



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

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second year secondary school students”**

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I. STUDY CASE

1.1 Introduction

Understanding what happens inside the classroom requires more than observing students' results; it involves analyzing the context, the learners, and the processes that influence their performance. This document presents a study case developed during my teaching practice 2025–2026 school year, in which different stages were articulated to explain how a specific classroom problem was identified, addressed, and analyzed. This exercise followed a process that began with a general description of the context, then identified a need based on diagnostic evidence, designed and implemented an intervention, and analyzed results throughout. Each section is connected in a way that allows a clear understanding of how the situation evolved and how decisions were made based on what occurred in the classroom.

This document is organized to reflect the process followed during the teaching practice, from observation through intervention to reflection. First, it presents the contextual analysis of the school and the characteristics of the focus groups to understand the environment in which the teaching–learning process took place. Then, through different diagnostic instruments, students' needs, interests, learning styles, prior knowledge, and participation patterns were identified, which allowed the recognition of specific areas that require improvement.

From this diagnostic process, an important question emerged: why were students not actively participating in English lessons despite having prior knowledge of the language? This need for improvement guided the development of the study and led to establish a clear purpose focused on increasing students' participation. To respond to this situation, the document continues with the conceptual and theoretical foundations that supported the intervention, followed by the design and implementation of specific strategies aimed at addressing the problem. Finally, the document presents the analysis of the interventions, the results obtained, and a final reflection about the impact of this experience on both students' learning and my professional development as a future English teacher.

The context in which this study took place played a fundamental role, shaping students' behavior, participation, and learning. The school environment, group organization, and interactions among students from different grades created a dynamic space in which multiple factors influenced the teaching and learning process. Within this setting, particular attention was given to students' characteristics, including their interests, learning styles, and previous knowledge, as these elements directly impacted their engagement in class activities.

In addition to understanding students' characteristics, this diagnostic stage allowed me to identify specific needs for improvement within the classroom. Through observation, participation records, and students' responses during activities, I began to notice repeated patterns of silence, hesitation, and limited oral interaction. This led me to reflect on a

central question throughout the process: what factors were preventing students from participating actively in English class, and how could teaching strategies help reduce those barriers? Identifying this need became the starting point for designing an intervention that responded directly to students' realities and classroom dynamics.

Through an initial diagnostic, a problem was identified: students showed limited participation during English lessons. At first, this appeared to be related to a lack of knowledge; however, an analysis revealed that the main issue was connected to emotional factors. Based on this finding, the general purpose of this study was established, focusing on improving students' participation. To achieve this, an action plan was developed and implemented, incorporating dynamic, student-centered activities to create more engaging learning experiences.

To address this situation, the document continues with the development of conceptual and theoretical foundations that explain the relationship between participation, motivation, classroom environment, and language learning. These perspectives supported the design of specific strategies focused on creating a positive learning environment, integrating gamified activities, connecting lessons with students' interests, and monitoring participation progress. The implementation of these strategies made it possible to analyze students' responses, identify necessary adjustments, and evaluate how participation evolved throughout the intervention process.

The decision to focus on this problem was based on its constant impact on students' learning. Participation is essential in language learning because it allows students to practice language structures and develop communicative abilities through interaction (Liu, 2005). For this reason, addressing this issue was not only relevant for improving classroom dynamics, but also for supporting students' learning process. Additionally, this situation reflected a common challenge in similar educational contexts, which increases its relevance beyond a single group.

On a personal level, this topic became especially meaningful because I constantly observed how students limited themselves even when they had the ability to participate. I notice that many students understood the content but remained silent due to fear, insecurity, or lack of confidence. This situation motivated me to explore strategies that could help students feel more comfortable using English and reminded me that language learning requires not only academic preparation, but also emotional support and motivation.

At the same time, this process was of significant importance in my development as a future English teacher. It allowed me to understand that teaching is not limited to delivering content but also involves recognizing students' needs, emotions, and responses to create appropriate learning conditions. This experience helped me to reflect on my role in the classroom, highlighting the importance of being flexible, observant, and responsive to what happens during the teaching process. It also helped me strengthen professional skills such as classroom observation, decision-making, problem-solving, and reflective

practice. It allowed me to understand that teaching English is not only focused on grammar or language content, but also on creating opportunities for communication, participation, and confidence-building. Through this process, I became aware of the importance of adapting strategies according to students' needs and continuously reflecting on my own teaching practice.

In this sense, the development of this study not only aimed to address a specific classroom problem, but also to strengthen my professional practice. By going through each stage from context analysis to intervention and reflection, it was possible to build a deeper understanding of teaching as a dynamic process, where both students and teachers are constantly learning. This makes the experience meaningful not only in terms of results but also in terms of professional growth and the construction of a personal identity as an English teacher.

1.2 School Context

1.2.1 Location

The “Escuela Secundaria Técnica No.83” was located in San Luis Potosí city, in the “6 de Junio” neighborhood, between the streets Edgardo Amilcar Street and C. Curie Avenue, where the main entrance was. The school was situated in a consolidated urban area, primarily surrounded by residential housing. (Appendix A)

The main primary road near the school was Salk Avenue, which was located a few meters away and functioned as an important mobility axis in the area. This avenue was

highly transited and connected different parts of the city, facilitating access to public transportation. Secondary roads included streets such as Ramón y Cajal Street, Curie Street, Gabriel García Hernández Street, and Avenida Observatorio. These streets provided direct access to the school and presented moderate vehicular and pedestrian flow.

1.2.2 Urban Equipment Description

The surrounding area was mainly composed of high-density housing, indicating a well-established residential zone. There were no large commercial centers nearby; however, small local businesses were presented within the neighborhood. Additionally, there was a significant parallel route of a railway that also influenced the traffic dynamics of the area. Overall, the urban equipment was basic, with a predominance of residential infrastructure and limited but functional community services.

1.2.3 Dynamic of the Area

The area presented a predominantly residential dynamic with constant daily activity. Due to the proximity of housing, many students walked to school. The presence of main roads generated continuous vehicular movement, especially during school entry and dismissal times. Additionally, there was noticeable social interaction in the surrounding streets, where students gathered before and after classes.

1.2.4 General Infrastructure

The school occupied a relatively large space within the block, with several buildings distributed throughout the campus. These structures corresponded to classrooms and

administrative areas, as well as open spaces that were likely used as courtyards or recreational areas.

The institution also had essential facilities that supported students' daily activities, such as restrooms, a school store, sports areas, and spaces designated for academic meeting, school events. Classrooms were distributed according to grade level, and most of them has basic resources such as projectors, whiteboards, desks, and teacher workspaces. Although the infrastructure was functional, some areas required constant supervision due to the large number of students moving around during recess and transition periods. Overall, the school facilities allowed the development of academic activities in an organized environment. (Appendix B)

1.2.5 School Organization

The school followed a traditional hierarchical structure, headed by a principal and supported by a vice principal. The institution also included three assessors, three administrative secretaries, and a teaching staff of approximately twenty-four teachers. It serves around 500 students, divided into 15 groups. Each group had a tutor teacher in charge, which allowed for organization, monitoring, and guidance of students' academic and behavioral development.

Communication within the institution was primarily handled by the academic advisors, who acted as intermediaries between the teaching staff and the principal. School activities were carried out within a formal structure that includes attendance control, incident reporting, and group organization.

1.2.6 School Environment

The school environment was characterized by the implementation of clear rules and constant supervision. Access to the institution was regulated through entry filters where students were checked for proper uniform and compliance with school regulations.

Despite being located in an urban area with certain challenges, the school maintained an environment that promoted discipline. In addition, there was noticeable socioeconomic diversity among students, which influenced classroom dynamics. However, teachers showed commitment to supporting students' needs and fostering a respectful and participative learning environment.

Students from different grades and groups tended to interact frequently, especially before classes, during recess, and after school. These moments allowed for socialization and the development of peer relationships across the school community. However, occasional conflicts might arise among students, which sometimes resulted in administrative decisions such as changing them to different groups in order to maintain a positive and safe learning environment.

1.3 Groups' Diagnostic

1.3.1 Focus Groups

This study was carried out with secondary school students in the English teaching area. It focused on three second-grade groups: 2°A, 2°B, and 2°C, with an approximate total

of 124 students, considering an average of 35 to 40 students per group, with an average age of 13 to 14 years old.

All groups shared similar characteristics in terms of age, educational level, and sociocultural context. However, there were noticeable differences in their participation dynamics, interaction, and willingness to engage in English learning activities. In general, students had access to digital resources and were familiar with technology, which influenced the way they learned and communicated.

Group 2°A. It was characterized by having students who were generally more participative during class activities. Most of them showed a positive attitude toward learning English, especially in interactive tasks such as speaking or group work. However, some students still felt insecure when expressing themselves in English, which sometimes limited their participation.

Group 2°B. It showed a more balanced participation level between those who did and didn't participate. Some students actively engaged in class, while others tended to remain passive, unless they were directly encouraged to participate. This group required more constant motivation and strategies to promote inclusion to ensure that all students were involved in the learning process.

Group 2°C. It was characterized by being more active and energetic during class. Students tended to talk and interact frequently, so it was often necessary to keep the focus on the activities. However, a positive aspect of this group was that most students participated with confidence, especially in speaking tasks. They were usually not afraid to

express their ideas in English, which created more opportunities for interaction, although it also required clear classroom management to keep the class on track.

These groups were selected because they represented different levels and types of participation, which allowed an analysis of how students engage in English learning. By working with groups that showed varied behaviors, it was possible to identify strategies to improve participation and adapt teaching practices according to students' needs.

1.3.2 Diagnostic exam

The purpose of the diagnostic exam was to identify students' prior knowledge regarding basic English structures, specifically the present simple, past simple, modals, and conditionals. Through this instrument, it was possible to determine the students' language level in order to design appropriate teaching strategies based on their needs and areas of opportunity. The exam consisted of multiple-choice questions focused on the correct use of grammatical structures, as well as a matching exercise to assess students' knowledge of rules, but also their ability to apply them in simple contexts. (Appendix C)

Regarding the results obtained, there was noticeable variation in the number of correct answers among Groups A, B, and C. Most students were concentrated mainly between 4 and 8 points out of 20 points, which showed that they have basic knowledge of the topics; however, they still presented difficulties in consolidating grammatical structures. (Appendix D)

In addition, as the number of correct answers increased, the number of students reaching higher scores (above 10 correct answers) decreased significantly. This suggested

that only a small percentage of students demonstrated a solid domain of the evaluated contents, especially in topics such as conditionals and the appropriated use of auxiliaries in the past tense.

Based on the results, it could be concluded that although students possess prior knowledge of basic verb tenses, it is necessary to reinforce the correct use of grammatical structures in context, strengthen rule comprehension, and promote practical activities that encourage meaningful language use.

From this diagnostic assessment, the need to implement differentiated strategies, reinforcement activities, and continuous monitoring was shown, in order to level the group and ensure that all students progressively developed the necessary English language competencies.

1.3.3 Learning Styles

The purpose of the Learning Styles and Interests assessments was to identify how students preferred to learn and what type of activities generated motivation and engagement in the English class. This instrument was based on different learning styles categories (Kinesthetic, Auditory, Visual, and Reader/Writer) and also included questions to measure students' level of interest in specific classroom activities. (Appendix E)

Through this assessment, it was possible to obtain a clearer understanding of students' preferences, which was essential for designing strategies aligned with their learning needs and promoting a more inclusive and meaningful learning environment.

According to the results, the predominant learning style in all three groups (A, B and C) was Kinesthetic. Groups A and C obtained 97 points in this category, while group B obtained 98 points. This indicated that most students prefer learning through movement, practice, demonstrations, and hands-on activities. (Appendix F)

The second most significant style varies slightly among groups. In Groups A and B, the Auditory style followed (78 and 76 points respectively), while in Group C it reached 100 points, becoming almost as strong as the kinesthetic style. This suggested that many students benefited from listening activities such as explanations, discussions, songs, or oral instructions.

In contrast, the Visual and Reader/Writer styles presented lower scores across all groups. Visual style ranges between 45 and 53 points, and Reader/Writer between 32 and 36 points. These results showed that traditional reading-based or text-heavy strategies might not be the most effective approach for the majority of students. The data reflect that students tend to learn better through active, dynamic, and interactive experiences rather than passive or purely written activities.

1.3.4 Students' Interests

Regarding students' interests, several important patterns can be identified. In Group A, most students expressed a medium to high level of interest in interactive and group-based activities. Many described teamwork as "fun", "interactive", and "dynamic". However, some students showed lower interest in activities such as listening to recorded songs. (Appendix G)

In Group B, interest levels are more varied. While many students enjoyed pair or team activities, there was also a noticeable percentage who reported low interest in reading activities and listening exercises. Some students mentioned that they do not understand or feel uncomfortable during these tasks. (Appendix G)

Group C demonstrated a strong interest in games, dynamic activities, and interactive exercises. A significant number of students mentioned that they enjoy activities that are entertaining and allow participation. However, similar to the other groups, reading activities and listening to recordings received lower levels of enthusiasm from several students. (Appendix G)

Across the three groups, interactive activities such as role-play and dramatizations are generally perceived as fun and helpful for learning. Nevertheless, some students expressed feelings of embarrassment or lack of understanding during oral performances. Based on these results, it can be concluded that the majority of students prefer kinesthetic and auditory learning experiences. They responded better to dynamic, participative, and practice-based activities rather than traditional reading-focused tasks.

The findings also reveal that motivation increased when students are actively involved in the learning process. However, there was still a need to strengthen students' confidence in listening and reading activities, as these areas showed lower levels of interest and, in some cases, discomfort.

In conclusion, this assessment provided valuable information for instructional planning. It highlighted the importance of implementing interactive strategies, collaborative

work, and practical activities, while also gradually reinforcing reading and listening skills to achieve a more balanced language development. By considering students' learning styles and interests, teaching strategies can become inclusive, engaging, and effective.

1.3.5 Groups' Participation Diagnostic

In order to better understand students' involvement during the lessons, a participation record was implemented throughout the first teaching practice period. This instrument allowed me to observe not only how many students participated, but also how often they did so in each class. The purpose of this register was to identify participation patterns, compare groups' behavior, and analyze how students responded to the activities and strategies used in the classroom.

The participation record was applied to the three different groups (A, B, and C) during 6 classes. This process made it possible to notice changes in engagement over time, especially when lessons shifted from dynamic activities to project construction. By keeping a systematic record, it was able to reflect on which moments generated more interest and which situations limited students' participation. Overall, this register became a key element to support the analysis of participation levels and to provide concrete evidence for the action plan, helping to adjust strategies in order to promote more consistent and active involvement. (Appendix H)

Group A. The data from Group A showed a participation pattern that started with moderate engagement but quickly dropped. In classes 4, 5, 6, and 7, a few students

participated, keeping the numbers relatively stable. However, by classes 8 and 9, participation completely disappeared because of the project construction. (Appendix I)

Group B. It began with stronger participation compared to Group A. During classes 4, 5, and 6, the number of participants remained relatively high, showing good interest and willingness to engage. However, in class 7, participation suddenly decreased, and just like group A's last classes were focused on the project. This pattern reflected that the group had potential for consistent engagement. (Appendix J)

Group C. It showed the strongest performance overall. Participation is not only higher but also more consistent during classes 4, 5, 6, and 7. Even though participation decreased slightly in each class, students still remained active. As with the other groups, classes 8 and 9 were project completion, but the overall performance suggested that this group responded better to the activities and strategies used earlier in the week. Their engagement reflected a stronger connection with the class dynamic. (Appendix K)

Overall, the graphs showed a clear pattern: students began with good or even high participation, but engagement decreased by the end of the week. This showed that the strategies used at the first practice period were effective, but they were not enough to maintain long-term interest. It also suggested that students responded well to novelty, clear expectations, and dynamic activities, but once these elements faded or became repetitive, participation declined.

Another important factor identified during this stage was the influence of project-based activities on students' oral participation. During project construction sessions,

students tended to focus more on completing materials rather than interacting orally in English, which reduced opportunities for spontaneous participation. This showed that although students remained engaged in completing tasks, the activities were not always promoting oral interaction. These findings became important for redesigning future strategies that could balance project development with active language participation.

1.4 Problematic

The lack of participation during English classes.

According to the observation and experience, the main cause of the lack of participation in class was students' lack of confidence and fear of making mistakes. When the teacher asked questions or invited volunteers to participate, most students avoided responding, even if they knew the correct answer. This fear of being wrong or embarrassed in front of others prevented them from speaking up. The problem was evident when only the same few students participated repeatedly, while the rest remained silent and preferred not to engage. Many students refused to go to the board or take part in group activities, showing insecurity and low self-esteem when it came to expressing themselves in English. This indicated that emotional barriers and the fear of failure were key factors that reduced overall classroom participation.

- No response to the questions.
- The same people participated.
- Nobody wanted to pass to the board.
- Only a few participated.

- When the teacher asked for participation, there were no volunteers.

1.5 Purpose

The main purpose of this study was to improve students' participation in the English classroom by designing, implementing, and analyzing an action plan that promoted motivation, confidence, and active use of the language in meaningful contexts.

In addition, this study aimed to create a positive and supportive classroom environment where students feel comfortable, safe, and confident to express themselves in English. It also sought to increase students' motivation and engagement through the use of gamification and dynamic activities that encourage active participation.

Another important purpose was to promote consistent participation by establishing clear objectives, expectations, and a visible progress system that allowed students to track their involvement throughout the learning process. Likewise, this study aimed to connect classroom activities with students' interests and real-life contexts in order to make learning more meaningful and relevant.

Furthermore, it was intended to monitor and analyze students' participation through a structured system that provided evidence of their progress during the intervention. Finally, it sought to encourage the use of English in oral participation by creating opportunities for students to answer, ask questions, share ideas, and interact with their classmates in a more confident and natural way.

II. TOPIC DEVELOPMENT

2.1 Conceptual framework

The conceptual framework of this study presents the main factors influencing the students' participation in the focus groups, such as motivation, classroom environment, and teaching strategies. Understanding these concepts is important for analyzing the problem addressed in this study and for identifying strategies that could promote a more active classroom environment.

Concepts such as classroom environment, participation, gamification, and language skills provided a conceptual basis for understanding how students engaged in the learning process and how teachers could support students' participation during English lessons. (Appendix M)

2.2 Classroom Environment

The classroom environment (CE) consists of both physical and psychological elements. The physical environment refers to aspects such as space, seating, and lighting, which contribute to students' safety and comfort. The psychological environment refers to the emotional climate within the classroom, including relationships between students and teachers, feelings of support, and the overall atmosphere during lessons.

According to (Dorman, 2008), the classroom environment refers to the atmosphere or climate that characterizes a learning setting. (Cheng, 1994) describes it as the social quality of the classroom, which includes students' perceptions and feelings about

relationships with teachers and peers. Similarly, Gabrys–Baker (2016) explains that the classroom environment involves the overall experience students have regarding classroom interaction, involvement, and academic activities.

Several factors contribute to the development of a positive classroom environment. (Khine, 2006) explain that teachers, peers, students themselves, and learning content all play a role in shaping the classroom environment. Positive teacher–student relationships and supportive peer interactions help create a safe and productive environment that encourages students to participate more actively in classroom activities.

The classroom environment plays an important role in the learning process because it influences how students feel, behave, and interact during the lesson. A positive environment allows students to feel comfortable, respected, and motivated to participate in different activities. In language learning contexts, this environment is especially important because students need to communicate and practice the language without fear of making mistakes.

2.2.1 The Role of CE in EFL Learning Engagement

CE (Classroom Environment) must interact with students' personal characteristics and finally affect students' learning motivation and engagement (Lewin, 1943). The CE plays a significant role in students' engagement in English as a Foreign Language (EFL) learning. A positive and supportive environment can encourage students to become more involved in classroom activities and increase their willingness to participate in the learning process. When students feel comfortable and respected in the classroom, they are more likely to

interact with their teacher and classmates, which contributes to a more active and meaningful learning experience.

In EFL contexts, the classroom environment becomes especially important because students often feel insecure when using a language that is not their first language. Factors such as teacher support, peer interaction, and a respectful classroom atmosphere can reduce students' anxiety and create conditions that promote participation and engagement. When learners feel safe to make mistakes and express their ideas, they are more willing to practice the language and participate in classroom activities.

Engagement in language learning refers to the level of attention, interest, and effort that students invest in the learning process. A positive classroom environment can increase students' motivation and help them remain focused during learning tasks. Interactive activities, collaborative work, and supportive teacher feedback can strengthen students' engagement and encourage them to participate more actively in English lessons.

For this reason, the classroom environment is considered a key element in promoting students' engagement in EFL learning. When teachers create supportive and interactive classroom conditions, students are more likely to feel motivated, confident, and willing to participate in the activities that support their language development.

2.2.2 Effect of Classroom Environment on Students

The classroom environment has a strong influence on students' attitudes, motivation, and participation during the learning process. A supportive and positive learning environment can encourage students to feel comfortable, confident, and motivated

to participate in classroom activities. On the other hand, a negative or unwelcoming environment may reduce students' willingness to interact and engage with the lesson.

Researchers have emphasized that the classroom environment affects not only academic performance but also students' emotional and social development. According to (Fraser, 2012), the classroom environment includes the interactions, relationships, and conditions that shape students' experiences in the learning setting. These elements influence how students perceive the classroom and how actively they participate in learning activities.

Similarly, (Lewin, 1943) proposed that behavior is the result of the interaction between the individual and the environment. In educational contexts, this means that students' participation and engagement are influenced by the classroom conditions created by the teacher and the interactions that occur within the classroom.

A positive classroom environment promotes collaboration, respect, and open communication among students and teachers. When students feel supported and respected, they are more likely to express their ideas, ask questions, and participate in discussions. This type of environment also reduces anxiety and helps students develop greater confidence when using a foreign language.

In English as a Foreign Language (EFL) classrooms, the learning environment becomes even more important because students may feel insecure when communicating in another language. Teacher support, clear instructions, and encouraging feedback can help students feel safe to make mistakes and continue participating in classroom activities. For

this reason, creating a positive classroom environment is essential for promoting student participation, motivation, and engagement in the learning process.

2.3 Motivation

Motivation is an important factor in the learning process because it influences students' interest, effort, and willingness to participate in classroom activities. In educational contexts, motivation refers to the reasons that encourage students to learn, complete tasks, and engage in academic activities. When students are motivated, they tend to participate more actively and show greater persistence when facing learning challenges.

According to (Dornyei, 2001), motivation plays a crucial role in second language learning because it determines the level of effort that learners are willing to invest in the learning process. Students who feel motivated are more likely to practice the target language and participate in classroom activities that help them improve their language skills. Similarly, Ryan (2000) explains that motivation is closely related to students' psychological needs and the learning environment. When teachers create supportive and engaging classroom conditions, students are more likely to develop positive attitudes toward learning and become more involved in classroom activities.

In the context of English as a Foreign Language (EFL), motivation becomes especially important because learning a new language requires continuous practice, effort, and participation. Teachers can encourage motivation by creating interactive activities, providing positive feedback, and promoting a supportive classroom environment where students feel comfortable expressing their ideas.

2.3.1 Types of Motivation

Researchers commonly identify two main types of motivation in the learning process: intrinsic motivation and extrinsic motivation. These types of motivation influence how students approach learning activities and how actively they participate in the classroom.

Intrinsic Motivation

Intrinsic motivation refers to the internal desire to perform an activity because it is interesting, enjoyable, or personally satisfying. Students who are intrinsically motivated participate in learning activities because they enjoy the process of learning and feel curious about the subject.

According to (Ryan, 2000), intrinsic motivation occurs when students engage in an activity for the pleasure and satisfaction that comes from the activity itself rather than from external rewards. In language learning, intrinsically motivated students may enjoy practicing new vocabulary, communicating with others, or discovering new aspects of the language. It is considered beneficial for long-term learning because it encourages students to remain engaged and interested in the learning process.

Extrinsic Motivation

Extrinsic motivation refers to performing an activity in order to obtain external rewards or avoid negative consequences. These rewards may include grades, recognition, praise, or other incentives provided by the teacher or the educational system. According to (Dornyei, 2001), extrinsic motivation can also influence students' participation and

engagement in language learning, especially when teachers use rewards, feedback, or structured goals to encourage students to complete learning tasks.

Although extrinsic motivation may initially encourage participation, researchers suggest that combining external incentives with supportive learning environments can help students gradually develop intrinsic motivation toward learning.

