



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

TITULO: Implementation of classroom management strategies to reinforce students' written participation in second grade group c in secondary school

AUTOR: Ulises Emmanuel López Silva

FECHA: 26/03/2021

PALABRAS CLAVE: Motivación, Gestión del aula, Participación, Participación escrita y Entorno de aprendizaje

**SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO
SISTEMA EDUCATIVO ESTATAL REGULAR
DIRECCIÓN DE EDUCACIÓN
INSPECCIÓN DE EDUCACIÓN NORMAL**

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

GENERACIÓN

2016



2020

**IMPLEMENTATION OF CLASSROOM MANAGEMENT STRATEGIES TO
REINFORCE STUDENTS' WRITTEN PARTICIPATION IN SECOND GRADE
GROUP "C" IN SECONDARY SCHOOL**

ENSAYO PEDAGÓGICO

**QUE PARA OBTENER EL TÍTULO DE LICENCIADO EN EDUCACIÓN
SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA: (INGLÉS)**

PRESENTA:

ULISES EMMANUEL LÓPEZ SILVA

ASESOR:

JUAN GERARDO DE LA ROSA LEYVA

SAN LUIS POTOSÍ, S.L.P.

MARZO DEL 2021



Benemérita y Centenaria
Escuela Normal del Estado
de San Luis Potosí

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

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

**A quien corresponda.
PRESENTE. –**

Por medio del presente escrito López Silva Ulises Emmanuel
autorizo a la Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí, (BECENE) la
utilización de la obra Titulada:

Implementation of Classroom Management Strategies to Reinforce Students' Written Participation in
Second Grade Group "C" in Secondary School

en la modalidad de: Ensayo pedagógico para obtener el
Elige Licenciatura en Secundaria con Especialidad en: Lengua Extranjera (Inglés)

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

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

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

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

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

En la Ciudad de San Luis Potosí. S.L.P. a los 19 días del mes de Marzo de 2021.

ATENTAMENTE.

López Silva Ulises Emmanuel

Nombre y Firma

AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES



**BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
SAN LUIS POTOSÍ, S.L.P.**

BECENE-DSA-DT-PO-07

OFICIO NÚM: REVISIÓN 8
DIRECCIÓN: Administrativa
ASUNTO: Dictamen Aprobatorio

San Luis Potosí, S.L.P., a 16 de marzo del 2021.

Los que suscriben, integrantes de la Comisión de Titulación y asesor(a) del Documento Recepcional, tienen a bien

DICTAMINAR

que el(la) alumno(a) **ULISES EMMANUEL LOPEZ SILVA**

De la Generación: 2016-2020

concluyó en forma satisfactoria y conforme a las indicaciones señaladas en el Documento Recepcional en la modalidad de: () Ensayo Pedagógico () Tesis de Investigación () Informe de prácticas profesionales () Portafolio Temático () Tesina. Titulado:

IMPLEMENTATION OF CLASSROOM MANAGEMENT STRATEGIES TO REINFORCE STUDENTS' WRITTEN PARTICIPATION IN SECOND GRADE GROUP "C" IN SECONDARY SCHOOL.

Por lo anterior, se determina que reúne los requisitos para proceder a sustentar el Examen Profesional que establecen las normas correspondientes, con el propósito de obtener el Título de Licenciado(a) en Educación:

SECUNDARIA CON ESPECIALIDAD EN: LENGUA EXTRANJERA (INGLÉS)

**ATENTAMENTE
COMISIÓN DE TITULACIÓN**

DIRECTORA ACADÉMICA

DIRECTOR DE SERVICIOS ADMINISTRATIVOS



MTRA. NAYLA JIMENA TURRUBIARTES CERINO

DR. JESÚS ALBERTO LEYVA ORTIZ.

JEFA DEL DEPARTAMENTO DE TITULACIÓN

ASESOR(A) DEL DOCUMENTO RECEPCIONAL

MTRA. MARTHA IBÁÑEZ CRUZ.

LIC. JUAN GERARDO DE LA ROSA LEYVA

AL CONTESTAR ESTE OFICIO SIRVASE USTED CITAR EL NÚMERO DEL MISMO Y FECHA EN QUE SE GIRA, A FIN DE FACILITAR SU TRAMITACIÓN ASI COMO TRATAR POR SEPARADO LOS ASUNTOS CUANDO SEAN DIFERENTES.

| | |
|--|----|
| Index | |
| I. Introduction | 4 |
| II. Topic of study | 7 |
| 2.1 Nucleus and Topic Line | 7 |
| 2.2 School Context and Geographical Location | 8 |
| 2.2.1 School Context. | 8 |
| 2.2.2 Geographical location, name, code, and address | 8 |
| 2.2.3 School History | 11 |
| 2.2.4 Current physical and social conditions of the school | 12 |
| 2.2.5 School Staff | 16 |
| 2.3.2. Students' Likes (Student Survey) | 18 |
| 2.3.3 Results in the Diagnostic Exam: | 20 |
| 2.4 Description of the case being study, identification of topic of study – need, purpose (personal and academic), and action plan | 23 |
| 2.5 What is known about the topic: | 26 |
| 2.5.1 Participation | 26 |
| 2.5.1.1 Types of participation | 27 |
| 1) Active Participation | 27 |
| 2) Passive Participation | 27 |
| 3) Oral participation | 28 |
| 4) Written Participation | 28 |
| 2.5.2 Motivation | 29 |
| 2.5.2.1 Types of motivation | 29 |
| 1) Intrinsic motivation: | 30 |
| 2) Extrinsic motivation: | 30 |
| 2.5.3 Classroom Management: | 31 |
| 2.5.4 Strategies of classroom management: | 32 |
| 2.5.5 Learning Environment: | 32 |
| 2.5.6 PPP methodology: | 34 |
| 2.6 Key questions | 36 |
| III. Topic Development | 37 |

| | |
|---|----|
| 1) How can second-graders group C's written participation frequency be increased with the application of classroom management strategies? | 37 |
| 2) How can the second-graders group C's written participation frequency be measured? | 42 |
| 3) What were the second-graders group C's reactions through the classroom management strategies application? | 43 |
| 4) What was the result of the second-graders group C's written participation after applying classroom management strategies? | 57 |
| IV. Conclusion | 65 |
| V. Bibliography | 71 |
| VI. Appendix | 74 |

I. Introduction

The following pedagogical essay has the intention of providing a written account of the research process carried out in the 4th year at the Benemerita y Centenaria Escuela Normal of San Luis Potosí. It takes a close look at the class actions that occurred in the implementation of different strategies that could have affected students' written productions in second-grade group C of the secondary school "Francisco González Bocanegra".

