exam applied at the beginning of the school year.*

INSTRUCTIONS: UNDERLINE THE CORRECT ANSWER

- What is your favorite color?
 - My favorite color is blue.
 - My favorite color are blue.
 - My favorite color is blue and pink.
- Where are you from?
 - She is from San Luis Potosí.
 - I am from San Luis Potosí.
 - They are from San Luis Potosí.
- How can you express this emotion?
 - sad.
 - hungry.
 - angry.

Read and answer the questions:

The Red Ball
 Tom has a red ball. He loves to play with it every day. He throws the ball up in the air and catches it. Sometimes, the ball rolls away, and Tom runs to get it. One day, Tom takes the ball to the park. He sees his friend, Lily, there. They play with the red ball together. They throw it to each other and laugh a lot. Tom is very happy to play with Lily and his red ball.

- What color is Tom's ball?
 - Blue
 - Red
 - Green
- What does Tom do with the ball?
 - Throws it in the air
 - Eats it
 - Draws on it
- Where does Tom take the ball one day?
 - To school
 - To the store
 - To the park

7. Draw the member of your family here:



Select the correct number.

- 22
 - twenty two
 - twelve
 - two
- 40
 - fourteen
 - forty
 - forty-four
- 189
 - one hundred eighty-nine
 - eighteen
 - nine



Note. Instrument provided by the head teacher and applied to identify students' initial English proficiency level.

Lesson plan with diagnostic activities:

https://drive.google.com/file/d/1HxjStcLSaRh-WqqOdF8Gn38i7FaJNB6c/view?usp=drive_link

2.2.2 Results of the diagnostic evaluation

All 22 students completed the initial diagnostic exam. The instrument assessed very early EFL content and skills such as personal expressions with to be, basic emotions vocabulary, and literal reading comprehension through the short text “The Red Ball”, as well as recognition of numbers and a family-members task.

Quantitatively, the group score was 6.95/10, which reflects an overall low-to-emerging proficiency profile with clear internal variation. For instructional planning, results were interpreted using the following performance bands: Requires support (0–4), In process (5–7), Achieved (8–9), and Outstanding (10). The distribution confirms a mixed-level classroom: 3 students (13.6%) were classified as Requires support, 9 (40.9%) as In process, 7 (31.8%) as Achieved, and 3 (13.6%) as Outstanding. This pattern suggests the presence of a small group requiring intensive support to access basic tasks, a large group likely to progress with structured scaffolding, and a smaller group of high performers who can benefit from practice while also serving as potential language models.

Table 1 *Initial diagnostic results of the focal group (August 2025).*

No	NOMBRE DEL ALUMNO	RESULTADOS DIAGNOSTICOS	
1	"STUDENT 1"	7	EN PROCESO
2	"STUDENT 2"	8	LOGRADO
3	"STUDENT 3"	5	EN PROCESO
4	"STUDENT 4"	5	EN PROCESO
5	"STUDENT 5"	7	EN PROCESO
6	"STUDENT 6"	9	LOGRADO
7	"STUDENT 7"	6	EN PROCESO
8	"STUDENT 8"	2	REQUIERE APOYO
9	"STUDENT 9"	10	SOBRESALIENTE
10	"STUDENT 10"	1	REQUIERE APOYO
11	"STUDENT 11"	10	SOBRESALIENTE
12	"STUDENT 12"	10	SOBRESALIENTE
13	"STUDENT 13"	9	LOGRADO
14	"STUDENT 14"	7	EN PROCESO
15	"STUDENT 15"	8	LOGRADO
16	"STUDENT 16"	7	EN PROCESO
17	"STUDENT 17"	5	EN PROCESO
18	"STUDENT 18"	7	EN PROCESO
19	"STUDENT 19"	8	LOGRADO
20	"STUDENT 20"	4	REQUIERE APOYO
21	"STUDENT 21"	9	LOGRADO
22	"STUDENT 22"	9	LOGRADO

Note. Results were classified according to the performance bands: Requires support, In process, Achieved, and Outstanding. Student names were anonymized for reporting purposes.

In addition to the exam scores, classroom based diagnostic evidence collected during the first practice period (October 6–24, 2025) reinforced the same mixed-level profile and clarified how the proficiency gap manifests during the production of the language. During this period, diagnostic activities were developed in planned sequences aligned with the assigned Proceso de Desarrollo de Aprendizaje (PDA), which required students to work from texts and transform language into more assertive messages. For example, students were asked to locate expressions in texts, identify violent language, and propose assertive reformulations (supported by models and visual vocabulary).

Learners also engaged in guided production through structured frames such as “I feel..., when..., because...; I need...; can we...?”, which functioned as a scaffold to observe who could produce complete, meaningful sentences and who required heavy prompting to do so.

The application of these tasks confirmed that productive work tends to widen visible differences: while some students could contribute using the frames and vocabulary supports, others struggled to convert comprehension into written/oral output and showed disinterest to participate.

For this reason, the diagnostic stage supports two immediate instructional needs aligned with the intervention; Explicit scaffolding for lower-proficiency learners and those transitioning from In process to Achieved (word banks, sentence frames, models, and guided reconstruction) and Purposeful roles and extension for higher-performing learners to sustain engagement and leverage peer support through strategic grouping (Listas con alumnos clasificados en base a su resultado en el Examen Diagnostico)

2.3 Action Plan.

This action plan guided the intervention throughout the 2025–2026 school year. Its main purpose was to reduce the English proficiency gap identified in the mixed-level classroom through the implementation of scaffolding strategies that supported students’ participation and language development, particularly in productive skills such as writing and speaking. The intervention maintained a shared communicative objective for the whole group while providing differentiated and temporary supports that allowed students with lower proficiency levels to access the tasks and gradually participate with greater independence.

The proposal was developed following an action-research perspective, since the intervention required continuous observation, reflection, and adjustment according to the

students' responses and classroom conditions. Throughout the process, supports such as word banks, sentence frames, visual models, guided practice, and collaborative work were applied consistently in order to facilitate comprehension, participation, and language production.

2.3.1 Planning

Planning was carried out based on three complementary sources of information collected throughout the school year: context observation and informal conversations with teachers and students, diagnostic evidence gathered during the initial stages of the intervention, and ongoing classroom evidence obtained during the practice periods. These elements guided instructional decisions and allowed the gradual adjustment of scaffolding strategies according to the group's needs.

One of the main priorities during the planning stage was curriculum alignment. All sequences and activities were designed according to the assigned contents and "Procesos de Desarrollo de Aprendizaje" (PDA) established for each practice period. This ensured that the intervention remained connected to the institutional requirements while also responding to the contextual realities of the classroom.

Another important aspect considered during planning was the consistent use of scaffolding tools that could support learners across different units and communicative situations. The intervention incorporated word banks, sentence frames, visual references, teacher modelling, guided examples, and structured collaborative work. Sentence starters were repeatedly used to help students move from comprehension activities toward guided oral and written production.

Collaborative work was also carefully planned. Teams were formed considering both proficiency levels and classroom interaction patterns in order to encourage balanced participation and functional collaboration. During group tasks, cooperative roles were

assigned to organize participation and promote shared responsibility among students. However, these roles were not exclusive responsibilities; all members were expected to contribute actively throughout the development of the task instead of limiting their participation to a single action.

Since instructional time was frequently interrupted by institutional activities, transitions, or school routines, lesson sequences were planned flexibly. Priority was given to maintaining essential stages such as drafting, guided practice, peer interaction, revision, rehearsal, and final production, even when time limitations required modifications during implementation.

2.3.2 Action

Cycle 1: Context observation and baseline information (Aug 25–Sep 12, 2025).

This cycle focused on understanding the classroom reality, such as routines, participation patterns, and typical constraints on instructional time. Observation notes documented how mixed-level differences appeared during classroom interaction, especially in moments that required production and comprehension.

Cycle 2: First Practice Period: pilot project for scaffolded production (Oct 6–24, 2025).

A three-week project cycle was planned to establish scaffolding routines with the group through a structured sequence. The project design included (a) guided reading to identify expressions in texts, (b) transformation tasks to reformulate language using supported structures, and (c) guided writing and speaking activities culminating in a collaborative product. Within the reference project structure for this context, the expected outcomes were a dialogue and a poster in English, both supported by vocabulary visuals and sentence starters.

Cycle 3: Second Practice Period: consolidation of routines (Nov 17–Dec 5, 2025).

A second three-week cycle was implemented to consolidate the same scaffolding routines (word banks, frames, roles, drafting, and peer revision), but with new communicative content so students could practice transferring strategies across topics. This cycle prioritized collaboration, drafting, and peer feedback as stable classroom habits rather than as one-time activities.

Cycle 4: Third Practice Period (Final Intervention) implementation and evaluation (Feb 16–Mar 20, 2026).

The final five-week period concentrated the most on systematic application of the scaffolding approach, aligned with the assigned content and PDA for February and March. The cycle was structured so that students repeatedly experienced the following sequence: introduction of language resources → guided production → drafting and revision → presentation and reflection.

Throughout the school year, three class sessions per week were considered during planning and implementation. However, the sequences remained flexible so that essential stages such as drafting, revision, rehearsal, and presentation could still be maintained even when instructional time was reduced due to school routines or institutional activities.

Lessons Plans developed during the three periods:

<https://drive.google.com/drive/folders/1MH0-62gN6X5o8gKHLZXOly0lyJfCplw2?usp=sharing>

2.3.3 Observation

Observation was included throughout the implementation process and focused on two dimensions:

1. Students' participation and interaction during communicative tasks.

Observation notes documented how students responded to English instructions, participated in collaborative activities, interacted with peers, and used English during production tasks. Special attention was given to situations in which students moved from comprehension activities toward oral or written production, since these moments revealed the proficiency differences within the classroom more clearly. The observation process also considered students' confidence, willingness to participate, and dependence on scaffolding supports during activities.

2. Effectiveness of the scaffolding strategies applied during the intervention.

The implementation of supports such as word banks, sentence frames, visual references, teacher modelling, guided drafting, and peer support was continuously observed in order to identify which strategies facilitated participation and comprehension more effectively. Observation also documented the degree to which students relied on these supports and how some learners gradually demonstrated greater independence throughout the intervention process.

Throughout the practice periods, classroom observation provided continuous evidence regarding students' progress, participation patterns, and interaction dynamics. These observations later informed the evaluation and reflection stages of the proposal and supported adjustments related to pacing, grouping, and the gradual reduction of scaffolding during the sequences.

2.3.4 Evaluation

Evaluation was conducted through both formal and informal procedures during the intervention. Different instruments were used to monitor students' progress,

participation, and response to the scaffolding strategies implemented during the sequences.

Among the instruments applied were participation checklists, observation notes, rubrics, guided productions, collaborative projects, and classroom activities developed during each practice period. These tools made it possible to identify gradual changes in students' confidence, interaction, and ability to participate in English tasks with varying levels of support.

Evaluation focused not only on linguistic accuracy, but also on students' willingness to participate, their ability to collaborate with classmates, and the degree of independence they demonstrated throughout the activities. Particular importance was given to the process followed by learners rather than exclusively to the final product, since the intervention aimed to facilitate progressive access to communicative tasks through scaffolded support.

The evaluation process also revealed that students responded positively to structured guidance and collaborative work. Although proficiency differences remained visible throughout the intervention, several learners showed improvement in their participation and in their ability to produce short oral and written responses using the supports provided during the sequences.

2.3.5 Reflection

Reflection remained an essential component throughout the entire intervention process. Continuous analysis of classroom experiences allowed the identification of both the strengths and limitations of the proposal and supported decision-making during the following cycles.

One of the most significant findings throughout the intervention was that scaffolding strategies facilitated participation among lower-proficiency learners by reducing the level of difficulty students perceived during productive tasks. Supports such as sentence frames, guided models, and visual references helped students approach activities with greater confidence and reduced the frustration commonly observed during more open-ended production tasks.

At the same time, the process demonstrated that scaffolding required constant adjustment according to the group's responses and the classroom conditions. Some activities demanded additional modelling or more guided practice than originally expected, particularly when students were required to move from comprehension toward independent production. These experiences highlighted the importance of maintaining flexible planning and realistic expectations when working in mixed-level EFL classrooms.

The intervention also reinforced the importance of collaborative work as a source of peer support. Strategic grouping and guided interaction created opportunities for learners to observe language models, negotiate meaning, and participate more actively during tasks. However, the reflection process also showed that collaborative work required careful monitoring to ensure balanced participation and prevent some students from depending excessively on more proficient classmates.

Overall, the action plan made it possible to identify how scaffolding can function as a practical and contextualized strategy to support participation and reduce barriers within heterogeneous English classrooms. Although the proficiency gap did not disappear completely, the intervention created more inclusive opportunities for students to engage with English meaningfully and progressively throughout the school year.

2.4 Literature Review:

This section explains the key ideas that support this intervention: scaffolding in a mixed-level EFL classroom, with a focus on speaking and writing. It also explains how scaffolding can be used in class, how it looks in practice, and how it can be evaluated.

2.4.1 Origin of Scaffolding

Scaffolding is related to the sociocultural theory of learning, which understands learning as a social process supported by interaction, language, and cultural tools. From this perspective, students do not learn only through individual practice; they also learn through the support they receive from teachers, peers, and the classroom environment (Lantolf, 2000; Vygotsky, 1978). This idea is important in EFL classrooms because students need opportunities to interact, receive guidance, and use language in meaningful situations.

One of the main concepts behind scaffolding is Vygotsky's Zone of Proximal Development. Vygotsky (1978) explains the ZPD as the distance between what a learner can do independently and what the learner can do with support from a more capable person. In the classroom, this means that students may be able to complete more complex tasks when they receive help from the teacher or from their classmates. This was relevant for the present intervention because students in group 1°F did not start from the same English level, but they were still expected to work toward common communicative goals.

The term scaffolding was later developed by Wood, Bruner, and Ross (1976), who described it as the support provided to help a learner complete a task that would be difficult to accomplish alone. This support is temporary and should be adjusted as learners gain more control over the task. In language teaching, scaffolding is not only "helping students"; it means planning support so that learners can understand, participate, and

produce language with guidance before doing it with more independence (Gibbons, 2015; Hammond & Gibbons, 2005).

2.4.2 How has it been applied in class?

In EFL classrooms, scaffolding has been applied as a way to help students participate in tasks that require language comprehension and production. This is especially important in contexts where students have limited exposure to English outside school, because classroom interaction becomes one of the few spaces where learners can receive input, practice the language, and attempt communication with support (Harmer, 2015; Lightbown & Spada, 2013).

Hammond and Gibbons (2005) explain that scaffolding can be planned before the lesson or provided during classroom interaction. Planned scaffolding includes models, visual support, word banks, sentence frames, clear instructions, task steps, and structured materials. Interactional scaffolding happens during the lesson, when the teacher responds to students' needs through questions, prompts, reformulation, feedback, clarification, or additional examples.

Both forms of scaffolding were useful for this intervention. Planned scaffolding helped students begin the tasks with visible support, while interactional scaffolding allowed the teacher to adjust assistance during the lesson according to students' responses. This was necessary because, in a mixed-level classroom, the same task may be easy for some students and difficult for others. For that reason, scaffolding makes it possible to keep one shared learning objective while offering different entry points to the task (Gibbons, 2015; van de Pol, Volman, & Beishuizen, 2010).

Scaffolding has also been applied through peer support. Donato (1994) explains that learners can construct knowledge collectively when they help each other complete language tasks. Similarly, Swain (2000) states that collaborative dialogue allows learners

to negotiate meaning, notice language problems, and reflect on how to express their ideas. In mixed-level classrooms, this is relevant because students with stronger English skills can model language, while students who need more support can participate with guidance from their peers.

2.4.3 How is it developed? What does it look like?

In classroom practice, scaffolding is developed through supports that help students move step by step from comprehension to production. In this project, scaffolding was mainly connected to speaking and writing because productive tasks made the proficiency gap more visible. Students were not only asked to recognize vocabulary or understand a text; they also had to organize ideas, produce sentences, collaborate with classmates, and present a final product.