2.4 Participation

Classroom participation refers to the ways in which students become involved in learning activities during class. Participation may include asking questions, answering questions, sharing opinions, contributing to discussions, and collaborating with classmates during group activities. Active participation allows students to engage more deeply with the learning process and develop their communication skills.

Research suggests that participation plays an important role in language learning because it allows students to practice vocabulary, grammar, and communicative skills in real situations. (Liu, 2005) explains that oral participation helps students bridge the gap between what they want to say and their ability to express it in the target language. Through interaction, students have opportunities to apply new knowledge and strengthen their language abilities.

Participation is also considered an instructional strategy that actively involves students in the learning process. (Cohen, 1991) states that participation brings life to the classroom and improves teaching practices because it encourages interaction between teachers and students. When learners actively engage in classroom activities, they become

more involved in their own learning process and develop greater confidence in their abilities.

2.4.1 Types of Participation

Classroom participation can take different forms depending on how students interact during learning activities. Educational research commonly identifies two main forms of participation: verbal and nonverbal.

Verbal Participation

Verbal participation refers to students' oral contributions during classroom activities. These contributions may include answering questions, asking for clarification, expressing opinions, or participating in class discussions. Through verbal participation, students practice using the target language and develop their ability to communicate ideas clearly

When students participate verbally, they have opportunities to practice vocabulary and language structures introduced during the lesson. This interaction allows learners to strengthen their communicative competence and gain confidence when using English in real situations.

Nonverbal Participation

Nonverbal participation refers to forms of engagement that do not require speaking. Students may participate through actions such as raising their hands, nodding, making eye contact, or responding through gestures and facial expressions. Nonverbal participation

may also include writing, drawing, acting, or using other forms of expression during classroom activities.

These alternative forms of participation allow students to express their ideas even if they feel uncomfortable speaking in front of others. According to the (CAST, 2018), nonverbal participation can support diverse forms of engagement and encourage creativity, reflection, and critical thinking.

2.4.2 Benefits of Classroom Participation

Classroom participation has several benefits for students' learning and academic development. Research indicates that when students participate actively in classroom activities, they become more motivated, engaged, and confident in their abilities. Participation encourages students to share ideas, collaborate with peers, and practice the target language more frequently.

Studies have also shown that classroom participation is closely related to academic achievement. Students who participate regularly in class discussions and activities tend to develop stronger critical thinking skills and greater confidence when expressing their ideas. Additionally, participation allows students to improve communication skills and become more responsible for their own learning process.

2.4.3 Factors that Influence Classroom Participation

Several factors may influence students' participation during classroom activities. These factors include classroom organization, class size, seating arrangements, and students' emotional experiences in the classroom.

Class size is one factor that affects participation. (Berdine, 1986) notes that students tend to participate more frequently in smaller classes because they have more opportunities to interact with the teacher and their classmates. In larger classes, students may feel less comfortable participating or may have fewer opportunities to contribute to discussions.

Seating arrangement is another factor that can influence participation. (McVetta, 1978) explain that classroom seating patterns such as traditional rows, horseshoe arrangements, and modular seating can affect the level of interaction among students. Circular or U-shaped arrangements often promote greater communication between students and teachers.

Emotional factors also influence students' willingness to participate. Some students may experience fear of making mistakes, fear of negative evaluation, or fear of disapproval from their peers. These feelings can reduce students' confidence and make them less likely to participate in classroom activities. Understanding these factors can help teachers design strategies that reduce anxiety and create a more supportive classroom environment.

2.5 Gamification

Gamification has become an innovative strategy in education because it integrates elements of games into learning activities. Through the use of points, challenges, rewards,

and interactive tasks, gamification transforms traditional lessons into more dynamic and engaging learning experiences.

Gamification refers to the application of game design elements in non-game contexts to motivate and engage users in specific activities. In education settings, this approach is used to increase student participation, motivation, and engagement during learning tasks.

In language learning environments, gamification helps create interactive experiences that stimulate students' interest in practicing the target language. Game-based activities can improve attention, motivation, and participation while also supporting cognitive processes such as memory retention and vocabulary acquisition.

Additionally, gamified activities promote social interaction and collaboration among students. Through team challenges, multiplayer activities, and interactive tasks, learners have opportunities to communicate, cooperate, and practice language skills in meaningful contexts. For these reasons, gamification can be considered an effective strategy to encourage active participation and engagement in English language learning.

2.5.1 Cognitive Processes Impacted by Gamification

Gamification has a significant impact on students' cognitive processes during the learning experience. By incorporating game elements such as challenges, rewards, points, and feedback, gamification can enhance students' processes that are essential for effective learning, such as attention, memory, and problem-solving.

According to (Mayer, 2009), learning occurs more effectively when instructional strategies promote active cognitive engagement. Gamified activities encourage students to focus their attention on tasks, process information more deeply, and actively participate in the learning process, which supports better understanding and retention of content.

One of the main cognitive processes influenced by gamification is attention. Game-like elements capture students' interest and help them remain focused during classroom activities. When students are engaged in interactive tasks, they are less likely to become distracted and more likely to concentrate on the learning objectives.

Memory is another cognitive process that benefits from gamification. Through repetition, immediate feedback, and interactive challenges, students are able to reinforce their knowledge and improve information retention. According to (Sweller, 1988) reducing cognitive overload and organizing information effectively can enhance learning. Gamified activities can support this by presenting content in structured and engaging ways.

Gamification also promotes problem-solving and critical thinking skills. Students are often required to complete challenges, make decisions, and find solutions within game-based activities. These processes encourage learners to analyze information, apply prior knowledge, and develop strategies to achieve specific goals.

In addition, gamification can positively influence students' motivation and engagement, which are closely related to cognitive performance. When students feel motivated and interested, they are more likely to invest effort in cognitive tasks and persist in learning activities. For these reasons, gamification can be considered an effective

strategy to support cognitive processes and improve students' learning experience in the classroom, especially in English as a Foreign Language context.

2.6 Language Skills

Language learning involves the development of four essential skills: listening, speaking, reading, and writing. These skills allow learners to understand and communicate effectively in different situations. In the process of learning English as a foreign language, students need opportunities to practice each of these skills in order to develop communicative competence.

The four language skills are interconnected and often used together during communication. For example, during conversations students use listening to understand others while speaking to express their ideas. Similarly, reading activities may require learners to write summaries or respond to questions based on a text.

2.6.1 Reading

Reading is a complex process that requires learners to interpret written language in order to construct meaning. (Grabe, 2006) explains that reading must be explicitly taught because it involves multiple skills and strategies. Readers use their prior knowledge, linguistic abilities, and cognitive strategies to understand texts and interpret information.

2.6.2 Writing

Writing is a productive language skill that allows learners to communicate ideas through written text. Writing involves considering purpose, audience, and context before

producing language. Unlike speaking, writing allows learners more opportunities to revise and edit their work before presenting the final version.

2.6.3 Listening

Listening is often considered the first skill learners develop when acquiring a new language. According to (Brown H. D., 2001), learners usually hear and understand language before they begin producing it. Listening provides essential input that helps students develop vocabulary, pronunciation, and comprehension skills.

2.6.4 Speaking

Speaking is one of the most important communicative skills in language learning because it allows learners to express ideas, share opinions, and interact with others. Through speaking activities, students practice vocabulary, grammar, and pronunciation in real communication situations. However, some learners may feel anxious about speaking in a foreign language due to fear of making mistakes or lack of confidence.

Speaking is an important skill in language learning because it allows students to communicate their ideas, express opinions, and interact with others in real-life situations. In the context of English as a Foreign Language (EFL), speaking can play a central role since it is often the main goal for learners who want to use the language effectively. According to (Harmer, 2007), speaking is essential because it enables learners to activate the language they have learned and use it in meaningful communication. Through speaking activities,

students can practice vocabulary, grammar, and pronunciation while developing fluency and confidence.

Similarly, (Brown H. D., 2001) explains that speaking is a productive skill that involves producing language in real time. This requires learners to organize their ideas, select appropriate language, and respond to others during interaction.

Speaking is also closely related to classroom participation. When students engage in speaking activities such as discussions, role plays, or group work, they become more actively involved in the learning process. These opportunities allow learners to practice the language in authentic contexts and improve their communicative competence.

However, speaking can be challenging for many students, especially in EFL contexts. Learners may feel anxious, afraid of making mistakes, or lack confidence when speaking in front of others. For this reason, it is important for teachers to create a supportive classroom environment where students feel comfortable practicing the language.

In this sense, promoting speaking activities in the classroom not only improves students' language skills but also increases their participation, confidence, and engagement in the learning process.

Sub-skills of Speaking.

Speaking is a complex skill that involves the integration of several sub-skills that allow learners to communicate effectively. These sub-skills help students organize their ideas, use appropriate language, and interact successfully in different communicative situations.

According to (Richards, 2008), speaking involves different components such as fluently, accuracy, pronunciation, and interaction. Each of these elements contributes to effective communication in a second language.

Fluency.

Fluency refers to the ability to communicate ideas naturally and continuously without excessive pauses or hesitation. According to (Hughes, 2003) fluency is an important component of speaking performance because it reflects the students' capacity to maintain communication effectively. In language learning, fluency development allows students to gain confidence when expressing their ideas orally and participating in classroom interactions. Similarly, (Harmer, 2007) explains that fluency activities encourage students to prioritize communication and meaning over grammatical perfection, promoting spontaneous language use.

Accuracy.

Accuracy refers to the correct use of grammatical structures, vocabulary, and language forms during oral communication. According to (Hughes, 2003) accuracy is essential in speaking assessment because it demonstrates the learner's control over the language system. In addition, (Brown H. D., 2001) states that accuracy contributes to effective communication since students need to produce comprehensible and grammatically appropriate language. Through classroom practice and guided activities, students can progressively improve their command of vocabulary and grammatical structures.

Pronunciation.

Pronunciation involves the correct production of sounds, stress, rhythm, and intonation in spoken language. According to (Brown H. D., 2001), pronunciation plays a significant role in communicative competence because intelligible speech facilitates understanding between speakers. Furthermore, (Harmer, 2007) mentions that pronunciation practice helps students improve clarity and confidence when speaking English. Developing pronunciation skills allows learners to communicate more effectively and participate actively in oral activities.

Interaction.

Interaction refers to the ability to participate actively in communication by responding, asking questions, and maintaining conversations with others. According to the European Council, interaction is a fundamental aspect of communicative competence because learners must collaborate and exchange meaning in real communicative situations. Likewise, (Brown H. D., 2001), explains that classroom interaction promotes language acquisition by encouraging students to use the target language meaningfully. Interaction activities help students develop confidence, participation, and communicative abilities in the classroom.

The concepts presented in this conceptual framework allow better understanding of the different factors that influence students' participation in the English classroom. Elements such as classroom environment, motivation, engagement, types of participation,

gamification, and language skills show that participation is not a simple or isolated action, but the result of multiple conditions that interact within the learning process.

Throughout this section, it became clear that the classroom environment plays a fundamental role in how students feel and behave during the lesson. A positive and supportive environment can increase students' confidence, motivation, and willingness to participate. In the same way, motivation and engagement are essential factors that encourage students to be more active and involved in classroom activities.

From my perspective, I consider that participation is not only about students speaking in class, but also about the different ways in which they show their involvement in the learning process. Verbal and nonverbal participation are both important, since each student has different ways of expressing ideas and interacting with others. For this reason, it is necessary to create opportunities that allow all students to participate according to their abilities and confidence levels.

In addition, strategies such as gamification and the development of language skills, especially speaking, can support students' participation by making learning more dynamic, interactive, and meaningful. When students feel interested in the activities and understand what they are learning, they are more likely to engage and participate actively.

For this reason, the concepts presented in this section support the intervention proposed in this study, which aims to improve students' participation in the English classroom through the implementation of different teaching strategies.

2.7 Theoretical Framework

The theoretical framework of this study presents the main educational perspectives that support the strategies implemented to improve students' participation in the English classroom. Understanding how students learn and what factors influence their motivation and engagement is essential for designing effective teaching practices.

This section reviews key approaches related to language learning, including Project-Based Learning, motivation theories, gamification, and blended learning. These perspectives help explain how different teaching strategies can encourage students to become more active during class activities and support the development of their communicative skills.

2.8 Project-Based Learning (PBL)

Project-Based Learning (PBL) is an educational approach that focuses on learning through the development of projects that respond to real-life problems or situations. This method allows students to work collaboratively, explore different ideas, and create a final product that demonstrates their understanding of a topic.

In language learning contexts, PBL provides opportunities for students to use the language in meaningful situations while developing important skills such as communication, teamwork, and problem solving.

According to (Segura, 2021), project-based learning is a teaching method that requires students to solve problems together, create a product over a period of time, and present their work to others. Similarly, (Stabley, 2019) describes PBL as an inquiry-based

learning approach connected to real-world experiences. It typically involves teamwork, open-ended tasks, and a student-centered approach where learners take an active role in their learning process.

In addition, (Colley, 2008) explains that PBL requires students to create a project based on a specific problem in order to generate a realistic assignment. The process usually includes exploration, reflection, problem identification, teamwork, interpretation of information, and evaluation.

Through this approach, students become the center of their own learning. They are encouraged to explore information, collaborate with others, and develop autonomy and critical thinking skills.

Project-Based Learning is also connected to social constructivism and the learning theory proposed by (Vygotsky, 1962). According to this theory, learning is an active and social process in which individuals construct knowledge through interaction with others. Meaningful learning occurs when students participate in social activities and collaborate with their peers.

When implementing PBL in the classroom, several stages are usually followed. First, students plan the project by selecting a topic, defining a driving question, and establishing the objectives of the project. Second, students work collaboratively to develop the project while the teacher monitors and supports their progress. Finally, students present their final product and reflect on the results of their work.

2.8.1 Benefits of Project-Based Learning

Enhancement of Communicative Competence.

Research shows that Project-Based Learning can improve students' communicative competence. When students work on authentic tasks and projects, they are encouraged to use the language in meaningful situations.

According to (Li, 2017) and (Brown S. &, 2020), PBL helps students practice English through real-world contexts, which promotes the development of speaking, listening, reading, and writing skills. Similarly, (Johnson, 2024) and (Zhang, 2021) explain that active language use during project activities allows learners to improve their communication abilities. (Li, 2017) found that students who participated in project-based activities showed significant improvement in their ability to communicate in English.

Promotion of Critical Thinking and Problem-Solving Skills.

Another important benefit of PBL is the development of critical thinking and problem-solving abilities. Through inquiry-based projects, students analyze information, evaluate ideas, and propose solutions to different challenges.

Thomas, (Mergendoller, 2019), and (Hannafin, 2017) explain that these types of activities encourage students to think critically and develop cognitive skills that are essential for both academic learning and real-life situations. (Larson, 2015) also mention that these skills prepare students to face complex problems outside the classroom.

Impact of Motivation and Engagement.

Research also indicates that Project-Based Learning can increase student motivation and engagement. When learners work on projects that are meaningful and relevant to them, they tend to become more involved in the learning process.

(Chang, 2015) and (Zhang, 2021) found that students who participate in project-based activities show higher levels of motivation and enthusiasm. As a result, students are more likely to participate actively, complete tasks, and persist when facing difficulties during the learning process.

Overall, Project-Based Learning promotes active learning by encouraging students to investigate, collaborate, and apply their knowledge in practical contexts. Through these experiences, learners develop both academic and communicative skills while becoming more involved in the classroom.

2.9 Motivation Theories

Motivation plays a fundamental role in second language learning because it influences students' willingness to participate, their effort during learning activities, and their persistence when facing challenges.

Different theories of motivation help explain why some learners are more engaged in language learning than others. Understanding these theories allows teachers to design strategies that encourage students to become more interested and active in the learning process.

2.9.1 Gardner's Motivation Theory

Gardner's theory of motivation is one of the most influential perspectives in second language acquisition. According to (Gardner, 1985), motivation includes three key elements: the desire to learn the language, the effort made to achieve this goal, and positive attitudes toward the learning process. Gardner also uses the concept of orientation instead of the word goal. Orientation refers to the reasons why learners want to learn a language.

This theory includes several components, such as integrativeness, attitudes toward the learning situation, and the socio-educational model. Gardner's work focuses on understanding why some individuals are able to learn a second language successfully, even if their aptitude is not particularly high.

He concluded that motivation plays a crucial role in language learning success. When learners show strong motivation, they are more likely to invest effort and develop positive attitudes toward learning the language.

2.9.2 The Socio-Educational Model

The socio-educational model proposed by Gardner explains how different factors influence second language acquisition. According to (Gardner, 1985), there are four main variables involved in the language learning process: social milieu, individual differences, learning context, and outcomes.

Social milieu refers to the cultural and social environment in which learners live. This environment can influence both the cognitive and emotional aspects of language learning.

Individual differences include cognitive factors such as intelligence and language aptitude, as well as affective factors such as motivation and anxiety.

The learning context refers to the environment in which the language is learned. This can include formal settings such as classrooms and informal contexts such as exposure to language through music, movies, or social interaction.

Finally, outcomes refer to the results of language learning, including linguistic knowledge such as grammar, vocabulary, and pronunciation, as well as non-linguistic outcomes like attitudes toward the language. Understanding these elements helps teachers recognize how motivation influences students' participation and success in learning a new language.

2.10 Gamification Theories

Gamification has become an innovative strategy in education because it integrates game elements into learning activities. Elements such as points, rewards, challenges, and feedback can make learning more engaging and interactive.

In language learning contexts, gamification can increase students' motivation and participation by transforming traditional classroom activities into more dynamic experiences.

2.10.1 Behaviorism

Behaviorism explains learning as a change in observable behavior that occurs as a result of external stimuli and reinforcement (Fauzi, 2023). Gamification aligns with

behaviorist principles because it frequently uses rewards, points, feedback, and reinforcement systems to encourage participation. These elements help strengthen learning habits and motivate students to complete tasks and achieve goals.

2.10.2 Constructivism

Gamification also relates to constructivist learning theory. Constructivism suggests that learners build knowledge through active participation and interaction with their environment. Game elements such as challenges, quests, and problem-solving activities encourage students to explore ideas, experiment with solutions, and collaborate with others. According (Benjamin, 2025) and (Katual, 2023), these types of activities promote deeper understanding and knowledge retention.

In language learning contexts, constructivist gamification may include activities such as role-playing conversations, collaborative missions, or interactive storytelling tasks that simulate real-life communication.

2.10.3 Self-Determination Theory

Self-Determination Theory (SDT) highlights three basic psychological needs: competence, autonomy, and relatedness. Gamification can help satisfy these needs by providing achievable challenges that help students feel competent, offering choices that promote autonomy, and encouraging social interaction that supports relatedness.

By fulfilling these psychological needs, gamification can enhance students' intrinsic motivation and encourage long-term engagement in the learning process. For these

reasons, gamification can be considered an effective strategy to motivate students and promote active participation in the classroom.

2.11 Blended Learning

Blended learning is an educational approach that combines traditional face-to-face instruction with digital technologies and online learning resources. This approach allows students to access learning materials both inside and outside the classrooms, creating a more flexible and interactive learning environment.

Blended learning emerged from the growing use of Information and Communication Technology (ICT) in education. According to (Mohamed, 2015) and (Boelens, 2017), blended learning intentionally integrates classroom teaching with digital resources in order to enhance the learning process.

Through this approach, students attend face-to-face classes while also accessing additional materials through online platforms. These materials may include videos, quizzes, assignments, and interactive exercises. It encourages students to become more independent learners by allowing them to review materials at their own pace and access resources outside the classroom.

2.11.1 Advantages of Blended Learning

(Rusman, 2011) identifies several advantages of implementing blended learning in schools. One of the main benefits is improved access to learning resources, which allows students to study in different environments and at different times.

Another advantage is flexibility, since learning is no longer restricted to the classroom. Students can review materials at home and use digital platforms to complete tasks or conduct research.

Blended learning also promotes autonomy because students can choose the pace at which they learn and review information when necessary. Additionally, digital platforms allow teachers to monitor students' progress more efficiently by tracking the activities and tasks completed by learners.

2.11.2 Blended Learning and Vocabulary Development

Blended learning can also support vocabulary acquisition. Studies suggest that teaching strategies that incorporate technology can help develop students' communication and verbal skills (Grishaeva, 2015).

Using digital tools and multimedia resources to teach vocabulary can make lessons more engaging and interesting for students. These resources can include videos, interactive exercises, and online games that help students practice new words in meaningful contexts.

The theories and approaches discussed in this section provide a strong foundation for understanding the factors that influence language learning and student participation in the classroom.

Approaches such as Project-Based Learning, gamification, and blended learning emphasize active learning, collaboration, and meaningful interaction, which are essential elements in foreign language education.

At the same time, motivation theories highlight the importance of students' attitudes, interests, and goals in the learning process.

From experience, it became clear that participation does not occur automatically. Students need to feel interested in the activities, comfortable in the classroom environment, and motivated to use the language. When lessons are dynamic, and students can interact with their classmates through different strategies, they feel more confident to participate.

For this reason, the theoretical perspectives presented in this framework support the intervention proposed in this study and justify the strategies implemented to improve students' participation in the English classroom.

2.12 Strategies to Enhance Students' Participation in English Class

This action plan presented a set of strategies designed to improve students' participation in English class. The main purpose was to create an engaging and positive environment where students feel motivated, confident, and interested in expressing themselves in English. Participation was an essential part of language learning, as it helped students practice communication, develop confidence, and connect what they learn with real-life situations.

Each strategy focused on a specific aspect that influenced participation, such as emotional support, game-based motivation, clear objectives, and meaningful topics. Together, these actions aim to make learning more dynamic, fun, and student-centered.

The following strategies describe concrete actions that could be implemented in the classroom to promote active and meaningful participation among students.

2.12.1 Strategy 1. Feeling Good (Creating a Positive Learning Environment)

Objective. Helped students feel comfortable, safe, and confident in expressing themselves and participating actively.

Actions

- Started each class with warm greetings and encouraging words.
- Listened to students' opinions and feelings to build trust.
- Emphasized that mistakes are a natural part of learning.
- Offered guidance and support when students struggle.
- Celebrated effort and improvement, not just results.

Temporality. Every class and at every possible opportunity.

Measurable. Through observation of the classroom atmosphere, students' comfort level, and willingness to participate.

2.12.2 Strategy 2. Play and learn! (Gamification in the English Classroom)

Objective. Engaged the students in the activities proposed to develop participation and practice.

Actions

Implement games such as:

- 100 students said

Objective. Practiced vocabulary and structures of the future simple (will) to orally talk about Christmas traditions and activities.

Duration: 30 minutes

Materials:

- ✓ Projector or whiteboard with the questions.
- ✓ Bell (symbolic object).
- ✓ Cards with the most common answers.
- ✓ Marker or visual points to write on the board.

Description:

1. Divide the class into two teams.
2. Explain the game.
3. Each team is going to choose 5 people to represent them.
4. The teacher reads a question:

“What will people eat on Christmas Day?”

“What will children do on Christmas Eve?”

“Where will Santa go first?”
5. The first team to take the bell answers.
6. If their answers are among the most popular (according to the list), they obtain points.
7. If the team doesn't get it right, the other team has the opportunity to answer.
8. The team with more points at the end wins an extra/special participation point.

9. Each round, there are going to be different people.

Variations:

- Add quick physical challenges between the rounds (for example: “The losing team must sing a line from Jingle Bells!”).
- Add a final round “Crazy Christmas” with funny questions:
 - “What will Santa do if there’s no snow?”
 - “Where will reindeers go for vacation?”
- Let the students read the questions to promote leadership. (Appendix N)
 - Who am I

Objective. Practiced questions and answers in the future (“will I ...?”), character descriptions, and Christmas objects.

Duration: 20 to 25 minutes

Materials:

- ✓ Cards with Christmas characters or objects (Santa Claus, elf, snowman, reindeer, Christmas tree, gingerbread, etc.).
- ✓ Headbands to paste the cards on the forehead.

Description:

1. Each student takes a card and places it on their forehead without seeing it.
2. By turns, they ask questions in English to guess who or what it is.

Example:

“Will I deliver presents?”

“Will I live at the North Pole?”

“Will people decorate me?”

3. The students have the opportunity to choose the questions to make from a set of cards with key questions.
4. The rest of the class answers only “yes” or “no”.
5. If a student guesses correctly, they win an extra/special participation point.
6. After some rounds, the student with more points wins.