This pedagogical essay incorporates general aspects and description of the school, such as school context, group profile, and needs which in the following chapter is to provide the general setting of the specific topic of study. In addition, the incorporation of the results of the diagnostic exam became an interest to focus on the actions in an environment that could promote written participation to increase foreign language learning which the topic of the study is.

There were two personal reasons, the experience as a student and the comments from the observation period in "Francisco Gonzalez Bocanegra" secondary school and previous ones in other schools. To begin with, the experience of being afraid at the moment of participating in class was a reason for avoiding this experience in the students of the group of study, so they participated. Secondly, during the observation period, some students commented about finding difficult English classes and because of that, they feared making mistakes by saying the wrong answer. Besides, these comments were similar to the students observed from the first semester of the degree.

The purpose was to implement the theory learned during the four years at the BECENE and the information researched as well as developing skills as a teacher in the area of a foreign language which can involve students in writing tasks. Besides, another intention was to provide a learning environment to students in which they participate in writing tasks, feeling comfortable when it comes to

participating in the classroom during English class. Therefore, this was the way for looking for different strategies to improve the level of students' participation.

The steps followed for the investigation were analysis, selection of information, and reflection; these activities were linked to each other because one helped another which allowed keeping a process to choose the strategies applied in the classroom. The analysis helped to check the information researched; the selection was another step which consists of choosing information that supported this essay and found the appropriate strategies, and reflection which linked the information with the experience of the teaching practices.

There were several difficulties at the time of carrying out this essay. First of all, thinking about "strategies always work with all students" was a mistake in this investigation, this as opinion. Strategies can work with some or few students most of the time; sometimes do not work with any student; and few times for most students. However, based on the experience, it was important to reflect and learn why that happens in class to improve the strategies which do work and even more important the ones which do not work.

Secondly, finding strategies that improved the situation in the group. For this, it was necessary to analyze the information investigated and reflect on either it was useful or not. Besides, to analyze what was needed in the classroom to avoid any impediment at the time of applying the strategies, such as time, space, material, or attention so there was not any problem to use them.

Another topic was the experience in this essay because it helped to learn about reflecting on what was necessary to improve to increase as a teacher. Because it was expected to have advantages in some students or most of them. However, it did not always happen in that way because there were mistakes and should be thought about how to avoid them, to know what strategies should be implemented and how

to improve the way they are applied either they work or not, in both cases can be improved by using the strategies as time goes by with future students.

This was the first approach to learning and using strategies that could improve students' written participation which was the reason for choosing this topic of study. Furthermore, this investigation allowed growing as a teacher who learned knowledge from experiences through areas of opportunities as well as weakness and strengths to improve at the time of teaching English classes, from what was done, the mistakes made and the strategies worked. In addition, what is learned from doing this research was constantly changing to improve the strategies implemented.

Finally, it allowed improving the role of a teacher in the classroom because this task made thinking about helping students when they do their exercises, providing the best attitude, and giving examples so the task is clear for students. Therefore, a teacher should look for the moment to hear the students' questions and the best way of explaining them.

II. Topic of study

2.1 Nucleus and Topic Line

The nucleus, the topic line, and the reasons why each one was selected are described in this part of the essay. The nucleus and topic line were settled by Secretaría de Educación Pública (2002), which helped to guide this pedagogical essay.

To begin with, the nucleus provides a way to organize information by categorizing different possible situations that can be attended by Secretaría de Educación Pública (2002). SEP (2002) establishes three nucleus which are “Adolescents”, “Didactic Competence in Teaching the Specialty”, and “School Context”. Therefore, after analyzing those nucleus, it was determined that “The Didactic Competence for Teaching the Specialty” fitted best because of the situation corresponding to the necessity of improving the way of giving the class.

Furthermore, according to SEP (2002), the definition of topic line is “the delimitation of the problem in the topic of study”. Having said that, SEP (2002) establishes three topic lines which are “The Analysis of Teaching Practice”, “The Adolescents and their Learning Process”, and “The Teaching and Educative Process”. Thus, “The Analysis of Teaching Practice” is the one that represents the best topic of study, because the experiences of implementing classroom management strategies were analyzed, to determine either or not they worked with the study group to increase students’ written participation.

To sum up, from the three nucleus and three topic lines established by SEP, only one nucleus and topic line were chosen. In addition, both played an important role as a tool for this investigation essay to organize, delimit the topic of study and analyze the information presented here.

2.2 School Context and Geographical Location

The purpose of this section is to describe the different places around the school to understand and know the context where the investigation took place. It provides general information about the school, such as the name, code, address, history, the current social condition of the school (classroom and facilities), school's staff, English academy, and students in the school.

2.2.1 School Context.

The school context was built by different aspects from students in their lives, such as individual experiences, way of thinking, students' behavior, personality, the environment they live in, and students' view about the world. In other words, context provides information about why the students act as they act. According to Vinlove (2012):

Students' lives reflect their individualized approaches to the world, the worldviews of their families and those they live with, the situated experiences of the communities in which they live, and the larger environments or "places" in which their communities and schools are located.

Therefore, as experience, the school area provides information about why the students act as they act, in consequence, to identify specific aspects (such as, friendships, emotions, and personality) that were taken into consideration for this investigation.

2.2.2 Geographical location, name, code, and address

First of all, the secondary school was named "Francisco Gonzalez Bocanegra" which school code was 24DES0026H and located in San Luis Potosí, S.L.P., on

Jupiter Street, Rural Atlas neighborhood, with the zip code 78130. On the other hand, it was near Morales-Saucito Avenue and Kukulcan Avenue. The school had two entrances: the principal entrance located on Jupiter Street and the back entrance on Neptuno Street (see Appendix A).

Secondly, the school was in the North of San Luis Potosi City, on Morales Saucito avenue. Morales Saucito Avenue across with Kukulcan Avenue (on the Southeast) and Saucito Avenue (on the Northeast). The street of the school, Jupiter, was between Saturno Street (on the West) and Marte Street (on the East), and it was in front of Morales Saucito Avenue (on the South) and Neptune Street was straight (on the North). Around the school, there were different points build equipment in the context which these points were part of students' day and some of them helped for their life within the school, such as their material for classes or their lunch. Therefore, stands appeared because of traffic on the Avenue, the two schools ("Francisco González Bocanegra" and "Amado Nervo" Elementary School) as well as the cemetery near this location to provide services to the people around there.