For this reason, the intervention used visible and concrete scaffolds such as word banks, sentence frames, models, visual references, guided questions, drafting formats, peer revision, rehearsal, and teacher modelling. These supports helped reduce the initial difficulty of the task without removing the communicative purpose. For example, sentence frames such as “I feel... when... because...”, “I need...”, “Can we...?”, or “This is...” gave students a starting point for oral and written production.

Gibbons (2015) explains that learners need support to move from understanding language to producing it in more structured ways. This was important in the focal group because some students could understand isolated words or ideas, but they struggled when they had to express a complete message in English. Through scaffolding, students had access to vocabulary, examples, and sentence structures that allowed them to participate even when they were not ready to produce language completely independently.

Scaffolding also looked like a sequence of stages. Students first received input through texts, images, vocabulary, or examples. Then, they practiced language with

teacher guidance. After that, they drafted, revised, rehearsed, and finally presented or shared a product. This progression followed the idea that support should help learners perform first with guidance and later with more control over the task (Vygotsky, 1978; Wood et al., 1976).

However, scaffolding should not be understood as permanent support. Van de Pol et al. (2010) explain that effective scaffolding requires contingency, fading, and transfer of responsibility. This means that support must respond to students' needs, be adjusted when necessary, and gradually help students assume more responsibility. In this intervention, fading was not always complete because many students were still at an early level of English, but the intention was to help them participate with increasing confidence and less dependence on the teacher.

2.4.4 How can I know it is effective?

Scaffolding can be considered effective when it helps students participate more, complete tasks with better understanding, and move gradually toward greater independence. According to van de Pol et al. (2010), scaffolding is effective when the support is adjusted to the learner's needs and when responsibility is progressively transferred to the student. In this sense, effectiveness is not measured only by a final grade, but by the progress students show during the learning process.

2.4.4.1 What is effectiveness?

In this study, effectiveness refers to the extent to which scaffolding helped students participate more actively, understand the task better, produce oral or written language with support, and gradually show more confidence and independence. Effectiveness was not understood as perfect language production, but as visible progress

according to students' initial level, classroom conditions, and the communicative purpose of each activity.

In other words, scaffolding was considered effective when students who usually struggled were able to enter the task, use the supports provided, complete a product, and communicate a message in English with less fear or dependence than before. This definition is connected to formative assessment, since progress was observed through classroom evidence, students' productions, participation, and the gradual transfer of responsibility (Black & Wiliam, 1998; van de Pol et al., 2010).

In this intervention, scaffolding effectiveness was identified through classroom evidence. One indicator was participation. If more students attempted to speak, write, answer, ask questions, or contribute during teamwork, the scaffolds were helping reduce barriers to participation. Another indicator was task completion. When students were able to complete drafts, posters, brochures, dialogues, or presentations with the support provided, it showed that the scaffolding was allowing them to access the task.

A third indicator was the way students used the supports. At the beginning, many students depended strongly on word banks, sentence frames, and models. However, when some students began to modify the frames, add information, or use vocabulary with more confidence, this suggested a gradual movement toward independence. This type of progress is important in beginner EFL contexts because development may appear first in small changes, such as producing a clearer sentence, participating in a short presentation, or completing a guided written product.

Formative assessment was also necessary to identify whether scaffolding was working. Black and Wiliam (1998) explain that formative assessment uses evidence of learning to adjust teaching and improve the learning process. For this reason, observation notes, checklists, rubrics, drafts, and students' final products were useful to understand if the supports were appropriate or if they needed to be modified. In this proposal,

scaffolding was effective when it made participation more possible, not when it made the task easier without purpose.

2.4.5 Advantages and disadvantages

Scaffolding has several advantages in mixed-level EFL classrooms. First, it gives lower-proficiency students a concrete way to enter tasks that would otherwise be too difficult. Instead of expecting students to produce language without support, scaffolding provides models, vocabulary, and structures that make participation more accessible (Gibbons, 2015; Hammond & Gibbons, 2005). This is relevant in public secondary classrooms where students often have different starting points in English.

Another advantage is that scaffolding can reduce anxiety. Harmer (2007) explains that learners need a supportive environment to take risks in the foreign language classroom. When students have sentence starters, examples, and rehearsal time, they may feel more prepared to speak or write. In the focal group, this was important because some students avoided participation when tasks were too open or when they did not know how to begin.

Scaffolding can also support higher-proficiency students. In mixed-level groups, stronger students can extend their responses, support peers, improve accuracy, or take more complex roles during collaborative work. Sato & Ballinger (2016) explain that peer interaction can benefit both lower- and higher-proficiency learners because students who need help receive models, while stronger students consolidate their own learning through explanation and interaction.

However, scaffolding also has disadvantages or risks. One limitation is that it requires planning time. The teacher must prepare materials, models, steps, and assessment instruments, which can be challenging when class time is limited. Another risk is over-scaffolding. If students always depend on frames, models, or peer support, they may

complete the task but not develop enough independence. Van de Pol et al. (2010) emphasize that scaffolding should be adjusted and gradually reduced when possible.

A third risk appears in collaborative work. Peer support can be helpful, but it does not automatically guarantee equal participation. If roles and responsibilities are not clear, stronger students may dominate the task while others remain passive. Donato (1994) shows that collaboration can support language development, but only when learners actively contribute to the task. For this reason, in this proposal, teamwork required monitoring, flexible roles, and shared responsibility.

2.4.6 NEM, Inclusion and communicative skills

This proposal was also connected to the Nueva Escuela Mexicana. The Plan de Estudio 2022 places English within the Campo Formativo Lenguajes, where language is understood as a way to communicate, express ideas, participate in social contexts, and construct meaning (Secretaría de Educación Pública, 2022). This perspective supports the idea that English lessons should not be limited to grammar explanations or isolated vocabulary, but should create opportunities for students to use language with a communicative purpose.

The NEM also includes Inclusion as an eje articulador. Inclusion means recognizing students' differences and reducing barriers so that all learners can participate meaningfully in the learning process (SEP, 2022). This principle was directly related to the focal group because students shared the same grade level but had different English proficiency levels. Some learners required intensive support to understand instructions or produce simple sentences, while others were able to work with more independence.

From this perspective, scaffolding became a practical way to support inclusion in English lessons. It allowed the class to maintain one shared communicative goal while offering different levels of support according to students' needs. The purpose was not to

lower expectations, but to make the task more accessible through models, visual support, sentence frames, guided practice, and peer interaction. This connection between scaffolding and inclusion is consistent with the idea that learning opportunities should be adjusted to students' real conditions (Gibbons, 2015; Hammond & Gibbons, 2005; SEP, 2022).

Communicative skills were also central in this proposal because the assigned contents and products required students to understand information and later communicate it through speaking and writing. Although the proficiency gap could be observed across the four language skills, this intervention focused mainly on productive skills because they made participation differences more visible. Speaking and writing required students to use vocabulary, organize ideas, and express meaning, which made scaffolding necessary throughout the sequences.

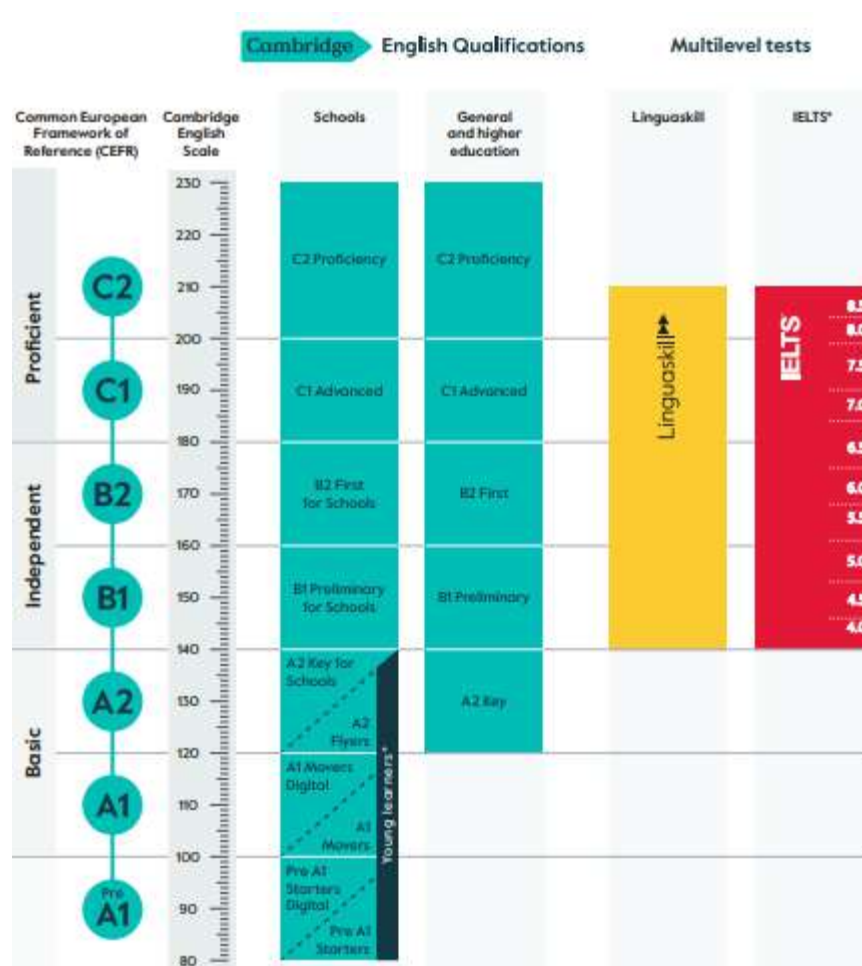
2.4.7 Communicative competence

Communicative competence is an important concept for this intervention because the goal was not only for students to memorize vocabulary or grammar structures, but to use English to communicate meaning. Canale and Swain (1980) explain that communicative competence includes more than grammatical knowledge; it also involves the ability to use language appropriately according to the context, purpose, and interaction.

In this project, communicative competence was understood through students' performance in classroom tasks. This included producing a message, using basic vocabulary, organizing simple ideas, participating in oral interaction, and creating written products with a clear purpose. Since the students were beginning EFL learners, communicative competence was not evaluated as perfect accuracy, but as the ability to communicate something meaningful according to their level.

The Common European Framework of Reference for Languages was useful to understand students' initial level and possible progress. The CEFR describes language development through what learners can do at different levels, which helps teachers evaluate language ability in realistic terms (Council of Europe, 2001, 2020). For beginner learners, Pre-A1 and A1 descriptors are useful because they refer to simple expressions, familiar topics, basic interaction, and limited but meaningful production.

Figure 6 Relationship between CEFR levels and Cambridge English Qualifications.



Note. Adapted from Cambridge English Qualifications and the Common European Framework of Reference for Languages (CEFR).

This perspective was appropriate for the focal group because many students were still developing basic English resources. Therefore, a short supported answer, a guided sentence, or a simple oral presentation could represent progress when compared with the student's initial performance. In this sense, communicative competence in this proposal was connected to gradual development, participation, and clarity of message.

2.4.8 How to evaluate communicative competence (Assessment)

Communicative competence should be evaluated through tasks where students use language to express meaning. Canale and Swain (1980) explain that language ability involves communication in context, so assessment should not depend only on isolated grammar exercises. For this reason, this intervention evaluated students' communicative competence through performance-based activities such as dialogues, posters, timelines, brochures, written drafts, and oral presentations.

Assessment in this proposal was mainly formative. Black and Wiliam (1998) define formative assessment as the use of evidence about student learning to adapt teaching and improve learning. This means that assessment was not only used to assign a grade at the end of the sequence, but also to identify what students understood, what support they needed, and how the activities could be adjusted.

This approach was coherent with the Nueva Escuela Mexicana because the Plan de Estudio 2022 emphasizes evaluation as part of the learning process (SEP, 2022). During the intervention, students did not produce only a final product. They worked through stages such as vocabulary recognition, guided practice, drafting, peer revision, rehearsal, presentation, and reflection. These stages created different moments to observe their progress and provide feedback.

Evaluating communicative competence also required realistic expectations. Since the students were beginning EFL learners, the assessment focused on clarity of message,

use of basic vocabulary, participation, completion of the task, and ability to use support appropriately. Accuracy was considered, but it was not the only criterion. This was important because the purpose of the intervention was to help students access communicative tasks and participate more confidently, not to expect advanced language production from the beginning.

2.4.9 Evaluation instruments and assessment

Different evaluation instruments were used to document students' progress and the effectiveness of the scaffolding strategies. These instruments included analytic rubrics, checklists, observation notes, participation records, students' drafts, final products, peer feedback, self-assessment, and co-evaluation. Each instrument provided a different type of evidence and helped observe the learning process from more than one perspective.

Rubrics were useful because they clarified the criteria for students' oral and written products. They helped evaluate aspects such as message clarity, vocabulary use, basic structure, participation, pronunciation or oral delivery, and completion of the task. According to Brookhart (2013), rubrics can support learning when they make expectations visible and help students understand what quality looks like in a task.

Checklists were used to monitor specific requirements during the process. For example, they helped identify whether students used the word bank, completed a draft, included required information, participated in the team, or revised their work. Moskal (2000) explains that checklists are useful for recording observable elements in student performance, especially when the teacher needs to follow specific task components, the requirements of each project were presented since the drafting phase so they could be conscious of the elements missing .

Observation notes and participation records were also important because they allowed the teacher to document what happened during classroom interaction. These

notes helped identify which students participated, who needed additional support, who relied heavily on peers, and which scaffolds were more useful during the activities. Burns (2010) explains that classroom observation is valuable in action research because it helps teachers understand classroom processes and make informed decisions about their practice.

Self-assessment and co-evaluation were included to help students reflect on their own participation and their classmates' work. These instruments supported formative assessment because they encouraged students to recognize what they had done well and what they needed to improve. According to Black and Wiliam (1998), involving learners in assessment can help them understand learning goals and become more aware of their progress.

Overall, the evaluation instruments supported the purpose of the intervention because they documented not only the final products, but also the process students followed to complete them. This was important because scaffolding is not only visible in the final result; it is also visible in the way students use support, revise their work, participate with peers, and gradually attempt more independent language production.

2.5 Description of the proposal.

Based on the problem identified in the focal group and on the literature review previously presented, this proposal was designed as a scaffolded intervention for a mixed-level EFL classroom. In group 1°F, the diagnostic process showed that students had different starting points in English. Some students needed a lot of support to understand and complete basic tasks, others could work with guidance, and a smaller group was able to work with more independence.

The context of the school also influenced the design of the proposal. Students had limited exposure to English outside the classroom, English lessons were short, and the

regular classroom did not always have technological resources available. Under these conditions, productive tasks such as speaking and writing made the proficiency gap more visible because students had to understand the language, organize their ideas, and produce a message in English.

For this reason, the proposal did not intend to lower the objective for the whole group or to separate students into different activities according to their level. Instead, the main idea was to keep one shared communicative purpose for all students, but to provide different levels of support according to what they needed. In this sense, scaffolding was understood as temporary support that helps students complete tasks they could not do alone at the beginning, but that they may gradually do with more independence (Vygotsky, 1978; Wood et al., 1976).

The proposal combined planned scaffolding and interactional scaffolding. Planned scaffolding was included before the lesson through materials and activities such as word banks, sentence frames, visual supports, models of expected products, step-by-step tasks, and team roles. Interactional scaffolding happened during the lesson, when I supported students through questions, examples, clarification, reformulation, peer support, and immediate help when they did not know how to continue. These supports were used as temporary bridges to help students move from comprehension to production, as explained by Gibbons (2015) and Hammond and Gibbons (2005).

Since the diagnostic stage showed that the proficiency gap became more evident when students had to produce language, the intervention focused mainly on writing and speaking. This decision was also related to the assigned contents and PDA, where students were expected to communicate information and present products with a clear purpose. For that reason, students worked through project cycles in which they first identified useful language, then practiced it with support, and finally used it in oral or written production.

In practical terms, the proposal included guided reading, vocabulary activation, sentence frames, supported reformulation tasks, drafting, peer revision, rehearsal, presentation, and feedback. These stages were planned to help students understand what they had to do before asking them to produce something more independently. This was especially important for lower-proficiency students, who often needed a clear model or starting point before participating.

