



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

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of first grade students in secondary school

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STUDENTS IN SECONDARY SCHOOL”**

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INTRODUCTION

Description of the place and participants involved during the professional practice

The document at hand is a research project carried out in my last year as a teacher trainee in the Technical High School No. 36, CCT code 24DST0025A, The institution follows the SEGE educational system and operates on a school schedule of morning and evening sessions. Located at Iturbide St. in the Pavón unit of Soledad de Graciano Sánchez, San Luis Potosí. The school's infrastructure comprises 18 classrooms and other areas for teachers and students. The three grades are assigned to specific spaces, and each grade has a counselor to manage students' information and address issues such as misbehavior or other situations. Other school areas include a visuals room, the direction and administration offices, bathrooms for students and teachers, a teachers' lounge, a garage for sports materials, and two open recreational spaces used for school coexistence activities, events and physical education classes. During break time, students are not allowed to leave the school. Instead, some people sell snacks, food, and drinks to them with authorization from the school authorities. The school principal is Gerardo Aguiñaga Zaragoza.

The class schedule consists of seven classes, starting at 7:20 am and ending at 1:30 pm, with a 20-minute break from 10:40 to 11:00. During the 7th and 8th semesters of the major, my practice groups were 1°B, 1°C, 1°D, 1°E, and 1°F, with teacher Hermelinda Vazquez Bravo as the head teacher.

The institution maintains a Facebook page to inform parents about school activities, including registration and payments. The school has nearby stores, food stalls, stationery shops, and other educational institutions, such as Jose Vasconcelos University, which is directly in front of the high school.

Appendix A: Location of Technical High School No.36 in Soledad de Graciano Sanchez, San Luis Potosí, captured from Google Maps



All my groups were first-graders, among ages of 12 and 13 years old. Each class had an average of 28 students, with similar numbers of boys and girls per class. Most of my students shared common interests, including influencers, TikTok, social media, contemporary artists and music, etc.

Each group had an English level below the A1, with only a few exceptions who had some contact with the language in primary school or particular classes. Based on prior observation and a pre-test during the head teachers' classes the overall English level was considered below A1, especially due to a lack of basic vocabulary, which led students to show little or even no interest during English classes, with only a few students demonstrating genuine interest in the language.

In addition, since the first intervention in the 7th semester, I have been practicing the new scholar model of “Nueva Escuela Mexicana”, which focuses specifically on producing projects related to topics and content adapted to issues that occur in today’s society, which are presented from a humanistic perspective, such as violence, personal identity, multiculturalism, and community services. This prompted my head teacher and me to adapt our lesson plans and class dynamics in line with the outcomes of the PBL methodology (Secretaría de Educación Pública, 2022; Plan de Estudio para la educación preescolar, primaria y secundaria. SEP).



Relevance of the topic

During the prior observations and interventions, in which the lessons were applied based on the CLT (Communicative Language Teaching) method the students showed a low motivation and English proficiency, limiting the participation to only few students in each group.

As I mentioned, my head teacher and myself had to adapt the PBL methodology into our lesson plans. Therefore, the best way to determine how to do it was to investigate. My teachers said that we as teachers are encouraged to implement innovative methodologies that respond to students' contextual and educational needs, implementing different methodologies in our classes, and finding more ways to develop our teaching process in the period.

Mujiono (2023) mentions that English teachers implement various methodologies for student engagement during the learning experience, also the use of different strategies such as games, conditioning, active participation, etc., motivate the teacher to continuously apply any resource to make the teaching process suitable as possible according to the student's needs.

Implementing PBL (Project-Based Learning) as a new teaching methodology for English learning requires students to feel genuinely attached to the idea that "English opens doors" and is useful in their lives. Therefore, despite prior knowledge and contact with the language, the methodology aims to provide a comfortable context for all students to connect and apply new learning, turning information into a practical product that serves as proof of skill improvement.

Interacting with others is what creates and develops learning, even more in a classroom, when the students have a common goal and need to create something to achieve it. According to Vygotsky (1962), our knowledge is created through human action, and reality is constructed by the members of a society having learning as an active and social process, with people generating meaning through interactions with others and meaningful learnings occurring when people participate in social activities.



Personal interest in the topic

During my secondary education, classmates and teachers often told me that I should dedicate myself to teaching due to the fact that I was always helping and explaining difficult concepts to my peers, especially during English classes. This encouragement motivated me to explore teaching as a way to contribute to society and fulfill my goal of becoming someone functional and being proud of myself.

Choosing to focus on English teaching was a challenging decision, due to my second favorite subject being math, but my high school memories had a huge impact during that decision. In particular, third grade stands out, when Teacher Patricia's lessons captivated me with her project-based classes. I remember practicing podcasts and interviews, listening to songs in the visual room, trying out cooking recipes, and learning grammar through simple, engaging activities. Her approach left a profound impression on me and became my main inspiration to become an English teacher. My affinity for the English language during primary and secondary school, along with other inspiring teachers, reinforced my decision.

At the time when I was allowed to attend the school board meetings in the school of practice, the change of the previous teaching model and the "Nueva Escuela Mexicana" model I had the opportunity to check the main aspects of the PBL methodology as focus of that model, the connection between my own enjoyable experiences as a student and the objectives of PBL generated the interest in applying this methodology in my own classes. With the support and guidance of Teacher Hermelinda, I developed a proposal aimed at properly addressing students' needs through project work.

For myself as a teacher, working with projects goes beyond the methodology due to being deeply personal. Projects remind me why I felt during my own English language learning in the first place; including aspects such as active participation, creativity, and producing meaningful outcomes. Unlike my previous teaching experiences mostly following the CLT approach (Communicative Language Teaching) approach, where lessons focused heavily on explanations without tangible products, PBL offers a chance for students and teachers to experience language learning as a



dynamic, collaborative, and real-world activity. This personal connection explains the reason for making projects the focus of my teaching interest.

I recognized the need to adapt lesson planning according to students' proficiency levels, besides, considering the English level of most of my groups did not match the standards of language proficiency outlined in the educative model of 2017 (SEP, 2017), the adjustments were the priority with the objective being establishing a clear and simple sequence for the class environment, being quite challenging for them but enjoyable at the same time. On the other hand, my responsibility as teacher made me realize that the implementation of a new methodology represents both a pedagogical opportunity and a challenge, especially when working with more reserved students or those less interested in English.

To conclude, my interest in working with projects came from both professional goals and personal reflections on my learning journey. Implementing the PBL method became a meaningful test of my teaching skills and a way to generate and improve my students' interest in English through projects that create a learning environment that is motivating, engaging, and deeply connected to students' lives just the way it was for me once.

Contextualizing the problem

During my teaching practice I noticed several issues, for example, the lack of basic English vocabulary, minimal prior exposition to the English language during the primary education the students, problematic behavior in the case of following instructions and class focusing, and last but not least, the lack of intrinsic interest for the English subject, with most of the students having zero motivation when comes to attending the class and only a few of them participating and making the effort to upgrade their knowledge.

The problem addressed in this report was the looking for different strategies and guided sequences based in the PBL methodology (Project Based Learning) in the task to make my students feel more motivated during the class and by that not only making them having a genuine interest in the English subject but also gathering evidences of the class work using the mentioned methodology.



The main challenges that I faced during the classes were related to the group size, being in the task of teaching as the best way as possible with all the five groups was a thought situation because of the time and the pressure of having a lot of different things in my mind during that period; observation of the progress in class, taking notes of the development of the sequences, providing the necessary feedback to each team of student was physically exhausting, also, considering that most of the time the planned activities required modifications due to the class time and unexpected things that were not under my control, most of my materials were homemade or prepared previously at home due to the lack of technological resources with only the media room as resource to project digital material.

As part of the disengagement of the students for the class I went through the scenario where most of the students were rejected to participate during the class sequences mostly distracting their peers with games and jokes and sometimes making activities or homework of other subjects and copying the answers of the activities to get the approval mark. Finally, the typical situation was me as teacher trying to make students have contact with the target language, as just as I start speaking in English the students frequently expressing frustration when instructions were delivered exclusively in English, being impatient for a translation that I was agree to make but at the end of the explanation, fact that was previously explained to the students.

As soon as I got suggested to work with the PBL methodology (Project Based Learning) I notice that could be a challenge, but at the same time sounded like the focus that I was looking to carry out to address the class issues in a way that could be comfortable for me and my students, according to Boss and Krauss (2018): "Project-based learning is a teacher-facilitated, student-centered approach where students acquire knowledge and skills through active exploration of real-world challenges and problems."

In summary, the central problem addressed in this report was students' low engagement and motivation towards English learning, influenced by limited prior exposure to the language and reduced participation during classroom activities. The use of the PBL methodology which is a student-centered model approach is how I tried to address these issues with this teaching practice report as evidence of my results and resolutions about my lessons and its effectiveness to reach my goal.



Document objectives

This teaching practice report focuses on the development and improvement of the interest and engagement in the English subject of first year students in secondary school, addressing the challenge of having a class with low interest in this one. Many students, especially nowadays, have problems with a new language because of a null prior contact with it, causing a disengagement and in some cases hate due to being something unknown to them. This report details the objective of using an innovative approach such as PBL methodology (Project Based Learning) to engage students to the English learning and pushing them to improve themselves and their learning by a guided sequence that involves the production of evidence making sure that all the learning was acquired properly. With the goal set, this document is the evidence of a practice teacher working with a different focus to improve the class sequence for him and his students despite the challenges and issues during the class.

My main objective is to increase students' motivation and engagement during English lessons through Project-Based Learning activities. According to John W. Thomas (2000): "Students in project-based learning classrooms take an active role in the learning process, which helps them retain information longer and builds the 21st-century skills needed for the future."

The lessons are designed to address the students' needs according to their English level and improvement capacity. Dr. Chris McCurdy (2025) exposes: "What the project does for me is it gives me the flexibility to be able to address individual needs of students and have students be able to access the way in which they learn and the way in which they demonstrate their learning in just different forms."

Cindy Hmelo Silver (2004) explains: "Project-based learning represents a major shift from traditional subject-matter centered instruction. The goal of PBL is to help learners develop flexible knowledge, effective problem-solving skills, self-directed learning, intrinsic motivation to learn, and collaboration skills". As personal objective, trying a new focus was part of the experience, but always having in mind to work as the best I could to make every learning meaningful for my students, the use of PBL Methodology arrived as the best way to test myself as teacher, encouraging my students to try their best, learn from that and collaborate to build learning together.



Specific Objective

- Promote engagement and motivation for the English subject by the use of familiar contexts for the understanding and use of the target language.
- Use of examples in context to develop preliminary productions for the final evidence based on PBL methodology stages.
- Improvement of communication in English language by providing personal information with others according to the learning objectives.