However, on Jupiter Street, some services could help the students. Secondly, on Neptuno Street, there were some houses, food stands, drinks stands, buildings, a supermarket, and "Amado Nervo" Elementary School. Furthermore, on Saucito Avenue, there were some places to buy drinks and food, services, houses, and traffic. Finally, on the corner of Saucito Avenue and Kukulcan Avenue, there was a cemetery in which next to it there were two flower shops and in front of the corner, there was a juice orange stand.

Furthermore, near Jupiter Street, there was a stand food (tacos) El Estadio on the corner, a grocery store, a building in construction, and some houses around. The tacos food stand was on the corner of Jupiter Street which was called "El Estadio". This had an impact on one of the students of the secondary school because she worked there, it was her part-time job.

There also was a grocery store without a name and it was close to the entrance. It was useful for the students because they bought what they needed before coming to school, such as lunch or material for classes. The students bought food in the morning or snacks after a day of class. The grocery store opened from morning until night. There also was a car service which opened from in the morning to in the afternoon and it was provided by a man. Besides, this service was located on the corner of Jupiter Street and Morales Saucito Avenue and there was a bus stop. Outside of the school, there were some graffities on the walls of the school, a few in houses, and on the wall of Valle de los Cedros Cemetery as well as inside of the school, such as on the sits of the schoolyard, the sits in the classroom, and the walls.

There was a building in construction that affected the way that the students got to school because car drivers drove carefully to avoid any accident with building workers. Moreover, the workers used part of the street and the students who walk on the sidewalk avoided passing there. There were some houses next to the school, in which two students lived and they could come to school, one of the two students was a boy and the other was a girl. Besides, the principal said that “there is also a neighbor, who plays his music loud that is annoying for the personal school and students because teachers can’t teach well and students can’t hear well.”

Valle de Los Cedros cemetery was located on the other side street of the school and was one block long. It was important to consider the cemetery because some people, as well as students, arrived by car or bus and that, made traffic jams (especially on Día de Muertos) which made students arrive late to class. Many taxis, motorcycles, and buses (Ruta 2 Circuito Interior on one side of the avenue and Ruta 2 Circuito Exterior on the other side of the avenue) drove along on the avenue; there was a bus stop near the school, on the block which there was a car service. Thus, when it was time to come to school, many cars and buses drove along on the avenue doing traffic jams. Most of the time, it was because of buses, because car drivers waited for bus drivers to continue driving.

2.2.3 School History

The information about the school's history was based on an interview that had fifteen questions (see Appendix B) to know how the school changed. The psychologist María Luisa Delgado Gutierrez (2019) of the school answered the interview because she worked there for ten years. Additionally, she had always contact with the students and attended interpersonal problems with them.

The “Francisco Gonzalez Bocanegra” Secondary School had been working for forty-two years which means that started working in 1977. Through that period, the school had a lot of changes, such as advantages in the structure, the number of students in the school, scholar security certifications, open-school, inclusive school, and the management by different principals.

The most important change in the school was the way of management by the principals because every principal organized differently, and with it, the school changed completely. Those changes were, for example, cultural, feelings, family parents' ways of thinking, the community, the context, the students, the staff, and the way of solving problems. Besides, one of the easy changes to identify was the professional experience of the majority of the school staff because it was not the same as before.

The students had less meaningful progress than before because some years ago had a better academic process and previous students did school activities twenty-five years ago because there was more human support from parents. There was a disadvantage, though, there were some students that had extra activities outside of the school, for example, many worked as agricultures because they had to help their parents on the work, and they left little minutes from school activities, so they could arrive early to work.

The social network had an impact on the scholar's progress because it was a distractor of students. On the other hand, it was used as a tool due to there was a lot of information that impacted school progress. The students came from rural communities, so they needed transportation to get to school. In addition, students that lived in the city, which the school was, needed to walk because there were no buses.

2.2.4 Current physical and social conditions of the school

The school had eighteen classrooms (one per group, A - F, for the three grades) three prefectures, a room in which kept trophies, a surveillance room of entry or exit (it was common that used at afternoon shift), a warehouse, audiovisual room, social service room, the art classroom, the English laboratory, a computer laboratory, a chemistry laboratory, a room that used for CTE (Consejo Técnico Escolar), the janitor's room, the accountant's office, the principal's office, the secretaries' office, the teachers' room which connected with the principal office, the psychologist's office and four bathrooms for students (two for boys and two for girls) and two bathrooms for teachers (one for men and one for women).

On the other hand, there was a civic yard for ceremonies only, a schoolyard so students could play at recess or do dynamics in the physical education class, corridors outside of the classrooms and rooms, few green areas (one was a garden and the other ones were corridors), a grocery store inside of the school, parking lot, tables and chairs, trees, baskets, and goals.

The accountant's office had a desk, a computer, three chairs, a printer, and a connection to the internet; the principal's office had a desk and computer; the secretaries' office had their computer, printer, desk, and chairs; the teachers' room had two tables, six chairs, a couch and a showcase with trophies; the psychologist office had a desk, three chairs, a computer, and a window; and social service office had a desk, two chairs, and windows.

The drawing-room had two tables, fifteen chairs, and the teacher's desk; the CTE room had four tables, thirty chairs, one computer, one projector, one whiteboard, one desk, and internet connection; and the computer laboratory had thirty computers and internet connection each, a blackboard and the teacher's desk. In the English laboratory, it had thirty-four computer equipment for students, computer equipment for the teacher and a desk, speakers for one computer only, a blackboard, chairs for forty students, an internet connection, a projector, and curtains.

The classrooms had a board in the middle of the wall, a desk, chairs (between thirty-five and forty-one), windows on both sides (left and right), a mural, and lights, even though in some classrooms were cabinets, two boards, but some others did not have a mural, speakers, and projectors. The students did not move from classroom to classroom for each subject, the Math, Spanish, Chemistry, History, Biology, and Arts teachers did. However, in the case of physical education classes, the students moved to the schoolyard, or for English classes the students moved to the English laboratory or the teacher to the classrooms, depending on where the class took place.

The entrance doors, on both sides of the secondary, were opened from 7 in the morning. The bell rang at 7:20 in the morning to close the doors and the classes started. There were four classes before the break and three classes after it; thus, each group of the school had seven classes and a break. The classes were fifty minutes long; this means that the first class was from 7:20 a.m. to 8:10 a.m., the next was from 8:10 a.m. to 9 a.m., the third class was from 9 a.m. to 9:50 a.m., the fourth was from 9:50 a.m. to 10:40 a.m. and, with it, the break which was only twenty minutes long, from 10:40 am to 11 am. After the break, classes started at eleven o'clock; the fifth class started at 11 am and ended at 11:50 am, the next class started at 11:50 am and ended at 12:40 am, and the last class started at 12:40 am and ended at 1:30 pm, this was the end of classes and the doors were opened again so

that the students of the morning shift left and the students of the next shift could enter.