Variations:

- Limited time. Each student has just a minute to guess.
- “Secret team” mode. The teams compete; each correct round wins points for the team.
- “Mystery Chain” mode. The one who guesses theirs has to create a clue for the next participant using “will”. (Appendix O)
 - Christmas Scrabble Challenge

Objective. Reinforced Christmas vocabulary and the use of future simple (“will”) to construct creative sentences and realize Christmas predictions.

Duration: 30 minutes

Materials:

- ✓ Cards with letters (on paper or cardboard).
- ✓ Cards categories: Christmas objects, food, activities, people.

- ✓ Stopwatch or timer.
- ✓ Whiteboards or big tables to form the words.

Description:

1. Divide the class into teams of 4 students.
2. Place the letter on the center of each table.
3. Give a Christmas category and 2 minutes to form higher number of words possible.

Example:

Category: Christmas food – turkey, pie, cookies

4. Each word has a value according to its length.

3 letters = 5 points

4 letters = 10 points

5+ letters = 20 points

5. Each team have to use the words on sentences using “will”.

“We will bake cookies”

“Santa will eat turkey”

6. The team with most points and correct sentences wins.

Variations:

- Secret sentence. The teams have to invent a funny prediction with their own words (example: “The reindeer will dance salsa this year”).
- Lighting round. One minute to create a sentence aloud with the surprise word.
- Power letter. If they use the hand letters (x, z, y), they obtain double points.

- Use group challenges to review topics and reward participation.
- Include movement-based or outdoor games to keep energy high.
- Assign rotating roles (team leader, timekeeper, scorekeeper) to involve everyone.

Temporality. Mainly during the first stages of the PBL approach and as a review session.

Measurable. Through observation, the number of students engaged and their enthusiasm during games can be tracked with a simple rubric or checklist. (Appendix P)

2.12.3 Strategy 3. Mission Possible (Clear and Motivating Objectives)

Objective. Motivated students by making learning goals and rewards clear, achievable, and meaningful.

Actions:

- Start each class by clearly explaining what students will achieve and why it matters.
- Use a visible participation chart (stamps or points) to show progress.
- Recognize participation at the end of each week or project.
- Provide quick and specific feedback to encourage ongoing effort.
- Allow students to set personal goals and reflect on their participation.
- Offer small rewards or privileges for consistent engagement.

Temporality. Every class and every activity.

Measurable. Through a participation tracking system and student self-assessment.

Monitor participations:

- ✓ Participation chart (physical or digital). Create a table with students' names and add stars, points, or stamps for participation in speaking, teamwork, or task completion.
- ✓ Display it on a poster, a whiteboard, or use digital tools.
- ✓ Weekly checklist. Keep a list where the participation is marked with frequency and type. Helps identify consistent participation and those who need extra motivation.
- ✓ Participation rubric. Design a small rubric with criteria such as effort, collaboration, frequency, attitude, and use of English. Use numbers (1–4) or colors (green, yellow, red).

Presented to students:

1. Introduced as a “Participation mission”. Explain that every class is a new mission where they can earn points or stars for being active.
2. Create a visible Mission Board in the classroom showing each student's progress.
3. Set short-term goals. Create weekly or project-based challenges to keep motivation high.
4. Celebrate progress. At the end of the week or month, the effort will be recognized.

2.12.4 Strategy 4. From Trends to Learning (Using Topics of Interest)

Objective. Captured students' attention and motivation by connecting English lessons to their interests and realities.

Actions

- Link lesson topics to students' favorite hobbies, trends, and real-life contexts.
- Use engaging themes such as music, sports, social media, movies, and technology.

- Integrate authentic materials (songs, memes, short videos, videos).
- Invite students to suggest or vote on topics for projects or discussions.
- Include creative activities like debates, storytelling, or short roleplays.

Temporality. Almost always, integrated into daily lessons or ongoing projects.

Measurable. Through increased participation, voluntary contributions, and students' feedback.

2.12.5 Participation Monitoring Strategy (Reaching the star)

Objective. To promote oral participation in English during the project “My Ideal Christmas”, reinforcing the use of the simple future (will/won't) through a visual, motivating, and positive strategy.

Description:

1. Each student will have a rocket with their number on it. The rocket moves up one level every time the student actively participates using English.
2. There are no punishments or downward movements.
3. The levels represent students' progress until they reach the Christmas Star (final goal).
4. The teacher presents the rocket board to the class.
5. Each student has a rocket with their number.
6. When a student participates using English, their rocket moves up one level.
7. The teacher gives verbal recognition to reinforce participation.

8. At the end of the project, the rockets that reach the top (the star) are rewarded.

Students earn points when they:

- ✓ Answer in English
- ✓ Ask questions in English
- ✓ Use will/won't correctly
- ✓ Support a classmate using English
- ✓ Read, present, or share ideas in English
- ✓ Make a visible effort to speak English

(Appendix Q)

2.13 1st Intervention

2.13.1 Participation Track Monitoring

2^ºA

When the 2nd grade students saw the participation board for the first time, their reaction was a mix of excitement and curiosity. They didn't scream or go wild, but it was clearly seen that they were interested and motivated.

Students said phrases like:

Student 1: "Wow!"

Student 2: "¿Cómo lo hizo?"

Student 3: "¿Cuánto se tardó?"

Student 4: “¿Lo puedo mover yo?”

Some of them walked closer to touch the strips and see how the rockets moved, while others immediately looked for their number to check where their progress would be.

Student 5: “Y, ¿qué pasa si llego a la estrella?”

Right away, they started challenging each other:

Student 5 and 6: “Hay que ver quién llega primero”, “Hay que compartir el premio”

Even though their reaction wasn't extremely loud or overly excited, the board definitely caught their attention and sparked a healthy sense of competition. Several students asked if they could move their rockets themselves or if the teacher would do it, and they wanted to know how many participations they needed to level up.

Overall, their reaction was positive: curiosity, motivation, and a small touch of amazement about the board and how it would work during class.

First Week.

During the first week, the participation board started to have a visible impact on the students' behavior. At the beginning, only a few students were actively participating, mainly those who already felt confident using English. However, as the days passed, more students began to show interest in moving their rockets.

Some students asked constantly if they could participate in “level up”, and they started paying more attention during class in order to earn points. Even students who were usually distracted made an effort to answer simple questions in English.

Despite this progress, there were still moments where students got distracted easily, especially during longer activities. The teacher had to constantly remind them about the board to keep them focused. Overall, participation increased gradually, and the board worked as a motivator, especially for competitive students. (Appendix R)

Second Week.

In the second week, the strategy became more effective. A greater number of students were actively participating, and there was a clearer intention to use English instead of Spanish.

Students began to feel more confident, and some of them started asking questions in English, not only answering. The competition to reach the star became more evident, and students compared their progress with others.

However, classroom management was still necessary, since some students focused more on the competition than on the learning process. In general, the group showed improvement in participation, confidence, and motivation. (Appendix R)

Third Week

During the third week, group 2°A showed a slight improvement in participation compared to the previous weeks. A greater number of students participated at least once, which reduced the number of students with zero participation.

However, participation remained mostly at low levels, with few students reaching higher participation. The graphs suggest that although students were beginning to engage more consistently, participation was still not evenly distributed.

Absences and external factors continued to affect participation, limiting the overall increase. Despite this, week 3 reflected a gradual adaptation to the activities and a small but noticeable progress in engagement. (Appendix R)

Three weeks comparison

The graphs show that participation in group A during the first intervention remained generally low, with a slight increase toward the final week. Although some students participated more frequently, most of them remained at a minimal level of participation.

Total participation increased gradually; however, it was not a significant change, and participation continued to be concentrated in a small group of students. The graph of participations and absences also indicates that absences had a noticeable impact, reducing the total number of participations in certain sessions.

Overall, the data reflect that, although there was a small improvement, participation was still irregular and not evenly distributed among students. (Appendix S)

2°B

When the 2°B students saw the participation board, their reaction was calmer compared to 2°A, but they actually showed more interest and attention. They stayed in their seats, quietly observing the details, and they were really paying attention.

The students express their interest with expressions such as:

Student 1: "Wow! ¿Qué es?"

Student 2: "¡Está padre! ¿Cómo funciona?"

Student 3: "¿Cuánto se tardó?"

Instead of rushing to the board, they listened carefully to every instruction. Some leaned forward, analyzing the numbers and stars, while others whispered among themselves.

Students 4 and 5: “Está padre”, “Hay que llegar hasta arriba”

A few of them asked very specific questions, showing genuine interest:

Student 6: “¿Vale más si es en inglés?”

Student 7: “¿Qué pasa si llego hasta arriba?”

Even though they didn’t react loudly, their focus and curiosity were stronger. They seemed motivated by the board’s structure and clarity, and several students nodded or smiled when they understood the system.

Overall, 2^oB responded with quiet enthusiasm: calm, attentive, and genuinely invested in how the board would help them track their progress.

First week (November 18 to 21). Note: from the 3 sessions planned, only one was displayed because of the free day for the “Día de la Revolución Mexicana,” and the last day on Friday 21st, they had a kermes which took up my class time.

First Week.

During the first week, students showed a slow but steady increase in participation. At the beginning, they were attentive and interested, but hesitant to participate voluntarily. Most students preferred to observe first before engaging. However, after seeing their classmates participate and make progress on the board, they gradually started to join.

They needed more encouragement from the teacher, especially to answer in English. Some students still relied on Spanish or avoided participating if they were not sure about their answers. Overall, the group demonstrated a positive attitude, but participation required constant motivation. (Appendix T)

Second Week.

In the second week, participation became more consistent. Students started to understand the system better and felt more comfortable using English. More students raised their hands voluntarily, and there was less hesitation compared to the first week. They also began to show more interest in reaching the final goal.

The group maintained a calm behavior, but their involvement increased noticeably. The board helped them stay focused and track their progress clearly. Overall, 2°B showed improvement in confidence and participation, although they still needed guidance to fully engage. (Appendix T)

Third Week

In group 2°B, the third week continued to show low participation levels. Although there was a slight increase compared to week 1, many students still remained inactive or participated only once.

The graphs indicated that participation was irregular and concentrated in a small number of students. Additionally, absences had a significant impact, reducing opportunities to participate. However, week 3 did not show significant progress,

highlighting the need for more effective strategies to encourage student engagement.

(Appendix T)

Three weeks comparison

According to the graphs, group B presented low participation levels throughout the first intervention. Most students participated only once or did not participate at all, as reflected in the low total participation value.

Participation did not show a significant increase over the weeks, and the distribution remained highly uneven, with only a few students contributing more actively. Additionally, the graph shows that absences affected participation opportunities, limiting the overall results.

These results suggested that participation in this group was limited and lacked consistency during the intervention. (appendix U)

2°C

When the 2°C students saw the participation board, their reaction was immediate and energetic. Since they tend to participate more and have a slightly higher level of English, they quickly began asking questions and showed excitement about how the dynamic would work.

Some students said:

Student 1: “¿Tenemos que llegar hasta arriba?”

Student 2: “Tenemos que llegar a la estrellita”

Student 3: “¿Cómo lo hizo?”

Student 4: “¿Cuánto se tardó?”

Several students got up to take a closer look, pointing at the numbers and stars, comparing the heights of the rockets, and trying to guess how fast they could advance.

They were noticeably enthusiastic, talking among themselves about strategies to earn more participation points. Their questions were more specific and showed understanding of how the system could motivate them:

Student 5: “¿Vale más si la respuesta es en inglés?”

Student 6: “¿Y si llegamos hasta arriba?”

Overall, 2°C reacted with high energy, curiosity, and confidence, ready to participate, ready to compete, and excited to see how the new system would support their progress.

First Week.

During the first week, students showed high levels of energy and motivation. Many of them participated actively from the beginning, and they were eager to move their rockets up.

Because of their active nature, it was sometimes necessary to call their attention to maintain order in the classroom. However, most students participated with confidence and were not afraid to speak in English.

They quickly understood how the system worked and even started creating strategies to earn more points. Overall, participation was high, but classroom control was necessary to keep the activities organized. (Appendix V)

Second Week.

In the second week, students maintained their high level of participation, but their behavior became slightly more organized. They showed more control when participating and followed instructions more carefully. Many students continued to participate confidently, especially in speaking activities and when using will/won't.

The competitive aspect remained strong, but it became more focused on learning rather than just winning. Overall, 2°C demonstrated strong participation, confidence, and improvement in the use of English, while still requiring occasional reminders to stay focused. (Appendix V)

Third week

During the third week, group 2°C demonstrated a more consistent participation pattern than the other groups. A larger number of students participated, and fewer remained at zero participation. Although most participation was still at low to moderate levels, the distribution was more balanced. The graphs reflect a steadier increase in total participation, suggesting that this group responded slightly better to the activities. Even with some absences, participation remained relatively stable, indicating a better adaptation to the classroom dynamics.

Three weeks comparison

The graphs indicated that group C had a more consistent level of participation compared to the other groups during the first intervention. A larger number of students participated, and participation was more evenly distributed.

Although most students remained at low to moderate levels, the total participation was higher and more stable across the weeks. The impact of absences was less significant, which allowed for better continuity in participation.

Overall, this group showed a more balanced and stable participation pattern, suggesting a better adaptation to the activities. (Appendix W)

2.13.2 Games Monitoring

Guess Who.

2°A, Wednesday, November 26th, 2025. 9:50 am – 10.40 am

When the headband was shown to the students, they rapidly recognized it. Also, they remembered the first time they played Guess Who during the first practice period, but once the differences were explained, they seemed confused until one of the students explained the rules in Spanish for the rest to hear. He repeated the instructions to make sure he understood the rules.

They were interested, paid attention, listened carefully, and asked doubts. Some raised their hands to participate, and the first participant was a student who started reading the question. At the same time, he was translating each question, which made it easier for the rest of the students to understand and answer “yes” or “no”.

With this group, the game went better because of the translation. It was difficult to let them understand that it wasn’t allowed to translate, but at the end of the game, the ones who made an effort to translate had an approach to the language, as well as the ones who were listening.

2°B. Monday, December 1st, 2025. 7:20 am – 8:10 am

With this group, the activity started with curiosity but also a bit of hesitation. None asked for clarification; it seemed that everyone understood well, but at first, they paid attention to the instructions, but they did not immediately volunteer, so a “Hot potato” game was applied, while they were afraid to get the object, which meant they were participating.

Once the first participant began reading the questions, the rest of the class listened carefully but were confused, seeing each other and trying to guess if it was correct to say “yes” or to say “no”. However, they struggled more with pronunciation and reading fluency, so some students preferred to stay quiet rather than take the lead.

Overall, their participation increased gradually: they were not noisy or overly enthusiastic, but they were confused, respectful, and willing to try. Then they started to do it freely, just with mimic, and started to ignore the questions. This situation made some of them comment things like:

Student a: “Está bien fácil”

Student b: “Los personajes están bien fáciles”

Student c: “Y ya, ¿es todo?”

2°C. Wednesday, November 26th, 2025. 7:20 am – 8:10 am

At first, when the game was introduced, the students were excited to start the game because in the first practice period, there was an activity very similar to this one. But this time, the students not only had to mimic the character, but they had to read several

questions using “will” with different activities the characters would do, and the rest of the students had to answer only “yes” or “no”.

When the game was about to start, more than half of the students raised their hands to participate, and once the first participant began, they realized it was different from last time, so their attitude dropped. The first participant, demotivated said, “Si no es como antes, entonces no quiero jugar”.

It was noticeable that students lost their mood after the first participant, and almost nobody wanted to participate. There was a point where they started to ignore the rules of the game and make up mimic instead of reading the questions.

After three participants, they started to do it with mimic, and no one paid attention and didn’t ask the questions of reference to guess the character, which made the activity finish earlier.

100 students said

2°A. Monday, December 1st, 2025. 11:00 am – 11:50 am

This group was distracted and active. While the instructions were explained, they started looking at each other, making faces, like they didn’t like the teams that were made. Some students showed resistance at the beginning, especially because they wanted to be with their friends.

However, once the activity started, their attitude began to change. The competitive element caught their attention, and they became more engaged. They started to participate more, even if at first, they were unsure about their answers.

Some comments from students were:

Student 1: “¡Está difícil!”

Student 2: “No me acuerdo como era”

Student 3: “¡Yo sí me acuerdo!”

Student 4: “¡Me toca!”

As the activity progressed, they became more confident and started helping each other within their teams. Even though they were still a bit noisy, their participation increased, and they showed interest in continuing the activity.

Overall, this group needed more control and clear instructions, but once they understood the dynamic, they responded with energy and competitiveness.

2°B. Friday, December 5th, 2025. 9:50 am – 10:40 am

With this group, there wasn't the opportunity to apply this activity because it was the last week when they were supposed to do the project. However, based on their previous behavior, it was expected that they would have approached the activity in a more organized and attentive way. They usually took time to start participating, but once they understood the instructions, they tended to follow them carefully and showed consistent participation.

2°C. Wednesday, December 3rd. 7:20 am – 8:10 am

With this group, there was also no opportunity to apply the activity because it was also the last week when they were supposed to do the project. However, considering their usual behavior, it is likely that they would have shown enthusiasm at the beginning.

This group tended to react quickly and with excitement, but they also lost interest if the activity was not what they expected or if it became too challenging. It would have been important to maintain a balance between difficulty and engagement to keep their motivation high.

2.13.3 Analysis

The first intervention revealed that student participation was generally low and inconsistent across all groups. Although slight improvements were observed over time, these were not significant enough to indicate a strong impact of the implemented strategies.

One of the main patterns identified in the graphs was the concentration of participation in a small number of students. While a few students participated frequently, the majority remained at minimal levels or did not participate at all. This suggests that the activities were not sufficiently engaging or inclusive to involve the entire group.

Additionally, participation did not show a consistent progression throughout the weeks. In some cases, increases were followed by decreases, which indicates that participation was influenced by external factors such as absences, classroom dynamics, and limited time for activities. The graphs clearly reflected how absences reduced participation opportunities, directly affecting the overall results.

Another important aspect is that students showed signs of reluctance to participate, likely related to a lack of confidence and fear of making mistakes. This limited their willingness to engage, even when they had the necessary knowledge to do so.

From this analysis, it can be concluded that the strategies used during the first intervention were not sufficiently structured or motivating to significantly increase participation. While they allowed identifying participation patterns and existing challenges, they did not generate a strong or consistent change in student engagement.

2.14 2nd Intervention

2.14.1 Participation Track Monitoring

The following analysis describes the level of student participation during the second intervention across the three groups (2°A, 2°B, and 2°C). These results helped to identify how students responded to the implemented strategies and the consistency of their participation over time. It is important to consider that each group had a different number of classes, which directly influenced the opportunities students had to participate.

It is also important to mention that during several sessions, the head teacher was reviewing notebooks and grades, which caused students to lose focus and not pay full attention to the activities. In addition, some classes were lost due to the teacher's request for the students to finish their project, extracurricular activities, or holidays, which reduced even more the time available for the intervention.

During the second intervention, students' reactions were noticeably more positive and enthusiastic compared to the initial stages. One of the most interesting aspects was that many students began to show participation in the activities, especially those related to

the “Reaching the Star” strategy. Several of them asked if the rockets would be used again, which reflected their interest and motivation to participate.

2°A

In 2°A, participation showed an irregular pattern. Some students reached high levels of participation, including one extreme case, while many others remained at 0 or very low levels. This created a clear difference between highly active students and those who rarely participated.

Some students also showed variation between sessions, which indicated that their participation was not consistent. In addition, absences and students marked as “baja” affected the overall results and reduced the average participation.

It is important to mention that this group only had 6 classes, which limited the opportunities for students to participate frequently. Even so, there are more cases of medium and high participation compared to the other groups, which shows that when students engaged, they did it actively.

First Week.

During the first week of the second intervention, participation levels in group 2°A showed some variability among students. While several students demonstrated moderate participation, others remained with low or minimal involvement. There were noticeable differences between students, which indicated that participation was still not fully consistent across the group. In terms of absences, there were some peaks that affected the

total number of participations, suggesting that attendance played an important role in overall engagement during the stage. (Appendix X)

Second Week.

In the second week, participation increased significantly and became more consistent among students. A higher number of students reached medium to high levels of participation, showing a clear improvement compared to Week 1. Additionally, absences decreased or remained more stable, which allowed for a stronger overall participation rate. This suggested that students were more engaged and motivated, likely due to familiarity with the strategies and increased confidence when participating. (Appendix X)

Third week

During the third week, group A showed a more stable and consistent level of participation. Compared to previous weeks, more students maintained regular participation, and fewer remained inactive.

The graphs indicated that participation was more evenly distributed, although most students still participated at moderate levels. Total participation remained relatively high, reflecting a positive response to the implemented strategies.

Despite minor fluctuations caused by absences, the group demonstrated greater confidence and familiarity with the activities. (Appendix x)

Three weeks comparison

The graphs show a clear increase in participation in group A during the second intervention. Total participation was higher compared to the first intervention, and more students are involved in the activities.

Participation is more evenly distributed, although differences between students are still present. The graph also indicates that absences had a smaller impact compared to the first intervention, allowing for more consistent participation.

Overall, the data reflects a positive improvement, with higher engagement and more stable participation patterns. (Appendix Y)

2°B

In 2°B, participation was the lowest among the three groups. Most students only participated once or did not participate at all, showing very limited involvement during the activities. There were almost no cases of high participation, and most students remained at minimal levels.

However, this is strongly related to the fact that this group only had 3 classes. This short period did not give students enough time to understand the dynamic, gain confidence, or develop the habit of participating. Which suggested that the low participation is more connected to the lack of time and practice rather than a lack of interest or ability.

First Week.

In group 2°B, Week 1 presented generally moderated participation levels, with some students actively participating while others remained less involved. Compared to 2°A, participation appeared slightly more stable, but still with clear differences between

students. Absences were present but did not heavily impact the group overall, although some peaks can be observed that influenced participation totals. (Appendix Z)

Second Week

During Week 2, participation became more consistent and slightly increased. More students maintained steady participation levels, and fewer extremely low values were observed. Although the increase was not as pronounced as in 2°A, there was a clear improvement in stability. Absences were still present but did not significantly disrupt participation, indicating that the group maintained a relatively balanced level of engagement. (Appendix Z)

Third week

In group B, the third week showed slight improvement, although participation levels remained lower compared to the other groups. Some students began to participate more consistently, reducing the number of completely inactive students.

However, the graphs reveal that participation was still limited and affected by the reduced number of sessions and absences. While progress was observed, it was not as significant as in the other groups. Week 3 reflected a gradual adaptation, but participation remained irregular.

Three weeks comparison

Across the three weeks in 2°B, participation showed a gradual but limited improvement, mainly influenced by the short duration of the intervention. In week 1, participation was uneven, with a mix of a few active students and many with minimal

involvement, as well as some absences affecting consistency. In week 2, participation became more stable. Although it did not increase significantly, suggesting a slight adaptation to the activities. By week 3, there was an improvement, especially in the reduction of inactive students. However, participation remained lower than in other groups and remained somewhat irregular. Overall, the three weeks reflect a slow progression toward stability, limited by the reduced number of sessions and opportunities for practice. (appendix AA)

2°C

At 2°C, participation was more consistent and balanced. Many students repeatedly participated, showing that they understood the activity and were actively involved. Compared to the other groups, fewer students remained at 0 participation. Although some students still participated less, the overall tendency is more positive. Students appeared more confident and willing to engage in the activities.

This group had 4 classes, which, although still limited, provided more opportunities than 2°B and allowed for more consistent participation. Overall, the comparison between the three groups showed that the number of classes had a direct impact on participation. 2°C, with 4 classes, showed the most consistent participation; 2°A, with 6 classes, showed higher participation in some cases but less consistency; and 2°B, with only 3 classes, showed the lowest levels of participation.

This suggested that time, constant exposure, and repeated practice are key factors in increasing student participation, as students need multiple opportunities to understand the dynamic and feel confident enough to participate actively.

First Week

In 2°C, week 1 showed relatively stable participation compared to the other groups. Most students demonstrated consistent low to moderate participation, with fewer extreme variations. This suggested that although participation was not particularly high, it was more evenly distributed among students. Absences were minimal and had a limited effect on overall participation. (Appendix AB)

Second Week

In week 2, participation increased slightly and became more consistent across the group. More students reached moderate participation levels, and there was a reduction in very low participation values. Absences remained relatively low, allowing for a more continuous participation dynamic. This reflected a gradual improvement in engagement and a more stable response to the implemented strategies. (Appendix AB)

Third week

During the third week, group C maintained a consistent and balanced participation pattern. The majority of students participated at least once. The graphs show stable total participation and low absence impact, allowing continuity in the activities. Most students participated at low to moderate levels, with fewer extreme variations. This suggests that the group had successfully adapted to the strategy, maintaining steady engagement.