Chosen competence

During my teaching practice, the professional competence that I develop according to the curriculum was the following: **“Diseña planeaciones aplicando sus conocimientos curriculares, psicopedagógicos, disciplinares, didácticos y tecnológicos para propiciar espacios de aprendizaje incluyentes que respondan a las necesidades de todos los alumnos en el marco del plan y programas de estudio”**. (DGESPE, 2018). This competence fitted perfectly with my objective, especially due to the use of a new methodology like PBL to address the needs of my students and the implementation of this one as part of the NEM educational plan. The use of relatable contexts with constant monitoring and guiding during the productions helped to cover both objectives, address the students needs and match with the learning objectives of the study program.

The development of this competence occurred through the integration of the PBL methodology as part of the NEM educational plan and my priority to address the students' needs in an enjoyable and understandable way using real-life contexts, especially when the expected product was a “Gossip Book” or “Chismografo”, I look for different examples to show them and explain what was the objective to achieve, guiding and monitoring the students during the productions to avoid distractions and provide as many feedback as possible and help the students that struggled with the use of the language or miss an instruction, matching the contents seen in class with specific parts of each section of their “chismografo page” with the purpose of sharing communication about themselves and use the target language to increase their confidence and feel attached to a product of their own.



The experience of teaching using a new methodology made me realize that adapting to something essential in class, especially when many factors are out of the expectations. Planning based on PBL (Project Based Learning) helped me to make a student-centered class which promoted positive communication and made the teaching-learning process for effective language development.

Content of this Document

This professional practice teaching report is divided in different sections to explain how my experience was during the last practice period. The main focus is the use of PBL methodology (Project Based Learning) among teaching strategies as tools for engagement of students to the English subject and increase their motivation in this one in order to create a better learning environment. Starting with the “Description of the place and participants involved during the professional practice” which is the section where I describe the general information of the school of practices such as location, structure, schedules, spaces around the institution, my groups of practices and a summary of the educational contexts in that moment.

Next up, comes the “Relevance of the topic”, which is the explanation of why I picked this methodology as my main tool and why I consider it important for ESL teaching. Then we have the “Personal interest of the topic”, basically my motivation and inspiration to use this methodology based on my perception and experiences as a student in my English classes. After that I “Contextualize the problem”, I expose the main issues observed during the class, explaining their possible causes and how it affects the students' learning in order to achieve their learning goal. In “Document objectives” I present the expected goals in the use of the PBL methodology during the class, while “Specific Objectives” specifies the target results for the student proficiency level and the “Chosen Competence” is according to the teaching proficiency level of the Educative Model of the 2017.

The second section of the document is the action plan, which starts with a “diagnosis” and an “analysis of the educational situation” providing more context and aspects according to class sequences and the students' needs’. Then, comes a deep “description and targeting of the problematic” addressed in the document. After that, I propose the considered purposes for the action plan based on the aims related to the



methodology applied. Then, the document continues with the “Theoretical Review” in order to argue the action plan and its application related to the use of the PBL methodology with the support of authors. The following stage is the description of the “action plan proposal” that exposes the planned activities for the lessons and the sequences to follow and strategies to develop in case of being required following the “classroom interactions”.

The third section of the document is “Development, Reflection and Evaluation of the Improving Proposal”, which starts with “Pertinence and Consistency of the Proposal” that explain the logic behind it and how it works according to the group. Continues with the “Identification of Curricular Approaches and Integration into the Design” related to the activities and improving purposes and how they fit with the teaching purpose, followed by the “Competences Displayed in the execution of the action plan” related to the students’ skill development. “The pertinence in the use of different resources” and “Procedures for the following of improvement proposals” describe and justify the use of specific material and the procedure to apply it in order to improve the class learning. Finishing the third section comes the “Evaluation of the Improvement Proposal and Activities” and the “Reconsiderations of the Proposal Based on Competences, Contexts and Learning outcomes” that worked as the way to examine the obtained results and provide feedback for future improvement.

At first sight, the diagnosis made me conscious about the possible issues and challenges of applying a new methodology with groups that were working in previous periods with a different focus, considering the group profile the focus was related to the amount of attention, motivation and engagement I could get and provide to my students. The proposal hits on the interaction of the students with the target language involving a familiar context in order to produce something that help them to understand and internalize the learning, according to Stephanie Bell (2010): “Project-based learning is a teacher-facilitated, student-centered approach in which learners acquire knowledge and skills by investigating and responding to an authentic, engaging, and complex question, problem, or challenge.”. Also following the expected outcomes of the NEM school model, all the previous points justify the functional implementation of the proposal. The rest of the mentioned features will be presented in the following chapters.



CHAPTER 1: ACTION PLAN

Diagnosis and analysis of the educational situation

After prior observation of the groups of practice and analyzing different patterns of interaction between teacher and students, I notice some issue that I could considerate to address during my practice period, first of all, the lack of key vocabulary in the target language, the conflictive behavior of some students rejected to participate in class and distracting during class, the effort of my head teacher to apply easy but challenging activities to improve students' learnings and the students disengagement to the subject. When I ask them about their prior knowledge about the language, most of them tell me that despite having English classes in basic education, they didn't remember that much, even struggling with key vocabulary that should be already learned according to the educational model of 2017 of México.

Scholar festivals and events, class cancelations and other kind of unexpected activities which sometimes I was not informed about previously were other type obstacles to deal with; also, depending of the school calendar some classes were totally missing and me as teacher tried to take class hours without a headteacher to fill the missing lesson as well as I could. Adding the adaptation and creation of material according to my students' needs made me think that obtaining enough evidence about engaging and increasing motivation to work with could be harder than I thought.

All the previous factors complicate the task for the proposal application, but making research, observing examples and getting recommendations of my head teacher create the proper path for the class sequence, mostly due to the change of the educational model of 2017 to the NEM educational model and the implementation of the PBL methodology as focus of this teaching approach.

Problem description and targeting

During the practice period in Technical High School No.36, I decided to work on my proposal particularly with the first grade group B. This group had 27 students, 14 girls and 13 boys, aged 12 to 15, I selected them because that was the group with the higher number of conflictive students (14 students approximately). Like I exposed in the



introduction, the overall English level of my groups at that moment was below the A1, struggling with key vocabulary and the use of the target language, in some cases having one or a couple of students in each group with prior knowledge about the English language.

The main factors that made me focus my proposal on increasing engagement and motivation increasing were the responses of the students to both teachers' class activities and their behaviors and attitudes during the classes, particularly the first grade group B, where I identify most of the conflictive students. The lack of attention to instructions, the lower accomplishment of class activities, avoiding class participation and constant distractions limited the opportunity to address the issue properly, also complicating the positive interactions into the classroom.

Apart from this, some students did not show much respect to the scholar authorities, especially the teachers, in my case, and due to being only their practice teacher, there were cases when the conflictive students asked the head teacher if it was necessary to make my activities or participate in the sequences for their grades.

Part of the process to address the issue was the gentle interaction with those students in order to build confidence and constant monitoring to provide support or feedback at the moment, "Feedback and corrections should happen frequently to keep students on track, improve their work, and set them up for success in the final product. Waiting too long to give feedback may result in work that is too far gone to be fixed or improved." Michael Hernandez, Edutopia (2016).

Purposes and objectives considered for the action plan

The action plan applied during my teaching practice with the first grade group B, had the main purpose of increasing students' motivation and interest in order to generate engagement for the English subject as well as promoting a positive teaching-learning environment to produce meaningful learnings by the application of the PBL Methodology (Project Based Learning), giving students opportunities to build content knowledge, critical thinking, collaboration, communication, and creative skills (Markham, 2011). Addressing issues such as lack of attention, conflictive behavior,



constant distraction including low class participation and interaction; also, accomplishing the curriculum outcome of the NEM educational plan (NEM, 2019).

My main objective was creating engagement and increasing interest in my students for the English subject due to the low level of proficiency observed in class. For this, the use of familiar contexts and related to the students, including the constant monitoring and feedback were the key for the student productions and use of the target language on them, PBL organizes learning around projects, provides students with an opportunity to create final artifacts using technology and present their work to the real audience (Thomas, 2000).

My other objective is related to the check of my own teaching skills, related to professional competence which focuses in the lesson planning that responds to a study program (DGESPE, 2018), testing my ability to improve the students' confidence and meaningful interactions in class, designing lessons that address the observed issues and students' needs for my proposal and still matching the contents of the study plan, in order to produce a final product following the sequence of the PBL methodology. At the end, the purpose is helping my students to reach their expected learnings and improving their English language proficiency, making them capable of communicating ideas and sharing information about themselves using the target language. In PBL, the student role changes from 'learning by listening' to 'learning by doing' (Johnson & Johnson, 2006).

Theoretical review for action plan

- What is PBL Methodology (Project Based Learning)?

Project-based learning is a student-centered form of instruction which is based on three constructivist principles: learning at context-specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge and understanding (Cocco, 2006).

The aim of PBL methodology is involving the students as active members of the learning process, by the use of contexts related with them, especially in social and communicative environments, real-world contexts are the key for the understanding



and use of the knowledge to achieve the expected goals, using their products to communicate the learning acquired.

It is considered to be a particular type of inquiry-based learning where the context of learning is provided through authentic questions and problems within real-world practices (Al-Balushi & Al-Aamri, 2014) that lead to meaningful learning experiences (Wurdinger, Haar, Hugg & Bezon, 2007). All definitions share the idea that providing a context is necessary for acquisition of authentic knowledge to the students. Following the same idea, PBL works directly with the student's prior knowledge about the context, previous experiences, ideas and suggestions to create a product in function to develop a deep and meaningful learning.

PBL methodology is compared and contrasted with other methodologies such as Problem-Based Learning and collaborative learning, and like other methodologies shares the outcome of produce learning, like Jean Piaget (1964) exposes: "Knowledge is not a copy of reality. To know an object, to know an event, is not simply to look at it and make a mental copy or image of it. To know an object is to act on it

- Stages of PBL Methodology

There are 7 stages/steps to follow in order to apply the PBL methodology properly, in function to explain a clear and logical sequence of the mentioned stages/steps, here are different sources to expose them.

PBL methodology stages by **“The Seven Steps of Project Based Learning Model to Enhance Productive Competences of Vocational Students”** (Jalinus, N., Nabawi, R. A., & Mardin, A. 2017).

This model consists of 3 main stages that are broken into 7 secondary stages:

- 1. Skill competences debriefing (Main Stage 1, Secondary stages 1, 2 and 3):** The formulation of the expected learning outcome, understanding the concept of teaching material and skill training.
- 2. Project work (Main Stage 2, Secondary stages 4, 5 and 6):** Design the project theme, marking the project proposal, executing the task proposal.