In the afternoon shift, students went to school at 1:30 p.m. and classes began at 1:50 p.m. The class time was fifty minutes as well as the morning shift. There were seven classes and a break in the afternoon shift as in the morning. The schedule was, first-class from 1:50 pm to 2:40 pm, the second class started at 2:40 pm and ended at 3:30 pm, the next class was from 3:30 pm to 4:20 pm, the fourth class began from 4:20 pm to 5:10 pm, the break from 5:10 pm to 5:30 pm (twenty minutes long), they returned to class starting at 5:30 pm and ending at 6:20 pm, the sixth class began at 6:20 and ended at 7: 10 pm, and finally the last class started at 7:10 pm and ended at 8 pm.

The behavior of each student was different for each teacher, for example, in the case of English class, when she, the headteacher, was with the teacher trainee inside of the classroom, the students talked softly in pairs about topics not related to the subject, but the headteacher nagged those students who did not pay attention; few students paid attention and some of them took notes, even though when she left, the teacher trainee alone for a few minutes and the students talked loudly in small groups, whistled, sent kisses, said mean words as well as told jokes when the class was given.

On the other hand, when the History teacher came to the classroom, every student did not talk to each other, did not move from their chairs nor see through the window. The students wrote in their notebooks or did activities without talking because she nagged them if they did. One of the students said, "She scares us". There was another teacher that also nagged them when they were distracted, the Spanish teacher, however, the students were not as scared as the History teacher did, because the students in this class sometimes talked. On the other hand, they rarely talked in History class. Thus, the students paid attention to this class. Although the students talked in those classes, in math, chemistry, and physical education, the

students paid attention to their teachers and did the activities even talked for a while and the teachers sometimes nagged those students who talked.

There were several aspects to highlight in a relationship, such as interaction and their way of relationship. Firstly, the students interacted in this way: girl and girl, boy and boy, and girl and boy because the students made groups for activities or projects even, in those forms. Although there was communication between girl and boy, there was a girl who argued with a boy, because of gossip. Thus, they did not want to do activities together when needed and this affected the activities because it was planned that everyone did in pairs.

Secondly, the way students' relationship was punched between men in pairs, trios, or small groups of four or five; what's more, there was a situation in which a girl and a boy punched themselves and the students' communication was with mean words when they talked to each one. These ways of behavior happened when they waited for the next class or in class even, which was a topic in CTE meetings and the teachers needed to solve.

In another case, the students talked to from the different classrooms either per group or grade (no matter the group or the grade). For example, few of the students of third grade had a relationship with their partners of second grade. Besides, other ones in the same grade talked with their partners of a different group which likely happened either before their first class, at the beginning of the day, during lunchtime, or at the end of the day.

Few of the scholar staff (teachers, tutors, assessors, prefects, and a psychologist) communicated with each other in the school. Most of the time, the teachers talked in CTE meetings about problems in the groups or with students and the possible solutions they could do even though most of the teachers did not communicate with each other which was the purpose of it, to solve problems in the meeting. This was a problem in the school, for example, there was no organization for flag ceremonies

and that made the students distracted and the principal commented on it in the CTE meeting. "You should improve your communication", he said.

On the other hand, the teachers were not the only ones who had meetings with the principal. He also organized meetings always he needed to talk with the students' parents or when they needed to talk with him, such as situations the school faced or students' situation, for example, the structure of the school and to change the students from one shift to another one.

2.2.5 School Staff

Firstly, in the administrative category, there was the principal for both shifts only, there were two sub principals for the shifts (a man in the morning and a woman in the afternoon). There were four secretaries; one for the principal and three who checked situations in the three grades only for the morning shift, as there were three different secretaries in the afternoon shift. Finally, there was a woman for the social service area, a woman who was an accountant and a psychologist.

Secondly, in the case of the teachers in the morning shift, there were five English teachers (four women and one man), four Math teachers (two women and two men), four Spanish teachers (two women and two men), three Physical Education teachers (all of them were men), three History teachers (one woman and two men), two chemistry teacher (both were men), an Art teacher (woman) and two Music teachers (a man and a woman). In the case of the janitors, there were three women and a man in the morning shift. On the other hand, there were three women in the afternoon.

2.2.6 English academy

The five English teachers of the secondary school got together every last Friday of each month in CTE (Consejo Técnico Escolar). They talked about students'

English level, activities, dynamics, material, students' behavior, and strategies. Another point was, the results of students' grade; if the English teacher, who teaches in second grade, needs the results of first graders who come to second grade, the English teacher of first grade gives him or her the results of the students who go to the next grade, in that way he or she knows students' weakness and strengths in English skills - writing, reading, listening or speaking -.

2.2.7 Number of students in the school

In "Francisco Gonzalez Bocanegra" secondary school there were six groups that were from group A to F correspondingly for the three grades. Therefore, the number for each grade were the following: one hundred and eighty students in first grade, two hundred and two students in second grade, and one hundred and eighty-six students in third grade. Therefore, the total number of students in the school was five hundred and sixty-eight students.

2.3 Relevant Social and Academic Characteristics

To start with, this section is about the aspects observed from 19th August 2019 to 6th September 2019 in second graders, groups C, D, E, and F to know their English level and aptitudes through the application of activities such as games, dynamics, and a diagnostic exam. On the other hand, the students of group C answered a survey to know their likes and interests to use them in classes as well as strategies for this investigation.

2.3.1 Group Description

There were several aspects observed within the groups of second grade. Those groups were the ones to practice with. To begin with, in general, the groups were on average from thirty to forty students, in the number of boys and girls, in two groups there were more boys than girls and the other two groups the other way around.

Most of the students talked to each other at the time that classes were given. That was the reason why many times they interrupted the classes about stuff they talked to which was a problem because the students did not pay attention and talked loudly. All the students followed instructions or commanders when asked to do it. No one showed difficulties to follow them, therefore they know the meaning of the instructions in English.

Group “C”

To begin with, in this group there were thirty-five students in total. The number of boys was twenty-two boys and thirteen girls which means that there were more boys than girls. The students were beginners because their English level was A1, as some of them knew a few English words. For example, they knew basic vocabulary or followed instructions in English. Although, they needed to hear the instructions several times to understand and more vocabulary and pronunciation to practice.