Even though the students were engaged in doing and delivering the head teacher's activities, they lost focus on the activities and the participation track. (Appendix AB)

Three weeks comparison

According to the graphs, group C maintained a consistent and relatively high level of participation during the second intervention. Total participation remained stable across the weeks, and most students participated at least once.

Participation was well distributed, with fewer extreme cases of zero participation. Additionally, absences had a limited effect, which supported continuity in the activities. This group showed the most stable and balanced participation pattern, confirming a strong adaptation to the implemented strategies. (Appendix AC)

2.14.2 Analysis

The second intervention demonstrated a clear improvement in student participation compared to the first intervention. The graphs showed an increase in total participation, a reduction in zero participation levels, and a more balanced distribution among students.

One of the most relevant changes was the increase in the number of students who participated at least once. This indicates that the implemented strategies were more effective in encouraging broader engagement, rather than concentrating participation in a few individuals.

Furthermore, participation became more consistent throughout the weeks. Unlike the first intervention, where fluctuations were more evident, the second intervention

showed more stable patterns, suggesting that students adapted to the strategies and felt more comfortable participating.

The use of dynamic, visual, and gamified strategies played a key role in this improvement. These approaches increased student motivation and created a more engaging classroom environment, which encouraged participation even among less active students.

However, the analysis also shows that participation was not uniform across all groups. While groups such as C and A showed more stable and higher levels of participation, B continued to present lower engagement. This indicated that, although the strategies were effective overall, they may need further adaptation to address specific groups' needs.

Additionally, although participation increased, most students remained at low to moderate levels, suggesting that while more students were involved, the frequency of participation still needs to be strengthened.

In conclusion, the second intervention was more effective in promoting participation, as it generated greater engagement, reduced passivity, and created more consistent participation patterns. However, the results also highlight the need to continue refining strategies to achieve higher and more sustained levels of participation across all groups.

2.15 Changes

During the teaching practice and the implementation of the action plan, several external factors were not initially considered but had a direct impact on the development of the sessions and the results of the interventions.

One of the main factors was the constant suspension of classes. These suspensions occurred for different reasons, such as internal school issues, holidays, extracurricular activities, school celebrations, technical council sessions, and sports events. Additionally, some classes were affected by weather conditions or student illnesses, which reduced attendance and continuity.

Another important factor was the project week, during which regular class dynamics changed. During this period, participation decreased significantly because students focused on completing their projects rather than engaging in oral interactive activities.

It is also important to mention that during several sessions, time was used for notebook and grade revision by the head teacher, which caused students to lose focus and reduced their attention toward the planned activities. This directly affected their participation and engagement during the lessons.

All these factors limited the number of effective classes and reduced the opportunities for students to practice and participate consistently. As a result, the implementation of the strategies was interrupted, and it was more difficult to maintain continuity and student motivation.

Overall, these unconsidered elements showed that, beyond the planned strategies, external conditions played a key role in the success of an intervention. For future implementations, it is necessary to anticipate possible interruptions and design more flexible strategies that could adapt to these situations while still promoting students' participation.

2.16 Analysis

The implementation of the interventions allowed a deeper understanding of the factors that influenced students' participation in the English classroom. Through observation, participation records, and the application of different strategies, it was possible to analyze how students responded to the activities and how their participation evolved during both intervention periods.

During the first intervention, the strategies focused mainly on increasing motivation and encouraging participation through gamification, participation monitoring, and dynamic activities connected to students' interests. This intervention was implemented during three weeks with three focus groups (2°A, 2°B, and 2°C). Strategies such as the participation rocket board, games, teamwork activities, and the use of rewards were constantly applied in order to create a more interactive classroom environment. At the same time, students were encouraged to use English orally through questions, answers, and collaborative tasks. This first intervention demonstrated that students responded positively to dynamic and motivating activities, especially when participation was recognized visibly and consistently.

The second intervention was implemented after reflecting on the results obtained during the first stage. This intervention continued during another three-week period, but the strategies were adjusted in order to maintain participation more consistently and promote greater confidence among students. More emphasis was placed on creating a positive classroom environment, reducing students' fear of making mistakes, and encouraging participation naturally rather than only through competition. Classroom interaction, emotional support, and opportunities for oral participation became more frequent and intentional. This reflected a more stable and positive participation pattern.

The general objective of this study was to improve students' participation in the English classroom through the design, implementation, and analysis of an action plan that promoted motivation, confidence, and active language use. Based on the results obtained, this objective was achieved. Participation increased progressively throughout the interventions. Students demonstrated willingness to participate and showed more confidence when expressing themselves in English.

Regarding the secondary objectives, several of them were achieved. The creation of a positive and supportive classroom environment contributed to reducing students' anxiety and increasing their confidence. Many students who initially avoided participation gradually became more involved in the classroom activities. Similarly, the use of gamification is especially beneficial during speaking activities and team competitions. The participation monitoring system also helped students visualize their progress and encouraged them to become more active during lessons.

Likewise, connecting activities related to music, games, trends, and interaction with students' interests positively influenced classroom participation. Students generally responded better to activities that involved movement, collaboration, and oral interaction instead of traditional reading-based exercises.

In relation to the strategies implemented, the results showed that strategies were effective. The gamification activities and the participation board were among the most successful strategies because they motivated students through competition, rewards, and visible progress. Students constantly showed interest in moving their rockets, earning points, and participating to reach the final goal. Likewise, the creation of a positive classroom environment proved to be essential, since students participated more when they felt comfortable, supported, and free from negative judgment.

Quantitatively, the participation records reflected a gradual increase in the number of students participating throughout the interventions. Group 2°C consistently showed the highest participation levels, while groups 2°A and 2°B presented lower but progressive improvement. The records also showed that absences and schedule interruptions affected participation opportunities, reducing the overall participation averages in certain weeks.

Qualitatively, important changes were observed in students' attitudes, confidence, and classroom behavior. At the beginning of the interventions, many students avoided speaking English and showed insecurity when participating. Over time, students became more willing to answer questions, ask for clarification, interact with classmates, and

participate voluntarily. In addition, the classroom environment became more dynamic, collaborative, and participative.

The interventions demonstrated that participation can improve when students feel motivated, emotionally supported, and actively involved in meaningful activities. Although participation differences among groups remained evident, the results reflected positive progress in students' confidence, motivation, and willingness to use English orally. At the same time, this process highlighted the importance of adapting teaching strategies continuously according to students' needs, interests, and classroom dynamics in order to create more participative and meaningful learning experiences.

2.17 SWOT Students Analysis

Strengths

One of the main strengths of this study was the implementation of dynamic and structured strategies that promoted student participation. The use of gamification, visual tools, and clear participation systems (such as the participation board and the "Reaching the star") created a more engaging and organized learning environment.

Another important strength was the observable improvement between the first and second interventions. The data showed that adapting strategies based on students' needs led to increased participation, reduced zero participation levels, and more consistent engagement, especially in groups like 2°C and 2°A.

Additionally, the project allowed for continuous observation and reflection, which made it possible to identify participation patterns, student behavior, and the impact of different teaching approaches. This strengthened the decision-making process for improving instructional strategies.

Opportunities

This study opens the opportunity to continue implementing and refining participation strategies over a longer period of time. Extending the duration of the intervention would allow for a deeper analysis of long-term effects on student engagement, confidence, and language development.

There is also an opportunity to incorporate digital tools and interactive platforms to further increase motivation and diversify participation methods, especially for students who are less responsive to traditional activities.

Furthermore, the results suggest the possibility of designing more differentiated strategies tailored to specific group needs, particularly for groups like 2^oB, where participation remained limited. This could include personalized support, smaller group activities, or alternative forms of participation.

Weaknesses

One of the main weaknesses was the limited time available to implement the interventions, which restricted the possibility of observing more sustained and long-term changes in student participation

Another weakness was the inconsistency in participation levels across groups. While some groups showed clear improvement, others did not respond as effectively to the strategies, indicating that the intervention was not equally impactful for all students. Additionally, although participation increased during the second intervention, most students remained at low to moderate levels. This suggests that while more students were involved, the frequency and depth of participation still need to be strengthened.

Threats

External factors such as student absences, interruptions during class, and limited instructional time had a direct impact on participation levels. These factors reduced continuity and affected the implementation of planned activities.

Another important threat is the potential loss of student motivation over time. The data suggest that participation can decrease when activities become repetitive or when novelty is reduced, which highlights the need for constant variation in strategies.

Group dynamics also represent a challenge, as some groups may have lower overall motivation or confidence, making it more difficult to achieve consistent participation. Finally, there is a risk that students rely too heavily on extrinsic motivation (such as rewards or points), which may limit the development of intrinsic motivation if not balanced properly.

2.18 Students Graduating Profile

Based on the results obtained throughout both interventions, it was possible to identify a direct relationship between students' learning outcomes and the expected learning profile established for secondary education. Although the main focus of this study

was to improve participation in the English classroom, the strategies implemented also contributed to the development of competencies that are part of the graduating profile for secondary students.

One of the aspects was related to communication skills. According to the “Perfil de egreso de educación secundaria”, students are expected to “utilizar el lenguaje materno, oral y escrito para comunicarse con eficacia, respeto e intención en distintos contextos; además, poseen herramientas básicas para comunicarse en inglés”. Throughout the intervention, students had multiple opportunities to use English orally through games, collaborative activities, and classroom interactions. Even though many students initially showed fear of making mistakes, they gradually became more willing to answer questions, ask for clarification, express ideas, and participate using simple English structures such as *will* and *won't*. This reflected progress in their confidence to communicate in a foreign language.

Another important aspect was connected to collaboration and social interaction. The graduating profile states that students “trabajan de manera colaborativa, reconocen, respetan y valoran la diversidad de capacidades y visiones al trabajar de manera cooperativa”. During activities such as “100 Students Said”, “Who am I”, and project-based tasks, students worked in teams, respected turns, supported classmates, and learned to participate collectively in order to achieve common goals. These interactions allowed them to strengthen teamwork skills while using English in meaningful contexts.

Similarly, students demonstrated progress in personal and emotional development, which is also part of the graduation profile. The document states that students should “conocen y valoran sus características y potencialidades como seres humanos; saben trabajar de manera colaborativa; reconocen, respetan y aprecian la diversidad”. At the beginning of the intervention, many students avoided participation because of insecurity and fear of being judged. However, as the classroom environment became more supportive and motivating, several students showed greater confidence in themselves and became more willing to take risks when participating in English activities.

Additionally, the implementation of dynamic strategies connected to students’ interests promoted meaningful learning, which aligns with the idea that students should be able to “identificar problemas, formular preguntas, emitir juicios, proponer soluciones y aplicar estrategias para resolver problemas”. Through interactive tasks and project development, students were encouraged to think, make decisions, and actively engage in their own learning process instead of remaining passive learners.

This experience helped me understand that teaching English is not limited to helping students memorize vocabulary or grammar structures. It also contributed to the development of broader competencies established in the secondary graduation profile, such as communication, collaboration, confidence, critical thinking, and active participation. Through this intervention, students not only improved their participation levels in English class but also developed skills that are essential for their academic formation and daily lives.

III. CONCLUSION

Throughout this study, it became clear that students' participation in the English classroom was not a spontaneous process but the result of multiple interconnected factors, such as motivation, classroom environment, confidence, and the strategies implemented. From the initial diagnostic to the application of the two interventions, the process allowed me to understand how students responded to different teaching approaches and how their behavior developed over time.

At the beginning, the main problems were students' fear of making mistakes and their lack of confidence when speaking English. This situation limited their participation, even when they had the knowledge to answer. However, after applying strategies such as creating a positive environment, using gamification, setting clear objectives, and connecting the content with their interests, there was a noticeable improvement in their attitude and willingness to participate.

One of the most important observations was that students responded better to dynamic, interactive activities. Games, competitions, and visual strategies, such as the participation board, helped increase motivation and made students more interested in using English. The "Reaching the Star" strategy was especially effective because it made participation visible and meaningful for them. Even students who usually did not participate made an effort.

However, this process also showed that maintaining participation over time is challenging, which made me realize that it is necessary to constantly vary strategies and maintain active opportunities for interaction throughout the entire learning process.

This experience helped me to understand that my role as a teacher was not only about teaching content, but about creating a safe and motivating environment where students feel comfortable participating. Therefore, encouraging effort, giving positive feedback, and allowing different forms of participation were key elements to achieve this.

Based on the results from the action plan and the two interventions, several new questions and areas for improvement can guide future work on this topic. Although the strategies implemented showed positive results in increasing participation, this process led me to reflect on what can be done next to strengthen and sustain these outcomes over time.

One of the main questions that arose was how to maintain students' participation in the long term. During the intervention, students responded positively to dynamic, gamified activities; however, participation fluctuated depending on the type of activity and the level of motivation. This led to the need to explore how to create strategies that were not only engaging at the beginning but also sustainable throughout the entire learning process.

Another important question was how to promote intrinsic motivation in students. While the use of rewards, points, and competition increased participation, in some cases, students focused more on winning than on learning. Therefore, future interventions could

focus on balancing extrinsic and intrinsic motivation, encouraging students to participate not only for rewards but also for interest, and confidence in using the language.

In terms of improvement, it would be important to diversify the strategies and continuously adapt them according to students' responses. This could include incorporating more collaborative activities, reflective tasks, and opportunities for students to take a more active role in their learning process, such as designing their own activities or evaluating their participation. Additionally, integrating technology and digital tools could enhance engagement and provide new ways for students to participate.

Another opportunity would be to extend the implementation period to observe long-term effects. A longer intervention period would allow a better analysis of how participation evolved and whether students were able to maintain their confidence and engagement over time. It would also be useful to apply the strategies in different contexts or grade levels to compare results and identify which elements were more effective.

Finally, future research could explore the relationship between participation and other language skills, such as listening, reading, and writing, in order to understand how increased participation impacts overall language development. In this sense, participation should continue to be seen as a key element in language learning, but also as part of a broader and more complex educational process.

Based on the results of this study, it is important to continue applying and improving strategies used to promote participation in the English classroom. One of the main actions

would be to maintain a consistent use of dynamic and interactive activities, not only at the beginning of lessons but throughout the entire learning process.

It is also necessary to better integrate participation into project-based activities, ensuring that students continue to interact and use English even during longer tasks. This can be achieved by including structured speaking activities, checkpoints, and collaborative tasks within the projects.

Another important step is to continue strengthening students' confidence. This can be done by providing more guided practice, peer support, and opportunities for students to express themselves without fear of making mistakes. Creating a supportive environment must remain a priority in every class. Moreover, it is important to improve weaker areas, such as listening and reading, by using more engaging and accessible activities. These skills should be integrated with dynamic strategies so that students feel more comfortable and motivated to practice them.

Finally, continuous reflection on teaching practice is necessary. Observing students' responses, adapting strategies, and making adjustments will help maintain motivation and improve participation more consistently.

On the other hand, based on the analysis of the graduating profile of the Degree in English Teaching and on what was applied throughout the teaching practice described in the study, we could say that some achievements were made during the intervention process.

First, one of the main aspects of the graduating profile is that the teacher knows the students and their contexts to provide an inclusive, equitable, and relevant education. This aspect was achieved during the diagnostic stage, where instruments such as the diagnostic exam, learning styles test, interests survey, and participation record were applied. Through these elements, it was possible to identify students' needs, characteristics, and opportunity areas, especially the lack of participation. This showed that the practice was not improvised but was contextualized and grounded in real evidence, which is a key element of the profile.

In the same way, the graduating profile establishes that the teacher must design, implement, and evaluate teaching and learning processes according to students' characteristics and the educational context. This aspect was achieved through the design of the action plan and the implementation of strategies such as gamification, dynamic activities, and topics of interest. These strategies were not only applied but also monitored through participation tracking and later analyzed. This demonstrates the ability to carry out situated interventions and make pedagogical decisions based on results, which is one of the central competencies of the graduating profile.

Another important trait in the graduating profile is that the teacher must generate a learning environment that promotes participation, inclusion, and student engagement. In the report, this was achieved by creating a positive classroom environment where students felt more comfortable participating. The strategies implemented, such as "Feeling Good" and "Play and Learn", were focused on reducing fear, increasing motivation, and encouraging interaction. As a result, students' willingness to participate improved,

reflecting the development of the competency to create favorable conditions for learning and participation.

Additionally, the graduating profile highlights the importance of using evaluation as a formative process to improve both student learning and teaching practice. This aspect was achieved through the use of different evaluation methods, such as the diagnostic assessment, continuous participation monitoring, and analysis of results during and after each intervention. The collected data allowed to identify what worked and what needed to be improved, showing that evaluation was not only used to measure but also to guide decision-making and strengthen the intervention.

Likewise, another key element of the profile is the ability to reflect critically on teaching practice and use that reflection to improve it. This was proven in the comparison between the first and second interventions, where changes were made based on the results. The analysis showed a process of reflection about students' responses, participation levels, and the effectiveness of the strategies. This demonstrated the development of a reflective and analytical teaching practice, which was essential for continuous improvement.

Furthermore, the graduating profile establishes that teachers must innovate and adapt their teaching strategies to respond to students' needs and promote meaningful learning. This was achieved through gamification, interactive activities, and strategies aligned with students' interests. These elements made the class more dynamic and engaging, which helped to increase motivation and participation. This reflected the ability

to innovate in the classroom and adapt teaching to real-world conditions, rather than following a traditional approach.

It is also important to highlight that the profile mentions that teachers should place students at the center of the learning process and promote their active participation. This was one of the main focuses of the intervention, since all strategies were designed to encourage students to speak, interact, and be part of the class. The use of participation monitoring also reinforced this aspect, making students aware of their own involvement and promoting responsibility in their learning process.

The teaching practice demonstrated the achievement of several key traits of the graduating profile, including contextual knowledge of students, the design and implementation of situated strategies, the creation of positive learning environments, the use of formative assessment, reflective practice, innovation, and student-centered teaching. All these elements showed that the intervention was aligned with the professional competencies expected from a future English teacher, reflecting a coherent application of the knowledge, skills, and attitudes developed during the degree.

Based on the analysis of the teaching practice and its relationship with the graduating profile of the Degree in English Teaching, it is possible to identify a personal SWOT perspective that reflects my development as a teacher throughout the intervention process.

Regarding my strengths, I demonstrated the ability to know and understand my students by attending to their needs, interests, and learning styles. This helped me design

strategies that were contextualized and relevant, rather than generalized. I was also able to create a positive classroom environment that promoted participation and reduced students' fear of making mistakes, which was one of the main problems identified at the beginning.

In addition, I showed the capacity to design and implement dynamic and innovative strategies, such as gamification and interactive activities, which increased students' motivation and engagement. Another important strength was my use of formative assessment, since I continuously monitored participation and analyzed the results to make informed decisions. This process also reflected my ability to reflect on my own practice and make adjustments, showing a constant intention to improve my teaching performance.

However, some weaknesses were also identified during the process. One of them was the difficulty in maintaining students' participation consistently over time, as it decreased when activities became less dynamic or more focused on project completion. This suggested that I still need to strengthen my ability to sustain engagement in different types of activities. Although I implemented various strategies, not all of them had the same impact on every group; this led to identifying the differences between each group's specific characteristics and adapting them. Another area of opportunity is classroom management, especially with more active groups, where keeping them focused while encouraging participation was sometimes challenging.

In terms of opportunities, the context provided favorable conditions for my professional growth. The diversity of the groups allowed me to experiment with different strategies and understand how students responded. The use of students' interests as part

of the teaching process opened the possibility to design more meaningful and engaging activities. Furthermore, the implementation of structured monitoring tools, such as participation tracking, gave me the opportunity to develop a more analytical and evidence-based approach to teaching. These experiences contribute to strengthening my reflective practice and my ability to innovate in the classroom.

Although some threats were identified that could affect my teaching performance. One of the main threats was students' fear of making mistakes and lack of confidence, which directly impacted participation and required constant attention. Another factor was the variation in students' motivation levels, which sometimes depended on the type of activity or external factors. Additionally, the size of the groups and the diversity of participation levels made it challenging to ensure that all students were equally involved. These elements represented external conditions that influence the effectiveness of the strategies implemented and highlight the need for continuous adaptation.

In general, this analysis showed that my teaching practice reflected important progress in relation to the graduating profile, especially in terms of contextualization, innovation, reflection, and student-centered teaching. At the same time, it also makes evident that teaching is a continuous learning process, where it is necessary to keep improving strategies, classroom management, and adaptability in order to respond effectively to students' needs.

Through the development of this project and the interventions, I was able to understand how students' participation worked in the English classroom and what factors

influenced it. This process helped me connect what I had planned with what actually happens in a real classroom, identifying both the impact and the limitations of the strategies used.

One of the main things I learned was that students' participation is influenced by their emotions, particularly their level of confidence and their fear of making mistakes. At the beginning of the intervention, many students avoided participating, not because they lacked knowledge, but because they did not feel safe enough to express themselves in English. This situation allowed me to understand that emotional factors played a key role in language learning and that creating a positive and supportive classroom environment is essential to promote participation.

This experience can be explained through "the Affective Filter Hypothesis" proposed by (Krashen, 1982), which states that emotional variables such as anxiety, fear, and low self-confidence can act as a mental barrier that prevents students from acquiring a language effectively. When the affective filter is high, students are less likely to participate or take risks, even if they have the necessary knowledge. On the contrary, when learners feel relaxed, motivated, and confident, the affective filter lowers, allowing greater language acquisition and participation.

Based on this theory, it became evident that my role as a teacher was not only to teach linguistic content, but also to create an environment where students felt safe, supported, and encouraged to participate without fear of making mistakes. By implementing strategies focused on motivation, positive reinforcement, and dynamic

activities, I was able to reduce students' anxiety and gradually increase their willingness to participate. This confirms that emotional factors are directly connected to classroom participation and that addressing them is fundamental for effective language learning.

I also learned that the type of activities implemented has a direct impact on students' engagement. Dynamic strategies such as games, competition, and visual tools were effective in increasing motivation and participation. The use of the "Reaching the Star" strategy allowed students to see their progress, which encouraged them to participate in meaningful and motivating ways; they were more willing to use the language.

At the same time, I understood that maintaining participation is more complex than generating it. While the interventions showed positive results, participation decreased when activities became less interactive or more focused on product development. This helped me recognize the importance of maintaining a balance between dynamic activities and academic tasks, ensuring that interaction remains present throughout the entire process.

Another important learning was related to the diversity within the classroom. Not all students responded in the same way; some required more support, time, and encouragement to participate. This made me aware of the need to offer different opportunities and forms of participation so that all students could be involved at their own level and with the confidence they had.

Finally, this experience helped me reflect on my role during the teaching process. I understood that it was not only about explaining content, but about guiding, motivating, and creating opportunities for students to participate. Small actions, such as giving positive

feedback, recognizing effort, and encouraging students, can make a significant difference in their willingness to engage.

Overall, this process allowed me to better understand how to participate in a more intentional and effective way, recognizing that it requires constant adaptation, reflection, and attention to students' needs.