3. **Evaluation (Main Stage 3, Secondary stage 7):** Presentation of the project report.

PBL methodology stages by: **“Innovative Project-Based Learning”** (Hwang, R. H., Hsiung, P. A., Chen, Y. J., & Lai, C. F., 2017)

Their IPBL model consists of 7 stages: Preparation, Conception, Design, Implementation, Operation, Evaluation and Revision.

1. **Preparation:** starting of the project formulation, team-members selection (in case of being a group project) and project's theme and goals setting.
2. **Conception:** project conceptualization by activities like discussion, targeting, determining requirements, material collecting, prior knowledge accumulation for product conduction.
3. **Design:** systematic process for problem solving, formulation of ideas and propositions in order to problem solving; creation of artifacts, work structure, requirements and system analysis.
4. **Implementation:** application and testing of solution proposal, identification of contradictory elements in order to use creative solutions to replacement.
5. **Operation:** system/project demonstration in real-world context, identification of problems and feedback provided in order to strengthen.
6. **Evaluation:** Use of assessment tools and product format and creativity grading by an authority of other teams, written report submissions/oral presentation and results.
7. **Revision:** Post-evaluation stage, comments addressing in order to fulfill feedback and future interventions, product delivery and group report.

PBL stages by: **“The Project Bases Learning (PjBL) Toolkit”** (Sue Beckingham, Stages of a Project, 2016).



In order to become more manageable, the project breaks down into bite size chunks, these begin with the question and end with the evaluation:

1. **Question:** The start of the project, problem/challenge that will lead on to many others and continue to the next stage.
2. **Plan:** How and when the project will be approached due to the limited time.
3. **Research:** Investigation to address the question, including what is needed to find out and what is already known (primary and secondary data).
4. **Produce:** To have evidence, a report, an artifact, presentation or a product may be the proposal to be the expected outcome.
5. **Improve:** Essential stage to upgrade the product and make the necessary adjustments, step likely to re-visit throughout the project development.
6. **Present:** Showcase of the project, typically by report, demonstration, oral presentation, etc.
7. **Evaluate:** Assessment of the fulfilled or missing aspects of the product, final stage and opportunity to provide feedback or receive feedback and make reflection throughout the experience and possible improvements.

In retrospective, the three sources coincide in the fact of starting thinking of something to solve, a problem, question, or issue; then setting a model or plan and its objectives to achieve a goal, after that, the research and production of the product in order to address the learning outcome, following by a presentation or demonstration of the product in order to get assessment and feedback to improve and eventually reflect about the knowledge obtained. To conclude, the success of language learning depends not only on the use of the target language, but in the correct actions of the entire methodology stages as well.

- PBL methodology in ESL teaching



Project based learning methodology emphasizes the role of the student as the center or the learning process, participating as an active member of each one of the stages of the approach. In ESL teaching context, learners recall their prior knowledge as connection to the new knowledge, relating ideas and contexts to a concrete use of the language, engaging and motivating themselves in English learning effectively. Like Suzie Boss (2021) states: "When you shift the focus from teaching to learning, students are empowered to steer their own inquiries, solve problems that matter, and create work that goes beyond the classroom walls." Since the focus of teaching a language is to make students communicate, the aim is to provide enough tools during the lesson and give them the opportunity to practice their learnings, the function of the product is creating a controlled communicative environment for an effective and meaningful English proficiency.

Inside the classroom, the teacher has to provide constant feedback to student's activities, guiding them through the sequence, showing examples, solving doubts and monitoring students' progress to keep them working at the same pace. Besides, other key factors around PBL methodology are the improvement of autonomy, and critical thinking in students, promoting a self-awareness at the beginning, during and after the project production, Flores and Juárez (2017) agree that by using PBL as a teaching strategy, skills and competencies are strengthened, such as teamwork, communication, independent learning, critical thinking, problem-solving skills, research skills, use of technology, information search, coordination, planning, organization, among others.

- Tools for assessment and evaluation of projects in PBL methodology

Assessing and evaluating the progress of the students while you are applying a PBL methodology requires a specific focus, because it differs from the traditional model, it has to look for both formative and summative assessments, making sure that the students reach the expected communicative competence in both practical and theoretical ways, for this very reason, innovative assessment methods that align with PBL objectives should be explored to accurately measure student learning outcomes (Wang & Qi, 2022).



Assessment and evaluation tools by “**Project Based Learning Curriculum and Assessment for Educators.**” (Project Based Learning Curriculum And Assessment For Educators, s. f.)

- A. Project rubric:** evaluate the meaningful content and presentation aspects of the students’ product, focusing on the writing and creative proficiency.
- B. Checklist:** Assess the practical communicative competence, focusing on oral participation and speaking proficiency of the target language.
- C. Direct assessment:** Teacher’s feedback about students’ progress, performance and language proficiency; can be delivered during tests, tasks, presentations, or tangible evidence of students’ classwork.
- D. Peer assessment:** Students’ feedbacks about a classmate’s progress, performance and language proficiency, can be provided during tasks, group activities, presentations , discussions and product showcase.
- E. Self-assessment:** Students’ feedback about their own progress, performance and language proficiency, can be shared during presentations, reflecting forums, tasks and class activities.

- Considerations before applying PBL methodology as part of an action plan

Before tracking your class sequence using the PBL methodology, as teachers, it's essential to consider the challenge this could represent for both teacher and students in the search for the successful application of this methodology into the planning; here are some key aspects to think about if you are going to apply the PBL methodology as part of your action plan:

- 1) Time management:** Each stage of the methodology requires a proper space to be functional; the starting question, presenting a context, sharing the outcomes, showing examples, gathering evidence and assessing the students; the effective scheduling and coordination of each step is the key for a successful class sequence that accomplishes their goals.



- 2) **Teacher and student support:** Despite PBL being a student-centered class model, the teacher needs to guide the students almost the entire process, giving assessment, considering the available resources for the students, creating opportunity areas and a self-management environment.
- 3) **Inclusive education:** being able to provide enough opportunities to the whole class in order to allow students reach the communicative goal and English proficiency level according to the current class model (Secretaría de Educación Pública, SEP, 2022).
- 4) **Students' self-learning:** create a balance between the teacher's guided instruction and students' independent activity, addressing the engagement and intrinsic motivation for the language learning by the student.
- 5) **Assessment and reflection:** Emphasize and promote the self and peer evaluation, monitoring as much evidence of progress as possible.
- 6) The use of a student's element of their choice throughout the learning process to create a sense of ownership for their learning.

Action plan proposal

The action plan was designed in order to address the low motivation, engagement and participation of my first-grade students, whose almost half of them were rejected to participate during the class activities, mostly distracting their peers and not attending to my indications. My goal was to increase students' participation, motivation and engagement during English lessons through Project-Based Learning activities, matching with the implementation of the "Nueva Escuela Mexicana" teaching model (NEM, 2022). PBL methodology is the core of this teaching model, and since it works as a student-centered approach, fitted properly with my goal by social interactions for knowledge sharing and understanding (Cocco, 2006).

The lessons allowed the students recall prior knowledge in a related context in order to create a connection with the new learnings, the proposal activities were linked



to specific evidences for the final product development, teacher's guidance, assessment and feedback were the conduct for the understanding and use of the language in the proposed contexts. Materials were adapted with the purpose of fulfilling the class schedule and students' proficiency level during the final intervention. In addition, fitting with the chosen professional competence (DGESPE, 2018).

During the intervention, the lessons followed a sequence based on the PBL methodology steps, mixed with the contents assigned by the head teacher with the purpose of integrating that learning into the final product production, with teacher trainee supporting and guiding students during the sequence but giving them the opportunity to interact between each other in a controlled environment and use elements selected by themselves in order to address the target problematic.

The preliminary products were the evidence to fulfill the summative assessment with the group checklist, while the content of the final evidence (chismografo page book) was the formative assessment of the action plan by using a project rubric, John W. Thomas, (2000) states: "PBL organizes learning around projects, provides students with an opportunity to create final artifacts using technology, and present their work to the real audience." Lessons include a reflective stage at the end of the class to share ideas and thoughts about the class learnings, fitting the direct assessment to the students and making sure that all the students had a clear understanding of the expected outcome.

As I mentioned, to address the motivation and engagement issue, I allowed my students to use elements selected by themselves, such as the chismografo' cover page, this one selected by a brief contest of which was the most attractive proposal created by the students; in addition, the students had the freedom to decorate their chismografo page book as they wanted to, just making sure that the students follow the established structure for their information; "projects are not the dessert; they are the main course." (Suzie Boss and Jane Krauss, 2018), the project' purpose was not only reaching a communicative competence and language proficiency, additionally, it was supposed to be enjoyable and challenging in order to develop a meaningful learning process where the goal is understanding what are you learning, without feel pressure or insecure about your knowledge.



At the end of the action plan, in order to make students feel comfortable, they were asked to express their feelings and thoughts about the whole class experience by handwriting and in a controlled group discussion, finishing the action plan.

The action plan followed these points:

- 3 weeks of implementation
- 3 session per week, 50 minutes each one
- Homemade and printed material adapted to students' needs.
- Focus on PBL methodology stages for product production and learning reflection.
- Setting of a related context for prior knowledge activation.

Planned steps

A) Preparation

- Lesson planning based on PBL methodology, adding the given contents in order to reach the learning outcomes of the school program.
- Material adaptation according to students' needs (worksheets, informative charts and examples for preliminary projects and final project)

B) Lesson structure

- Begin the action plan with the organization and setting of the chismografo production, setting a work plan for the development of the expected outcome.
- Work with students throughout the structure proposal in class.
- Guide students through activities, learning acquisition and preliminary production.



- Feedback providing and direct assessment, preliminary productions gathering and final product development.
- Reflective stage based on students' learnings and findings.

C) Observation

- Note taking about the progress in the obtaining of the expected goal.
- Teacher's constant guiding and monitoring through the lessons, supportive interaction between both teacher and students.
- Pay attention to the progress of students with less English proficiency.

D) Evaluation

- Use of groups' checklists for quantifiable data collecting of class activities completion, production of preliminary products and class participation.
- Comparing the improvement of students' participation using the groups' previous intervention checklists.
- Collecting students' written reflections about the class experiences and final thoughts as well.
- Measure students' English proficiency obtained using the project rubric.

E) Reflection

- Review of students' evidence, grades and final analysis.
- Identification of strong aspects, improvement areas, possible threats and future opportunities of the action plan implementation. (SWOT analysis).

Classroom interactions

I promoted as many classroom interactions as possible with all my first-grade groups, keeping in sight the conflictive students with the purpose of making them an active and positive part of the learning process. The PBL method implementation had the purpose of helping every student to feel motivated and generate a genuine engagement to the



ESL learning, especially those with a lower language proficiency, by the hand of constant guiding and feedback providing. Flores and Juárez (2017) agree that by using PBL as a teaching strategy, several skills and competencies are strengthened, such as teamwork, communication, independent learning, critical thinking, problem-solving, among others.