Secondly, they needed to be monitored because many of them talked to each other. Many students would distract each other by making noise in this way and interrupt the class many times. On the other hand, there were two students which did not want to work in pairs because they had a problem whereas the other students did work in pairs or groups. The students worked in different ways, such as taking notes, in pairs, in groups, commenting, writing on the board, and reading aloud. However, what they liked the most were dynamics and games.

2.3.2. Students’ Likes (Student Survey)

In the case of this section, the students of second-grade Group C answered a survey (see Appendix C) because a teacher should know the students’ interests or likes for planning classes, which is part of the learning environment; as Barge (2012) said an effective teacher is culturally competent and attuned to students’ interests both in and out of school. The first purpose of using those questions was to take

those likes and interests into consideration for the classes which helped this investigation and the second one to choose the strategies to use during the classes.

Those questions asked about: famous people, fictional characters, free time, favorite subject, the way of work, and the way they like having English class. There are two samples of the survey answered (see Appendix D). The first question asked about what kind of famous people they like. The options were singers, actors, athletes, YouTubers, models, and others. Four students selected athletes, nine students selected YouTubers, and twenty-one students selected singers. Therefore, most of the students liked singers (see Appendix E).

The second question was about what fictional characters they like. The options were cartoons”, videogames, books, TV series, movies, and others. Thus, the results were three students selected books; four students selected movies, five students selected TV series, ten students selected cartoons, and twelve students selected videogames. Thus, most of them liked fictional characters from video games (see Appendix F). The third question was about their free time, the activities they do. The options were reading, watching TV, doing sport, playing videogames, listening to music, and others. The results were three students selected watching TV; eight students selected doing sport; nine students selected playing videogames and fourteen students selected listening to music. Therefore, the results pointed out that most of the students liked listening to music (see Appendix G).

The fourth question asked the time the students do their free time activity. The options were one hour; two or three hours; four or five hours; and more than five hours (see Appendix H). The results were 5 students chose 1 hour (the activities are doing sport for one student and listening to music for four students, see Appendix I); 20 students chose 2 – 3 hours (the activities are watching TV for three students, playing videogames for five students, listening to music for six students and doing sport for another six students, see Appendix J), 4 students chose 4 – 5 hours (the activities that the students do in that time long were listening to music for one student

and playing videogames for three students, see Appendix K); and 5 students chose more than 5 hours (the activities are doing sport for one student, playing videogames for one student and listening music for three students, see Appendix L). Therefore, most of the students spent between two and three hours of their free time watching TV, playing video games, listening to music, or doing sport even though few students spent much of their free time listening to music or playing video games.

The fifth question asked about their favorite subject (see Appendix M) which the options were Spanish, mathematics, biology, physical education, English, and others. These were the results that the survey had: one student chose physics; three students chose biology; four students chose mathematics; five students chose Spanish; eight students chose English, and thirteen students chose physical education. The sixth question was about the way they liked working (see Appendix N) and the options were individual, in pairs, trios, and teams. These were the following answers that the students chose from the survey: two students chose trios; eight students chose individual; ten students chose teams, and fourteen students chose in pairs.

The final question, number seven, was about the way the students liked having English classes (see Appendix O) which the options were the following: playful learning, watching videos, learning with examples, reading, and listening to audios. This was what the students selected: three students selected listening audios; another three students selected reading; seven students selected playful learning; eight students selected learning with examples, and thirteen students selected watching videos.

2.3.3 Results in the Diagnostic Exam:

The purpose of applying a Mock Exam was to get their English level for this investigation as well as for teaching them. Therefore, the results guide the way of how to give them the classes and what methodology to use which is explained in

this section. For this investigation was applied the test “Cambridge Assessment English” (2018) which Cambridge was proprietary. The test was divided into three sections, which were Pre A1 Starters, A1 Movers, and A2 Flyers, from those options the first section was selected, Pre A1 Starters (see Appendix P). It had nine questions from forty-five questions in total that the original "Pre A1 Starters" (Cambridge, 2018) had.

Although the mock exam “Pre A1 Starters” (Cambridge, 2018) originally had four sections, listening, reading, speaking, and writing, it was adapted into three sections, listening, reading, and speaking, no writing section because the students wrote in the reading part and four sections in one class of fifty minutes were personally considered as not enough for the students and three didn’t seem to spend a lot of time for them answering even though, once it was applied, few of the students’ comments were “I didn’t have English class before first grade, and on first grade was difficult”.

The listening part was about two conversations and both had a picture which the students looked at before listening to. Then, the students answered five questions in both conversations about what they listened to the audio. The students listened to both conversations three times despite it should have been twice as recommended, because there was a lot of noise. Even there were some comments from the students about that. In the reading part were five sentences about what a picture showed. Therefore, the students had to look at the picture and read the sentences to answer with "YES" or "NO" depending on what the sentence said and what the image showed. There is a sample of a diagnostic exam answered (see Appendix Q) by one of the students of second-grade group C and the answers for the test (see Appendix R). The results (see Appendix S) showed that the students had a low English level in general. From the three sections, they had answered well one, which was reading.

First of all, in the listening part, most of the students showed a problem with the British English accent, because this shows that the students were not familiar with this accent. For example, few of them wrote the pronunciation of the words or wrote wrong letters when the audio spelled. Some students were close to the correct answer, however, there were spelling mistakes on it. Few students had the correct answer as well as others did not write in two questions.

Secondly, in the speaking part, the students could not describe the picture to talk about. They did not have a huge vocabulary, so they could do it, most of the students did not say complete sentences or were grammatically incorrect. Furthermore, when it was asked for placing some objects, they did not know prepositions and the name of the things.

In the reading part, most of the students answered correctly in this section and had many correct answers. Therefore, the students had this skill developed in contrast to listening and speaking. Furthermore, the students understood the vocabulary and the prepositions that the sentences talked about. In the speaking part, for example, every student could say only one word from the image that the teacher trainee showed them. Few students said that they did not learn English before or did not have classes in Elementary school. The area of listening is which few of them had a lot of problems with. And reading was better than the other two areas on the diagnostic exam.

The student knew few words which were not enough for the speaking part and did not speak with full sentences, only with concepts to express themselves. Some had to speak in Spanish. Besides, the instructions were not clear to the students, because this is what was observed and realized during the application of the speaking exam of the diagnostic exam.