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Appendix B. Escuela Secundaria Técnica No. 83 sketch

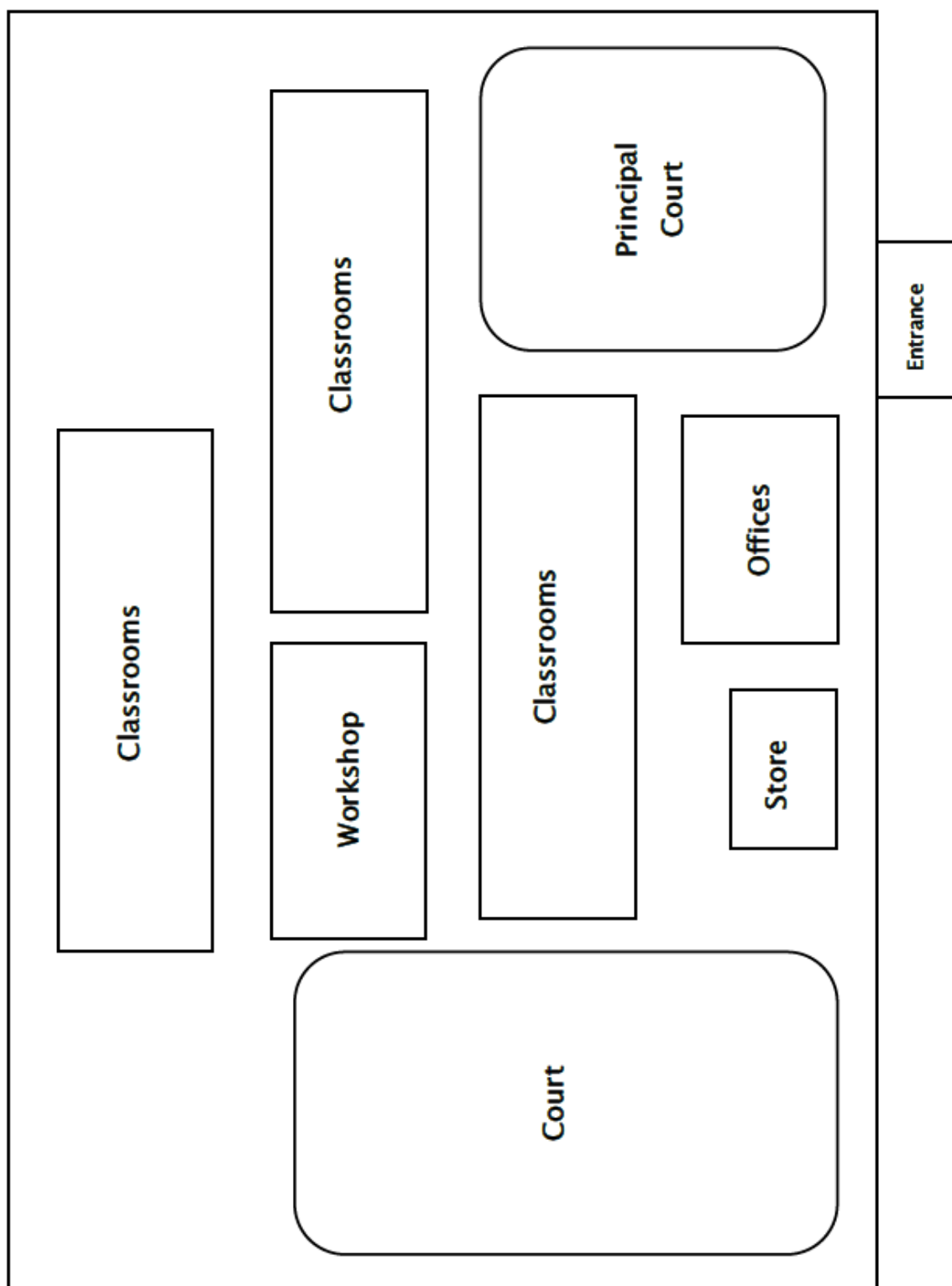


Figure 2. School Sketch. Own elaboration (2026)

Appendix C. Diagnostic Exam



Benemérita y Centenaria Escuela Normal del Estado
de San Luis Potosí
Escuela Secundaria Técnica #83
CCT: 24DST0090A
Ciclo escolar 2025-2026



Read carefully and choose the best option

PRESENT SIMPLE

1. She _____ fruit everyday
 - a) eat
 - b) eats
 - c) eating
 - d) Is
2. We _____ to te beach on sundays
 - a) Go
 - b) Goes
 - c) Going
 - d) Are
3. They _____ near Canada
 - a) Lives
 - b) Living
 - c) Live
 - d) Are
4. I _____ this programme
 - a) Love
 - b) Loved
 - c) Loves
 - d) Am
5. _____ like British food?
 - a) Did
 - b) Does
 - c) Do
 - d) I

PAST SIMPLE

6. After the meal we _____ to a club
 - a) Went
 - b) Go
 - c) Going
 - d) Are
7. She _____ and broke her arm
 - a) Felt
 - b) Fell
 - c) Fall
 - d) Is
8. I _____ in Paris for 6 months
 - a) Live
 - b) Lives
 - c) Lived
 - d) Am
9. I _____ very good
 - a) Was
 - b) Were
 - c) Is
 - d) Am

10. We _____ happy here
 - a) Was
 - b) Were
 - c) Are
 - d) Is

MODALS

11. I _____ swim
 - a) Can
 - b) Couldn't
 - c) Can't
 - d) Am
12. He _____ Spanish, French and Italian
 - a) Can
 - b) Couldn't
 - c) Can't
 - d) Is
13. She _____ play chess
 - a) Can
 - b) Could
 - c) Couldn't
 - d) Is
14. You _____ stay and study tonight
 - a) Should
 - b) Shouldn't
 - c) Have to
 - d) Are
15. You _____ drink so much cola
 - a) Should
 - b) Shouldn't
 - c) Have to
 - d) Are

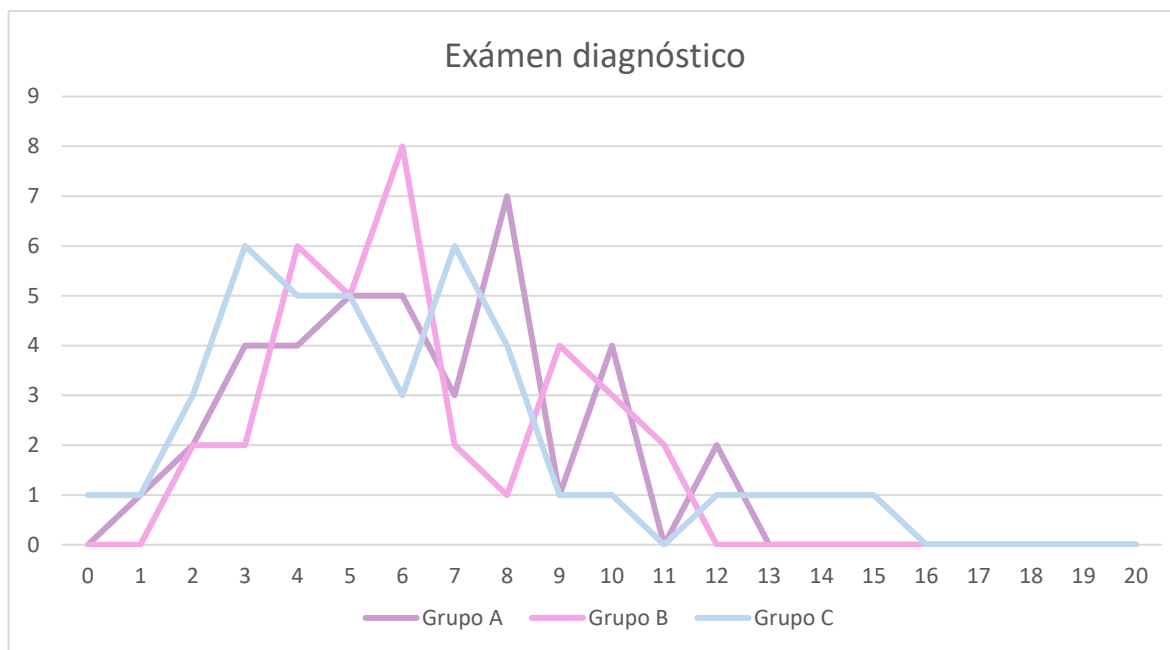
Match the two parts to complete the sentence

CONDITIONALS

16. () If I stay in the sun, ...
17. () If I eat eggs, ...
18. () If I fail my exam, ...
19. () If it rains this afternoon, ...
20. () If we do not tell him, ...
 1. My father will be angry
 2. I get a headache
 3. He will be angry
 4. I feel sick
 5. I will stay in

Figure 3. Diagnostic Exam. Own elaboration (2025)

Appendix D. Diagnostic Exam Results



Graph 1. Diagnostic Exam Results. Own elaboration (2025)

Appendix E. Learning Styles & Interests



Benemérita y Centenaria Escuel Normal
de San Luis Potosí
Escuela Secundaria Técnica #83
CCT: 24DST0090A
Ciclo escolar 2025-2026



Lee con atención y contesta de acuerdo a la situación

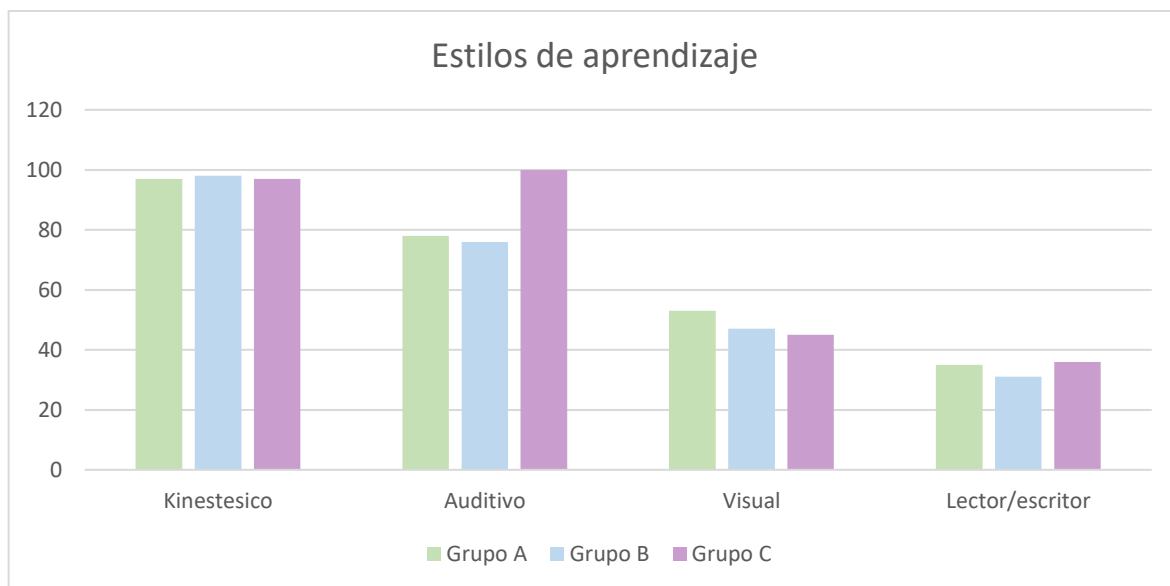
1. Necesito encontrar el camino a una tienda que me recomendó un amigo, yo:
 - K. Buscaría dónde está la tienda en relación con algún lugar que conozco
 - A. Le diría a mi amigo que me diera las indicaciones
 - V. Usaría un mapa
 - R. Escribiría el nombre de la calle que debo recordar
2. Una página web tiene un video que muestra cómo hacer un gráfico o una tabla especial. Hay una persona hablando, algunas listas y palabras que describen lo que hay que hacer y algunos diagramas, aprendería más:
 - V. Viendo los diagramas
 - A. Escuchando
 - R. Leyendo las palabras
 - K. Viendo las acciones
3. Cuando aprendo
 - A. Me gusta hablar de las cosas
 - V. Veo patrones en las cosas
 - K. Uso ejemplos y aplicaciones
 - R. Leo libros, artículos y folletos
4. Quiero aprender a jugar un nuevo videojuego, yo:
 - K. Observaría a otros jugar antes de unirme al juego
 - A. Escucharía a alguien que lo explicara y haría preguntas
 - V. Utilizaría los diagramas que explican las distintas fases, movimientos y estrategias del juego
 - R. Leería las instrucciones
5. Quiero aprender a hacer algo nuevo en una computadora, yo:
 - R. Leería las instrucciones escritas que vienen en el programa
 - A. Hablaría con personas que conozcan el programa
 - K. Empezaría a utilizarlo y aprender por ensayo y error
 - V. Seguiría los diagramas de un libro
6. Cuando aprendo de internet, me gusta:
 - K. Los videos que muestran cómo hacer o fabricar algo
 - V. El diseño y las características visuales interesantes
 - R. Prescripciones, listar y explicaciones escritas interesantes
 - A. Los canales de audio donde puedo escuchar podcasts o entrevistas
7. Prefiero un profesor que utilice:
 - K. Demostraciones, modelos o sesiones de prácticas
 - A. Preguntas y respuestas, discusiones en grupo
 - R. Folletos, libros o lecturas
 - V. Diagramas, cuadros, mapas o gráficos

Indica el nivel de tu interés en los siguientes factores de acuerdo a lo siguiente:
5= Mucho 4= Bastante 3= Medio 2= Poco 1= Nada

- () 1. La clase de Inglés. ¿Qué te gusta más? _____
- () 2. Los ejercicios en pareja, equipos o que requieren salir del aula. ¿Por qué? _____
- () 3. Ver, oír y cantar grabaciones o canciones en Inglés. ¿Por qué? _____
- () 4. Ejercicios con medios visuales (posters, fotos, recortes). ¿Por qué? _____
- () 5. Ejercicios orales e interactivos como representar y dramatizar diálogos, role-plays con mis compañeros. ¿Por qué? _____
- () 6. Actividades de lectura como leer diálogos o lecturas de libros. ¿Por qué? _____

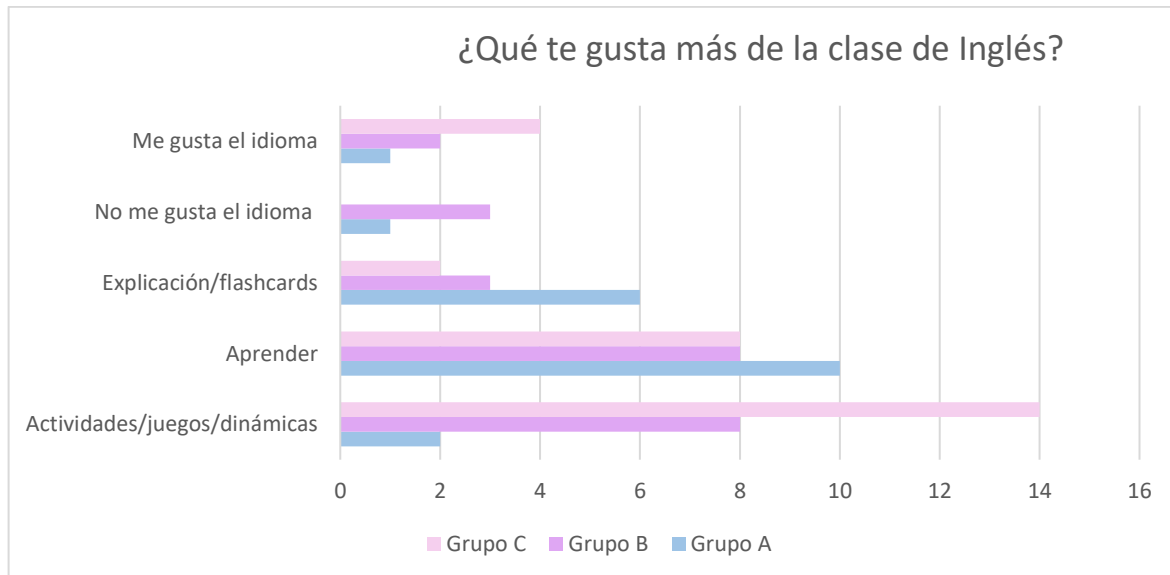
Figure 4. Learning styles & interests survey. Own elaboration (2025)

Appendix F. Learning Styles

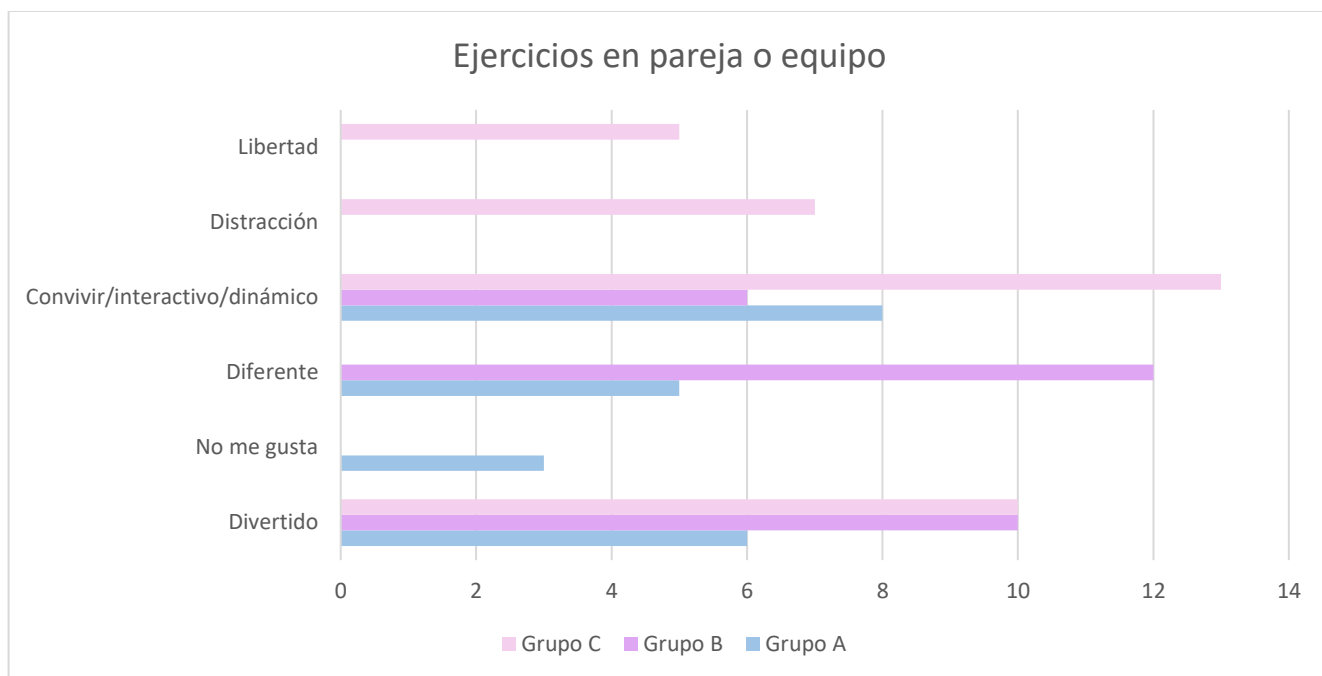


Graph 2. Learning styles (Own elaboration, 2025)

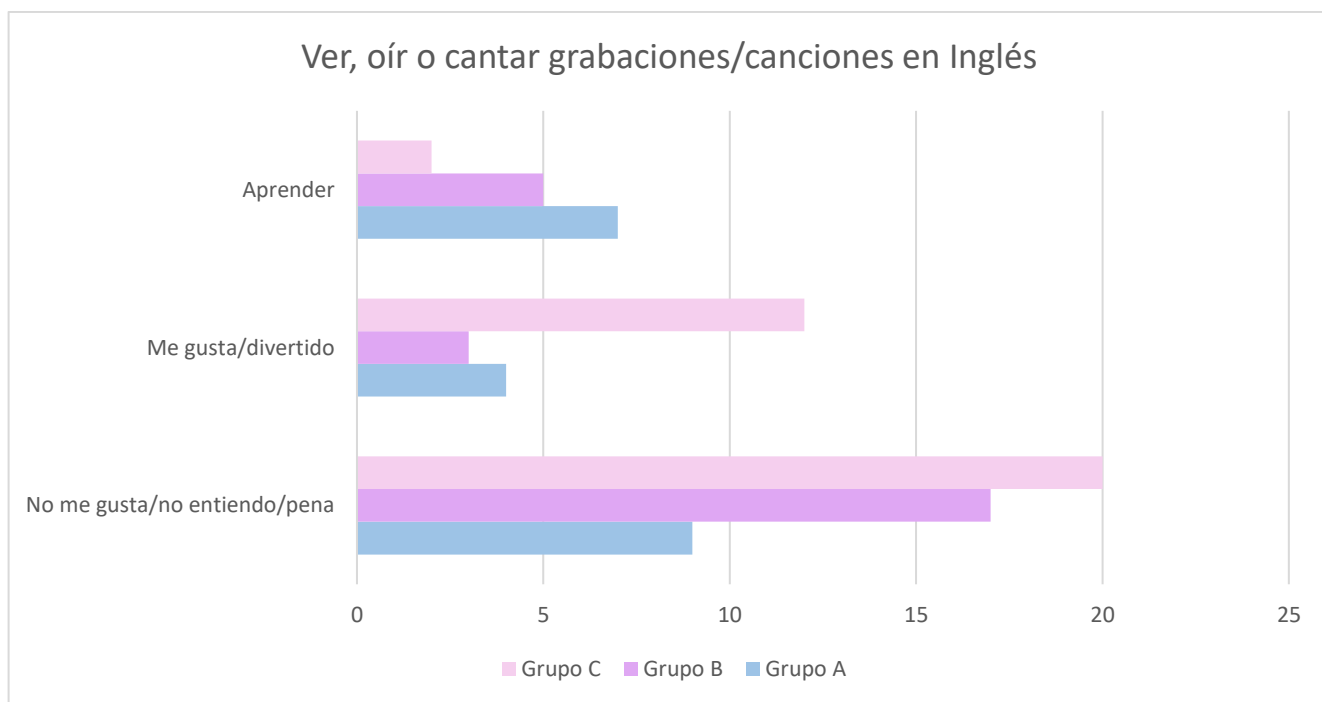
Appendix G. Interests



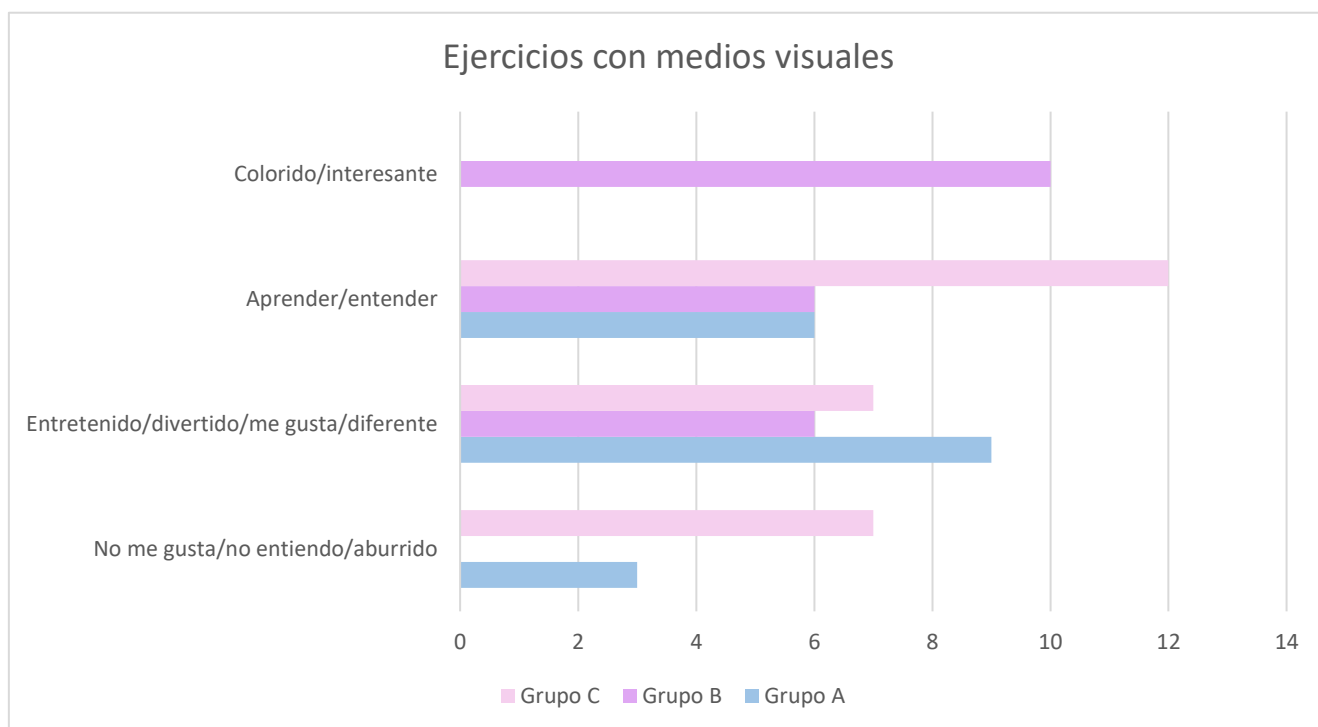
Graph 3. ¿Qué te gusta más de la clase? Own elaboration (2025)