Each session began with a cordial greeting followed by quick questions about their general interests, next up, I used to ask a student to write the date on the board in order to obtain a participation on the group checklist. Besides that, sometimes a quick warm-up activity was used to relax and obtain students' attention; then, a brief recap about the previous class in order to recall the knowledge and activities seen previously.

After starting the class, we discussed the topic and its application into the final product; I guided the students during the development of class activities, giving them the necessary instructions and essential material like worksheets, charts and brief texts about the class topic that we used in reading out loud dynamics. In addition, I used the board to provide visual aids in order to give them a better idea of the expected goal of that day. Speaking interactions usually were carried out in order to ask for doubts, provide feedback, listen to students' suggestions, etc.

Before the class ended, there was always a brief space to comment about class findings and indications in preparation for the next lesson, all those interactions aligned with my professional competence (DGESPE, 2018) by promoting a class environment for an equal development of English proficiency for all my students.

Theoretical and methodological references

This section provides the theoretical and methodological bases that guided my intervention in the classroom, explaining the learning situations and implications.

ESL Teachers in Project-Based Learning methodology guides students through a sequence of stages, in order to develop the effective learning and use of English as a Second Language. According to Thomas (2000), this process begins with the setting, which is the integration of a real-world context which students can be related to, with the purpose of generating motivation and engagement around the project production



as evidence of the achievement of the communicate competence; requires careful planning and a clear set of objectives aligned with the language learning goals (Bell, 2010).

The planning stage is the setting of clear objectives and task organizing, which is essential for directing student efforts and fostering purposeful learning (Markham, 2011). During the planning, teachers guide students in order to figure out the project's goals, set work pace and establish timelines, supporting effective management of project activities (Boss & Krauss, 2014).

In the research stage, students gather relevant information for the project, improving critical thinking and developing authentic language use. This stage helps learners develop inquiry skills as they explore topics through reading, interviews, or multimedia sources (Bell, 2010). Researching also supports vocabulary expansion and comprehension, as students encounter and use new language in context (Thomas, 2000).

In the production stage, students gather the information, materials and language knowledge acquired during the activities in order to create their final product. This active engagement fosters language practice in real communicative contexts and enhances creative expression (Blumenfeld et al., 1991). Production also encourages collaboration, as students often work in groups to draft, design, and finalize their projects (Krajcik & Blumenfeld, 2006).

Following, the improvement stage involves checking and correcting the project based on teacher and peers' feedbacks. Here, both teacher and peers' assessment are key tools, providing scaffolding to enhance language accuracy, clarity, and effectiveness (Black & Wiliam, 1998). This iterative process supports learners' development of self-assessment skills and promotes a growth mindset toward language learning (Boud, 1995).

The presentation stage gives the students an opportunity to share their projects with classmates and teachers. Presenting builds confidence and communication skills while offering authentic language practice in public speaking and interaction (Boss & Krauss, 2014). In addition, project presentation helps students to demonstrate their language proficiency along achievement level obtained in a meaningful context.



Finally, the evaluation stage requires collective reflection about the learning outcomes, project production process, and learning experiences. In addition, this process involves teacher's feedback and self-assessment to provide a comprehensive picture of student progress (Sadler, 1989). Reflection encourages students to critically analyze their strengths and areas for improvement, fostering metacognitive awareness and lifelong learning skills (Schön, 1983).

Into the considerations to apply the methodology properly, time management is essential in order to success in PBL, allowing teachers to turn the project timeline into a manageable schedule of phases (setting, planning, researching, production, improvement, presentation and evaluation) and keep student focused to obtain a consistent progress (Markham, 2011).

Support from both teachers and students is critical for the PBL sequence. Teachers are facilitators, providing feedback and resources while monitoring group interactions to promote collaboration and communication (Blumenfeld et al., 1991), Vygotsky (1978) states: "Peer support fosters social learning and increases opportunities for authentic language practice".

The inclusive education is fundamental for the PBL sequence, requiring teachers to adapt materials and activities according to the student's needs, ensuring all students can participate meaningfully (Tomlinson, 2014). Based on proficiency levels and students' prior-knowledge, activities and project production could be addressed differently in certain types of groups depending on the teacher's criteria.

In addition, PBL emphasizes on students' autonomy and self-learning. According to Deci and Ryan's Self-Determination Theory (1985): "fostering learners' intrinsic motivation through choice and control encourages deeper engagement and the development of problem-solving skills". While students can operate the control of certain aspects of their productions, they will build a set of performance and self-learning skills, cultivating critical thinking alongside language proficiency (Hmelo-Silver, 2004).

Concluding, assessment and reflection in PBL is a continuous and essential process that happens throughout all stages of the methodology, closely tied to its main characteristics such as student-centered inquiry, collaborative learning, and real-world



relevance (Bell, 2010). Integrating assessment strategies to monitor both language development and project progress provides ongoing feedback that supports meaningful learning (Black & Wiliam, 1998). The use of direct, peer, and self-assessment not only encourages reflection and feedback but also encourages students in order to recognize their strengths and challenges, fostering deeper engagement with their learning journey (Boud, 1995). Reflection works as a fundamental element in PBL, integrated throughout project production, enabling students to evaluate their performance and language proficiency, which enhances long-term growth, self-reflection, and the development of autonomous learning skills essential in PBL environments (Schön, 1983; Thomas, 2000).



CHAPTER 2: DEVELOPMENT, REFLECTION, AND EVALUATION OF THE PROPOSAL

Description and analysis of the proposal sequence

My proposal was carried out over a period of three weeks, with each week focused on working on specific pieces of the final project in order to gather all the preliminary productions to produce the final project. Every lesson focused on a particular topic or evidence production, with class contents being connected each other with the purpose of using them as part of the final product and being aligned with educative plan (NEM, 20219) and my professional competence (DGESPE, 2018), the contents suggested by my head teacher were “Verb to be” introduction, “Likes and dislikes” and “WH questions”

In order to analyze my proposal, I made use of the Gibbs’ Reflective Cycle, which provides a fluid sequence for the deep and critical analysis of my teaching experience. The six stages of this cycle (Description, feelings, evaluation, analysis, conclusion and action plan), encourages a systematic and comprehensive reflection of each phase of the instructional process (Gibbs, 1988).

By applying this reflective framework into my proposal, I’m able to make an honest examination or my action plan application, and how well I addressed the main problem established in this research report. In addition, this reflection grounded in theory enhances my own professional development by linking my practice with concepts such as scaffolding (Vygotsky, 1978), and learner autonomy (Little, 1991), improving my professional growth and teaching outcomes.

Step 1: Description

Over a three week period, I applied a PBL (Project Based Learning) methodology in my lesson plan (Appendixes E and G) for my ESL first graders group, specifically group B; with most of my students with low English proficiency (under 1A level). The project was focused on the production of a group’s chismografo, where each student was supposed to contribute with a personal chismografo page book, with sections



sharing specific information about themselves. The sequence was broken down into sessions to work with the class contents and lessons to produce the preliminary productions for the final project.

The first week (sessions 1, 2 and 3) included the setting of the stages of the chismografo production, a work plan in order to develop the expected outcomes and students individually creating a cover proposal for their chismografo (Appendix F). During the other sessions, students worked on the language structure of “verb to be” in positive form using texts, charts and worksheets with exercises related to the use of the structure; ending the week with the first preliminary production, the “student’s description” section, with me providing an example as reference.

The initial challenges of the first week of the project production included managing conflictive behavior from certain students who occasionally interrupted the class flow. Additionally, class time was limited due to necessary explanations and students adapting to the new methodology. Some students struggled with understanding the preliminary productions expectations and development and the novel learning format.

To address these challenges, I tried to implement extensive visual aids, examples, and clear step-by-step instructions, scaffolding students’ understanding in line with Vygotsky’s (1978) emphasis on guided learning within the Zone of Proximal Development. This strategy supported students’ confidence and proficiency, which is crucial for increasing motivation (Bell, 2010). The clear setting of the chismografo project encouraged engagement by linking language learning to real student contexts, supporting Blumenfeld (1991) findings on motivation through relevance.

Once I already faced those difficulties of that stage, I learned that early scaffolding and clear communication of project expectations are vital to engage students and control conflictive behaviors, and that project relevance plays a key role in motivating learners in order to increase their motivation and engagement.

Appendix B: Teacher’s example for first preliminary production, designed in order to provide a visual aid to help students during evidence production, designed by teacher trainee.

In the second week (session 4, 5 and 6), students worked with negative and interrogative forms of “verb to be” in the same way as the positive form. In addition, I



Session 3: Preliminary Production 1 (My description)

Teacher example for students' production

Hi, my name is _____, I am ____ years old, I am from
_____, I am _____ and _____, my best friend is _____
HE/SHE is ____ years old and HE/SHE is from _____ and HE/SHE is
_____ and _____.

did a review of the topic of “Likes and Dislikes” using texts and charts for students to identify specific information in order to produce a short chart and list about their likes and dislikes, providing examples of the expected evidence.

During these weeks I noticed an increase of behavioral disruptions during group work, which slowed the project progress. Students also struggled to complete worksheets and language comprehension due to language proficiency missing gaps. In addition, constant School interruptions reduced available instructional time.

To mitigate these obstacles, I tried to reinforce classroom management through clearer role assignments and monitored group dynamics closely, aligning with Marzano and Marzano's (2003) emphasis on structured cooperative learning. I differentiated instruction by providing clear explanations for worksheets completion and language understanding, responding to diverse student needs as recommended by Tomlinson (2014). The project's authentic context continued to serve as a motivator by relating language learning to learners' personal interests, consistent with Bell's (2010) focus on meaningful tasks.

In addition, contingency plans were gradually developed to adapt pacing around school events, following Le Cornu's (2012) guidance for secondary contexts. This stage taught me that differentiation is essential in PBL to prevent disengagement due to language barriers, and that managing group work behavior requires ongoing vigilance and clear structures. Teachers' class flexibility in timing is necessary to keep the class momentum despite external disruptions.



Appendix C: Teacher's visual aid as examples of students' expected evidence of the activity, designed by teacher trainee.

Student's likes	Students' dislikes

By the third week (session 7, 8 and 9), students worked on the second preliminary production, the students' "likes and dislikes section", after choosing the group chismografo cover in a brief contest; then, we made a review of the "WH questions" topic, using a text and a chart in order to produce a "question section" by peers for the chismografo page book, ending in lesson 9 with the gathering of all the prior preliminary productions with the purpose of creating the final product, the personal chismografo page to complete the group's chismografo (Appendixes J, K, M and N).