An important part of the proposal was that scaffolding was not only used for students who struggled the most. Students with stronger performance also had roles and opportunities to extend their work, support classmates, and serve as language models during pair or group activities. Peer support was not understood as one student doing the work for another, but as a way for students to help each other while all members contributed to the task. This idea is related to collective scaffolding, where learners support one another during language tasks (Donato, 1994), and to peer interaction, which can benefit students with different proficiency levels (Sato & Ballinger, 2016).

The proposal was also connected to the Nueva Escuela Mexicana, especially with the Campo Formativo Lenguajes and the eje articulador of Inclusion. The Plan de Estudio 2022 presents language as a way to communicate, express ideas, participate in social contexts, and construct meaning (Secretaría de Educación Pública (SEP), 2022). From this perspective, the intervention responded to student diversity without lowering the communicative goal of the class. The purpose was to reduce barriers so that students with different English levels could participate in the same class objective.

Assessment was formative and continuous throughout the intervention. Students produced drafts, received feedback, revised, rehearsed, and presented their final products. Evidence was collected through rubrics, checklists, observation notes, self-assessment, co-evaluation, and students' productions. This was important because assessment was not used only to assign a grade, but also to identify what students needed and how the support could be adjusted during the process (Black & Wiliam, 1998).

What this proposal aimed to change was the level of access students had to English tasks, the way they participated during speaking and writing activities, and the confidence they showed when using the language. In other words, the proposal tried to move the group from unequal participation and strong dependence on the teacher to a classroom dynamic where more students could try, contribute, and complete a product with support.

Overall, the proposal seeks to demonstrate that scaffolding can function as a realistic, inclusive, and context-sensitive response to the English proficiency gap in a mixed-level public secondary classroom.

2.6 Sequences Applied.

For the implementation of this proposal, three classroom sequences were carried out after the diagnostic stage applied in August, 2025. Although the corresponding lesson plans are included in the appendices, the description below focuses on the most relevant pedagogical moments of each intervention, the scaffolds that were used, and the way in which students responded to them.

Aligned with the purpose of this study, the intention was not to reduce the common communicative goal for the whole class, and to make it more accessible through temporary support. For that reason, each sequence combined a shared objective with graduated assistance, such as visual input, sentence starters, guided questions, modeling, structured formats, peer interaction, and formative assessment. These elements were particularly necessary in a mixed-level group where the proficiency gap became more visible in reading-to-writing and reading-to-speaking tasks.

2.6.1 First sequence: Voices for Peace: Anti-Violence (October 2025)

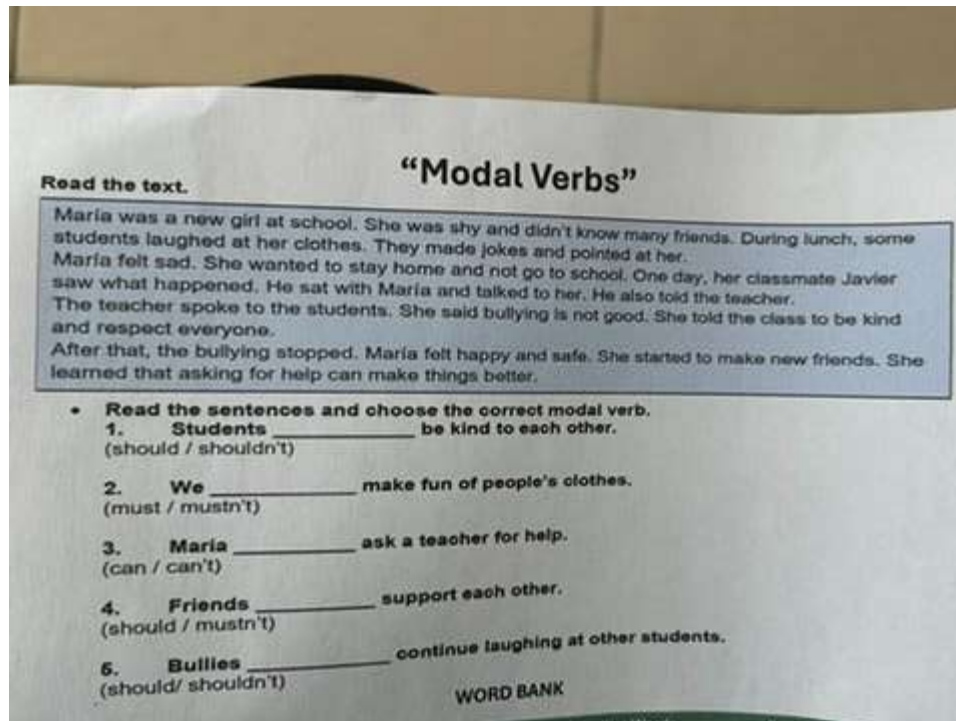
The first sequence was implemented during the practice period from October 6th to October 24th, 2025, through the project Voices for Peace: Anti-Violence. The general aim of this sequence was to help students identify expressions of violence in school and family contexts and transform them into assertive messages in English. Since the diagnostic stage had already shown important differences in students' proficiency levels, the sequence was designed with a strong emphasis on guided reading, vocabulary support, and language scaffolds before expecting more independent production.

Sessions 1 and 2: guided reading and vocabulary activation.

The first sessions focused on introducing the topic through short texts, flashcards, and guided reading activities. Students worked with vocabulary related to violence, respect, feelings, and peaceful interaction, such as bullying, rumor, name-calling, pushing, listen, apologize, asking for help, and support. They identified violent expressions in short scenarios, they answered comprehension questions, and recorded new words in a simple vocabulary log under the prompt "Words that I learned today."

This stage was especially important because it provided a shared lexical base for the whole group. For students who required more support, the use of visual aids, repetition, and short texts reduced the linguistic demand of the task and made the content more accessible. In terms of the literature reviewed, this stage reflects the role of scaffolding as temporary support that makes meaning visible through language, images, and structured interaction before learners are expected to produce language more independently (Gibbons, 2015).

Figure 7 *Guided reading material used during the first intervention sequence.*



Note. This material supported students' first contact with the topic of violence, respect, feelings, and peaceful interaction.

Figure 8 Classroom interaction during vocabulary activation activities.



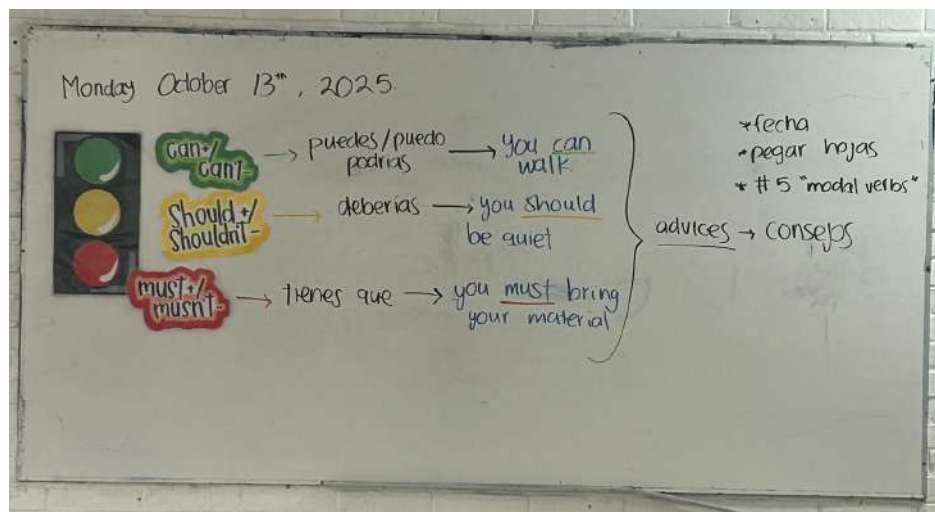
Note. Students participated in introductory activities supported by visual materials, teacher guidance, and peer interaction.

Sessions 3 and 4: functional language for assertive communication.

After students had been exposed to the topic and its key vocabulary, the sequence moved toward functional language. In these sessions, modal verbs were introduced through a “traffic light” visual support in which can/can’t represented ability or permission, should/shouldn’t advice, and must/mustn’t rules or prohibition. At the same time, students were introduced to sentence frames such as I feel... when... because..., I need..., Please don’t..., and Can we talk? These structures were not presented as isolated grammar points, but as useful language for solving problems and expressing disagreement in a respectful way.

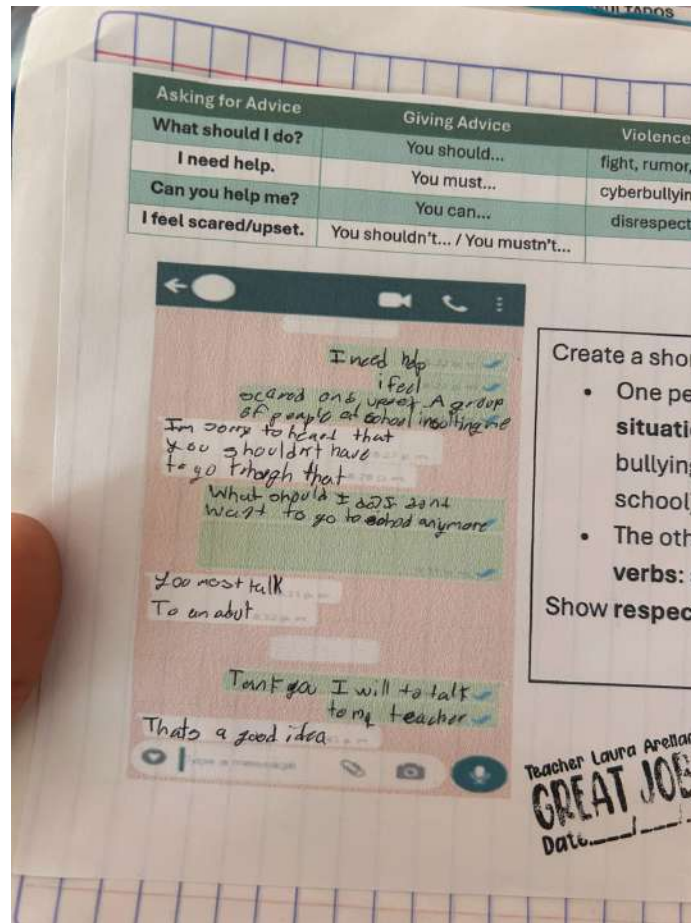
This stage linked directly with the idea that scaffolding should help learners move from comprehension to controlled production by giving them language that is meaningful and immediately usable in context (Hammond & Gibbons, 2005). In this case, the scaffold was both linguistic and conceptual, since students were learning not only what to say, but also how to communicate solutions assertively.

Figure 9 *Visual explanation of modal verbs for assertive communication.*



Note. The board was used as a visual scaffold to help students understand the use of can, cannot, must, and must not.

Figure 10 Student work using functional language for assertive messages.



Note. The activity helped students transform language into short guided sentences through examples and written support.

Sessions 5 to 7: collaborative drafting and project organization.

Once students had worked with the topic through reading and controlled language practice, they moved into collaborative production. Based on the diagnostic results and also on what I noticed during the observation periods, teams of three were formed so that students could work with a clearer balance of abilities.

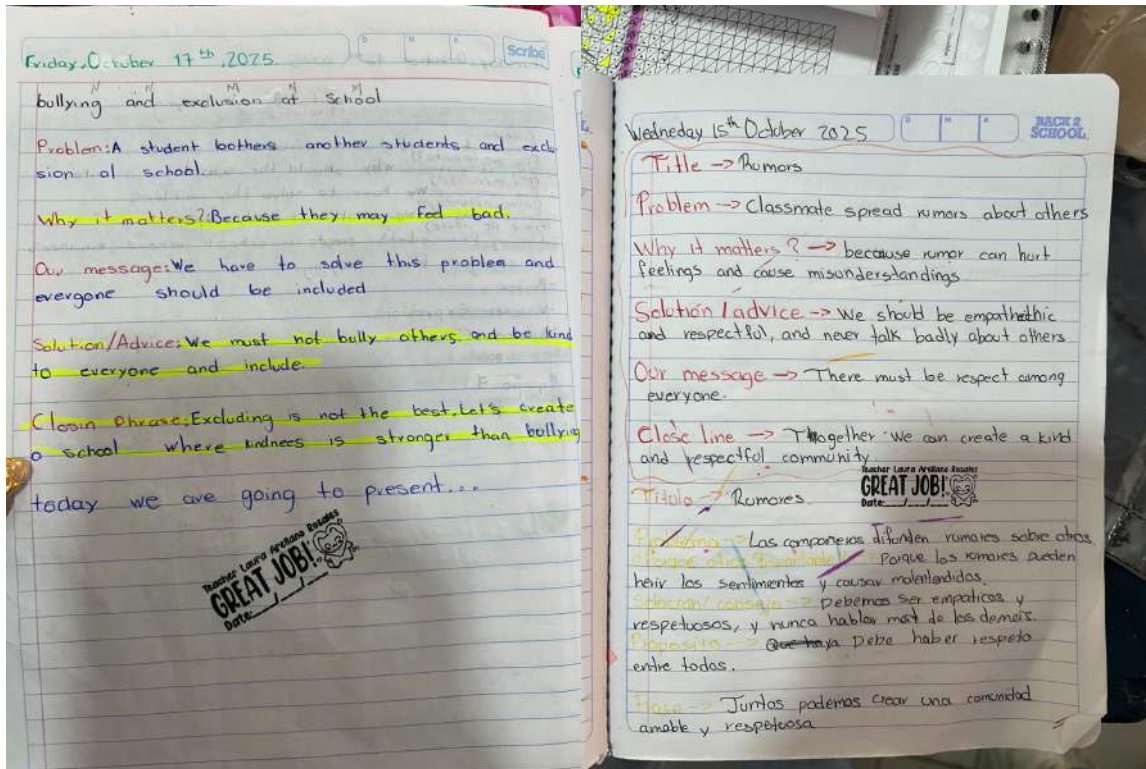
Each team was asked to create an anti-violence poster and prepare a short oral explanation of its message. In order to organize the task, the project was broken down

into concrete requirements: title, problem, why it matters, our message, call to action, and closing line. Roles such as writer, speaker, and designer were also assigned.

These supports made the task less ambiguous and helped students understand what was expected from them. At this point, scaffolding was no longer limited to vocabulary or grammar; it also shaped how students collaborated, how they distributed responsibilities, and how they built a shared product. This connects with Donato's (1994) notion of collective scaffolding, where peer interaction becomes a space in which learners support one another toward a common goal.

A particularly meaningful aspect of this sequence was the response of the students who usually required more support. According to the classroom notes taken during the drafting stage, these learners participated more actively than expected, contributed to the search for information, and even took part in the final oral presentation. This was significant because it showed that the proficiency gap did not completely disappear, but it became less restrictive when the task included visible structure, shared roles, and accessible language support.

Figure 11 *Collaborative drafting during the “Voices for Peace: Anti-Violence” project.*



Note. Students organized ideas and developed written content with the support of models, roles, and peer collaboration.

Sessions 8 and 9: rehearsal, presentation, and formative feedback.

The final sessions were devoted to rehearsal and presentation. Students used their drafts, poster designs, and teacher feedback to prepare a short oral defense of their message. Rehearsal was supported through oral prompting, revision of key phrases, and peer comments, while the final presentation was assessed through rubric-based formative evaluation.