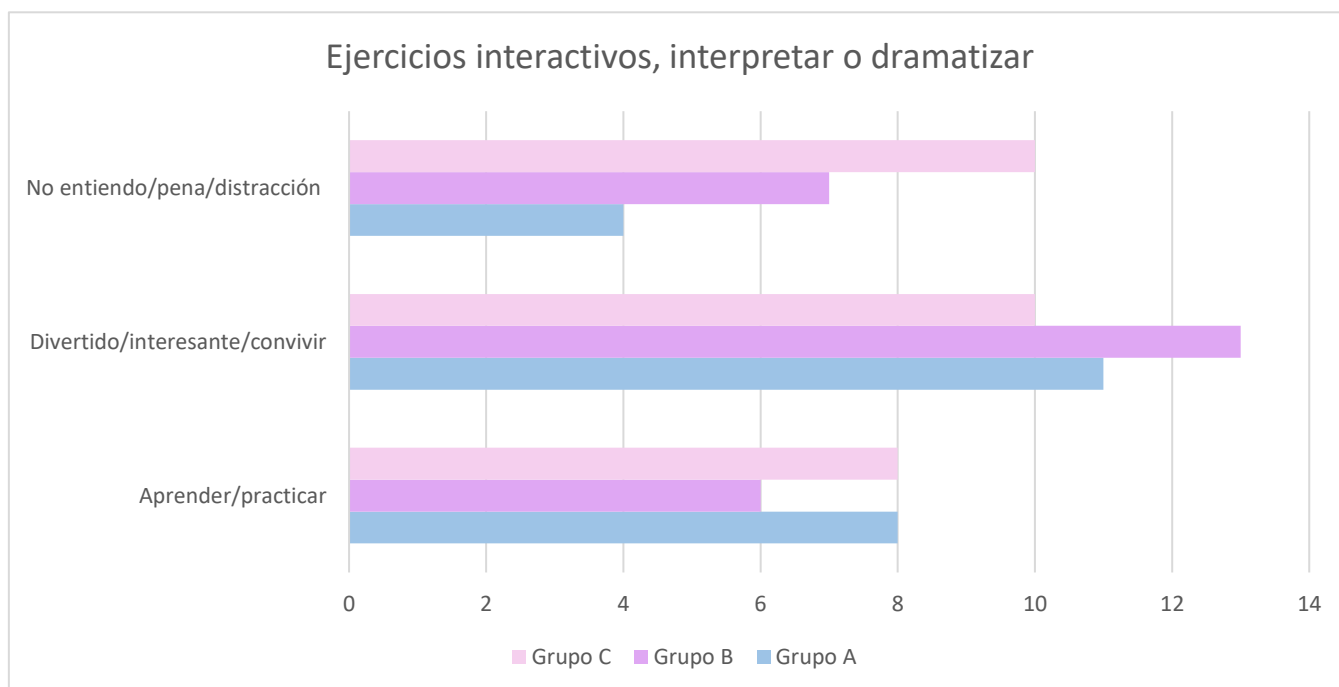
Graph 4. Ejercicios en pareja o equipo. Own elaboration (2025)



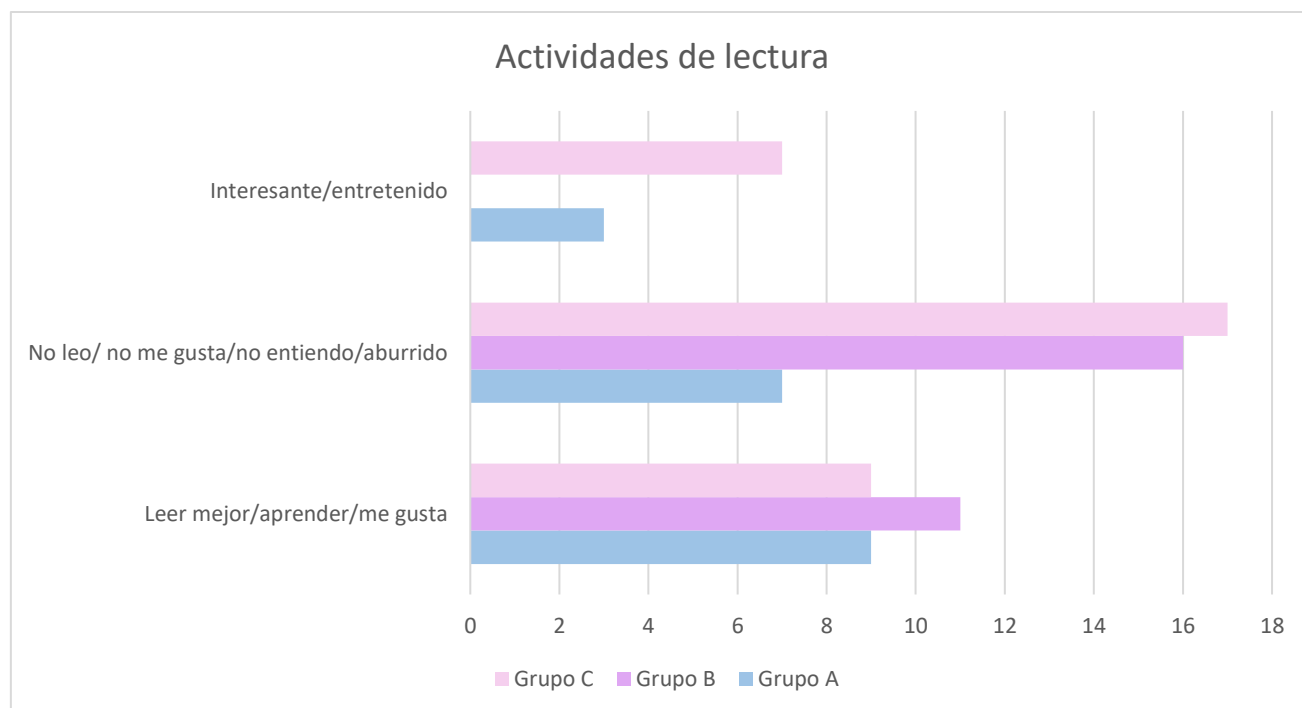
Graph 5. Ver, oír o cantar grabaciones/canciones en inglés. Own elaboration (2025)



Graph 6. Ejercicios con medios visuales. Own elaboration (2025)

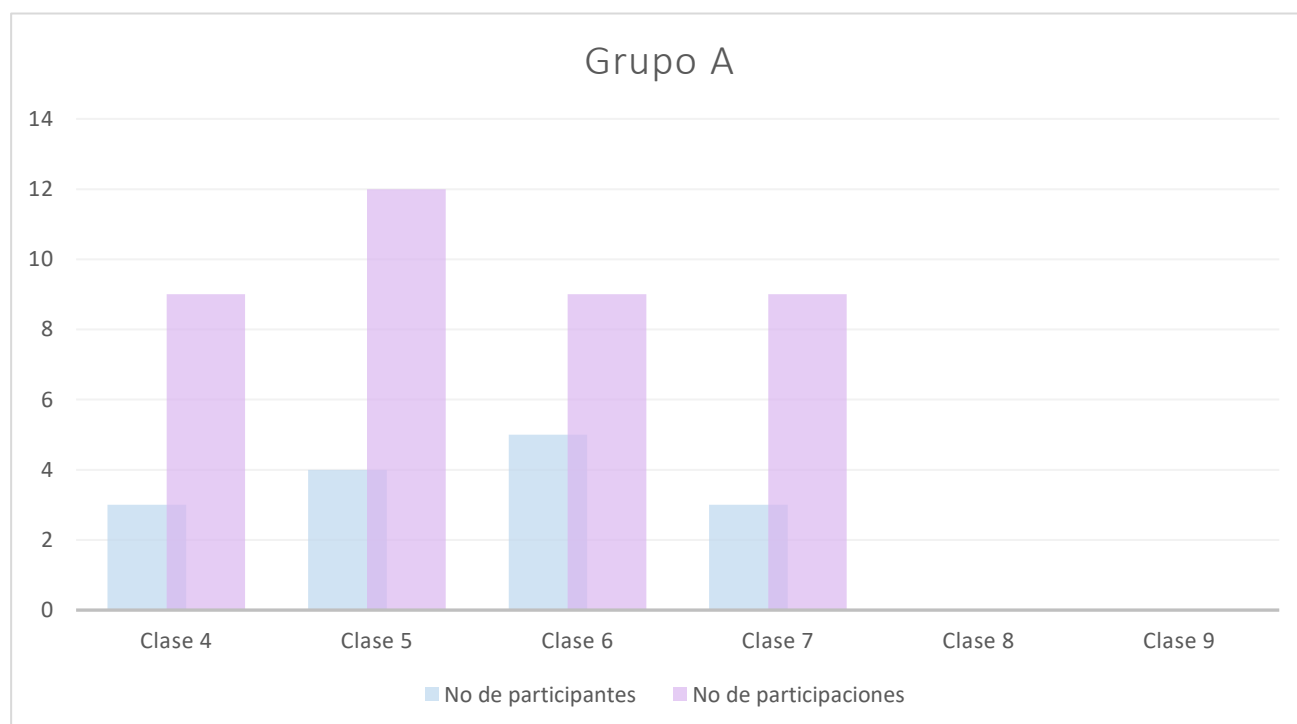


Graph 7. Ejercicios interactivos, interpretar o dramatizar. Own elaboration (2025)



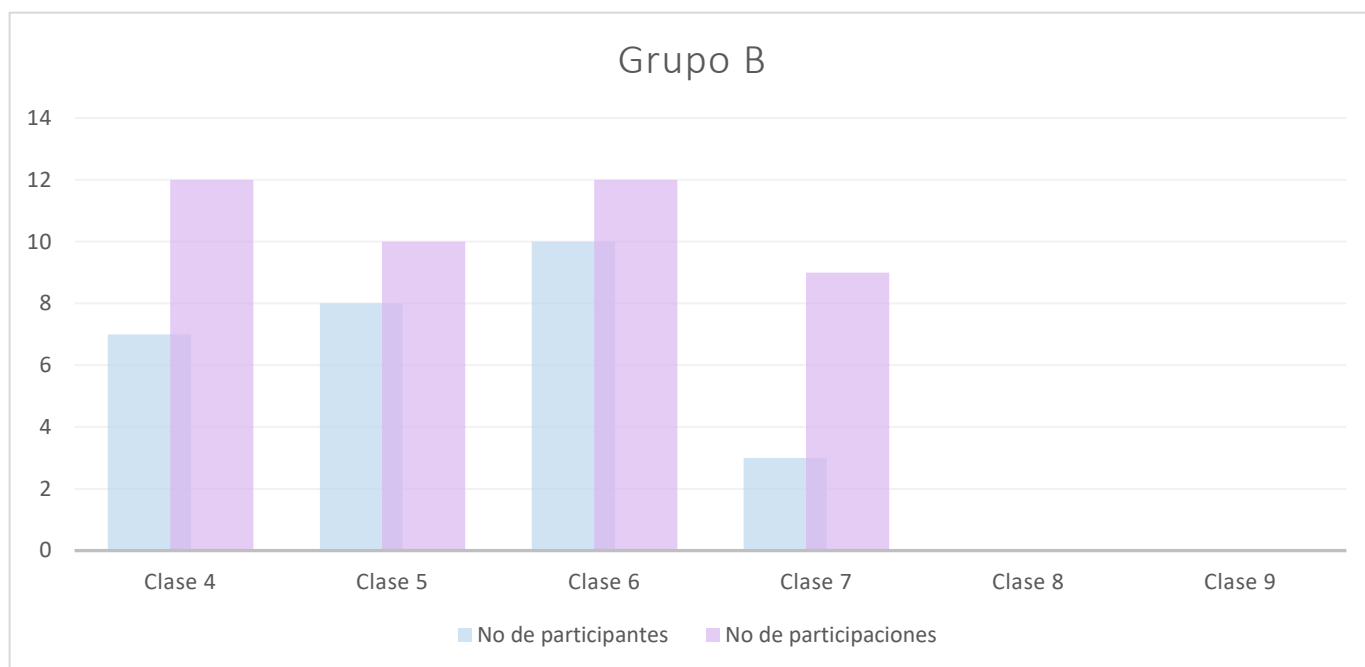
Graph 8. Actividades de lectura. Own elaboration (2025)

Appendix H. Groups Participation Diagnostic



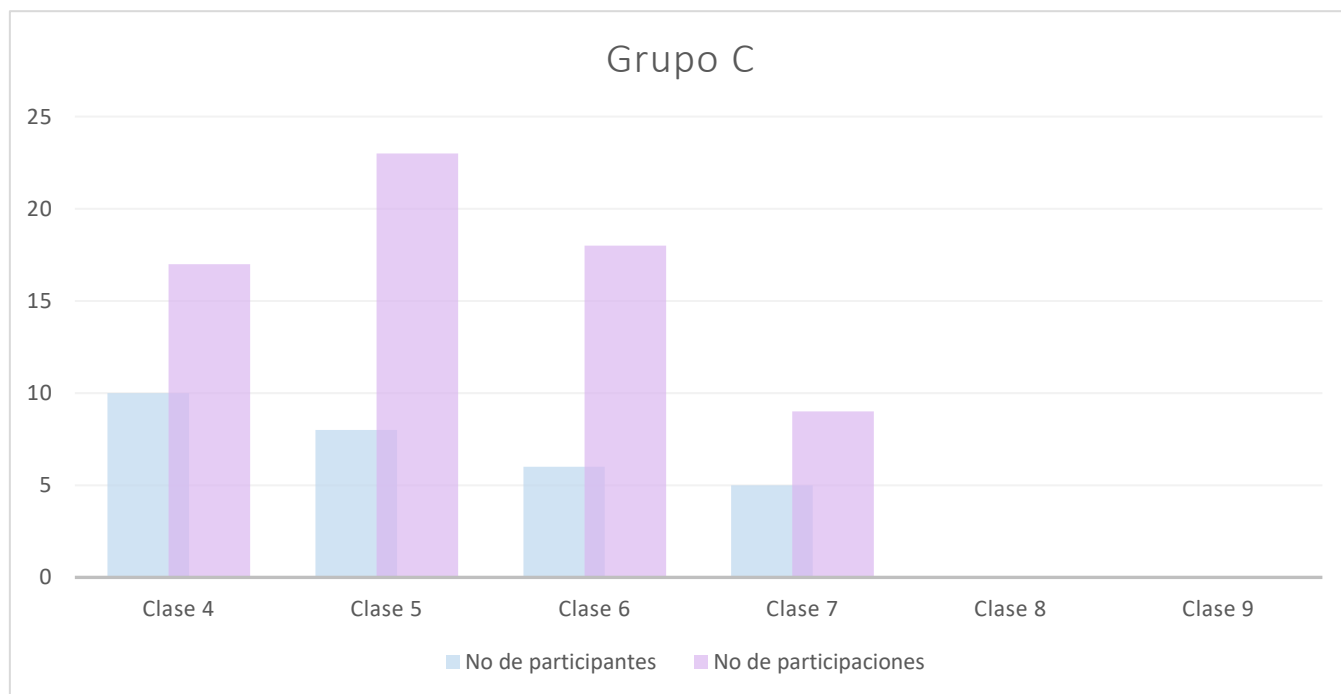
Graph 9. Group A participations/participants. Own elaboration (2025)

Appendix I



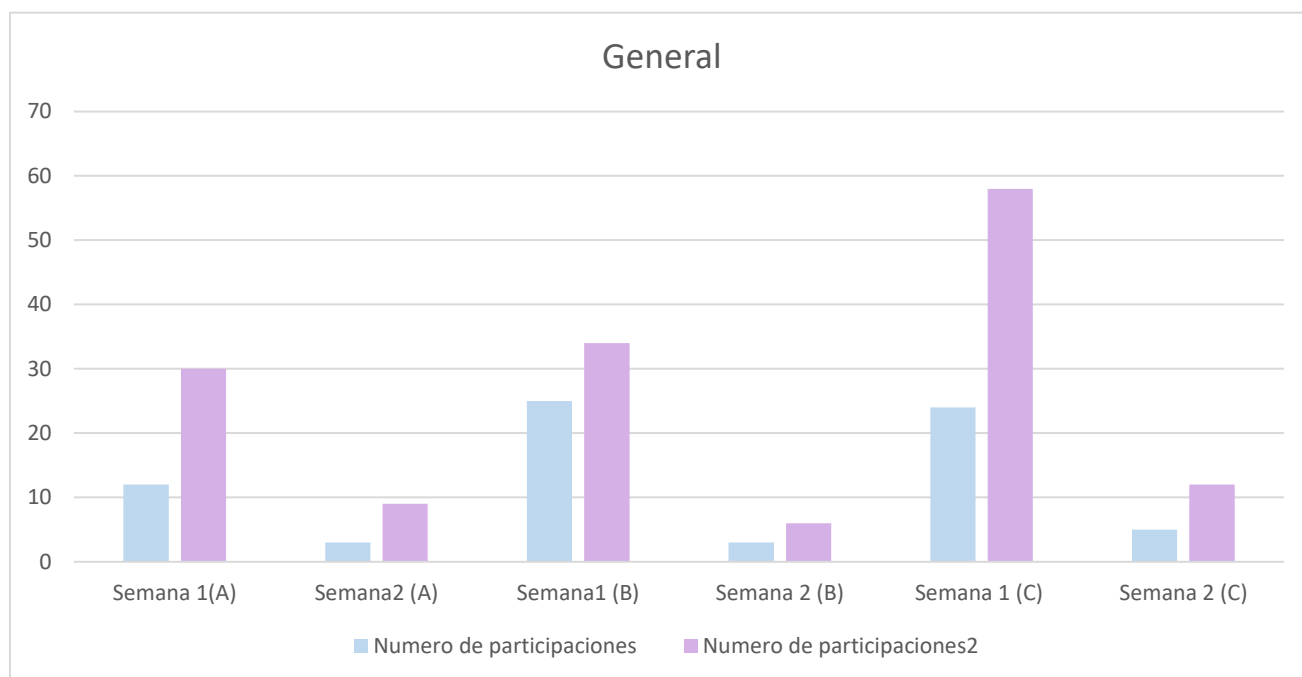
Graph 10. Group B participations/participants. Own elaboration (2025)

Appendix J



Graph 11. Goup C participations/participants. Own elaboration (2025)

Appendix K



Graph 12. General participations/participants per week. Own elaboration (2025)

Appendix M. Conceptual Framework

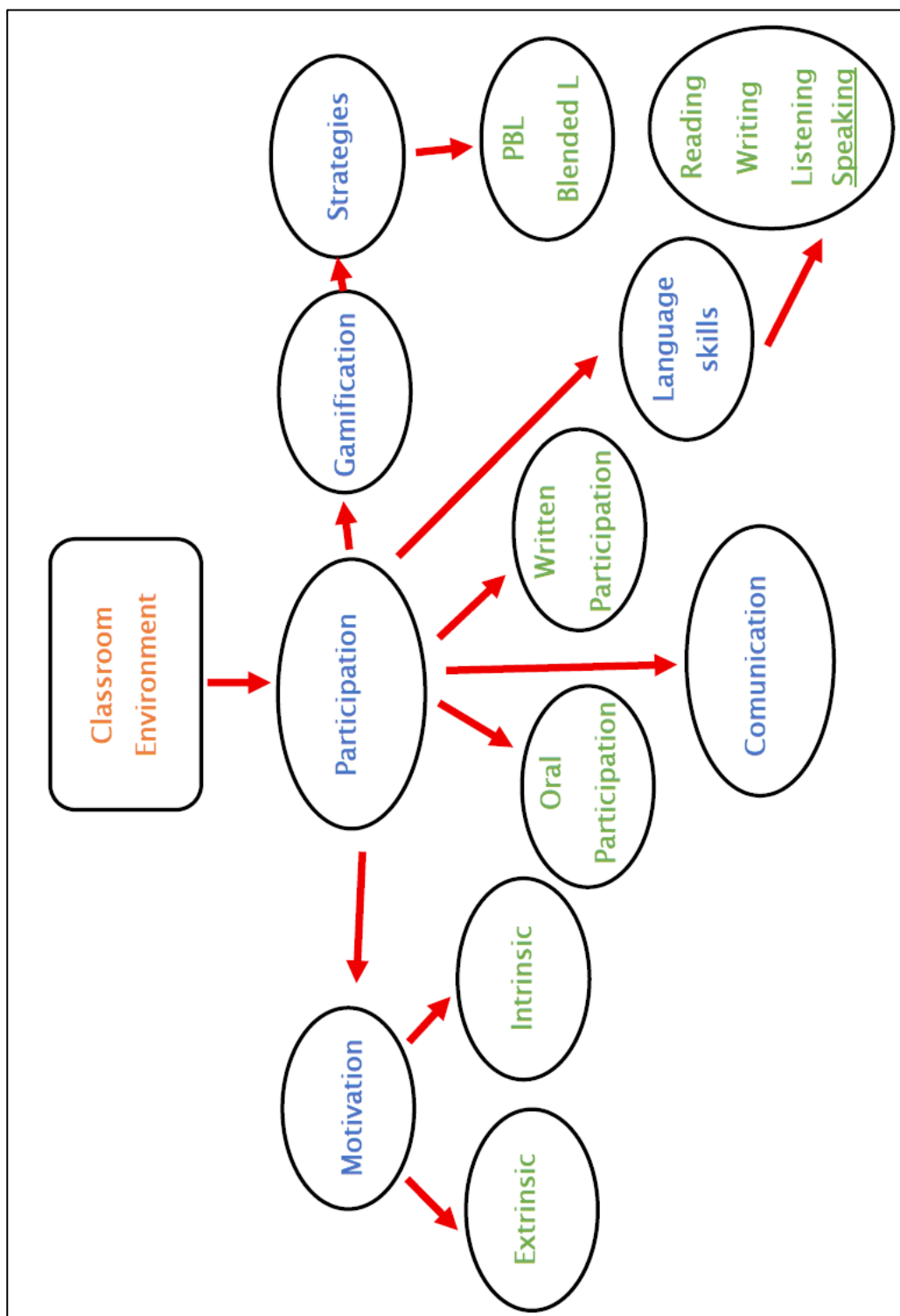


Figure 5. Conceptual Framework. Own elaboration (2026)

Appendix N. 100 Students Said

Session	6 of 9			
Objective	By the end of the lesson, 80% of the students will be able to produce future simple sentences during the 100 students said game, thereby demonstrating collaboration to improve the use of future simple (will)			

Phase	Activities	Purpose	Material	Evaluation
Warm-up (10 min)	The teacher will give participation points. The students will be divided into two teams. The teacher will ask questions about the topic, and a team member with the correct answer will come to the front with a blindfold. On the board, there will be cards with +1, +2, etc., and the student with the blindfold will try to get a card. appendix 6.1	Engage students and develop participation	Points cards Blindfold	-
100 students said (40 min)	The students are going to be divided into two teams. Each team is going to choose four people to pass to the front. On each side of the classroom, there are going to be the participants of the team representing them, and they are going to have a bell; the teacher will start presenting each category of each round (Christmas activities, traditions, characters, etc.). Once the representatives of each team pass to the front, the teacher will tell them the category. A person from one team is going to take the bell and will say the answer with the structure using will "I will open presents". If the teams say all correct, they get a point; if not, the other team can steal, and if the whole team is correct, they get the point. appendix 6.2	Produce the language to express their Christmas future plans	Bell Category cards Answers list	Participation/points for correct answers

Figure 6. 100 students said game description. Own elaboration (2025)

CATEGORY AND POSSIBLE ANSWERS	
Category	Possible answers
Christmas activities	I will decorate the Christmas tree/ I will sing songs/ I will eat tamales/ I will cook the dinner
Family plans	We will visit my grandparents/ We will stay at home/ We will travel to the beach
Fun activities	I will watch a Christmas movies/ I will play games after dinner
Future plans	I will travel on Christmas/ I will give presents to my mom/ We will eat pozole
Food and drinks	I will drink hot chocolate/ We will make cookies/ My mom will cook dinner
Songs and traditions	We will sing Jingle Bells/ We will dance after dinner/ We will open presents

Figure 7. 100 students said game material. Own elaboration (2025)

Appendix O. Who am I

Session	4 of 9
Objective	By the end of the lesson, 80% of the students will be able to identify and practice questions and answers using "will" while participating in the Discover questions and Who am I (Christmas edition)