The main issue was the low completion rate of the project delivery despite the continued effort to keep all the students in the same work pace, partially due to a motivational variety and lack of preliminary productions by students. The effect of previous disruptions and behavioral challenges persisted, limiting effective peer collaboration during the question section production.

In response, I increased formative feedback frequency and encouraged peer and self-assessment practices to boost responsibility and autonomy, informed by Little's (1991) learner autonomy theory and Boud's (1995) assessment principles. I also provided a structured rubric to clarify project expectations and support self-regulation, reinforcing Schön's (1983) reflective practice model.

To enhance engagement, I involved students in selecting the final cover design and revisited the WH question structures through interactive activities, sustaining relevance and motivation as Blumenfeld et al. (1991) and Ellis (2003).



I recognized the significance of student involvement in evaluative processes to foster ownership and motivation. Clear criteria and ongoing reflection enhance project completion and language development, confirming the need for continual adaptation guided by student feedback and performance.

Appendix D: Teacher's examples of "WH questions" suggestions for "question section" for the personal chismografo page, taken from Pinterest, originally designed by "TimsPrintables".



The challenges and obstacles observed during the proposal application sequence reaffirmed the link between PBL methodologies, motivation increasing, and engagement development. The student-centered projects stimulate intrinsic motivation (Bell, 2010), but require careful management of students' conflictive behaviors, differentiation of instruction, and flexible planning (Markham, 2011; Tomlinson, 2014; Le Cornu, 2012). In addition, integrating formative, peer, and self-assessment fosters learner autonomy (Little, 1991; Boud, 1995), essential for meaningful engagement. The reflective cycle (Schön, 1983) guided my ongoing adaptation, enabling responsive decision-making and professional growth.

Step 2: Feelings

Initially, I felt confident and motivated about implementing the PBL methodology in my lesson plan, hoping that it would let me address my established problems and being



able to increase the motivation and engagement of the group. It was rewarding and a confidence builder observing some students being dedicated and proactive and willing to collaborate with their peers, and showing their creativity, especially during the cover competence and during activities such as the question section production, with some of them trying to use the target language to answer their peers' questions.

On the other hand, managing the conflictive students was kind of stressful sometimes, due to their behavior and their tendency to disrupt the class rhythm and required additional attention. Additionally, I felt cornered by the interruptions due to school events or class suspensions, which affected the work sequence of the project, meanwhile my body was starting to feel differently and weaker due to being suffering the effects of a diabetes that I did not notice at that time.

Step 3: Evaluation

Many aspects around the project production process were positive, such as the students' engagement during the chismografo creation process and the use of target language during peer interactions and activities. The structured sequence and examples helped me to scaffold their learning effectively, with some students showing improvement on their language proficiency. The chismografo worked as a motivating and engaging project, giving them a sense of accomplishment (Bell, 2010; Blumenfeld et al., 1991).

On the other hand, the behavioral issues and low responsibility of some students occasionally interrupted the class dynamics, and evidence assessment, causing some lessons to run out of time without making their corresponding reflective section. Time limitations and out of nowhere factors sometimes prevented the full completion of planned activities. The disruptions caused by school events difficult the continuity of lessons and made it harder to maintain the work pace, an identified concern in secondary school contexts (Le Cornu, 2012).

Step 4: Analysis

The engagement increase is supported with Bell's (2010) affirmation that PBL enhances student motivation by linking language learning to authentic, meaningful tasks. The sequenced introduction and practice of grammatical structures through the



project process ('verb to be' forms, likes/dislikes, WH questions) provided relevant input and output elements, supporting communicative competence (Blumenfeld et al., 1991; Ellis, 2003). Actually, the challenges with conflictive behaviors reflect the need for applying classroom management strategies, mainly during collaborative work activities, as suggested by Markham (2011) and Marzano and Marzano (2003). The interruptions were external factors that I must have anticipated and prepared contingency plans for, especially in secondary education, as noted by Le Cornu (2012).

My continued support by direct assessment, constant guidance and feedback provided were the planned interactions to address students' low proficiency levels, aligned with Vygotsky's (1978) emphasis on guided learning within the Zone of Proximal Development. Concluding, it's necessary to develop a more structured time management, a differentiation may have been needed to better accommodate diverse proficiency levels and keep all students on task (Tomlinson, 2014).

Step 5: Conclusion

Based on this analysis and being a participant of this teaching experience, I conclude that PBL methodology is an appropriate teaching methodology to increase the motivation and engagement of ESL first grade students due to fostering them into the target language use, especially, when you as teacher supports the sequence by using structured activities and effective guidance.

However, behavior managing strategies are needed in order to keep the engagement of the less motivated students to avoid conflictive situations. A flexible worktime setting and contingency plans are important to deal with unexpected disruptions (Le Cornu, 2012). Clearer role definitions and group expectations would likely improve collaboration and focus during group activities (Markham, 2011).

Step 6: Action Plan

In future implementations of this action plan proposal, I am willing to:

- Develop clear guidelines and group work roles in order to avoid classroom issues and encourage responsibility (Markham, 2011).



- Plan and adding supporting sessions into the lesson plan to address the issues caused by scheduled suspensions or class events (Le Cornu, 2012).
- Improve the use of varied assessment and differential feedback provided in order to support students with different proficiency levels (Tomlinson, 2014).
- Continue the examples providing, use of visual aids, and direct feedback, in order to foster autonomy gradually (Vygotsky, 1978; Bell, 2010).

Through these adjustments, I am looking for a better increase of both student motivation and engagement during the English class, and classroom behavioral management as well, ensuring a meaningful, effective and collaborative implementation of the PBL methodology in class.

Relevance and consistency of the proposal

My proposal was designed in order to address an observed problem during the prior observation and teaching practice periods, the low interest and engagement from first grade students during the English class. This issue affected both English proficiency improvement and lack of meaningful learning. Therefore, the implementation of the PBL methodology as core of my action plan, focused on the production of a project with the purpose of increasing the students' motivation and engagement by using the sequence established by the mentioned methodology.

The theoretical and methodological support research shows that PBL methodology fosters the students' motivation by linking language learning to authentic, contextualized tasks (Bell, 2010). Aligning with the educational goals of the New Mexican School (NEM, 2019), which focuses on a student-centered approach of active learning, designed to develop critical thinking, collaboration, and communicative competence.

The lesson plan structure and project's goal setting ensures the continue assessment and reflection, consistent with Vygotsky's (1978) theory of the "Zone of Proximal Development", students make progress through challenging activities supported by teacher guidance, fostering practical use and comprehension of the target language, allowing an effective knowledge acquisition in a meaningful context.



In addition to this, the collaborative environment of the chismografo production promotes peer interaction, language use, and cooperative learning, which are crucial competencies in secondary education (Marzano & Marzano, 2003). Otherwise, the project remains coherent with the educational outcomes by addressing real classroom challenges, such as varied proficiency levels and behavioral issues, by logical planning and teacher's assessment.

In summary, this proposal demonstrated relevance according to the students' needs and educational outcomes, using a logically structured sequence aligned with assessment tools and dynamics. Such consistency ensures the development of meaningful language use through project production and fostering reflective learner development within a supportive and motivating classroom environment.

Identification of curricular approaches and their integration into the design of the activities sequence

The activities sequence structured around the PBL methodology proposal came from some key curricular approaches related to the effective ESL instruction, one of these being the communicative approach, which prioritizes meaningful interaction and real-life language use as the foundation for language acquisition (Ellis, 2003). This approach was constantly applied throughout the project, particularly during the completion of preliminary productions such as the "Student's information" section, the "Likes and dislikes" section and "Student's question" section for the chismografo page book, which required students to actively produce and share information about themselves and their preferences using target grammar and vocabulary.

The project objectives reflected the principles of the competency-based curriculum stated by the "Nueva Escuela Mexicana" model (NEM, 2019), which emphasizes the development of language skills in addition to critical thinking, collaboration, and learner autonomy. The planned activities for each week such as the goals and workplan setting, vocabulary input followed by guided practice of grammatical structures, and their integration into the elaboration evidences in order to being integrated in the final product (Appendixes J, K, L and M), created a learning sequence that supports the continued development of communicative competence and critical thinking skills.



In addition, assessment strategies, inspired by Vygotsky's sociocultural theory (1978), were integrated into the proposal design by providing visual aids, explanations and continuous teacher guidance. The reflective stages during lessons, allow the fostering of learner autonomy and self-assessment, consistent with contemporary perspectives on learner-centered education (Little, 1991).

Additionally, the collaborative activities of the project were attached to the social constructivist learning theories, where interaction among peers is fundamental for language development and social skill acquisition (Blumenfeld et al., 1991). Group interaction during the final production phases encouraged collaborative learning and peer support, enriching the learning process and promoting an inclusive education environment.

Finally, the integration of these approaches provides coherence to my proposal, through the integration of communicative, competency-based, assessment, and social constructivist approaches, the sequence of activities in this proposal created a structured framework that supports meaningful and contextualized language learning adapted to students' learning needs and educational requirements.

Competences displayed in the action plan execution

The execution of my action plan required the integration of a variety of pedagogical and professional competences essential for effective ESL teaching, those competences guided my teaching performance throughout the planning, execution and reflection process during my professional practice; being reflected in the professional competence outlined by DGESPE (2018):

“Diseña planeaciones aplicando sus conocimientos curriculares, psicopedagógicos, disciplinares, didácticos y tecnológicos para propiciar espacios de aprendizaje incluyentes que respondan a las necesidades de todos los alumnos en el marco del plan y programas de estudio.”

First of all, the lesson plan designing competence was displayed when I integrated the PBL methodology with the educational contents specified in the Nueva Escuela Mexicana educational model (NEM, 2019) and the institutional programs (DGESPE, 2018). Ensuring coherence with the required aspects of the curriculum



while addressing the specific learning needs of the ESL students with different proficiency levels in order to develop a meaningful teaching practice.

The instructional competence was displayed through the use of assessment techniques and interactive instruction. Applying visual aids, examples, and step-by-step guidance provided students the necessary support to engage meaningfully with the language despite their limited proficiency, promoting learning within their Zone of Proximal Development (Vygotsky, 1978).

Then, classroom management competence was demonstrated by the optimal integration of English grammar and functional language structures, sequenced appropriately with the objective of supporting students' learning towards the creation of the chismografo project. Additionally, continuous feedback and classroom management techniques ensured that all students, including those with behavioral issues, received essential support with the purpose of increasing their motivation throughout the learning process.

In addition, the promoting learners' autonomy and collaboration competence was demonstrated in the designing of engaging activities that combined language acquisition with collaborative project work, which promoted classroom interactions, and communicative skills. In addition, formative assessments and class reflective stages encouraged students' metacognitive development, fostering their autonomy and intrinsic motivation.