In this stage, the scaffold gradually shifted from teacher-led support to student performance with guidance only when needed. This progression is consistent with the sociocultural view of learning, particularly the idea that students can first perform with assistance and later gain greater control over the task (Vygotsky, 1978). Overall, this first

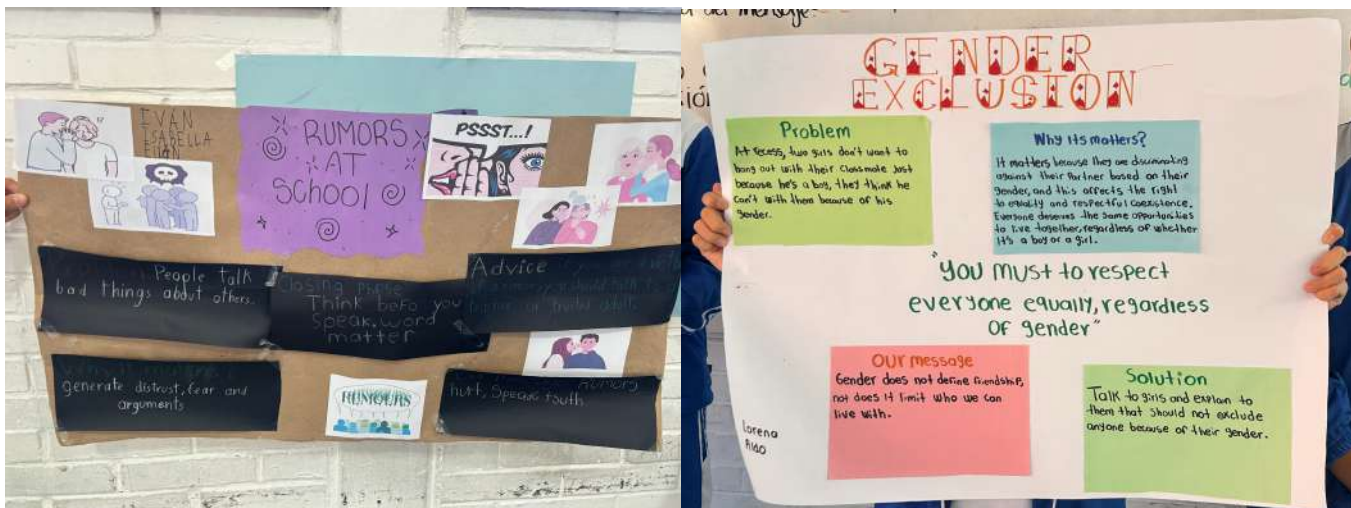
sequence suggested that structured and visible support helped more students remain inside the task and participate meaningfully in English.

Figure 12 *Students working collaboratively on their anti-violence products.*



Note. The activity required teamwork, shared responsibilities, and teacher monitoring to support balanced participation.

Figures 13, 14 and 15. *Final poster from the “Anti-Violence” Project.*





Note. Products show how students used visual elements and guided written language to communicate an anti-violence message.

2.6.2 Second sequence: Personal Narratives and Timeline Production (November–December 2025)

The second sequence was carried out between November 17th and December 5th, 2025, and focused on the development of personal narratives. Unlike the previous project, which centered on a shared social issue, this sequence moved toward students' own experiences and meaningful events from family, school, or community life. The intention behind this change was to promote reading, writing, and speaking through more personal

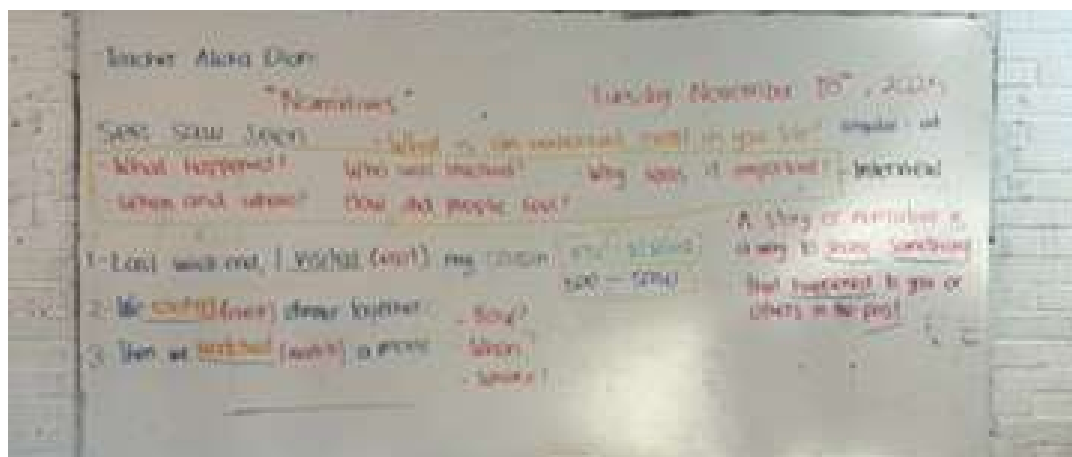
content; however, the implementation of this sequence also revealed important challenges related to task openness and learner autonomy in a mixed-level classroom.

Sessions 1 and 2: introducing personal narratives and organizing ideas.

The sequence began by presenting the concept of a personal narrative as a way to share a meaningful event. Students examined simple model texts, identified verbs in the simple past, and discussed guiding questions such as What happened? When did it happen? Who was involved? and Why was it important? They were also given an interview format to collect information from a family member or from one of their own experiences. Later, they transferred that information into a structured organizer with a clear beginning, middle, and end.

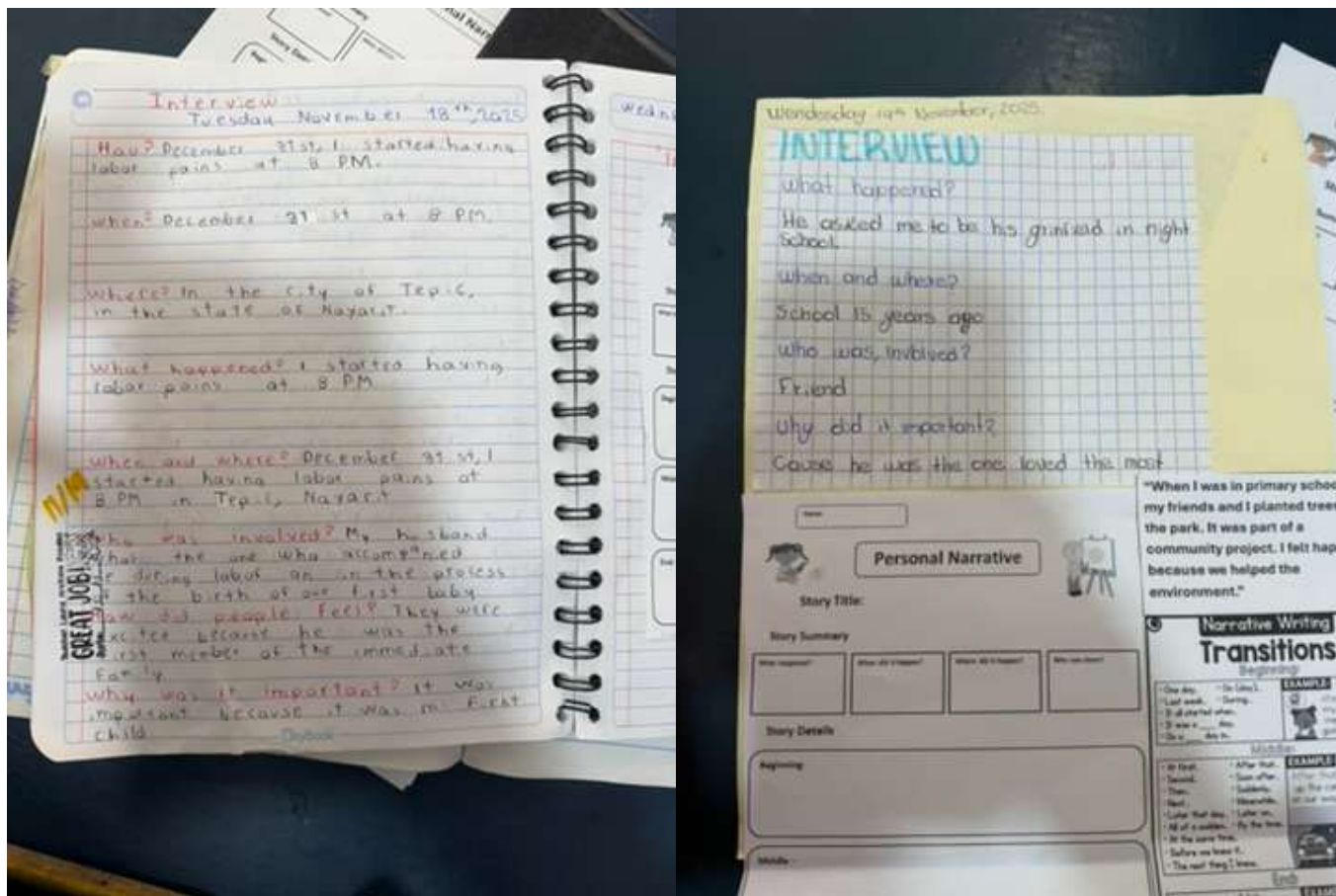
This was a relevant scaffold because it transformed an open writing task into a more manageable one. Rather than asking students to write a story from nothing, the sequence first gave them a model, a set of questions, and an organizational format. In this sense, the activity responded to the idea that scaffolding helps learners approach complex tasks through smaller and more concrete steps (Gibbons, 2015).

Figure 16 Board explanation for the personal narrative sequence.



Note. The board was used to introduce the structure of a personal narrative and guide students in organizing their ideas.

Figures 17 and 18. Draft and guided organizer used during the personal narrative sequence.



Note. These materials helped students organize personal experiences and structure their ideas before developing the final written or visual product.

Sessions 3 and 4: peer questioning, reformulation, and revision.

After organizing their narratives, students exchanged their drafts with classmates and answered WH-questions based on each other's stories. This stage linked reading,

writing, and speaking in a gradual way. First, students wrote with support; then, they read a classmate's text; finally, they orally reformulated the information through short answers. They also worked on correcting vocabulary and grammar and received suggestions from peers about how to improve their drafts.

Here, the sequence relied on interaction scaffolding rather than only on teacher explanation. Students did not produce language completely independently; instead, they refined meaning through collaborative dialogue, questioning, and revision. This dynamic reflects the role of social interaction in learning, especially when students construct understanding together and use peer mediation as part of the writing process (Donato, 1994; Vygotsky, 1978).

Figure 19 *Students working on personal narrative activities.*

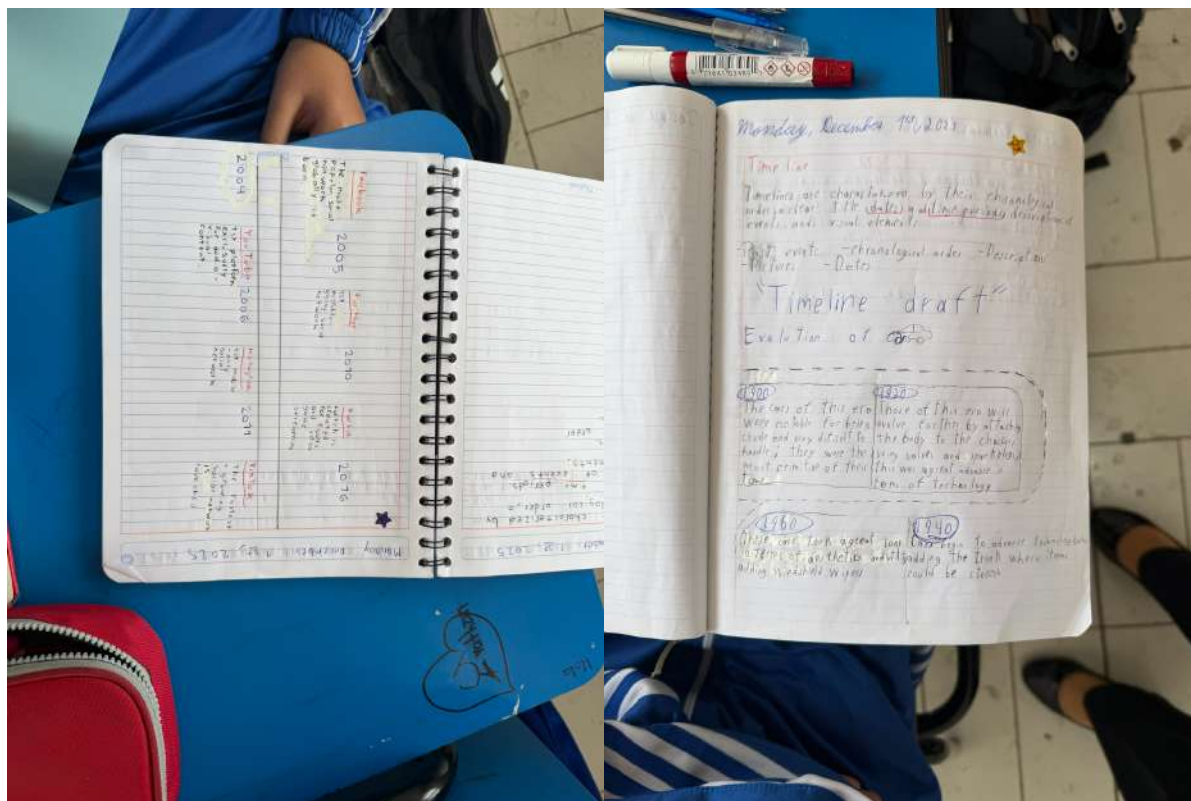


Note. Students developed their narratives through writing, peer interaction, and teacher monitoring.

At this point, the sequence also showed positive signs. According to the notes taken during implementation, students showed interest in their classmates' experiences,

asked vocabulary questions, and were able to answer brief comprehension questions about one another's narratives. This suggests that the sequence was effective when the support remained explicit and the task structure was clear.

Figure 20 Notebook evidence from the personal narrative sequence.



Note. Students used their notebooks to draft, answer questions, and organize information before presenting or completing the final product.

Sessions 5 and 6: product choice, adjustment, and presentation.

The most complex moment of this intervention appeared when students were given more freedom to choose the final format of their product. As part of an attempt to differentiate and encourage ownership, they were allowed to decide whether they wanted to present a timeline, a story, or another type of short narrative product. Pedagogically, this decision sought to give students a certain degree of autonomy; however, in practice,

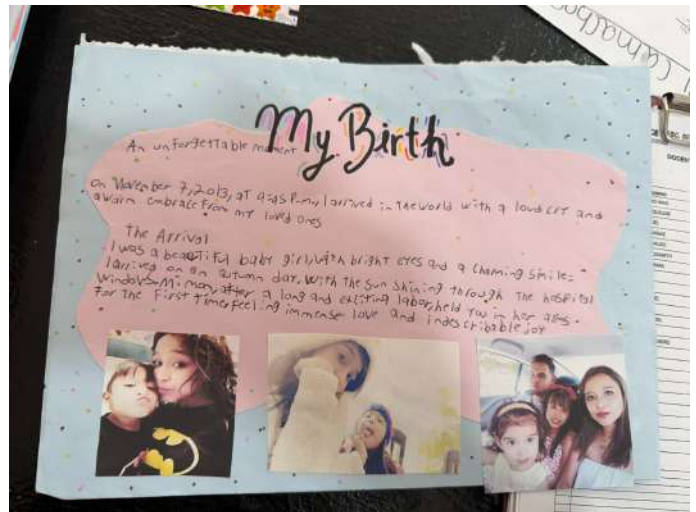
the response was uneven. Several students did not bring the necessary materials, some did not advance as expected, and the learners with stronger performance were the ones who benefited the most from this flexibility. In contrast, students who still required stronger guidance showed more difficulty moving forward with a task that was no longer as structured as in previous sessions.

Because of this, the sequence had to be adjusted during implementation. A more guided format, especially the timeline structure, became necessary so that more students could complete the task and produce a final version. This moment was important for the development of the proposal because it revealed a central pedagogical lesson: not every form of differentiation automatically supports inclusion. In a mixed-level classroom, openness can benefit the students who are already more independent, while others may need stronger scaffolds in order to participate meaningfully. From the perspective of scaffolding theory, this sequence confirmed that support must be contingent and responsive; it should not be removed too early simply because autonomy is desired (van de Pol, Volman, & Beishuizen, 2010).

Even though this sequence was more irregular than the first one, it was highly valuable for the proposal. It showed that students (at least in this context) engaged more effectively when they had fixed formats, guided questions, and clear models. It also made visible that productive tasks in writing require a careful balance between structure and independence. This reflection later influenced the design of the third sequence, where stronger supports were incorporated from the beginning.