Few students know the correct spelling of the numbers and did not have problems with the pronunciation of the letters of the alphabet. Most of them did not understand

what was said on the recording of the audio, therefore, they did not write the correct answer and few of the students understood only one or two words. In the diagnostic exam, they have two options: write the number or draw the number; the students who wrote the number knew what number they heard, but they didn't know how to write it (spelling mistakes there were) because they also wrote them with words.

During the application of the diagnostic exam, there were few comments from the students; the comments were about them not understanding what the diagnostic exam asked them, the grammar or the vocabulary, even there were asking me about a few words in the reading section. There was a case of a student who put cross marks instead of writing “YES” or “NO” when the instructions were given aloud and were written on the exam.

Within this group, students have a very basic level also in the use of the English language (A1-). Few students understand the spelling of words and numbers. Most did not understand what was said and wrote as they listened. And most of the students understood only one or two words. In the test, they have two options: write the number or draw the number; the students who write the number knew what number they heard, but they didn't know how to write it (spelling mistakes there were). The students did not know the grammar and vocabulary written in the reading part, so their successes were low. The students have a very minimal vocabulary and did not speak with full sentences, only with concepts to express themselves. Some had to speak in Spanish. The instructions were not clear to them.

2.4 Description of the case being study, identification of topic of study – need, purpose (personal and academic), and action plan

In this section, information about the case in three sections is provided which are the identification of topic of study – need, purposes why choosing the case of study (personal and academic), and an action plan is taken. Firstly, it is pointed out how the problem was identified in the observation period, then, the reason for trying to

solve that situation. Moreover, the different actions to solve the problem and essay explains the reasons why choosing the topic for this investigation. Those reasons are such as, academic, personal experiences in school life, and practice experiences in previous semesters (from the third to the eighth semester).

In the observation period (from 19th August 2019 to 6th September 2019) there was a chance to practice several activities and topics with the groups of second grade (B, C, D, and E) because those were the groups of practices. Some of the students participated in the dynamics and games applied, but few students did not want to participate when asked; in fact, they said “I don’t want to, teacher” and some students expressed that English classes were difficult for them because they did not have them in Elementary school. The aspect identified was how the students develop their work in the classroom when the students did the activities apply. The activities applied were a game (memorama) and a writing task. At the end of the game, the students wrote the words and some of them did not do it, but in the writing task, the students wrote personal information; they did not want to do it, few of them did.

Another point is the comments from the students in the observation period and practices. They commented that they did not participate much because they did not understand well the activities or grammar, but they felt nervous and fear because they thought the answer was incorrect when they did. Therefore, this was the main problem for the students who did not participate in the classes. As a result, this project focused on the implementation of classroom management strategies to reinforce students’ written participation. Besides, the personal experiences as a student in secondary school is another reason for choosing this topic because participation was not the strongest stage in the school, so avoiding this in future students. Therefore, students can participate through the use of learning what strategies can work and how can be developed.

On the other hand, developing as a teacher who encourages his students to participate in class, help students to improve the language and avoid situations of shyness in students, so they do activities and dynamics in class as a contribution of their learning and thus provides confidence in them at the time they participate, so they interact in class. The situation was similar to the one faced as a student because participation was difficult during classes because of the learning environment involved which was not the best. Due to the experience about the frequency of participation was low level, this situation with the group of study and future students, using the strategies is the way to improve the participation.

Furthermore, to make an environment in which students feel comfortable from the beginning of the class when they participate, and at the end of the class because it is important to take into consideration how the students feel inside of the classroom and during the session, which is part of the progress in the class or their knowledge. As Cook-Sather et. Al. (2009) mention:

When discussing the learning environment, students emphasize how they feel in the classroom and how this affects their success. Their comments are often made about their personal experiences, but it would be a mistake to focus only on the content of their words; instead, we need to acknowledge the feelings behind the words, which inform everything students experience within a classroom. Their frustration and recommendations demonstrate a common desire to feel comfortable as they learn.

The first academic reason is to practice the theory learned from the first semester to the end of the degree because there was information from authors that were taken into consideration for this investigation essay and that helped to find out the strategies and build a conclusion. Secondly, to obtain more knowledge as a professional in the area of strategies. This was a special reason because it involves looking for many strategies and finding out which ones worked and which ones did not. Moreover, all strategies can be used and worked for future classes.

The steps followed to identify the situation which took place in the group of the investigation were observation, identification, searching the information, implementation in practice the information, and analyzing the results obtained. To begin with, during the observation there were several aspects of the students, in the school and the different activities applied, for example, group interactions, classroom facilities, students' English level, and activities that the students liked doing during the class. However, there was one specific aspect that took place for the investigation, students' participation in English classes.

Secondly, identifying what happened in class, when, why, how, and who participated in the situation observed. Several students did not participate in class, whereas some other students did participate. Therefore, this was a situation to improve the participation in English classes that took place for the topic of this investigation essay. Thirdly, learning environment, motivation, classroom management, and participation were the concepts researched through readings and books from the situation were observed to the end of the investigation. Those concepts helped to obtain information meanings, have ideas of what strategies could be used, how and when in class, and compare what the authors said with the experiences of using the theory. Therefore, there are parts of the theory part of the essay as well as the answers to the investigation questions.

Another step was implementation during the teaching practices the strategies found to improve the frequency of students' written participation. The students were exposed in class to the strategies which were selected to obtain the information from the results of what happened, for example, students' reaction, to answer the investigation questions in this essay. Finally, the results from teaching practices when applied the strategies were analyzed to reflect if they worked or not, what would be improved in future classes as a teacher, and what was learned from the experiences in the group. The purpose of doing that is to get a conclusion of the investigation which explains the strategies implemented.

2.5 What is known about the topic:

2.5.1 Participation

The meaning of participation according to Parra M. (2005) is “Participation, in general, involves taking part and being part of something”. Therefore, participation is when someone is involved in some act, action in a place whereas according to Murcia (2005) cit. By Prieto Parra “...in school represents a communication process, decision, and application that allows the permanent exchange of knowledge and experiences and clarifies the process of decision making and community commitment in the gestation and development of joint actions.” Thus, participation is defined as a communication process in school or even in the classroom, when a student communicates something in class.

All in all, participation means the communication process in class and this happens when a student communicates something. Besides, the importance of it in English plays a role in which students should participate because it is expected that students communicate something. Furthermore, the communication process is an approach to teach English, thus, participation is an important part, as experience, of the class because it involves communication in the classroom.

2.5.1.1 Types of participation

1) Active Participation

According to Abdullah M., Bakar N., Mahbob H. (2011, pág. 64) in their research established that “the act of active participation includes asking questions, give opinions and discuss the related topic lectured”. This means that an activity that involves oral communication or transmits several words is active participation; those activities are related to encouraging the students to speak, being the opposite of passive participation.