Finally, the professional reflection practice competence was shown through the constant reflection of project outcomes and the evaluation of students' performance through the whole process while following the PBL methodology as an action plan proposal, enabling the identification of opportunity areas in order to the formulation of strategies to enhance future instructional experiences (Gibbs, 1988).

To summarize, the action plan execution improved and demonstrated my teaching capacity to create an inclusive learning environment that responded to my student's needs, following the national curriculum plans and programs. Developing a staged structured teaching process in order to improve my students' motivation and engagement using the PBL methodology.



Relevance in the use of different resources

The resources selected for the action plan implementation were a key element in the following of the PBL methodology in order to be fundamental for the project production. They were chosen to work as language input and language structure practice as well, being simple but challenging in the case of worksheet activities with the purpose of supporting students' target language understanding. Each one was used with a specific pedagogical purpose with the objective of increasing students' proficiency.

A key element around the used resources were the examples of preliminary productions, which were teacher-created formats illustrating the expected structure and target language use for each project section, such as the "student's information" section or the "Likes and dislikes" section. These formats were essential to provide a functional reference to the students, turning the sequences into something easier to carry out, aligning with inclusive education strategies in order to provide the same learning opportunities to each student despite their language proficiency, by offering clear, accessible benchmarks (Tomlinson, 2014).

Printed texts and worksheets were used to provide a guided and structured practice on the grammatical topics such as the "verb to be" forms, "likes and dislikes" and "WH questions" as well. This resource had two purposes: reinforcing language input introduced during lessons and preparing students for the preliminary productions. Their relevance came from linking language practice with a meaningful output, a core tenet of scaffolded instruction (Vygotsky, 1978). Additionally, the use of visual aids (Appendixes B, C, D and I) such as printed charts were fundamental during vocabulary and grammar classes with the purpose of presenting language forms in a clear and visual way. Illustrating Grammatical patterns and verb conjugations by charts, made that vocabulary accessible and memorable for students, which is particularly important for learners with limited exposure to English (Nation, 2013). These visual supports helped to gap-fill in understanding and worked as reference tools that students could consult by their own and during collaborative work.

Despite of my low use of technological resources such as projectors and virtual presentations during this intervention, I recognize the huge potential of using of this type of material, considering the use of digital multimedia resources for future learning



experiences in order to improve aspects of the developed intervention, following current recommendations in technology-enhanced language learning (Reinders & White, 2016).

The combinations of these resources ensured that all the students could participate and reach the same language proficiency, despite the prior contact with the language; being methodologically coherent in order to address the project outcomes. Each used resource had the purpose of supporting language understanding, use and application in order to make the learning process easier and that way improving the motivation and engagement of the students.

Procedures for monitoring the improvement proposal

In order to carry out an effective monitoring of my improvement proposal and students' progress during the action plan sequence, I applied a variety of observing and assessment processes during the teaching practice. Those monitoring processes addressed the students checking during class activities related to students' proficiency improvement and both motivation and engagement increasing.

Direct observation played a fundamental role in the monitoring process. By carefully observing students during classroom activities, I was able to notice engagement and motivation increasing or decreasing, tendency for class participation, target language practice, and group dynamics in real time. This allowed me to identify behavioral issues and apply strategies in order to solve them. This procedure provided constant insights into students' communication, collaboration, and problem-solving skills beyond what written work alone could reveal (Le Cornu, 2012).

Direct formative assessment was applied through the production process, following Black and Wiliam's (1998) model, in order to get real-time insights of students' language understanding and development of communicative skills, allowing specific feedback providing (Hattie & Timperley, 2007). The group's checklists (Appendix R) worked as instruments for evidence tracking about class evidence, and final production was evaluated by using a rubric (Appendix H), in order to provide transparent evaluation criteria, ensuring objective and consistent monitoring (Sadler, 1989).



In addition, during peer and self-assessment procedures, students' were encouraged to evaluate their own proficiency and achievement level as well as for their classmates, especially during collaborative tasks such as the group's chismografo production. Self-assessment promoted learner autonomy, self-awareness, and critical thinking, enabling students to recognize their strengths and areas for growth (Little, 1991; Boud, 1995). Peer feedback, especially during collaborative activities like the "Question" section production, promoted positive class interaction and provided the opportunity to observe and notice students' development of target language proficiency, by supporting cooperative skill-building (Blumenfeld et al., 1991).

Otherwise, a written final class reflection (Appendixes N, O, and P) was held to encourage students to evaluate the entire teaching intervention in order to discuss their learning experiences, challenges, and achievements in both linguistically and personally. In addition, providing valuable qualitative data for evaluating the overall impact of the project.

Concluding, the procedures used during the monitoring of the improvement proposal were a combination of direct observation, different assessment models and final class reflection, and through these procedures, the tracking of class and methodology outcomes reaching was developed effectively, allowing constant feedback in order to ensure an effective development of the communicative competence.

Evaluation of the improvement proposal and activities implemented in the action plan

The evaluation of the improvement proposal was carried out through the analysis of student's class evidence via the group's checklist, which included the final project (Appendixes J, K, L, M and R) gathering students' final class reflections (Appendixes N, O and P) and recalling findings obtained through observation and note taking. The evaluation focused on determining if the application of English activities using a Project Based Learning methodology had a strong impact on generating and improving students' motivation and class engagement.



Despite of had not received the expected quantitative evidences from first grade group B, and not representing a complete success of project's addressing goals, students' quantitative results based on their written final class reflections (Appendixes N, O and P), indicated that 19 of the 27 students showed a positive or remarkable reflection about their class proficiency and achievement level. The remaining 8 reflections were potentially negative but reflecting about their conflictive behaviors as well; according to my note-taking based on class observation and the group's activities checklist (Appendix R), the language structures worksheets applied to target the class content learning were an effective teaching strategy, as they were the most completed activities according to the checklist, instead of the other class productions or activities, which low completion generated that only five students achieved an approval grade.

In addition, students' final class reflections (Appendixes N, O and P) indicated that the setting and project sequence for the chismografo production were interesting and attractive from then, because of representing a prior familiar context. This familiarity promoted both students' intrinsic motivation and class engagement, even though this was not fully reflected in the completion rate of the project, with only five students delivering the final production.

The improvement of target language proficiency during the project production was evaluated through a project rubric aimed at grading the project. This rubric (Appendix H) assessed the use of language structures reviewed in class, followed with the check to the presence of required sections in the personal chismografo page. Additionally, head teacher's feedback (Appendix Q and S) was functional for my class reflection, remarking the adaptation and setting of my lesson plan structure according to the given contend, acknowledging my motivated and enthusiastic teaching attitude and recognized my self-improvement efforts to integrate students during the learning process in order to achieve a meaningful learning goal and environment.

In retrospect, both internal and external factors affected my teaching practice, for example: my diabetes condition which was not noticed during the teaching practice period, affected my physical condition and decreased my mental strength severally. Additionally, varied teaching responsibilities such as adapting, printing and bringing materials or any other resource sometimes make my teaching practice progress



difficult. Otherwise, scholar disruptions such as suspensions, festivals, etc., reduced instructional time and continuity.

All those factors affected my students' learning progress, complicating the achievement of the expected outcomes. Despite these challenges, I made everything possible in order for the completion and achievement of proposal goals, by time management scaffolding, constant guidance, and feedback providing, I tried to reduce the impact of these disadvantages with the purpose of reaching an effective development of my proposal implementation.

To conclude, the data and evidences collected from the proposal implementation demonstrate that, despite of not achieved the expected level of project completion in first grade group B, and due to both external and internal factors generated significant challenges that affected myself in both physical and emotional ways; the intervention successfully initiated positive reflection for the majority of my students, fostering their self-learning and improvement in consequence of the obtained results at the end of the intervention process, addressing both aspects, the student's motivation and class engagement generation and increasing in a moderate degree; highlighting both potential and implications of applying the PBL methodology in ESL lesson plan activities, offering insights for future improvements.

Reconsideration of the improvement proposal based on competences, contexts, approaches and students' learnings

The action plan implementation and consequent analysis, allowed me to reflect and evaluate the teaching process performance and the accomplishment of generating meaningful learnings in my students. Regardless of the lower achievement level of the proposal addressing, the obtained results revealed the areas that require adjustments for future practice and professional growth as a teacher. The reconsiderations presented are based on the applied competences, contextual conditions of the practice school and the students' learning needs and acquisition.

Align with the professional competence outlined by the *“Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria”* curriculum (DGESPE, 2018), in a future implementation of the proposal, this one would benefit from a better



integration of differentiated instruction, in order to address effectively the wide range of proficiency levels observed in the group. Including fitted scaffolding strategies and mixed use of technological and traditional resources to engage diverse learners and support varied learning styles, being essential in order to foster inclusive and equitable learning spaces.

The reality of the secondary school educational contexts is also a factor to take into consideration, as a mix of behavioral changes and challenges, schedule disruptions such as school events, and varied responsibilities. Implementing shorter and flexible class cycles and pace adjustments is essential in order to build sessions that keep continuity despite interruptions or external factors. Additionally, the integration of new classroom management techniques, particularly for conflictive behaviors, would improve the learning environment by fostering collaboration and positive classroom interaction in group projects.

From a methodological perspective, it is essential to optimize the implementation of PBL methodology. Some students improved their motivation and engagement through the project sequence, but future interventions of this proposal could include a wide variety of activities, with different potential resources in order to help learners to improve their target language proficiency.

From a learner perspective, despite many students demonstrating positive reflections on their language proficiency, the low completion rate of the final project demonstrates the need of building stronger motivation and support systems. Increasing student involvement in the co-creation of project criteria and reflection processes can further boost autonomy and investment in learning (Little, 1991). For example, the integration of more immediate, achievable tasks within the project cycle in order to foster a sense of accomplishment and continue engagement.

Concluding, the reconsideration of the improvement proposal is a vital part of the teaching and reflection process. It involves making thoughtful decisions in order to enhance teaching proficiency and create a supportive and inclusive learning environment. By the constant adaptation of lesson plans, time management strategies and assessment methods, teachers can effectively respond to students' needs and



generate meaningful learnings, participations, interactions, motivation and engagement.

Planned steps for future implementation

A) Preparation:

- Develop lesson plans based on the PBL methodology, aligning content with the school program's learning outcomes.
- Adapt materials (worksheets, informative charts, and examples) to match students' proficiency levels for both preliminary and final project stages.

B) Lesson Structure:

- Begin the sequence by organizing and setting the stages of the chismografo production, establishing a clear work plan to guide expected outcomes.
- Guide students throughout the project structure during lessons.
- Support students in learning acquisition and developing preliminary productions.
- Provide continuous feedback, conduct direct assessment, and manage the collection of preliminary productions leading to the final product.
- Conclude with reflective class stages where students evaluate their learning and share findings.