Figures 21, 22 and 23 *Timeline and final products developed during the personal narrative sequence.*





Note. Students used timelines, visual organization, and guided language to represent personal experiences and develop scaffolded written production throughout the sequence.

2.6.3 Third sequence: Preparatory Scaffolding and the Travel Guide Project (February–March 2026)

The third intervention was the most extended sequence of the proposal and was carried out from February 16th to March 20th, 2026. This period combined a short preparatory stage with the main project, Travel Guide. It represented a more mature implementation of the proposal because it incorporated lessons learned from the previous interventions, especially the need to move gradually from highly controlled tasks to more open production.

Preparatory stage: phonological reactivation and oral confidence.

Before beginning the main project, several sessions were used to reactivate students' oral participation through alphabet review, phonological awareness, spelling

activities (because of an internal contest organized by the school), and listening practice. Students engaged in echo repetition, air writing, auditory discrimination, audiovisual exercises, and a friendly spelling competition. Even though these sessions were not directly linked to the final project product, they served as a preparatory scaffold for the group. For students who tended to hesitate during oral work, these controlled activities provided a lower-risk entry point into English. From a scaffolding perspective, this stage helped reduce anxiety and re-establish a shared starting point before moving toward more complex speaking tasks.

Figure 24 *Spelling bee preparation for Local Contest.*



Note. Students practiced pronunciation, spelling, and oral participation before beginning the main project sequence.

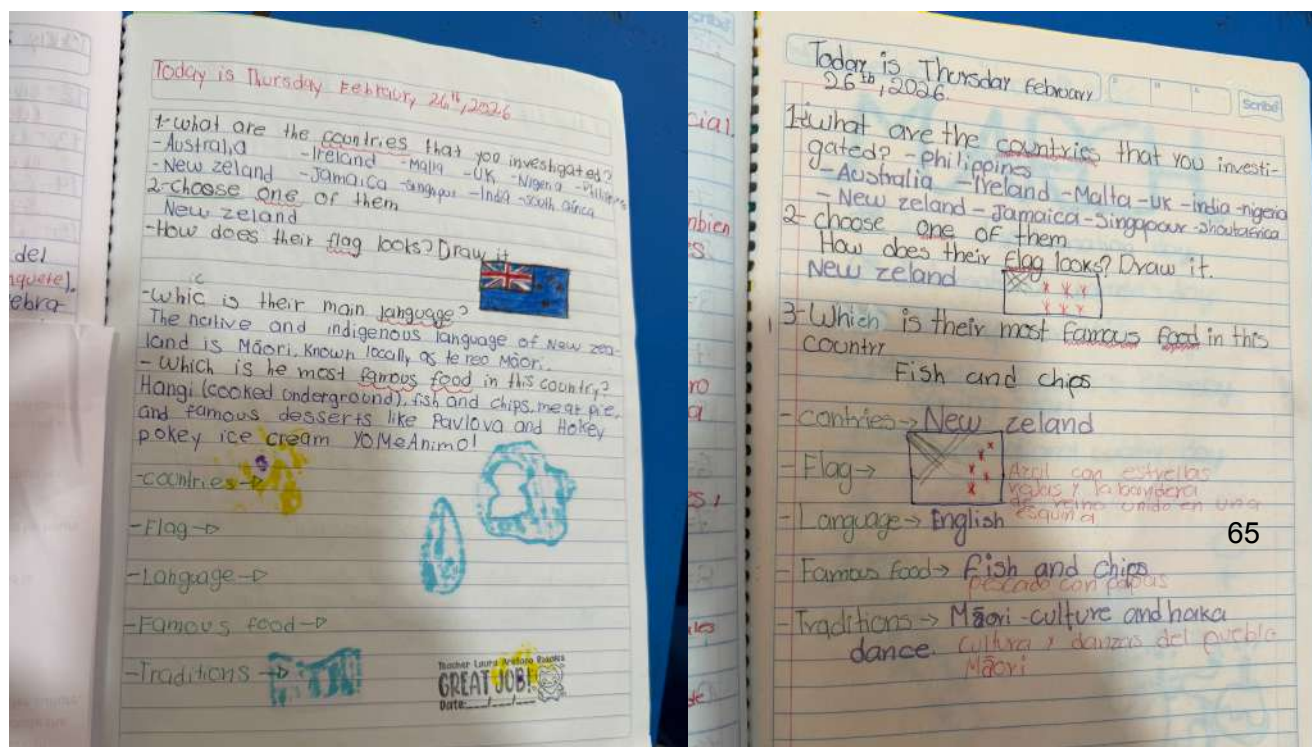
Sessions 1 and 2 of the project: cultural passport and identity cards.

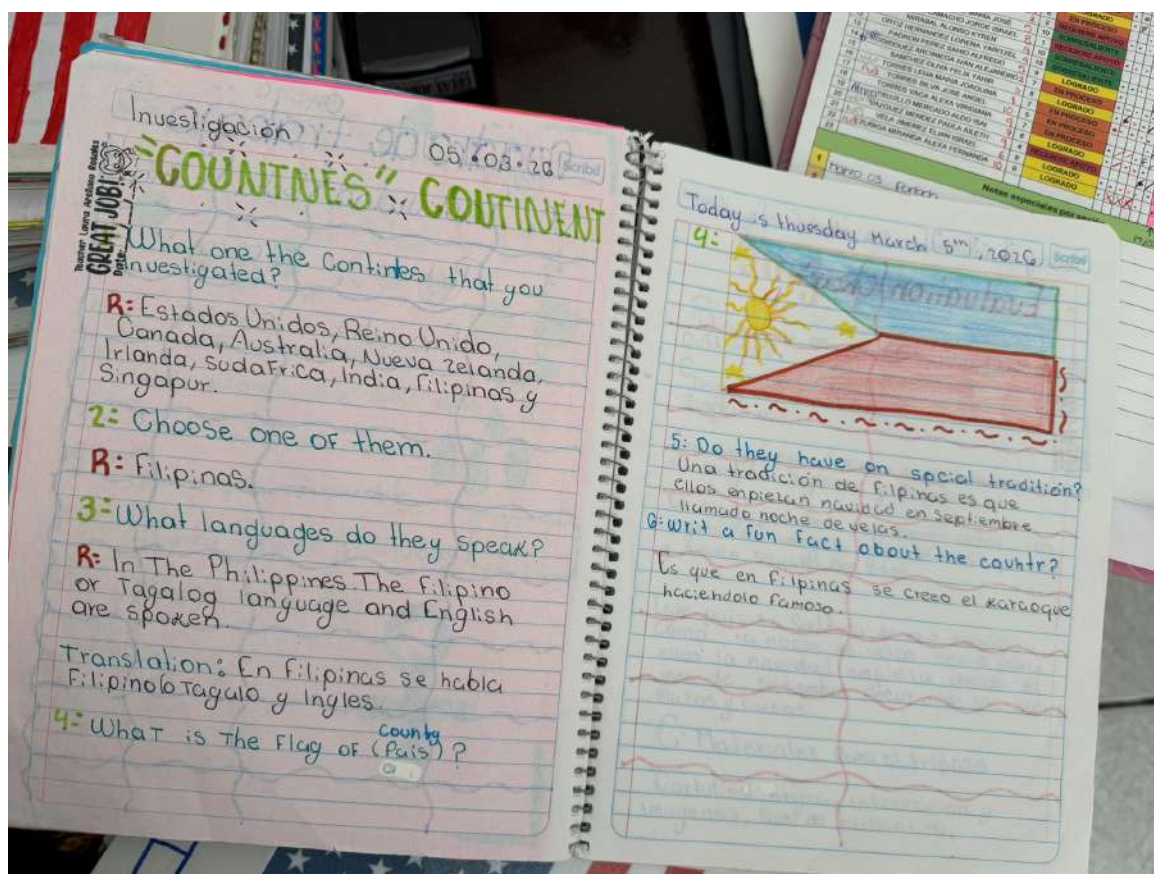
The main project began by asking students to explore English-speaking countries beyond the most familiar examples. Through a brainstorming activity, they mentioned countries where English is spoken and then created a “Cultural Passport” in which they recorded a flag, location, tradition, and ethnic group.

Sentence starters such as In (Country), people celebrate (Tradition) were provided to support written and oral production. In the following session, students worked with short identity cards describing people from Jamaica, Scotland, New Zealand, India, Canada, and Nigeria. They drew the people described and then presented them orally using patterns such as This is (Name). He/She is from (Country).

These activities demonstrate planned scaffolding in a clear way: the research task was simplified through fixed categories, the reading texts were short and accessible, and the oral production was supported through sentence frames. In line with the literature reviewed, this type of support helps students participate in meaningful tasks without removing the challenge of the content itself (Hammond & Gibbons, 2005; Gibbons, 2015).

Figures 25, 26 and 27 Cultural exploration materials used during the Travel Guide project.





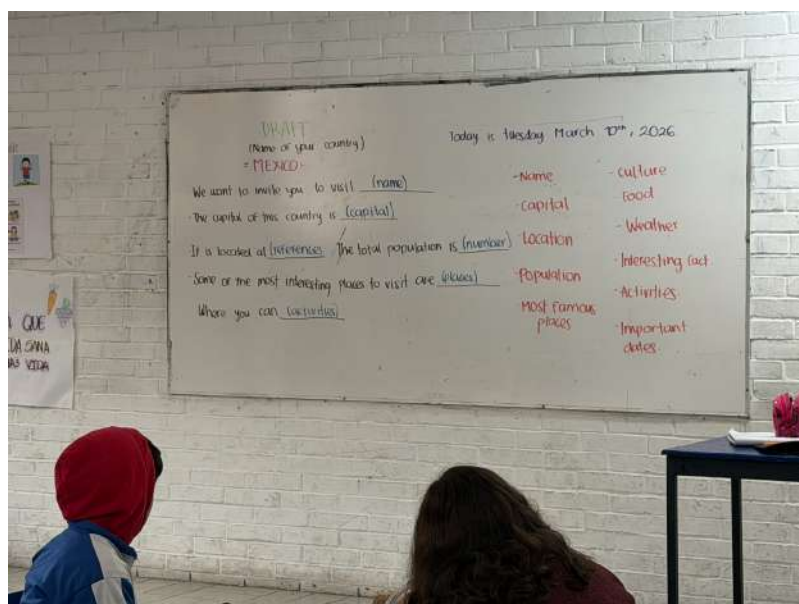
Note. Students used guiding questions, and information charts to identify and organize information about English-speaking countries before developing their final travel guide products.

Sessions 3 and 4: food, traditions, slang, and guided oral interaction.

The next stage of the sequence expanded students' cultural vocabulary through food, traditions, and varieties of English. Flashcards and matching activities were used so that students could connect countries with typical food and produce simple sentences such as In Canada, they eat poutine or I don't like... but I like.... Later, the sequence introduced short audio samples and slang expressions from different English-speaking contexts, which students used to build four-line dialogues.

These sessions were important because they kept the communicative goal active while still maintaining a strong level of linguistic support. Vocabulary was visually presented, sentence patterns remained available, and oral production was limited to short, manageable structures. This matches the view that scaffolding can be visual, linguistic, and interactional at the same time, especially when students are still developing confidence with spoken English.

Figure 28 *Presentation of suggested structure and requirements of the project.*



Note. The board was used to model vocabulary and sentence patterns.

Sessions 5 to 7: information gathering, brochure creation, rehearsal, and presentation.

The final stage of the project focused on the creation of a travel guide in brochure or triptych form. Students worked in teams with information cards about different countries, copied and organized the most relevant information, and later expanded it with additional information for their final product. The brochure had to include elements such as the flag, people, food, clothing, greeting, and basic information about the country.

The project also provided a suggested oral script for the presentations: Hello! This is (Country). The flag is (Colors). People are (Ethnicity). They eat (Food), The most famous places are (Places), One of the most different traditions are... Thank you! This structure was an important scaffold because it made the final oral presentation more reachable for students with different proficiency levels.

Instead of leaving the performance completely open, the sequence offered a model that students could first imitate and later adapt.

I also provided my own version of brochure. I did it describing Mexico so they couldn't copy my information since we were talking only of english speaking countries. And with the objective that they could observe the structure of the project, the order of the information and my presentation.

Figures 29 and 30 *Teacher model used as reference for the Travel Guide project.*



Note. The model provided students with a clear example of structure, visual organization, and expected content.

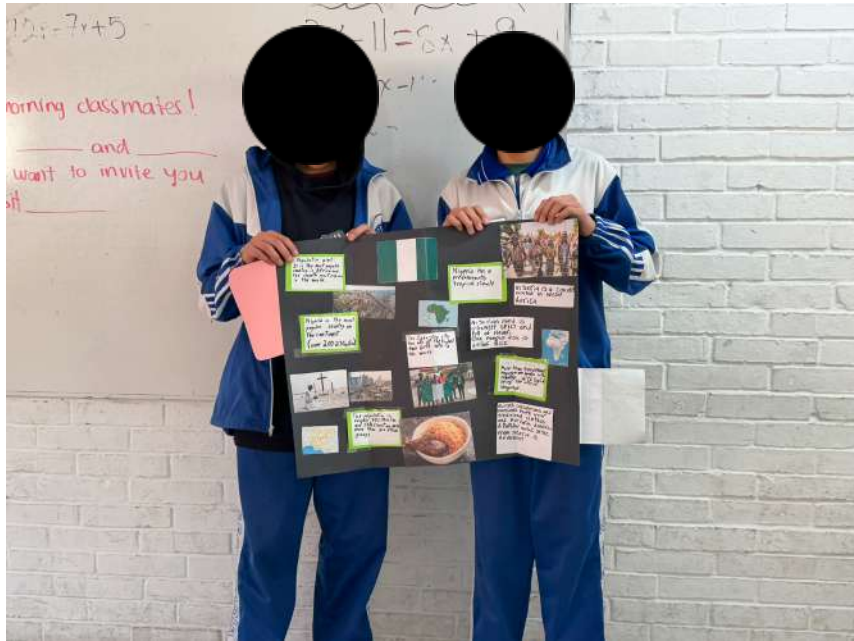
During the creation of the project I noticed that this resource were really helpful, definitely influenced the creation of their final projects.

Figure 31 *Students creating their Travel Guide products collaboratively.*



Note. Students worked in teams using information cards, visual materials, and guided language to complete their brochures.

Figure 32 *Oral presentation of the Travel Guide project.*



Note. Students presented their final products using a suggested oral script, visual support, and peer collaboration.

These three sequences show that the proficiency gap in the classroom did not disappear, but it became more manageable when the tasks were mediated through clear and purposeful scaffolding. The first sequence showed that students who usually required more support could participate more actively when the project included visible structure and accessible language. The second sequence revealed that too much openness could make the gap more visible again, especially in writing tasks. The third sequence reflected a more balanced application of the proposal, where controlled input, visual organization,

sentence frames, and staged production created better conditions for more equitable participation.

Therefore, the classroom implementation confirmed that scaffolding was not used as an isolated technique, but as a continuous pedagogical principle to help students move from dependence toward more confident and meaningful participation in English.

Chapter III. Evaluation and Reflection

3.1 Proposal consistency.

The proposal was consistent with the problem identified in the focal group because it responded directly to the English proficiency gap observed during the diagnostic stage. The results showed that students were not starting from the same level: some could complete basic tasks with relative independence, while others needed visible support to understand instructions, organize ideas, and produce language. For that reason, the proposal focused on keeping a shared communicative goal while offering different levels of support.

In general terms, the proposal worked better when the activities were structured, progressive, and connected to a clear final product. This was especially evident in the first and third sequences. In *Voices for Peace: Anti-Violence*, students were able to participate more actively because the task included vocabulary support, sentence frames, team roles, and a meaningful topic. In *Travel Guide*, the process was also more consistent because students moved from controlled activities to information organization, brochure creation, rehearsal, and presentation.

The second sequence, *Personal Narratives and Timeline Production*, showed a weaker moment in the proposal. The intention was to give students more freedom and

promote autonomy, but the task became too open for some learners. Several students had difficulty organizing their ideas, bringing materials, or completing the final product without a fixed format. This did not mean that the proposal was inappropriate, but it showed that autonomy had to be developed more gradually.