2) Passive Participation

There is the opposite which is passive participation, and according to Abdullah et al. (2011, pág. 64) mention that “passive participation refers to the acts of writing notes, sit quietly, listening to lectures or doing other things”. Therefore, passive participation is one where the actions of writing and listening are what takes place, and even seating quietly is taken into consideration.

3) Oral participation

Delaney T. (2012) says that “In the context of second or foreign language classes, oral participation may be defined as speaking in the TL while engaging in instructional tasks or activities.” Therefore, oral participation is when students participate orally or speak in-class activities as part of it, this is done for Target Language (TL) in a second language when students learn the language.

Furthermore, Petress, K. (2006) defines oral participation which is “when students are given opportunities to participate during teaching and learning by allowing them to ask and answer questions as well as being allowed to brainstorm with follow students in small groups with a specific task in focus.” Thus, oral participation occurs when students have the chance to share their answers orally in class or groups in an activity, even though it also occurs when students are allowed to ask in class because it is necessary to do it in the activity.

4) Written Participation

Taking the definition of Oral Participation by Delaney (2012) and Petress (2006), the opposite participation, written participation is when students have an opportunity to interact in class through activities such as complete a sentence, write a word or a story and fill a blank; any kind of exercise that students should write an answer as

part of the activity. This type of participation can be done individually or in groups answering on a board or in a notebook. Moreover, this task can be seen in every subject of school, especially in language acquisition.

2.5.2 Motivation

To begin with, it is defined by M. Ryan and Edward L. Deci (2000) as “to be moved to do something”. Thus, motivation could be defined as the way of doing something for a reason and that reason - or even reasons - makes a person do something, such as an activity or action and this happens when someone does something for any reason, it is known as motivation, while ‘something’ is the reason why of motivation. However, in the case of school, there were many reasons why a student does a task such as parents’ pressure, to learn, to have good grades because a teacher asked for it or energy and that reason makes him participate or work in class. Furthermore, Ryan and Edward (2000) add “whereas someone who is energized or activated toward an end is considered motivated.” Thus, when students have the energy they work and participate when asked for doing it through different activities and dynamics in classes.

Penny Ur (1996) says that “the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress.” Therefore, the students who are motivated are the ones who want to learn or have an interest in learning, they want to work in class, do dynamics, progress in class, and achieve the goals; in the case of the language, the students want to develop the activities to get the language. On the other hand, when someone does not have a purpose is considered unmotivated, it is someone who does nothing because nothing pushes him or her to do it. Because, without a purpose, a person is going to do nothing for an activity or action. This is the opposite of being motivated, unmotivated as Ryan and Edward (2000) say "a person who feels no impetus or inspiration to act is thus characterized as unmotivated".

2.5.2.1 Types of motivation

Motivation is divided into two parts which were defined by Ryan and Edward (2000) such as intrinsic and extrinsic correspondingly. Firstly, “*intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome”. Therefore, intrinsic motivation means doing something that comes from you or inside of you; in other words, this comes internally such as a personal goal, feeling good with yourself, accomplishing something, etc.

Secondly, intrinsic motivation is according to Ryand and Edward (2000) “doing something that comes from you, inside of yourself; this comes internal, and it could be a personal goal, feeling good with yourself, accomplishing something, etc.” As a result, extrinsic motivation means that doing something because of getting or receiving something that comes from outside of you, of yourself, in other words: external; might be something you receive from a person, such as a reward, earn money, receiving congrats, grades in school, etc.

1) **Intrinsic motivation:**

The definition of intrinsic motivation is getting something or having a purpose - or several purposes - to accomplish an action or activity that you have on you. The use of rewards is not used in this case, because the purpose is on yourself, something that makes you do the activity but it is inside of you. As it is mentioned by Richard and Edward (2000):

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

2) Extrinsic motivation:

On the other hand, extrinsic motivation is the opposite of intrinsic motivation because purposes or reasons are not inside of yourself, those exist outside of you. Therefore, being extrinsically motivated means that the purpose is provided external from you, for example, your mother, your father, your teacher, your neighbor, everyone who is not you, and that person or those people give you a reason to reach action. Ryan and Deci (2000) mention that extrinsic motivation is “a construct that pertains whenever an activity is done to attain some separable outcome.”

2.5.3 Classroom Management:

To begin with, there is a definition for classroom management by Scrivener (2005) which means “to create the conditions in which learning can take place.” Therefore, it can be said that classroom management is when a teacher provides several conditions in a place, many times in a school, so people learn what is taught to them. Scrivener (2012) adds another meaning of classroom management which “is the way that you manage students' learning by organizing and controlling what happens in your classroom...Or the way that you consciously decide not to organize and control. Or the way that you delegate or relinquish such control to the learners.” Therefore, from that definition, classroom management is the organization and control that a teacher establishes for his or her students to do tasks, activities, dynamics, etc. in the classroom. It is the way that the teacher manages everything inside of the classroom, how-to guide students, so they follow instructions.

On the other hand, inside of classroom management, there are two parts which are decisions and actions in class. According to Scrivener (2005) “classroom management involves both decisions and actions”. Scrivener (2005) also adds that “the actions are what is done in the classroom. The decisions are about either to do these actions, when to do them, how to do them, who will do them, etc.” Thus, it can be said that decisions and actions are part of classroom management which means

that actions are everything that happens in the classroom. And decisions are then to think about either or not to do what is done in the classroom (actions), student or students who will do it, the moment that student will do it (how much time also, timing), and how it will be done (organization).

2.5.4 Strategies of classroom management:

Scrivener (2005) establishes these strategies for classroom management which are grouping and seating, activities, authority, critical moments, tools and techniques, and working with people. Thus, the strategies applied with the purpose to increase students' written participation were grouping and seating (forming groupings, such as singles, pairs, and groups), activities (timing activities), and working with people (spreading your attention evenly and appropriately).

2.5.5 Learning Environment:

To begin with, inside of classrooms exists a learning environment that involves them. According to Wilson cit by Perkins (1996), a learning environment is a "place and space, room to move and explore". This means that a learning environment is a space in which learning takes place. Wilson (1996) also says that "a vision of knowledge as meaning constructed by interaction with one's environment". This means that any place or environment is, it could be considered as a learning environment if there is knowledge taking place.