C) Observation:

- Maintain detailed notes on students' progress toward meeting project goals.
- Engage in constant guidance and monitoring, fostering supportive interaction between teacher and students.



- Pay particular attention to students with lower English proficiency to ensure they receive adequate support.

D) Evaluation:

- Use group checklists to collect quantifiable data on class participation, preliminary work completion, and activity engagement.
- Compare participation and progress using previous intervention checklists to track improvement.
- Gather students' written reflections on their classroom experiences and final outcomes.
- Assess students' English proficiency based on the project rubric criteria.

E) Reflection:

- Review all gathered evidence, including student work samples, grades, and general observations.
- Identify the plan's strengths, areas for improvement, potential risks, and future opportunities through a SWOT analysis.



CONCLUSIONS AND RECOMMENDATIONS

The implementation of the PBL methodology as an improvement proposal in an ESL first-grade classroom, although not fully reaching the expected completion level, proved to be a reliable approach to promoting the student's engagement and motivation increasing for the English subject. The strategy of using familiar cultural contexts, such as the chismografo project, supported students in understanding and using the target language properly. This connection to students' personal experiences helped foster an initial motivation and active participation, aligning with the main goal of enhancing engagement for future learning contexts.

In addition, the use of contextualized examples throughout the sequential stages of the PBL methodology allowed some students to develop preliminary productions that contributed meaningfully to their final evidence. This structured process gave learners clear models and opportunities to apply language skills progressively, supporting their gradual target language acquisition.

In addition, the intervention focused on improving students' communication skills by encouraging them to provide personal information aligned with the learning objectives, at the same time, trying to address the low motivation and engagement level of the students. This practical application of English tried to foster authentic exchanges and built confidence in sharing ideas, essential for communicative competence.

The project design was informed by the professional competence described by DGESE (2018): "Diseña planeaciones aplicando sus conocimientos curriculares, psicopedagógicos, disciplinares, didácticos y tecnológicos para propiciar espacios de aprendizaje incluyentes que respondan a las necesidades de todos los alumnos en el marco del plan y programas de estudio."

Regarding my graduating profile, this intervention reflects my commitment to designing and implementing inclusive and adaptive teaching practices that promote meaningful learning, as expected of a teacher prepared to respond effectively to the diversity and complexity of secondary education. It also demonstrates my growing



capacity to link theory and practice in real classroom scenarios and to foster learner autonomy and communicative competence.

While the main objective of promoting engagement through familiar contexts was partially achieved, challenges such as time management, classroom behavior, and varied proficiency levels affected the consistent development of preliminary productions and the improvement of oral communication. These reflect areas that require further attention to fully meet learning goals for future teaching experiences.

- Based on this experience, I plan to strengthen future PBL implementations by: Establishing clear classroom expectations and group roles to minimize disruptions.
- Improve the adaptation of class activities with differentiation to support individual learner profiles.
- Integrating flexible scheduling and contingency plans to mitigate external interruptions.
- Maintain a continuous formative assessment, combined with self and peer evaluation, to encourage learner autonomy and sustained motivation.
- Exploring the use of multimedia tools to address diverse learning styles and increase exposure to the English language on the students.

In conclusion, although the proposal's goals were only partially accomplished, the positive shift and reflection in students' motivation and engagement actually demonstrates the potential of PBL methodology in ESL education. This teaching experience affirmed that even partial successes can have meaningful impacts on learners and contribute significantly to teachers' professional growth. Continued experimentation of pedagogical strategies and classroom management techniques will allow more effective and engaging PBL implementations, fostering better language outcomes and teaching skills with the purpose of becoming a better teacher every day, because this is just the beginning of my professional development.



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ANNEXES

Lesson plan, students' evidences and instruments used

Appendix E: Part of the lesson plan applied (Week 1).

Development of the lessons																						
Objective peer week:	Aids and materials for each class																					
Week 1 Session 1: Organization and setting up - o Setting the stages of the "Chismo Grafo" production - o Setting the plan of work for the development of the expected outcome (Distribution of the groups, materials, grading criteria, etc.) - o Subject cover design in students' notebooks Session 2: Learning "Verb to be" to describe myself. (Affirmative) - o Introduce the class to the concept of "Verb to Be" by a text. - o Checking of examples of the structure of the verb with a chart. - o Worksheet with activities related to the topic. - o Reflections about class' learnings and ask students to bring materials for the next class. Session 3: "Preliminary production 1" (My description) - o Production of students' information page for the chismo grafo using a teacher's example.	Session 2: Learning "Verb to Be" to describe myself (Affirmative) Introduction text "Verb to Be" <i>"To be" is the most important verb in the English language. It is related to identity and expresses something about people or things like age, feelings, position, price, size, time, weight, etc. "Be" is the only English verb that has three conjugations in the simple present (am, is & are)."</i> "Structure chart" <table><tr><th>Subject</th><th>To be</th><th>Contraction</th></tr><tr><td>I</td><td>am</td><td>I'm</td></tr><tr><td>You</td><td>are</td><td>You're</td></tr><tr><td>He / She / It</td><td>is</td><td>He's / She's / It's</td></tr><tr><td>We</td><td>are</td><td>We're</td></tr><tr><td>They</td><td>are</td><td>They're</td></tr><tr><td>You</td><td>are</td><td>You're</td></tr></table>	Subject	To be	Contraction	I	am	I'm	You	are	You're	He / She / It	is	He's / She's / It's	We	are	We're	They	are	They're	You	are	You're
Subject	To be	Contraction																				
I	am	I'm																				
You	are	You're																				
He / She / It	is	He's / She's / It's																				
We	are	We're																				
They	are	They're																				
You	are	You're																				

Appendix F: Students' cover proposal (Product of lesson 1).





Appendix G: Parts of the lesson plan applied (Week 3).

Week 3

Session 7: "Preliminary Production 2" (Chismografo cover and likes and dislikes session)

Session 8: "WH questions" words and how to use it

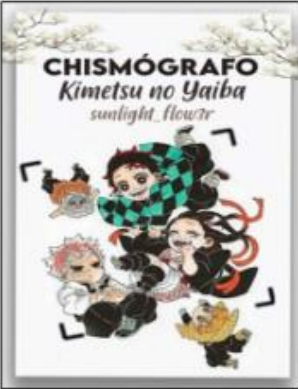
- o Introduce the class to the concept of "WH questions" by a text.
- o Check those words in a chart and write examples of each one.
- o Worksheet with activities related to the topic.
- o Students make a list of questions for a classmate using the "WH Question" words for the next class.
- o Reflections about class' learnings and ask students to bring materials for the next class.

Session 9: "Final production (Students' question section in the chismografo)"

- o Students add questions to classmates' pages for them to answer and finish the chismografo structure, using their questions from the previous class.
- o Students gather all the previous productions for the creation of their group chismografo pages.

Session 7: "Preliminary production 2" (Chismografo cover and likes and dislikes section)

Cover Page




Likes and dislikes section

THINGS I LIKE

I LIKE A NICE CUP OF COFFEE IN THE MORNING

I LIKE GETTING DRESSED AFTER I BRUSH MY TEETH.

I LIKE MY CARERS TO BE ON TIME AND IN A GOOD ROUTINE WITH ME

THINGS I DISLIKE

I DON'T LIKE IT WHEN MY COFFEE IS NOT IN MY FAVOURITE CUP!

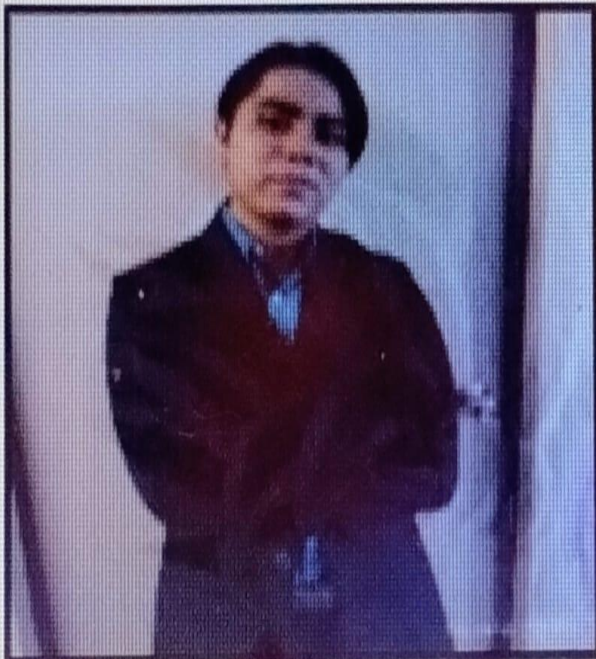
I DON'T LIKE IT WHEN MY CLOTHES AREN'T ORGANISED

I DON'T LIKE CARERS NOT USING THEIR OWN INITIATIVE.

Appendix H: Rubric to evaluate students' final product (week 3, class 9), designed by teacher trainees.

Student's Name:				
Aspects to Evaluate	Excellent performance (4)	Good performance (3)	Need improvement (2)	Low performance (1)
Application of the target language in the project's structure	Applied the target language in each section of the chismografo page, no use of the mother tongue	Applied the target language in each section of the chismografo page, short use of the mother tongue	Less use of the target language than mother tongue in chismografo's sections	Any use of target language in the chismografo's sections, full use of mother tongue
Use of the language structures reviewed during class	Applied all the 3 language structures seen in class correctly (Verb to be, likes and dislikes and WH questions)	Applied only 2 of the 3 language structures seen in class correctly (Verb to be, likes and dislikes and WH questions)	Applied only 1 the 3 language structures seen in class correctly (Verb to be, likes and dislikes and WH questions)	Any application of the language structures seen in class
Completion of chismografo's individual sections	Integrated the 3 chismografo's sections correctly (Personal information section, likes and dislikes section, classmate's question section)	Integrated only 2 of the 3 chismografo's sections correctly (Personal information section, likes and dislikes section, classmate's question section)	Integrated only 1 of the 3 chismografo's sections correctly (Personal information section, likes and dislikes section, classmate's question section)	Any integration of the chismografo's sections

Appendix I: Teacher's example for expected students' final project (Class 1 to 9).



My name is Luis Gabriel Flores Hernández, I am 21 years old and I am from San Luis Potosí, I have straight black hair, my favorite anime is Dragon Ball and my favorite character is Bardock. My favorite drinks are Coca-Cola and orange juice, my favorite food is pizza.

Gabriel's Likes	Gabriel's Dislikes
Listening to music	Waking up early on weekends
Sing in English	Go to my mother's town
Do dubbing	Go out when heat is high
Play videogame	Deal with problematic students

Questions and answers

What is your biggest dream? Being a professional voice actor and assist to events to know people and being known by my characters.