This experience helped me understand that the accuracy of the proposal depended on the balance between support and independence. When students had clear steps, models, and visible language, more of them could remain involved in the task. When support was reduced too early, the proficiency gap became more noticeable again. Therefore, the proposal was accurate, but it required constant adjustment according to students' responses.

Overall, the proposal did not eliminate the proficiency gap completely, but it made it more manageable during classroom activities. It allowed more students to participate in speaking and writing tasks with confidence, especially when the final product was supported by clear stages. The main lesson from this section is that scaffolding was useful when it functioned as a planned process, not only as isolated help during difficult moments.

3.2 Curriculum approach and proposal improvements.

The proposal was coherent with the curricular approach established by the Plan 2022 because it promoted language use through meaningful situations, collaborative work, and communicative products. The activities were not planned as isolated grammar exercises; they were connected to the Campo Formativo Lenguajes and to the assigned Procesos de Desarrollo de Aprendizaje for each practice period.

Each sequence responded to a curricular purpose. In Voices for Peace: Anti-Violence, students recovered expressions related to violence in school and family contexts and transformed them into assertive messages. In the personal narrative

sequence, they organized meaningful events using simple structures and guiding questions. In Travel Guide, they recovered cultural and identity information about English-speaking communities and presented it through oral and written production.

The proposal also made sense within the inclusive orientation of the NEM. Since the group had different proficiency levels, the same task could not be approached in exactly the same way by all students. The use of models, word banks, sentence frames, visual materials, team roles, and rehearsal moments allowed students to work toward the same learning purpose from different starting points. In this way, the intervention supported participation without lowering the communicative goal.

The educational context was also considered during the design of the proposal. The classroom had limited technological resources, English classes were short, and students had little exposure to English outside school. Because of this, the activities relied mainly on printed materials, board work, notebooks, posters, and guided formats. These resources were realistic for the school conditions and helped maintain continuity during the practice periods.

The main improvement identified in relation to curriculum is the need to make the connection between PDA, product, scaffolds, and assessment more visible in future planning. The activities were aligned with the curriculum, but this alignment can be strengthened by showing more explicitly how each support contributes to the expected learning process. This would make the proposal clearer not only for the teacher, but also for students and evaluators.

In conclusion, the proposal was appropriate for the educational context because it translated the Plan 2022 into achievable classroom actions. It promoted communication, inclusion, cultural awareness, and formative assessment through tasks that matched the students' real conditions. The implementation confirmed that scaffolding was coherent

with the curriculum because it helped students approach the expected learning goals in a gradual and supported way.

3.3 Developed competences through the process.

The competences selected for this professional practice report were established in section 1.6 “Competences to develop” as part of the expected exit profile for the Licenciatura en Enseñanza y Aprendizaje del Inglés, Plan 2022. These competences guided the development of this proposal and helped me reflect on my growth as a teacher in formation. Throughout the process, I developed them progressively, although some aspects still require improvement.

The general aspect of the exit profile considered for this document was: “Manages inclusive and collaborative learning environments to promote students’ holistic development.” This was developed because the proposal was centered on creating conditions for students with different proficiency levels to participate in shared tasks. Teamwork, peer support, guided activities, and scaffolded products helped more students become involved in speaking and writing activities.

However, this competence was not fully mastered. In some teams, stronger students tended to lead the work while lower-proficiency students participated less. This helped me understand that collaborative work must include clear roles, shared responsibility, and constant monitoring. Even so, the process strengthened my ability to organize a more inclusive classroom environment.

The first specific competence was: “Promotes the development of linguistic skills according to the cognitive level and abilities of the group in order to guide their learning.” This competence was developed through the use of word banks, sentence frames, models,

guided questions, drafting, and rehearsal. These supports helped students approach writing and speaking tasks according to their current level.

The second specific competence was: “Considers students’ learning styles and characteristics to create a classroom environment that fosters participation and inclusion.” This was developed through the use of visual, written, oral, and collaborative supports. Flashcards, posters, vocabulary logs, cultural passports, and guided formats helped students understand the task more clearly and participate with less pressure.

The third specific competence was: “Uses contextual information to design and develop inclusive learning environments in face-to-face, hybrid, and virtual settings.” In this intervention, the competence was developed mainly in face-to-face lessons. The proposal considered the school’s real conditions: limited technology, short class periods, three English sessions per week, and students with little contact with English outside school. For that reason, the sequences relied on accessible and reusable materials.

In conclusion, the selected competences were developed through planning, implementation, and reflection. I strengthened my ability to design inclusive activities, guide linguistic production, consider students’ characteristics, and adapt instruction to the public secondary school context. At the same time, I identified areas to improve, especially differentiated roles, stronger extension tasks, and more balanced participation inside teams.

3.4 Applied resources.

Throughout the proposal, different resources were used to support students’ participation and language production. Most of them were low-tech materials, such as flashcards, worksheets, word banks, sentence frames, posters, board examples, rubrics,

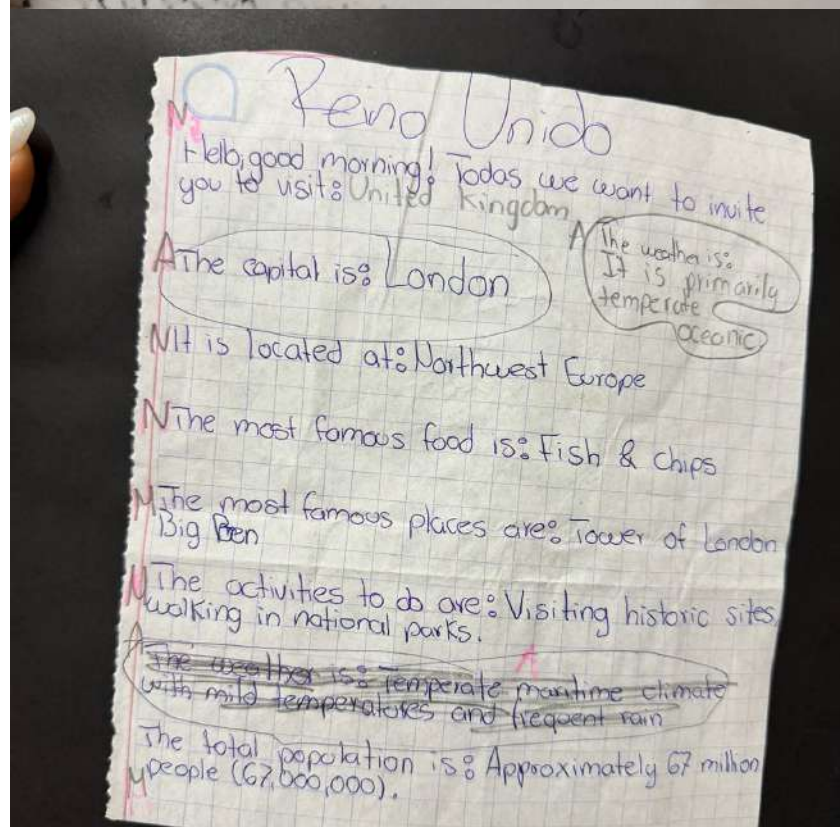
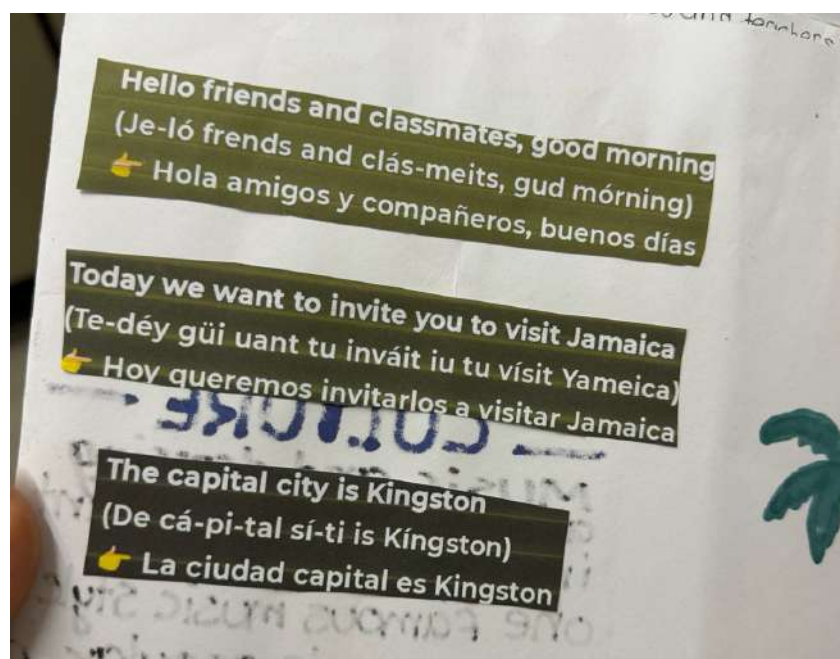
and checklists. These resources were appropriate because the regular classroom did not always have technological equipment available.

Visual materials were useful because they helped students understand and remember vocabulary. In *Voices for Peace: Anti-Violence*, flashcards supported the identification of words related to violence, respect, and feelings. In the *Travel Guide*, images of flags, food, clothing, and people helped students organize cultural information for their brochures. Even when I presented the vocabulary not just as isolated words, but as useful sentences like; “This is...., It is.....”, these resources worked well for comprehension, but they were not enough for production when used alone.

Sentence frames were one of the most effective resources for supporting speaking and writing. Structures such as This is (country). People are... They eat... helped students begin producing language with more confidence. However, some learners depended on these structures too much, especially when the task became more open, but in my opinion it was a great way to begin considering their starting point and the learning environment.

When the teams had to present I noticed that my students in the back part of the poster, brochure, etc. they tend to create a “script” with all the information that they will literally say and with the pronunciation e.g. “Jelou wi ar tim nomber for and wi ar goin tu prisent naiyiria”.

Figures 33 and 34 *Speech with pronunciation support for oral presentation.*



Guided formats and worksheets were also useful. In the personal narrative sequence, questions such as What happened?, When did it happen?, and Who was involved? helped students organize their ideas. In Travel Guide, information cards and brochure formats helped teams classify information. These resources worked best when the steps were clear and limited.

Team roles and peer support helped organize collaborative work. Roles such as writer, speaker, and designer gave students a clearer responsibility inside the group. This was useful in the first and third sequences, although it still required teacher monitoring because some students participated more than others.

Rubrics, checklists, self-evaluation, and co-evaluation helped follow students' progress during the process. They clarified expectations and provided evidence of participation, drafts, and final products. However, some students needed more guidance to use these instruments honestly and effectively.

Also, I noticed that for my students it is easier to achieve a goal when they have a model to follow that includes all the aspects that I want them to include in their final version. As part of scaffolding I used this experience as a tool while developing my activities. During the creation of the three projects I provide an example of the final project. This example captured the expectations that I had for the projects and give my students a clear path to start.

In conclusion, the applied resources were useful because they gave students concrete ways to access English tasks. Their main value was that they supported comprehension, organization, production, collaboration, and assessment. Nevertheless, the process showed that resources are effective only when they are clearly explained, connected to the task, and gradually adjusted according to students' needs.

3.5 Tracking of results and ongoing improvements.

The tracking of results was carried out through different types of evidence collected during the implementation of the proposal. The first reference was the diagnostic stage, which helped identify the initial proficiency gap in group 1°F. This starting point was important because it allowed me to understand that students did not need separate objectives, but different levels of support to approach the same communicative purpose.

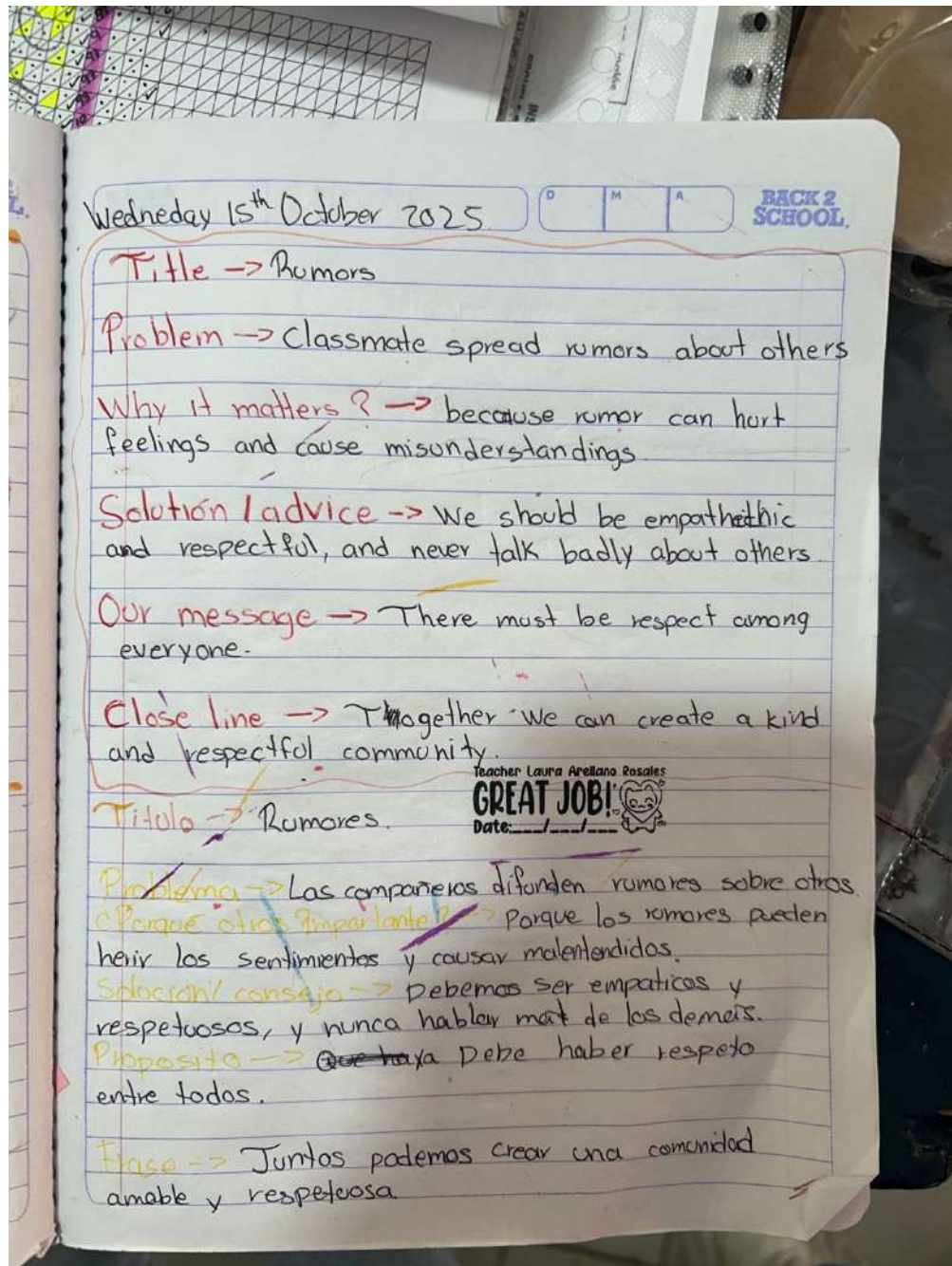
During the three sequences, progress was followed through classroom observation, students' notebooks, drafts, worksheets, posters, brochures, oral presentations, rubrics, checklists, co-evaluation, and self-evaluation. These instruments and products allowed me to observe not only what students produced at the end, but also how they moved through the process.

One positive aspect of the proposal was that students gradually became more willing to participate. At the beginning, several learners showed insecurity when they had to speak or write in English. However, when the activities included clear examples, guided language, team organization, and rehearsal, more students attempted to produce something in English. Even when their production was short or strongly supported, the fact that they participated represented an important step according to their starting point.

Another positive aspect was that the final products were not created in a single moment. Students went through previous stages such as vocabulary recognition, guided reading, sentence construction, drafting, revision, visual organization, and rehearsal. This process was especially visible in the first and third sequences, where students had a clearer route from preparation to presentation. The use of drafts and rehearsals also helped me identify what needed to be adjusted before the final product.