Phase	Activities	Purpose	Material	Evaluation
Discover questions (10 - 15 min)	Half of the students will receive a piece of paper with a question, and the other half will receive a piece of paper with an answer to the question. They will look for the person who has the question or answer that matches their card. In pairs, they will read aloud to the class the question and the answer. appendix 4.1	Familiarize themselves with questions and answers about future plans	Pieces of paper with questions and answers	Observation Checklist
Who am I-Christmas edition (35 - 40 min)	The students are going to play Who am I (Christmas edition). The students who want to participate are going to have a headband with a character related to Christmas (Olaf, Grinch, snowman, etc.). He/she is going to make "Will" questions until he/she guesses which character it is (once the person who guesses gets a point). In each round, they will have question cards on the board (e.g., "Will I give gifts?"), which they can ask their classmates to answer, with responses limited to yes or no. At the end of the game, the teacher with the students are going to compare how many questions each person took to guess their character, and the person who needed fewer questions to identify the character is going to get an extra participation point. appendix 4.2	Practice making questions about future plans	Character cards Question cards	Participation

Figure 8. Who am I game description. Own elaboration (2025)



Figure 9. Who am I game material. Own elaboration (2025)

Appendix P. Christmas Scrabble Challenge

Session	2 of 9
Objective	By the end of the lesson, 80% of the students will be able to form at least three grammatically correct affirmative future simple sentences about Christmas plans, demonstrating their understanding through the Christmas scrabble challenge and chain of plans

Phase	Activities	Purpose	Material	Evaluation
Christmas Scrabble Challenge (20 min)	In teams, the students will use a word table (the same for every team) to form a greater quantity of different phrases to express Christmas plans without repeating words. They will run to the board and they will write their phrases. They will check together with the correct ones. appendix 2.1	Reinforce the written production and the pattern comprehension	Word cards	Participation
Collaborative feedback (15 min)	After checking and giving participation points to the correct sentences, each team is going to check the sentences that weren't correct, and they will find the mistake to rewrite them. A member of the team is going to run to the board and rewrite the sentences that weren't correct to get another participation point.	Identify mistakes	Notebook Board	Observation
Chains of plans (15 min)	After checking the sentences, the teacher will start a chain of plans. She will say a phrase (e.g., I will watch a movie). The next student is going to repeat the phrase from the last person, and she/he will add a new phrase of their own plan (using the support posters). This will continue until the time ends. appendix 2.2	Promote oral production and contextualize the language	Support poster	Observation

Figure 10. Christmas Scrabble Challenge game description. Own elaboration (2025)

We		dinner	on Christmas eve	after dinner	gifts for friends
eat		They	cookies	in__	tomorrow
at home		cook	My family	presents	in the living room
at my uncle's house		at school	decorate	My friends	the Christmas tree
tonight		in December	in the park	make	Santa
before New Year		at night	a card for santa	The children	play
this weeknd		help	I	buy	in another city
a Christmas movie		You	watch	in the kitchen	hot chocolate

Figure 11. Christmas Scrabble Challenge game material. Own elaboration (2025)

Appendix Q. Participation Track

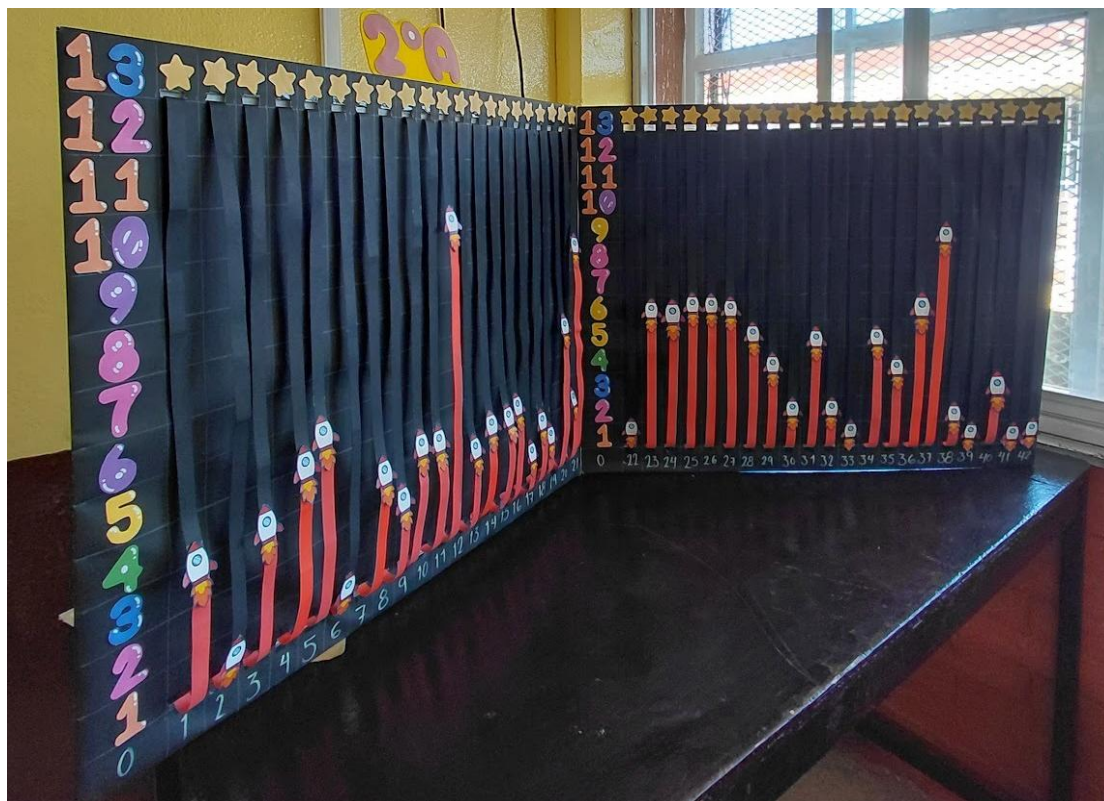


Figure 12. Participation Track material. Own elaboration (2025)

Appendix R. 2A 1st Intervention Participation Monitoring



Figure 13. 2A First Week Participation Monitoring. Own elaboration (2025)

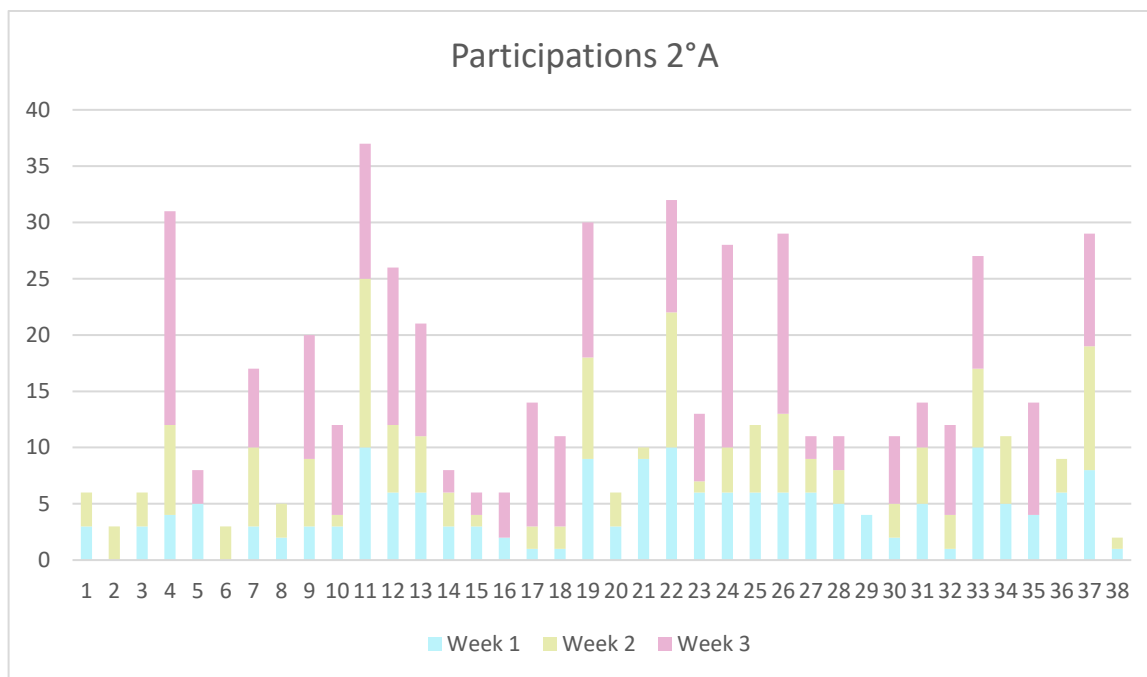


Figure 14. 2A Second Week Participation Monitoring. Own elaboration (2025)

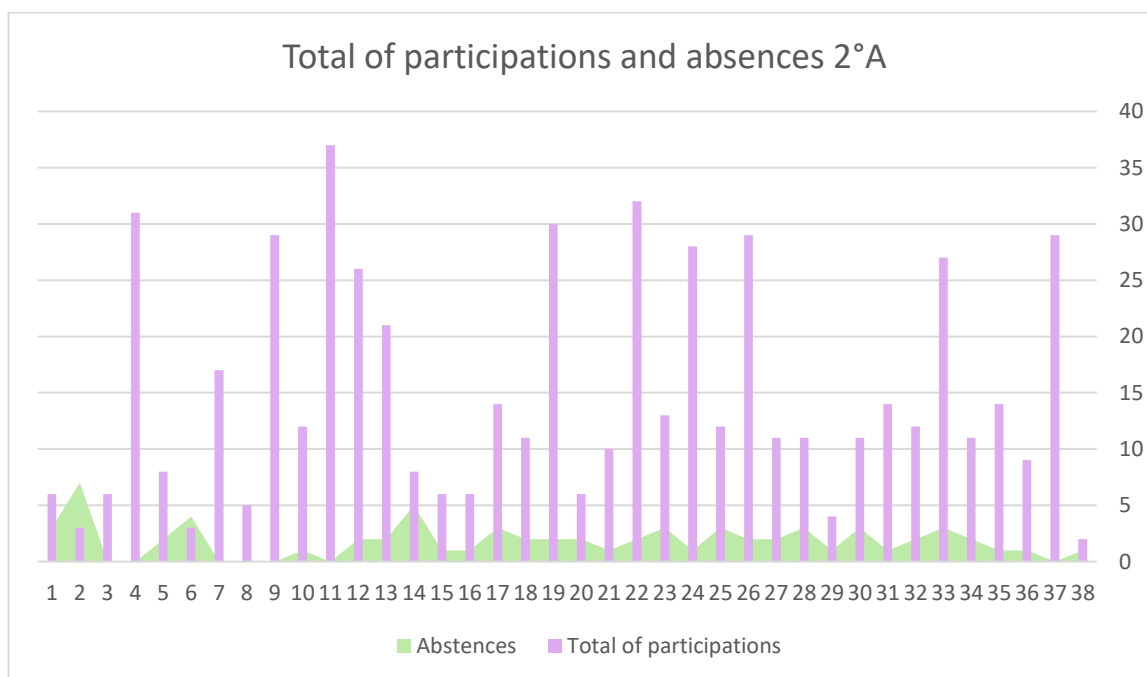


Figure 15. Third Week Participation Monitoring. Own elaboration (2025)

Appendix S. Total of participations 2A



Graph 13. Total of participations 2A. Own elaboration (2025)



Graph 14. Total of participations and absences 2A. Own elaboration (2025)

Appendix T. 2B 1st Intervention Participation Monitoring

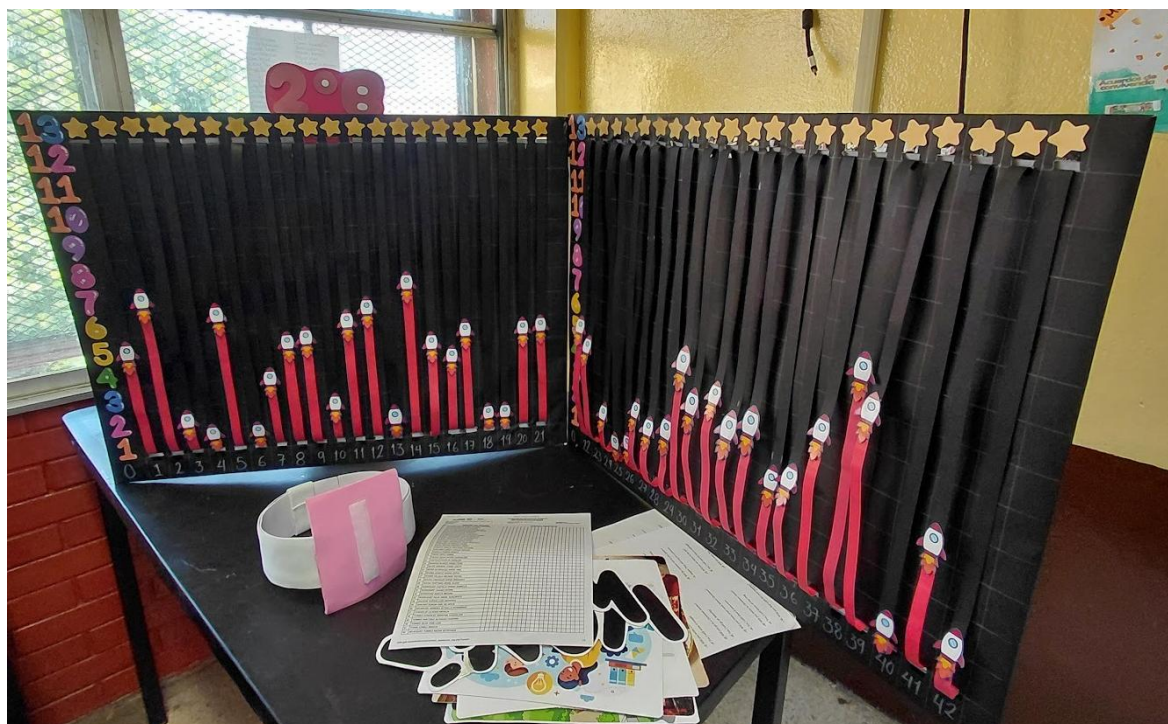


Figure 16. 2B First Week participation monitoring. Own elaboration (2025)

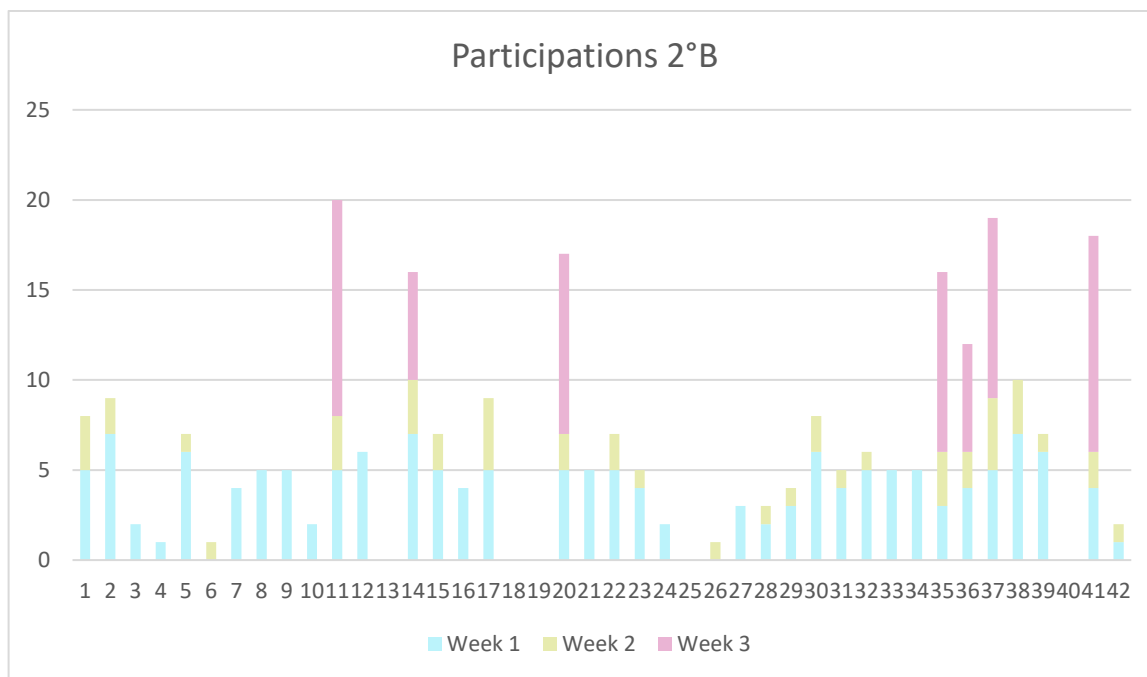


Figure 17. 2B Second Week participation monitoring. Own elaboration (2025)

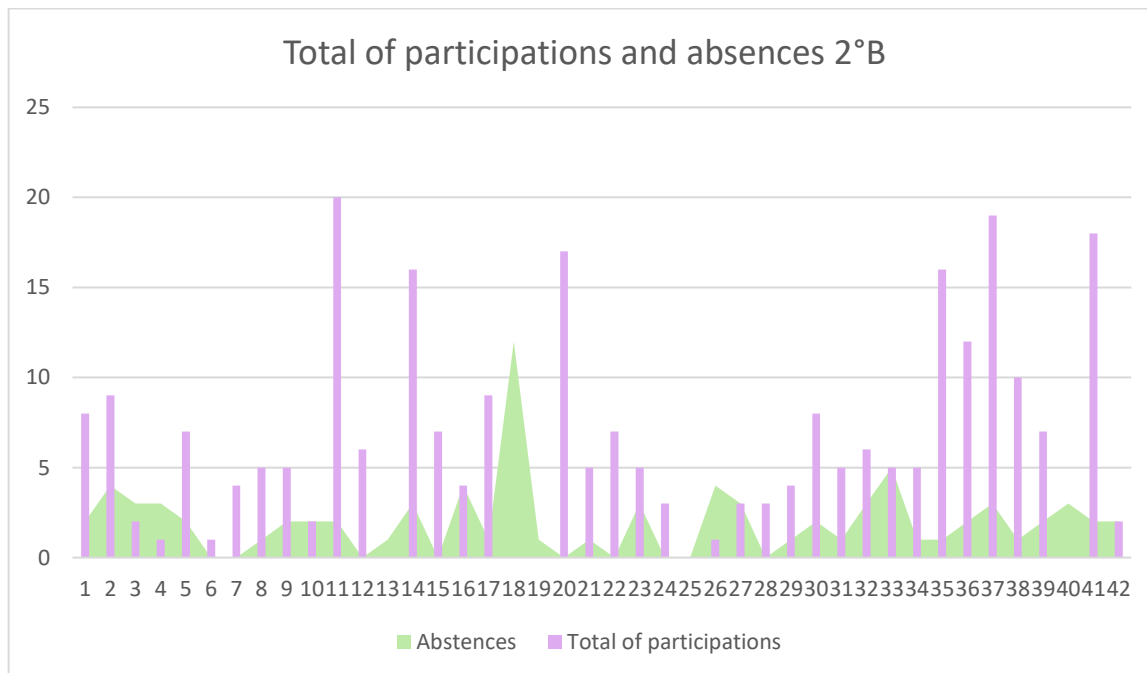


Figure 18. Third Week participation monitoring. Own elaboration (2025)

Appendix U. Total of participations 2B



Graph 15. Total of participations 2B. Own elaboration (2025)



Graph 16. Total of participations and absences 2B. Own elaboration (2025)

Appendix V. 2C 1st Intervention Participation Monitoring

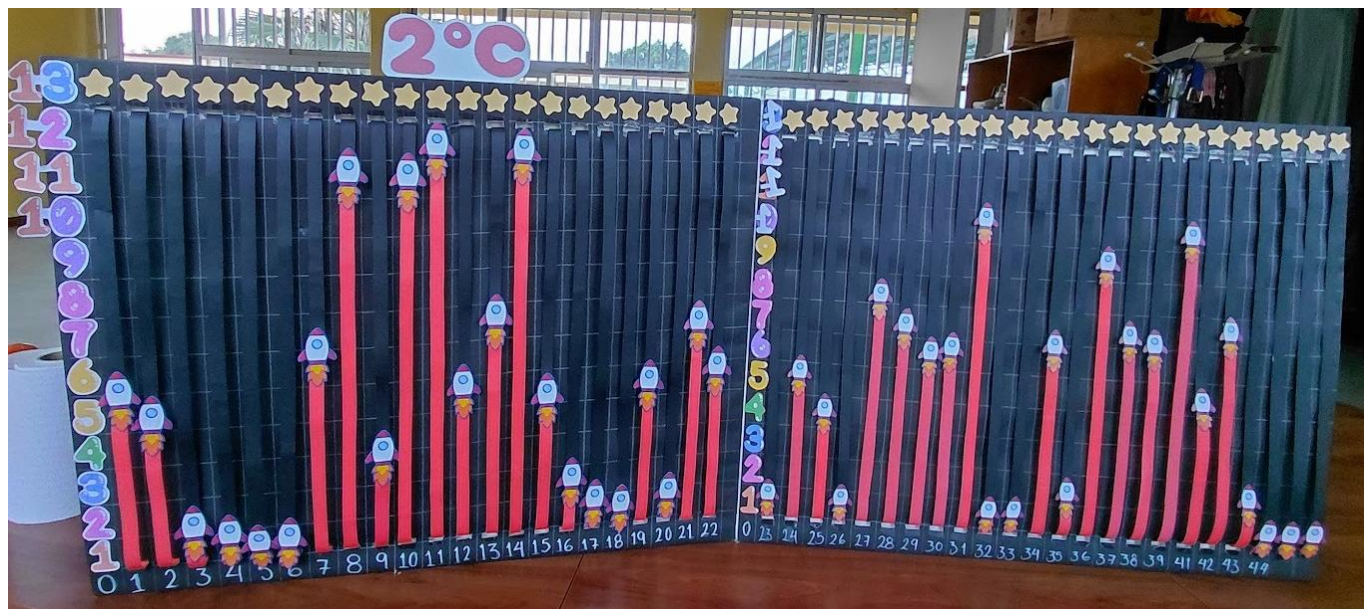


Figure 19. 2C First Week participation monitoring. Own elaboration (2025)

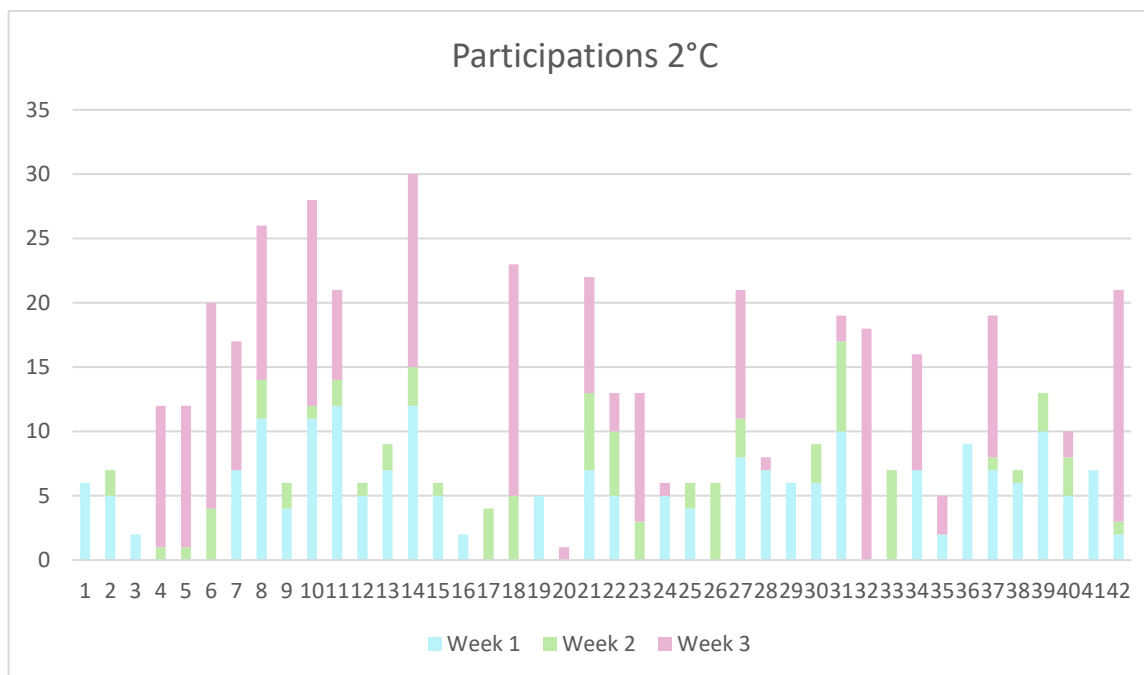


Figure 20. 2C Second Week participation monitoring. Own elaboration (2025)