Who is your favorite person? My girlfriend Crystal, she is the best girl in the world.

Where is your favorite place? In my house, specifically my bedroom chilling in my bed.

Why you decided to become a teacher? Nowadays my reasons are not totally clear.

When is your birthday? My birthday is on April 5th



Appendix J: Example of student's final production (Class 9).

my name is Bruno Cicachipe Ortiz Vázquez I
am 12 years old, I live in solitude of gaciano
sanchez, I really like sweets, I liked to play
basketball, and my favorite color is emerald
green and blue I have a best friend
called Luis Fernando Torres Torres, is 12 years
old, He likes football, he likes students he
really like sweets, we both like blue power,
gummiens, we like to visit abandoned places,
he misses his ex Jazmyr Abigail.

I like to play football	I don't like red
I like to play basket	I don't like to cook
I like to drawing	I don't like watching series
I like dance	I don't like dogs
I like gummiens	I don't like color verde claro
I like Students	I don't like pink
I like color blue	I don't like color black
I like to watch TV	I don't like walking home
I like color esmeralda	I don't like getting up early
I like listening to music	I don't like you sitting all day

when is your birthday? 12 de agosto de 2011
Q I like is drawing? yes
Q I like is gummiens? yes
Q I like basketball? yes
Q I like football? yes

Call if (1.5) you can work better!
I believe in you!



Appendix K: Example of student's final production (Class 9).

My name is Arcely Jaqueline Saucedo Chomez I am 12 Year old, I am from San Luis Potosi, my dog's name is Grana5, my eyes are dark, my hair is wavy are like afates, my favorite artist is xavi also like to draw, like rain.

Foto

Arcely's don't's like	Arcely's like
i don't like nata	like celular
don't like habanero	like candy
ido't like onion	like tocos
don't like sushi	like casa
don't like futbol	like basquet
Idon't Pasa Pluma	like hacer la tarea
Idon't Perreni	like comer
Idon't color	like color pink

¿like futbol? yes
¿like xavi? NO
¿like nata? yes
¿like hacer la tarea? NO
¿like candy? Si
¿like estudio? NO

calif = 1.2
Keep improving!
You can do it better!



Appendix L: Example of student's final production (Class 9).



My name is Camila Guadalupe López Donjuan, I am 12 years old, I have brown eyes, I am of medium complexion, my hair is long and brown, my favorite colors are black and purple, my favorite food is pozole, my favorite singers are, rells b, Kenia Os, Edición especial, Natanael Cano, Junior H and Luis Miguel, One of my favorite Soccer players is CR7, I like to listen to music, I like to spend time with my mom, family and friends, I consider my self, a dramatic, sensitive, affective intelligent and responsible person. *calif 2.7 keep working Great job!*

Camila's likes	Camila's dislikes
1- I like school	1- I don't like getting up early
2- I like to be organized	2- I don't like onions
3- I like Pozole	3- I don't like to run
4- I like black color	4- I don't like washing dishes
5- I like Coca Cola	5- I don't like throwing garbage
6- I like to watch TV	6- I don't like to
7- I like Pizza	7- I don't like
8- I like mopping	8- I don't like to reveal myself
9- I like to watch telenovelas	9- I don't like the heat
10- I like to sweep	10- I don't like to sweat

Who are your best friends?
my best friends are Cynthia y Marlen and

What is your favorite food?
my favorite food is Pozole

What subject do you prefer?
my subject prefer is Espanol

Do you have brothers?
NO

What are your favorite games?
I don't have favorite games

What are your hobbies?
listening to music

What kind of songs do you listen to?
Any kind of music

Who do you dislike?
Nobody



Appendix M: Example of students' final production (Class 9).

Description:

My name is Jesus Israel Perez Hipolito
I am 12 years old. I am from Rivera. My favorite
sport is football. My favorite drink is Coca-
Cola. My best friend is Abisai. He is 12
years old. He is from Soledad de Graciano
Sanchez. Me and Abisai are best friends.
My sister's name is Sofia. My favorite
movie is Kung Fu Panda.

I like to play basket	I don't like playing baseball
I like to eat watermelon	I don't like eating kiwi
I like eating hamburgers	I don't like eating sugar tamales
I like to watch Tv	I don't like walking home
I like to play on the cell phone	I don't like getting up early
I like to play with my xbox	I don't like picking up my dog's excrement.
I like studying	I don't like going to the store
I like Spanish class	I don't like watching series
I like color blue	I don't like playing in the street
I like being at home	I don't like to cook

When is your birthday? June 6
How old are you? 13 years
Do you have brothers? yes
Where do you live? in Rivera
You have a pet? yes
Which? yes

Calif = 2.4
Great job!
Keep working that way!



Appendix N: Example of students' written final class reflections (End of intervention).

Today is Wednesday June 14th of 2024

Pues estas clases que emos tenido con el maestro Gabriel fueron interesantes Porque la forma que nos explica y nos pone los trabajos son muy interesantes Porque trabaja super bien el maestro y se entiende y sabe como explicarse por lo mismo se entiende y así me llama la atención los trabajos que nos pone me propongo a mejorar y ya poner mas atención en su clase bueno los días que e puesto atención se entendieron super bien y la verdad me gusta el trabajo siento que puedo mejorar y ser mejor estudiante, entregar tareas la verdad sí me llama la atención lo que mas me gusto fue el tema verbo lo fue super interesante me gusta mas cuando lo convertimos en preguntas Porque el profesor nos pregunta algunas veces fue interesante tambien los trabajos lo que nos ponia estuvo bien.



Appendix O: Example of students' written final class reflections (End of intervention).

Today is Wednesday June 19th of 2024
Evaluation of the experience 19.6.24

En mi experiencia me senti estresada, porque no entendia las indicaciones y me sentia confundida, y presionada por que el profe daba muchas indicaciones y eso hacia que me confundiera, pero siempre trataba de decirles mis dudas al Teacher y cumplir con las indicaciones que se pedian, la actitud del profe me parecia la correcta al dar clases, siempre fue cumplido y Justo.

Aprendi cosas que antes no sabia y me parecieron faciles y interesantes.

Me considero una persona que se distrae facilmente y me propongo mejorar en ese aspecto y no perder el tiempo en otras cosas.

Me parecia un poco dificil el hecho que todo tenia que ser en ingles, pero se que eso es parte de la materia y que es para que aprendamos mas el idioma, pero me gusto mucho el desempeño que tuve y el esfuerzo, ya que no fue tan facil y me quedo con el aprendizaje.



Appendix P: Example of students' written final class reflections (End of intervention).

June 29th of 2024, today is wednesday.

✦ Evaluation of the experience ✦

Considero que puedo mejorar haciendo mi tarea, faltó mucho y a veces no me doy cuenta que dejaron trabajo, y no la puedo pedir porque no tengo celular. También creo que puedo mejorar poniendo más atención, porque después no entiendo (la verdad es que tengo problemas para concentrarme). Sobre las clases creo que podrían mejorar en explicaciones (a mi parecer), pero fuera de eso todo muy bien.



Appendix Q: ELT practice evaluation sheet answered by head teacher (End of intervention).

 **BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO**
LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN INGLÉS
ELT PRACTICE EVALUATION SHEET

SCHOOL: Escuela Secundaria Técnica 1036 GROUP: B-F GRADE: 1º UNIT: - DATE: -

TEACHER TRAINEE: Luis Gabriel Flores Hernández

	(1) DEFICIENT	(2) REGULAR	(3) SATISFACTORY	(N/A) NOT APPLICABLE	0	1	2	3	note
LESSON PLANNING	a) Identify learning objectives appropriate to the needs, age and ability level of the group.							✓	
	b) Select and/or adapt materials and/or activities suitable for the learners and the lesson objectives including appropriate stories, art, music, investigations outside the classroom.							✓	
	c) Assign realistic timing to the stage in the lesson.						✓		
	d) Include an appropriate variety of activity, interaction and pace.							✓	
	e) Anticipate potential difficulties with language and activities.						✓		
	f) Present plans in language, which is clear, accurate (including appropriate use of terminology) and easy to read.							✓	
	g) Present materials for classroom use with a professional appearance and regard for copyright requirements.							✓	
CLASSROOM TEACHING SKILLS	a) Establish rapport.							✓	
	b) Foster a constructive and safe environment taking into account appropriate learner and teacher roles.							✓	
	c) Set up and manage a range of classroom events.							✓	
	d) Maintain discipline showing sensitive to individual needs.							✓	
	e) Maintain learners' interest and involvement.							✓	
	f) Teach in a way that encourages the development of learner autonomy.							✓	
	g) Teach language items effectively.							✓	
	h) Convey the meaning of new language with clear and appropriate context and check learners' understanding of it.							✓	
	i) Help learners develop language accuracy.							✓	
	j) Monitor learners' language performance and give appropriate feedback.							✓	
	k) Identify errors and sensitively correct learners' oral and written language when and where appropriate.							✓	
	l) Teach language skills appropriately and effectively including literacy where relevant.							✓	
	m) Help learners develop language fluency.							✓	
	n) Use appropriate aids, materials and resources (including the board) effectively.							✓	
	o) Adapt plans and activities appropriately in response to the learners and to the classroom contingencies.							✓	
p) Achieve learning objectives.							✓		
LESSON EVALUATION	a) Reflect critically on their plan, teaching and evaluation and use of English								
	b) Review and adapt their practices in the lights of this reflection and of the views of tutors, colleagues and learners.								
	c) Set targets for on-going development (and where appropriate the next assessed lesson).								
USE OF ENGLISH IN THE CLASSROOM	a) Use clear, generally accurate English for teaching purposes (may include classroom management, response to learners, dealing with language content).							✓	
	b) Use language for classroom purposes that provides a good model for learners.							✓	
	RANGE AND FLEXIBILITY								
	c) Employ language that is appropriate to the learners' level.						✓		
	d) Reinforce, simplify or clarify meaning when necessary.							✓	
	PRONUNCIATION								
	e) Display generally clear and accurate pronunciation.							✓	
	f) Use stress and intonation to reinforce meaning.							✓	
	g) Provide a clear, consistent model for learners.							✓	
	AUDIENCE								
h) Select and grade language in response to learners' language needs and potential difficulties.							✓		
i) Show awareness and responsiveness to learners' misunderstanding or lack of understanding.							✓		

[illegible]64

Appendix S: Head teachers' feedback comments section in lesson plan.

Head teacher comments:

Very complete planning and According to the content

Teacher shows great enthusiasm and dynamic when teaching his class, which pleases and motivate the students

October 4th 2023. Teacher improve his class trying to get students interres, It was good and attractive to them.

Good decision.