Figures 35-40 *Tracking results through collected classroom evidence during the intervention process.*

Note. The evidence includes guided worksheets, board support, notebook activities, and students' written production collected throughout the intervention to monitor participation, language development, and scaffolded progress during classroom tasks.



Wednesday 19th November, 2025.

INTERVIEW

What happened?

He asked me to be his girlfriend in night school.

When and where?

School 15 years ago

Who was involved?

Friend

Why did it matter?

Cause he was the one I loved the most

Name:



Personal Narrative



Story Title:

Story Summary

What happened?

When did it happen?

Where did it happen?

Who was there?

Story Details

Beginning -

Middle -

"When I was in primary school my friends and I planted trees in the park. It was part of a community project. I felt happy because we helped the environment."

Narrative Writing Transitions

Beginning:

- One day...
- Last week...
- It all started when...
- It was a ... day...
- On a ... day in...
- On (day)...
- During...

EXAMPLE:

I started my morning by going...

Middle:

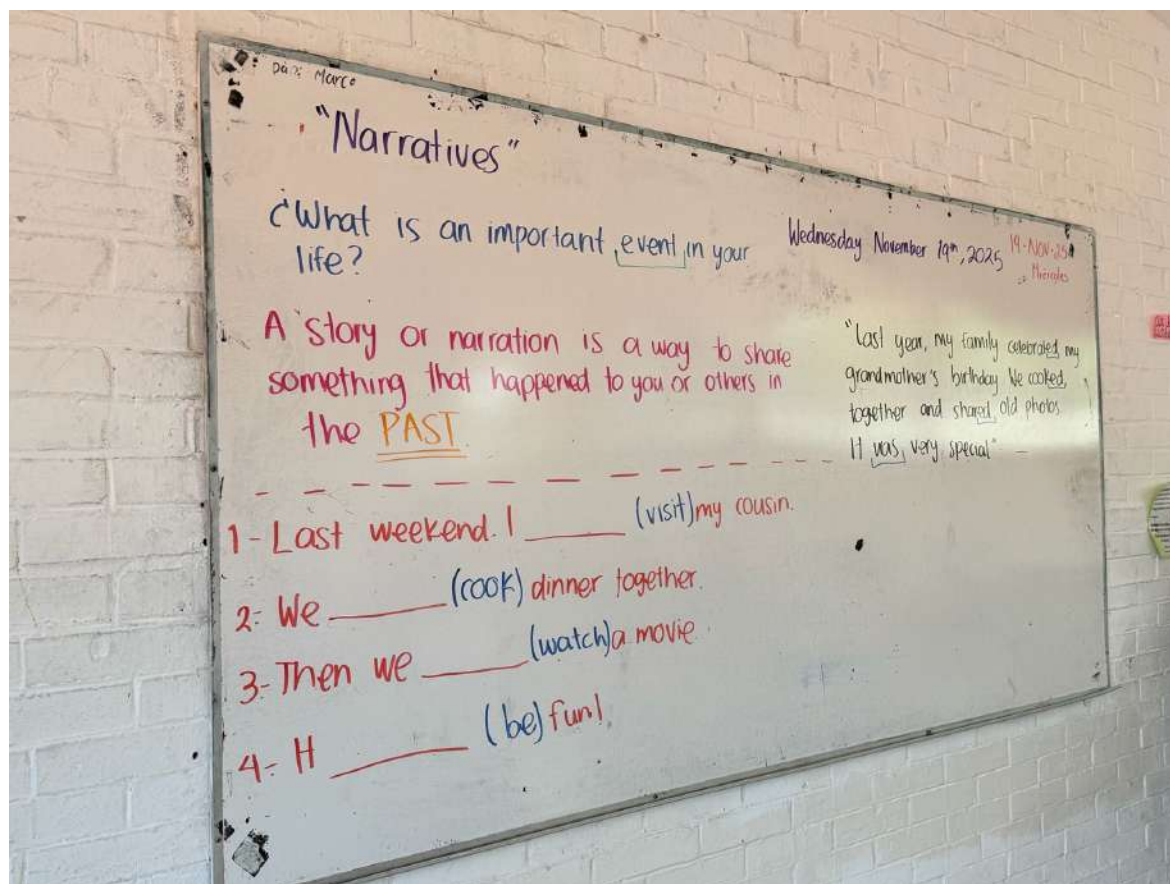
- At first...
- Second...
- Then...
- Next...
- Later that day...
- All of a sudden...
- At the same time...
- Before we knew it...
- The next thing I knew...
- After that...
- Soon after...
- Suddenly...
- Meanwhile...
- Later on...
- By the time...

EXAMPLE:

After that, I got up the car on our way...

End:

EXAMPLE:



Monday, December 14, 2021

Time line

Timelines are characterized by their chronological order, a clear title, dates, and time periods, descriptions of events, and visual elements.

- Past events
- Pictures
- chronological order
- Dates
- Descriptions

"Timeline draft"

Evolution of cars

1900

The cars of this era were notable for being crude and very difficult to handle; they were the most primitive of their time.

1920

Those of this era will evolve further by attaching the body to the chassis, using valves and spark plugs; this was a great advance in terms of technology.

1960

These cars took a giant leap in terms of aesthetics and utility, adding windshield wipers.

1990

Cars began to advance technologically, adding the trunk where items could be stored.

DRAFT

(Name of your country)

= INDIA =

(name)

we want to invite you visit India

(capital)

The capital of this country is New Delhi

(reference)

- It is located at continental Asia and on the Indian Ocean

(Number)

The total population is 1,400 million

- Some of the most interesting places to visit are
Taj Mahal "Silicon Valley de la India"

where you can _____ (activities)

Participate in the Festival of colors in Mathura during Holi.
Take Yoga classes in Rishikesh, walking on a camel
the desert "Thar desert" in Jaisalmer, Travel canals
by boat in the Backwaters of Kerala, see tigers in
their natural habitat in Ranthambore National Park.

Teacher Laura Alejandra Rosales
GREAT JOB!
Date: / /



que bonita libreta!

Today is Tuesday March 10th 2026

- We want to invite you to visit Ireland

- The capital of this country is Dublin

- It is located in Northwest Europe, in the north Atlantic ocean, just west of Great Britain. The total population is more than 7 million

- Some of the most interesting places to visit are Ring of Kerry, Kilmore Abbey, Blarney Castle

- Where you can

1 - Name - Irlanda

2 - Capital

3 - Location

4 - Population

5 - Most famous places

6 - Culture

7 - Food

8 - Weather

9 - Interesting fact

10 - Activities

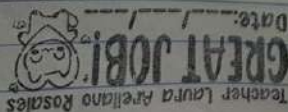
11 - Important dates

1 - Irlanda

2 - Dublin

7 - Irish stew

9 - is the birthday place of halloween



Norma

The oral presentations were one of the clearest indicators of progress. Since all students had to participate in order to be evaluated, I encouraged each member of the team to say at least one part of the presentation. This helped avoid having only one student speak for the whole group. Some students participated with short sentences, others used scripts or pronunciation notes, and others were able to say more information. In all cases, participation became visible and assessable.

As part of the tracking of results, the same diagnostic exam applied at the beginning of the school year was applied again in April 2026, after the implementation of the three intervention sequences. The purpose of this second application was to compare students' initial performance with their later results and identify if there was measurable progress after working with scaffolded activities during the school year.

For this comparison, only students who completed both applications were considered. Based on the results, the group average increased from **6.89 in August 2025 to 8.47 in April 2026**. This represents an average improvement of **1.58 points**. Out of the 19 students with comparable results, **14 improved their score, 3 maintained their result, and 2 obtained a lower score**.

This evidence was important because it showed that the progress was not only observed through classroom participation, final products, or oral presentations, but also through a quantitative comparison. Some of the most significant cases were Student 7, who improved from **2 to 9**; Student 9, who improved from **1 to 6**; Student 3, who improved from **5 to 8**; Student 13, who improved from **7 to 9**; and Student 19, who improved from **4 to 7**.

These results suggest that students who initially required more support were able to improve when they worked with models, word banks, sentence frames, guided practice, peer support, and repeated opportunities to produce language.

At the same time, students who already had high results at the beginning did not show a negative effect from the scaffolded proposal. For example, students who had already obtained 10 in the first diagnostic exam maintained a high performance in the second application, while other students who were in “Logrado” level reached 10 by April. This was relevant because the purpose of the proposal was not only to support lower-proficiency learners, but also to keep higher-performing students involved in the same communicative goals.

Table 2 *Comparison between initial and final diagnostic results after the scaffolded intervention.*

No.	NOMBRE DEL ALUMNO	RESULTADOS DIAGNOSTICOS	AUG 2025	APRIL 2026
1	"STUDENT 1"	EN PROCESO	7	8
2	"STUDENT 2"	LOGRADO	8	8
3	"STUDENT 3"	EN PROCESO	5	8
4	"STUDENT 4"	EN PROCESO	7	8
5	"STUDENT 5"	LOGRADO	9	10
6	"STUDENT 6"	EN PROCESO	6	8
7	"STUDENT 7"	REQUIERE APOYO	2	9
8	"STUDENT 8"	SOBRESALIENTE	10	10
9	"STUDENT 9"	REQUIERE APOYO	1	6
10	"STUDENT 10"	SOBRESALIENTE	10	10
11	"STUDENT 11"	SOBRESALIENTE	10	9
12	"STUDENT 12"	LOGRADO	9	BAJA
13	"STUDENT 13"	EN PROCESO	7	9
14	"STUDENT 14"	LOGRADO	8	NP
15	"STUDENT 15"	EN PROCESO	7	5
16	"STUDENT 16"	EN PROCESO	5	7
17	"STUDENT 17"	EN PROCESO	7	9
18	"STUDENT 18"	LOGRADO	8	10
19	"STUDENT 19"	REQUIERE APOYO	4	7
20	"STUDENT 20"	LOGRADO	9	10
21	"STUDENT 21"	LOGRADO	9	10
22	"STUDENT 22"	NUEVO INGRESO	-	9
23	"STUDENT 23"	NUEVO INGRESO	-	9
24	"STUDENT 24"	NUEVO INGRESO	-	7

Note. The table compares students' performance in August 2025 and April 2026 to identify measurable progress after the implementation of the intervention.

A relevant improvement during the process was the way support became more intentional. After the second sequence, I realized that some students still needed fixed formats and clearer steps before working with more freedom. This influenced the third

sequence, where I included more structured supports from the beginning, such as information cards, brochure formats, sentence starters, and a suggested oral script. As a result, students had a clearer path to complete the task.

These results support the definition of effectiveness established in this study, where effectiveness was understood as visible progress according to students' initial level, classroom conditions, and the communicative purpose of each activity. Although the proficiency gap did not disappear completely, the comparison between the initial and final diagnostic exams suggests that scaffolding helped reduce barriers, increase access to tasks, and support students' gradual development in English.

3.6 Proposal Evaluation.

The proposal was good enough for the purpose established at the beginning because it responded directly to the main problem identified in the group: the English proficiency gap in a mixed-level classroom. The intervention did not completely eliminate the differences among students, but it helped reduce some of the barriers that prevented many of them from participating in English tasks. In this sense, the proposal achieved its main intention in a realistic way.

One of the strongest aspects of the proposal was that students had more opportunities to participate with support. The use of word banks, sentence frames, models, visual materials, peer support, rehearsal, and guided production helped students understand what they had to do before asking them to produce something in English. This was important because many students were still beginning learners and needed a clear starting point to enter the task. According to Gibbons (2015), scaffolding helps learners move from supported participation to more independent language use, which was one of the main purposes of this intervention.

The proposal also worked because it maintained one shared communicative goal for the whole group instead of lowering the objective for some students. Students worked on the same final products, but they had different levels of support according to their needs. This helped lower-proficiency students participate without separating them from the rest of the class, while students with stronger performance had opportunities to support their classmates, add more information, and participate with greater independence. This was consistent with the idea that peer support can benefit students with different proficiency levels when collaboration is guided and monitored (Donato, 1994; Sato & Ballinger, 2016).

Another important element was that the proposal allowed students to use English with a purpose. In the first sequence, they used English to create anti-violence messages. In the second sequence, they organized personal experiences. In the third sequence, they presented cultural information through a travel guide. These activities were not isolated grammar exercises; they were connected to communicative products where students had to understand, organize, and share information. This made the use of English more meaningful for the group.

The evaluation process also supported the proposal because it did not depend only on the final product. Although students worked in teams, the evaluation was individual. I monitored their participation during the process, observed how each student contributed, and used rubrics, checklists, self-assessment, and co-evaluation to identify their individual performance. This was important because a team product could look complete, but each student's participation still needed to be recognized separately. From a formative assessment perspective, evidence collected during the process helps the teacher understand what students are learning and what support they still need (Black & Wiliam, 1998).

The quantitative comparison presented in the previous section also supported this evaluation because it showed that students' progress was not only visible through

classroom observation or final products, but also through measurable results. This does not mean that scaffolding was the only factor involved in the improvement, because learning is influenced by many classroom and personal conditions. However, the results suggest that the scaffolded intervention contributed positively to students' development and supported the definition of effectiveness established in this study.

At the same time, the proposal showed that learner independence was still developing. Some students continued to depend on scripts, pronunciation notes, sentence frames, or peer support during oral and written production. However, this dependence was understandable considering their initial level, limited exposure to English outside school, and the short time available for English lessons. For this reason, the use of scaffolding was not seen as a weakness, but as a necessary step to help students participate while they continued building confidence and language control.

In conclusion, the proposal was effective according to the purpose of this study because it increased access to English tasks, supported participation, and helped students produce oral and written language with guidance. It did not remove the proficiency gap completely, but it made it more manageable inside the classroom. The most important result was that more students were able to enter the task, contribute to a product, and use English according to their starting point and the support provided.

3.7 Proposal Redesign.

If I applied this proposal again, I would keep the main structure because it was appropriate for the group and for the school context. Meaningful projects, visual support, sentence frames, guided practice, teamwork, rehearsal, and formative assessment helped students participate and complete communicative products. However, I would redesign some parts of the process to make the support more progressive and to help students move with more confidence toward independent production.

The first change would be to plan the reduction of support more clearly. In this intervention, sentence frames, models, word banks, and scripts were necessary because many students needed a clear starting point. However, in future applications, I would organize the scaffolds in stages. First, students would use the model almost completely; then, they would modify parts of it; and later, they would create short sentences or ideas with less help. This would help them move gradually from guided production to more independent language use, which is an important part of scaffolding (van de Pol et al., 2010).

A second change would be to make the individual evaluation process even more visible for students from the beginning of each project. In this intervention, the work was collaborative, but the evaluation was individual. I explained to students that a good team product did not automatically mean that every member had participated in the same way. For that reason, I used observation, rubrics, checklists, self-assessment, and co-evaluation to recognize each student's contribution. In a future application, I would make this even clearer by showing students the individual criteria before starting the project, so they could understand exactly how their participation, effort, oral contribution, written work, and collaboration would be considered.

I would also adjust the use of team roles. Roles such as designer, writer, speaker, or organizer helped students understand how they could contribute according to their strengths. I would continue emphasizing that roles are not exclusive responsibilities. For example, even if one student was in charge of design, the rest of the team still had to help, give ideas, cut, organize information, or support the final product. This would reinforce the idea that teamwork does not mean dividing the task so that each student works separately, but working together while everyone contributes.

Another change would be to plan stronger extension opportunities for students with higher performance. The proposal supported students who needed more help, but advanced students also needed to be challenged. In future sequences, I would ask them to

add extra details, use connectors, improve sentence accuracy, support peer revision, or present more information orally. This would allow them to keep progressing without separating them from the group or changing the common communicative goal.

The second sequence also showed me that too much freedom can become difficult for students who still need structure. For that reason, I would be more careful when offering product choices. Instead of giving very open options, I would provide two or three clear formats with the same basic requirements. This would allow students to make decisions, but still give them enough structure to organize their ideas and complete the task.