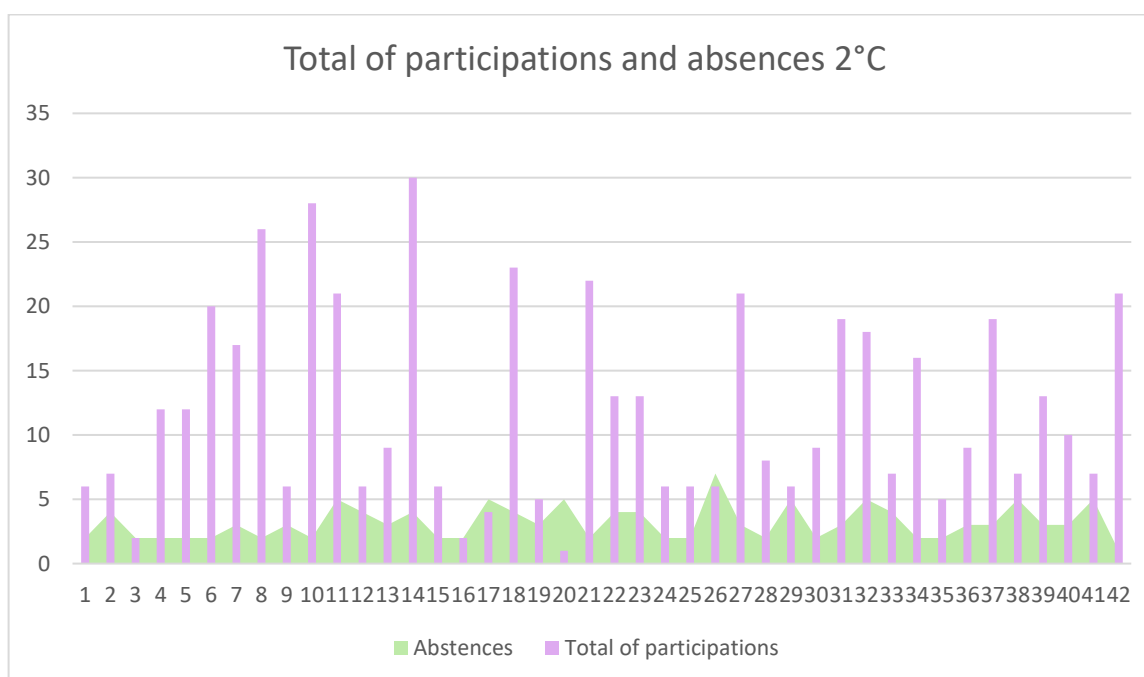


Figure 21. Third Week participation monitoring. Own elaboration (2025)

Appendix W. Total of participations 2C



Graph 17. Total of participations 2C. Own elaboration (2025)



Graph 18. Total of participations and absences. Own elaboration (2025)

Appendix X. 2A 2nd Intervention Participation Monitoring



Figure 22. First Week participation monitoring 2nd intervention. Own elaboration

(2026)

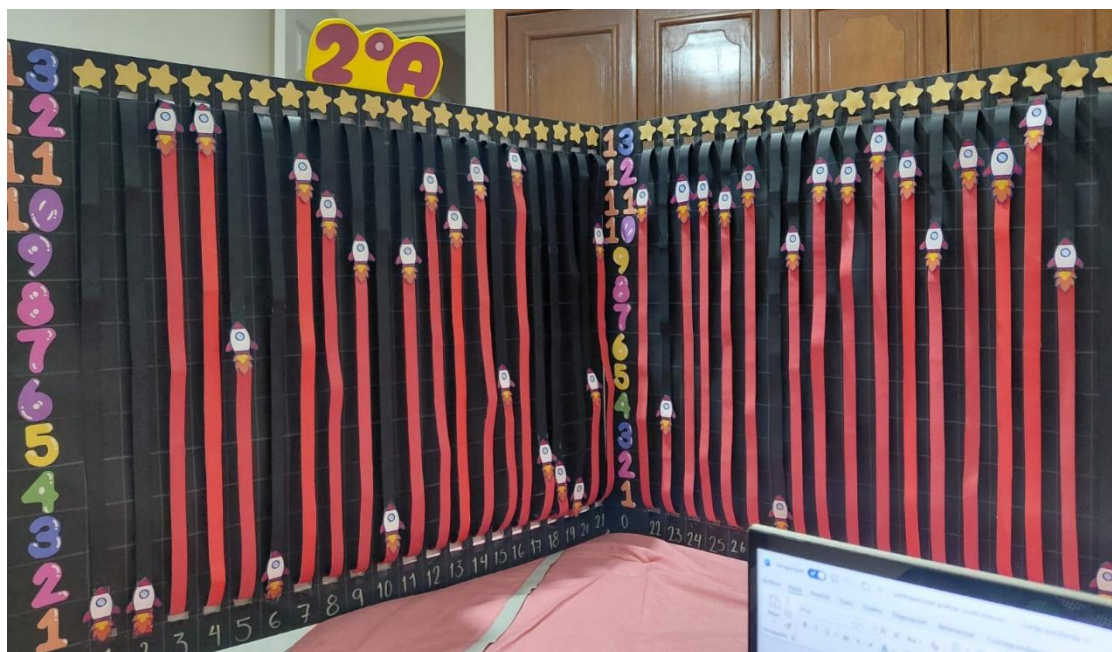


Figure 23. Second Week participation monitoring 2nd intervention. Own elaboration

(2026)

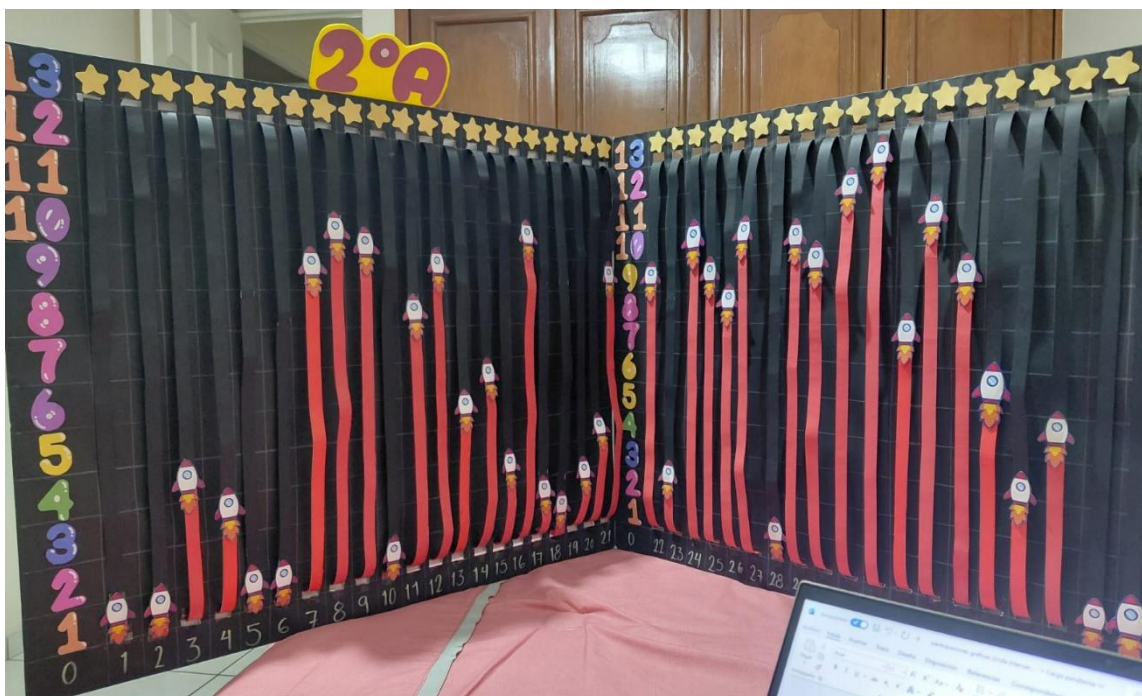
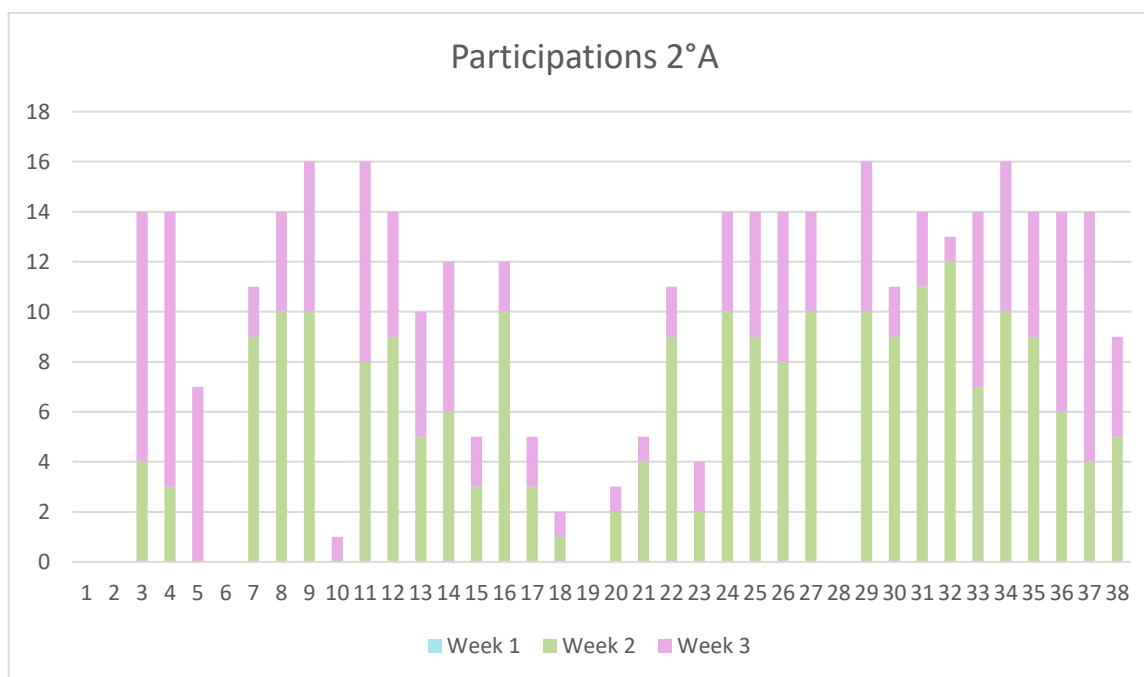


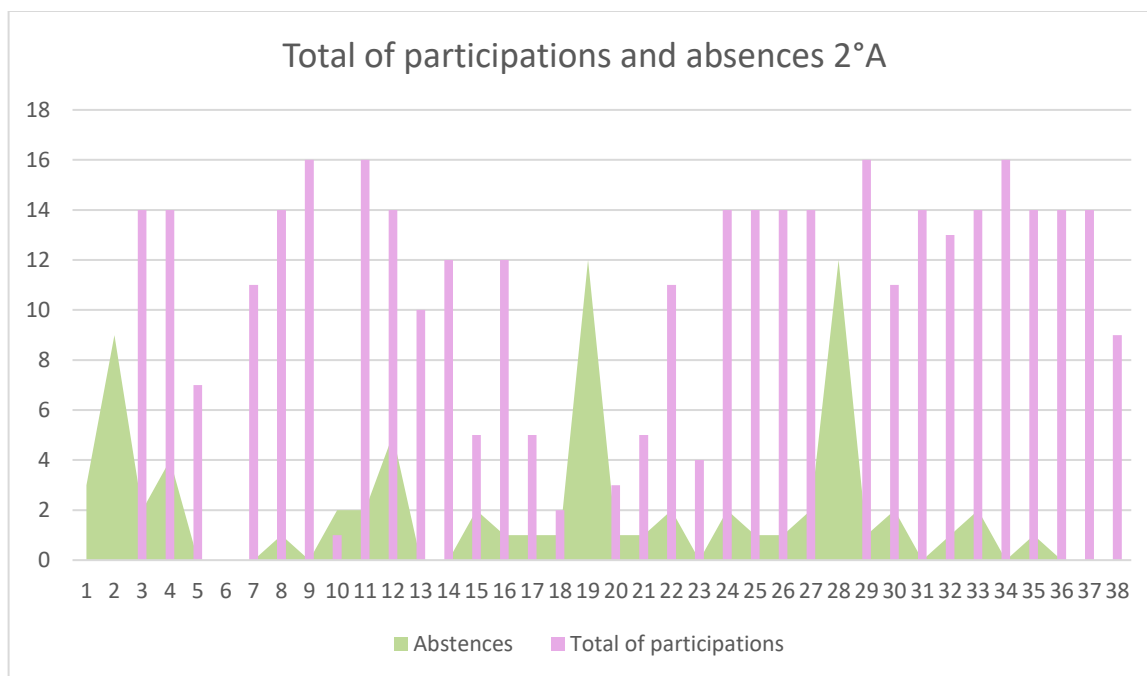
Figure 24. Third Week participation monitoring 2nd intervention. Own elaboration

(2026)

Appendix Y. Total of participations 2A



Graph 19. Total of participations 2A. Own elaboration (2026)



Graph 20. Total of participations and absences. Own elaboration (2026)

Appendix Z. 2B 2nd Intervention Participation Monitoring



Figure 25. First Week participation monitoring 2nd intervention. Own elaboration

(2026)



Figure 26. Second Week participation monitoring 2nd intervention. Own elaboration

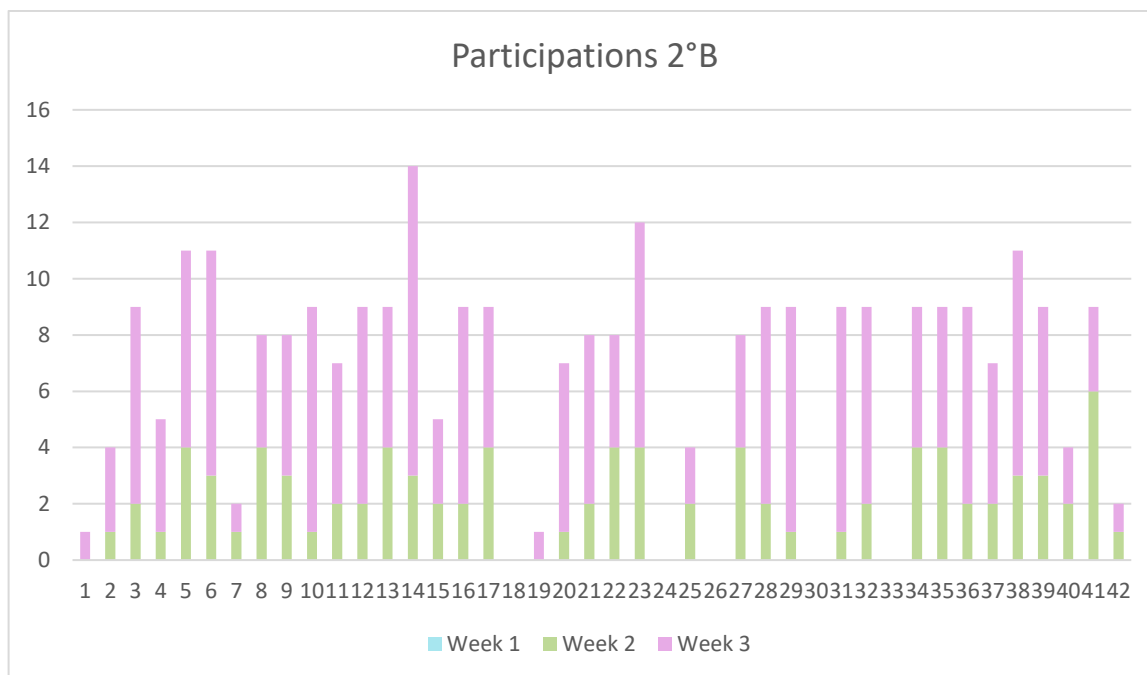
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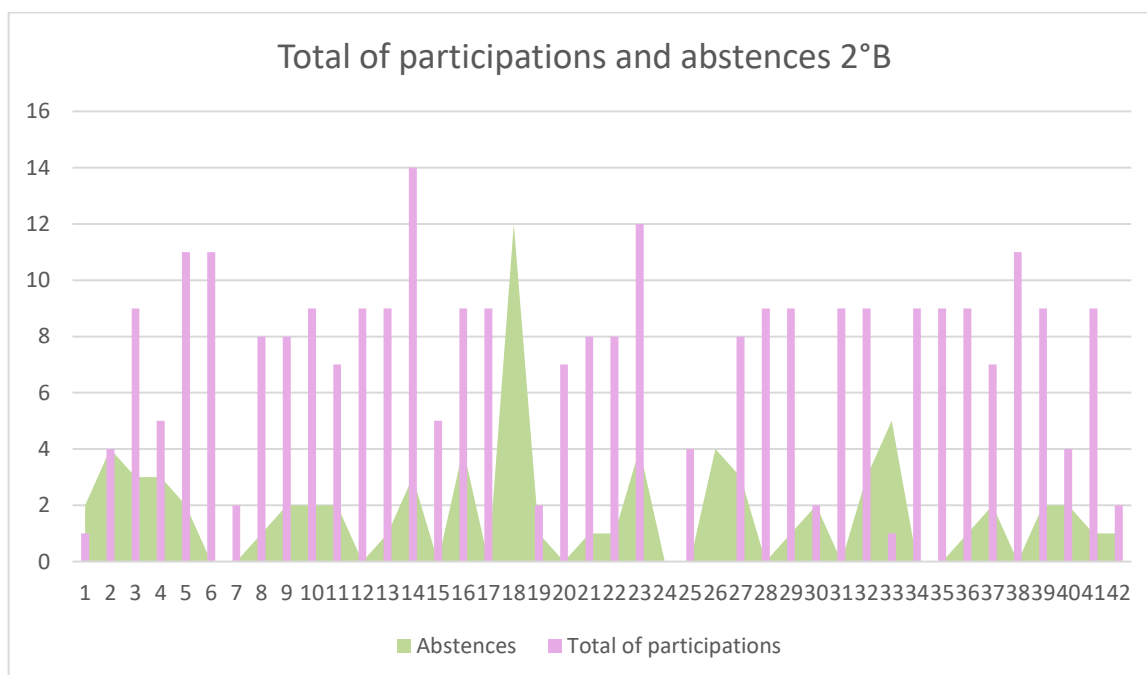
Figure 27. Third Week participation monitoring 2nd intervention. Own elaboration

(2026)

Appendix AA. Total of participations 2B



Graph 21. Total of participations 2B. Own elaboration (2026)



Graph 22. Total of participations and absences 2B. Own elaboration (2026)

Appendix AB. 2C 2nd Intervention Participation Monitoring



Figure 28. First Week participation monitoring 2nd intervention. Own elaboration

(2025)



Figure 29. Second Week participation monitoring 2nd intervention. Own elaboration

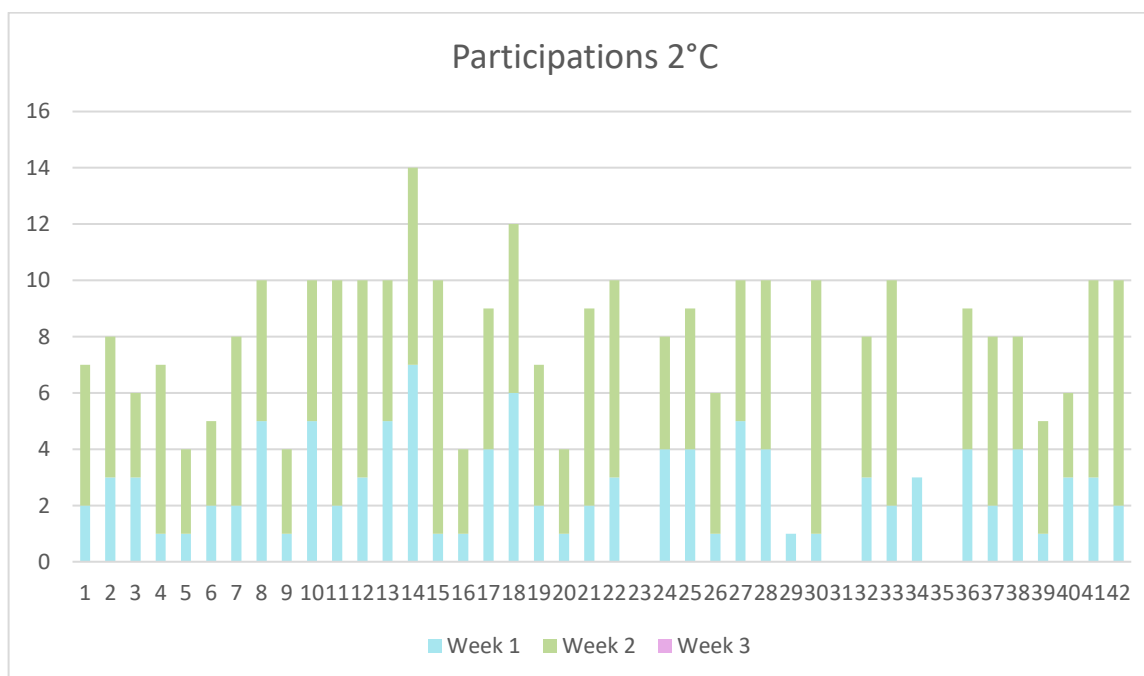
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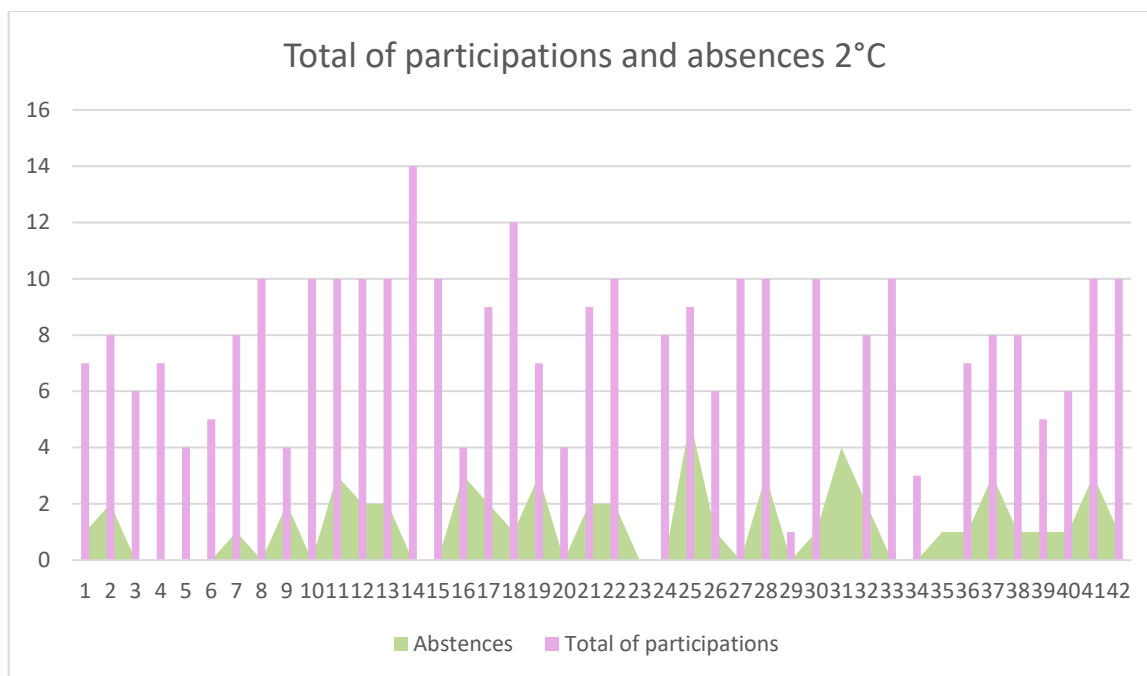
Figure 30. Third Week participation monitoring 2nd intervention. Own elaboration

(2026)

Appendix AC. Total of participation 2C



Graph 23. Total of participations 2C. Own elaboration (2026)



Graph 24. Total of participations and absences 2C. Own elaborations (2026)