I would also include more short speaking moments before the final presentations. Some students improved their participation, but many still needed rehearsal and confidence before speaking in front of the group. In future lessons, I would include quick pair practice, repetition of useful phrases, pronunciation practice, and short oral checks during the process. These activities would help students practice speaking in a lower-pressure way before presenting their final product.

Overall, the redesigned proposal would keep scaffolding as the main strategy, but it would organize support with a clearer progression. The main change would not be to remove scaffolding, but to use it more intentionally: first as strong support, then as guided modification, and finally as a bridge toward more independent production. This would help students continue participating with confidence while gradually developing more control over their English learning process.

Chapter IV. Conclusions

4.1 Overview of the research process.

I would describe this research process as challenging, changing, and meaningful for my development as a teacher. From the beginning, this project was not only about applying a strategy in the classroom, but also about questioning my own way of teaching. In previous teaching practices, I had received observations about my tendency to rely on a traditional teaching model, where the teacher was the center of the class and students mostly acted as spectators. Because of this, one of the most important challenges in this process was learning to move away from that position and to create lessons where students could take a more active role in the construction of their own learning.

This change was not easy for me. I was used to having control of the class, giving most of the explanations, and guiding every step directly. Before this project, I rarely used teamwork as a central part of my lessons because I considered it difficult to manage. I was concerned about noise, time, classroom control, and the possibility that students would not work effectively. However, through this intervention, I learned that collaborative work can become meaningful when it is planned with clear roles, visible supports, and a defined communicative purpose.

The research process began with the identification of the English proficiency gap in group 1°F. The diagnostic stage showed that students shared the same grade level, but not the same starting point in English. Some students could participate with minimal support, while others needed stronger guidance to understand instructions, organize ideas, and produce simple messages. This situation helped me understand that the problem was not only that students “did not know English”, but that the class needed a structure that allowed different learners to access the same communicative goal.

For that reason, scaffolding became the main strategy of the proposal. The intervention was developed through three project-based sequences that allowed students to work with meaningful products instead of isolated exercises. In each sequence, students moved through stages such as vocabulary activation, guided reading, sentence frames, drafting, peer support, rehearsal, presentation, and formative assessment. This process helped me see that project work can be useful in a mixed-level classroom when students are not simply asked to “create a project”, but are guided step by step toward the final product.

At the beginning of the proposal, I expected scaffolding to help students participate more actively and reduce the gap between those who had more English knowledge and those who were still beginning. I did not expect the proficiency gap to disappear completely, especially because these were first-grade secondary students with limited previous English instruction and little contact with the language outside school. Nevertheless, I expected students to feel more capable of entering the task, working with their classmates, and producing language with support.

By the end of the process, I could observe important progress. Students were more willing to participate, they showed less fear when speaking, and they were able to contribute to written and oral products through guided language, visual support, and teamwork. Their production was not fully independent, but it was still language production. They were identifying information, organizing ideas, using models, rehearsing, and presenting messages in English. Considering their starting point, this represented a meaningful achievement.

The three interventions also showed a gradual evolution. The first one allowed me to know the group, test the first scaffolding strategies, and observe how students interacted. This was especially relevant because I started working with them when they were also just beginning to know each other as a group. In that sense, we built the classroom dynamic together. The second intervention helped me recognize that students

still needed stronger structure before working with more freedom. Finally, the third intervention showed a more organized process, where previous learning helped me plan clearer steps toward the final product.

Overall, this research process was useful because it helped me understand that teaching English in a mixed-level classroom requires patience, flexibility, and a willingness to share control with students. Scaffolding was not only a set of materials or sentence frames; it became a way of planning, observing, adjusting, and helping students participate from where they were.

4.2 Challenges and problem solving.

One of the main challenges during the implementation was time. English lessons were short, and the effective class time was often reduced because of school routines, transitions, institutional activities, or the time students needed to settle down and begin working. This affected the development of the sequences because project-based work requires preparation, drafting, revision, rehearsal, and presentation. At first, I wanted to cover every stage exactly as planned, but I learned that in a real classroom, planning must be flexible.

To solve this, I started prioritizing the essential moments of each sequence. If time was reduced, I tried to keep the most important scaffolding stages: a clear model, guided practice, drafting, revision, and rehearsal before the final product. This helped me avoid moving students directly into production without preparation. I learned that sometimes it is better to adjust the activity and protect the learning process than to rush students only to finish the product.

Another important challenge was connecting what Plan 2022 establishes for secondary school and its PDA with the real level of my students. When planning, it was difficult for me to relate the PDA requested for each practice period with what my

students were actually able to do in English. Sometimes, the expected product or learning process seemed too advanced for a group where several students were still struggling with basic vocabulary, instructions, and sentence construction.

This made me question how to design a contextualized class based on real situations while still helping students reach the PDA. I did not want to ignore the official curriculum, but I also knew that asking students to complete the final product without enough support would not be realistic. My solution was to break down the PDA into smaller and more guided phases. Instead of thinking only about the final product, I planned the path students needed to follow before reaching it.

In this way, the PDA was not lowered or ignored; it was scaffolded. Students first worked with vocabulary, examples, models, and guided language. Then, they organized ideas with support, drafted, revised, rehearsed, and finally produced a version of the expected product according to their level. This helped me connect the official curriculum with the real conditions of the classroom and made the objective more accessible for the group.

Another challenge was classroom management during collaborative work. Since I was not used to placing teamwork at the center of my lessons, I sometimes felt insecure when students moved, talked, asked questions, or worked at different rhythms. At the beginning, this felt like losing control. However, I slowly understood that a classroom where students are interacting is not necessarily a disorganized classroom. The important point is that the interaction has a purpose and that students know what they are expected to do.

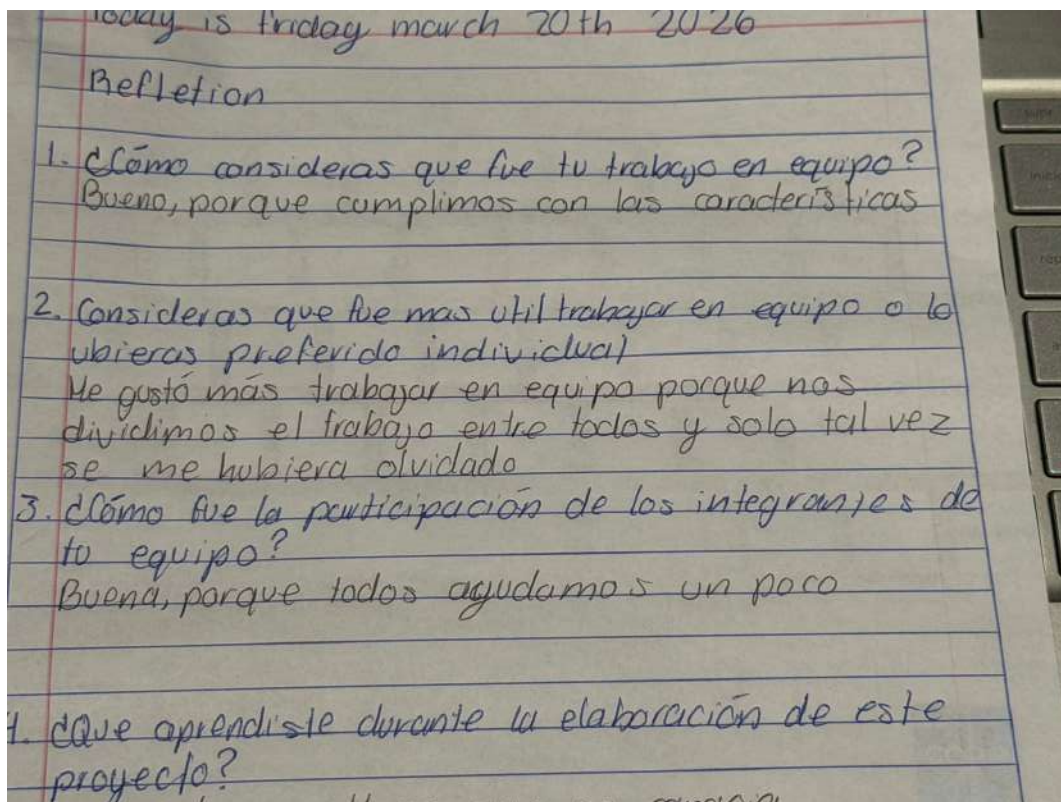
The use of roles helped me manage this challenge. Roles such as designer, writer, speaker, or organizer allowed students to understand how they could contribute according to their strengths. However, I also made clear that these roles were not exclusive responsibilities. For example, if one student was stronger in design, the rest of the team still had to help with ideas, organization, information, or presentation. This was important

because I did not want teamwork to become a division where one student worked and the others only watched.

A third challenge was making sure that all students were evaluated fairly. Since many final products were collaborative, it was possible that a team product looked complete even if not all members had contributed in the same way. To avoid this, I constantly reminded students that the work was in teams, but the evaluation was individual. I used observation, rubrics, checklists, self-assessment, and co-evaluation to identify each student's participation during the process.

At the end of each project we used to do "Reflection spaces" where I asked them some opinions such as asking them if they would feel more comfortable working individually, if they think their team worked equally and "anonymously" a piece of paper where they assigned a grade to their teammates and justifying their answer.

Figure 41 Student reflection space after collaborative project work.



This helped me recognize not only the final product, but also the effort, collaboration, oral contribution, and written work of each student.

Another important challenge was the difference in English levels. Some students could understand instructions quickly and start working with less help, while others needed repetition, translation support, examples, sentence frames, or peer guidance. At times, this difference made planning difficult because the same activity could be too easy for some students and too demanding for others. This was exactly the reason why scaffolding was necessary.

To respond to this, I tried to maintain one shared communicative objective, but with different levels of support. Students who needed more guidance worked with models, word banks, sentence starters, and clearer steps. Students with stronger performance were encouraged to add more information, support classmates, or participate with more independence. This helped me avoid lowering the objective for the whole group while still making the task accessible for more students.

The second sequence was another important challenge because it showed me that too much freedom can become confusing for students who still need structure. I wanted students to have more autonomy and make decisions about their product, but some of them struggled when the activity became too open. This experience was not a failure; it helped me understand that autonomy has to be built gradually. After that, I planned the third sequence with stronger supports from the beginning, including clearer formats, visual materials, information cards, and a suggested oral script.

In general, the challenges of the process helped me improve my decisions as a teacher. They made me understand that scaffolding is not only something planned before the lesson; it also happens during the lesson, when the teacher observes what students need and adjusts the support. Problem solving became part of the intervention, and each difficulty helped me make the next sequence more realistic.

4.3 Lessons learned and personal-professional growth.

One of the most important lessons I learned is that students can participate more when the teacher gives them a clear way to begin. Before this process, I sometimes expected students to produce language after an explanation, but this intervention helped me see that many learners need previous steps before speaking or writing. A sentence frame, a model, a word bank, or a short rehearsal can make a big difference for a student who does not know how to start.

I also learned that participation does not always look the same for every student. For a higher-performing student, participation may mean adding more details, explaining to a classmate, or presenting a longer part of the project. For a student who is still beginning, participation may mean reading one sentence, completing a frame, saying a short phrase, or helping organize information. This does not mean having low expectations; it means recognizing progress according to the student's starting point.

Another lesson was that language production is a process. At the beginning, I sometimes focused too much on the final result: the poster, the presentation, the brochure, or the written product. Through this intervention, I understood that the most important evidence was not only the final product, but everything students did before reaching it. Their drafts, corrections, rehearsals, questions, peer support, and attempts to speak were also part of their learning.

This process also changed the way I see mistakes. Before, I sometimes felt that mistakes during oral production showed that the activity was not working. Now I understand that mistakes are part of the process, especially with beginning learners. If students are trying to communicate, using support, correcting themselves, or accepting feedback, then learning is happening. The goal is not perfect English from the beginning, but meaningful progress.

I also learned that teamwork can be a strong source of support when it is well organized. At first, I was afraid that collaborative work would create disorder or that stronger students would do everything. However, I realized that when teams have a clear task, roles, monitoring, and individual evaluation, students can help each other in meaningful ways. Peer support gave lower-proficiency students a model and gave stronger students the opportunity to explain, guide, and strengthen their own learning.

Another important part of my professional growth was learning to observe more carefully. During the process, I realized that teaching is not only about delivering a lesson, but about noticing what is happening while students work. I had to observe who was participating, who was silent, who needed more support, who was depending too much on the script, and who was ready to do more. These observations helped me make better decisions during the sequences.

The intervention also helped me become more realistic. I learned that a proposal does not need to work perfectly to be valuable. In fact, some of the most important learning came from the moments that did not go as expected. The second sequence taught me that students needed more structure. The third sequence showed me that when I used that information to redesign my support, the process became clearer. This helped me understand that teaching is a continuous process of planning, applying, observing, adjusting, and trying again.

Personally, this project helped me feel more confident as a teacher in formation. I learned that I can design activities that respond to a real problem in the classroom and that I can make decisions based on evidence, not only on intuition. I also learned that being a teacher does not mean controlling every moment, but creating conditions where students can try, participate, and gradually become more independent.

This experience helped me grow because it connected theory with what really happens in the classroom. Scaffolding, inclusion, formative assessment, and

communicative competence stopped being only concepts from books and became part of my teaching decisions. This was one of the most valuable parts of the process.

4.4 Future commitments and final thoughts.

After completing this professional practice report, one of my main commitments is to continue designing lessons that respond to the real students I have in front of me. This project reminded me that students do not arrive with the same knowledge, confidence, rhythm, or opportunities to learn English outside school. For that reason, I cannot plan only for an “average” student. I need to plan with enough flexibility so that different learners can enter the task and participate according to their possibilities.

I also want to continue using scaffolding as part of my teaching practice. However, I do not want to use it only as extra help when students struggle. I want to use it intentionally from the planning stage: deciding what support students need at the beginning, how that support can be reduced, and how students can move toward more independent production. This is one of the most important commitments I take from this project.

Another commitment is to keep improving the way I use collaborative work. I learned that teamwork can be powerful, but it needs structure. In the future, I want to continue assigning roles, monitoring participation, and making individual evaluation clear from the beginning. I also want to make sure that students understand that working in teams does not mean dividing the task and forgetting about the rest, but supporting each other while everyone contributes.

I also want to give more attention to oral production. During this intervention, I noticed that many students needed small, repeated, and low-pressure speaking opportunities before presenting in front of the group. For that reason, in future lessons, I would like to include more short speaking moments, pair practice, pronunciation support,

and rehearsal activities. I want students to see speaking English as something they can practice gradually, not only as a final presentation that creates fear.

Another future commitment is to keep using formative assessment in a more organized way. Through this project, I learned that rubrics, checklists, self-assessment, co-evaluation, observation notes, and students' products can give valuable information about the learning process. In the future, I want to collect and organize this evidence more intentionally from the beginning, so that I can understand students' progress more clearly and make better decisions during the intervention.

This process also made me aware that inclusion is not only about having all students in the same classroom. Inclusion means creating conditions so that students can participate meaningfully, even when they do not start from the same place. In my future practice, I want to continue designing activities where students with lower proficiency receive the support they need, while students with stronger performance also have opportunities to grow and feel challenged.

As a final reflection, this project helped me understand that teaching English in a public secondary school is complex, but also full of possibilities. The proficiency gap will probably continue to exist in many classrooms, especially in EFL contexts where students have different previous experiences and limited contact with English outside school. However, this process showed me that the gap can become more manageable when teaching is planned with support, purpose, patience, and attention to students' real needs.

I finish this report with a clearer idea of the kind of teacher I want to become. I want to be a teacher who does not lower the goal, but who builds the steps students need to reach it. I want to create lessons where students feel that English is challenging, but possible. Most importantly, I want to keep learning from my students, from my mistakes, and from the classroom itself, because this experience taught me that teaching is never a finished process.

Attachments

Informe de practicas documentos referencias:

https://docs.google.com/document/d/1C89CYMZOhWoKf-_CzCY065GzqTd_nOYcZup0V95vca4/edit?usp=sharing

Planeaciones aplicadas a lo largo de esta intervención:

https://docs.google.com/document/d/1C89CYMZOhWoKf-_CzCY065GzqTd_nOYcZup0V95vca4/edit?usp=sharing

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