On the other hand, the learning environment is not only knowledge and space, it also involves the learner, the main actor. As Wilson (1996) mentions: "at a minimum, a learning environment contains the learner and "space" in where the learner acts, using tools and devices, collecting and interpreting information, interacting perhaps with others, etc." Therefore, this tells that the learner is who always interacts in the classroom with her or his partners and teacher changing the information and receiving it. Moreover, this interaction could be affected by students' knowledge.

The structure of a school plays an important role in the learning environment because it influences the way students learn and teachers teach. Thus being a place in better conditions that helps the learning environment; whereas, in schools where the constructed environment is in worse condition, it affects the learning and teaching in classrooms. According to Stadler-Altmann (2015) which establishes how important the structure for the learning environment is “If we thought about better conditions for teaching and learning in our schools and classrooms, we would realize that a focus on the constructed environment and its possibilities would support teaching and learning.”

Sanoff H. (2015) cit. By Stadler-Altmann says that “discusses school design and the possibilities of designing a responsive school and shows that the school building is an important factor for successful schools.” Thus, considering this, schools must provide a well-designed school building to achieve success for their students, because this is where it plays an important role in creating a learning environment.

Furthermore, more elements are part of scholarly designs because the author Walden (2015) cit. By Stadler-Altmann establishes the aspects in a design for a school that is part of a positive educational quality of the learning environment “such as color scheme, form design, lighting, heating, cooling and ventilation, acoustics and noise, furniture, and equipment.” Those aspects are the ones that correspond to the structure of a school as a building, in classrooms and schools; and those can be defined as physical elements because those can be seen in classrooms or schools. Besides, in the teaching practice experiences, there were some comments from the students claiming about the school building. They mention that there was no ventilation, lights, and equipment enough in the classrooms.

However, physical elements are not the only ones that are inside the classroom. There are also factors that we cannot see or touch in the classroom even though

there are in class. As a result, this investigation considered the following elements only that are according to Barge (2012):

- Discipline and routines
- Engagement of students
- Care and respect
- Classroom management and structure
- Positive classroom climate
- Classroom talk

2.5.6 PPP methodology:

To begin with, here is a definition of method which according to the definition of Scrivener (2005) it is defined as “a way of teaching”, thus in the case of teaching or the context of education “method” means the form a teacher teaches, in other words, either the way of teaching in a classroom or how a class is given by a teacher, what is it done. Secondly, the methodology used for giving the classes for this investigation essay was the Presentation, Practice, and Production, well-known as PPP, it is a method used for teaching English as a foreign language in school so students can learn the English language. According to Zohri (2018) “is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language.”

This method has three stages which are divided into Presentation (the topic), Practice (the grammar or vocabulary), and Production (the language). Zohri (2018) adds that “As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom.” Therefore, students start with controlled activities when the English language is presented to them, so they can see how it takes place in the world, and then, they are free to produce the language using the grammar.

However, British Council (s.f.) explains that “A deductive approach often fits into a lesson structure known as PPP (Presentation, Practice, Production).” Therefore, it can be said that PPP is a deductive method in which students acquire the language through this method. Harmer (1998) explains that “PPP stands for Presentation, Practice, and Production”. Thus, the first P is the Presentation of the class, the second P means Practice and the third P is Production. This is the sequence of giving an English class, as Harmer adds “PPP Classes or sequences”. This is the first sequence, a teacher presents a topic, then students practice what they see on the topic, and finally, they (students) produce the language provided by the class.

Harmer (2007) explains that “In this procedure the teacher introduces a situation which contextualises the language to be taught. The language, too, is then presented.” Thus, students identify in what situation they should use the language and what for which is the importance of introducing a context when language is taught which means that this methodology needs a context so students use the language and focus on it during the lesson.

On the other hand, Harmer (1998) details every stage of the PPP method. First of all, in the case of presentation Harmer (1998) says that “the teacher presents the context and situation for the language, and both explains and demonstrates the meaning and form of the new language”. Therefore, in Presentation students are exposed to a situation or a context in which language is taking place, so they have an introduction of what is expected to learn in class. Secondly, in Practice, Harmer (1998) adds that “The students then practice making sentences...before going on to the production”. Thus, students practice, in this stage, the language from the previous stage and this can be in exercises in class provided by the teacher.

Finally, in Production Harmer (1998) says “the production stage in which they talk more freely about themselves... or other people in the real world”. Therefore, students produce freely sentences about themselves or people in the world in real

situations. This is because they are exposed to information from the two previous stages, practice and presentation.

According to Harmer (1998) “PPP is extremely effective for teaching simple language at lower levels. It becomes less appropriate when students already know a lot of languages, and therefore don’t need the same kind of marked presentation”. Therefore, as it was mentioned before, the students had a low English level, so they needed classes with this method because it was appropriate to teach them topics, grammar, and vocabulary, so they could get the language. Moreover, the language was introduced in a certain way and this method shows students a real situation or a topic, so they can see where grammar takes place as an example of how to use it and where.

2.6 Key questions

Here are the questions to develop and guide this investigation essay. The answers provided in the next chapter describe the experience obtained in the practices in “Francisco González Bocanegra” secondary school.

1. How can second-graders group C’s written participation frequency be increased with the application of classroom management strategies?
2. How can the second-graders group C’s written participation frequency be measured?
3. What were the second-graders group C’s reactions through the classroom management strategies application?
4. What was the result of the second-graders group C’s written participation after applying classroom management strategies?

III. Topic Development

1) How can second-graders group C's written participation frequency be increased with the application of classroom management strategies?

The following paragraphs provide information of strategies and techniques according to the theory of authors to increase students' participation, this to follow them as a proposal of the second-graders group C's written participation frequency. The first author is Abdullah (2012) which says that

“Participation in the circumstances occurs when students are influenced by factors, such as socio-cultural, cognitive, affective, linguistic, or the environment and these often lead to student participation and interaction with other students and instructors become less and speak only at an appropriate time”.

Therefore, there are factors that students are usually exposed to in their classroom and those affect the students' decision, either to participate or not when it is required, even this support for students interaction to each one which makes teachers speak less and students more. On the other hand, the first strategy is the application of elements from the environment in which the students of the second group C are involved so they participate in written tasks as encouragement. The elements are classroom management, such as participation by turns (one by one), playing music, and seating arrangement; the second element is the motivation (extrinsic) for example, giving a reward, students' interest, encouraging words, expectations and establishing rapport; and the third one is written tasks, such as filling blanks.

In the case of the seating arrangement, Scrivener (2005) says that

“However your classroom is laid out and whatever kind of fixed or moveable seating you have, it is worth taking time to consider the best ways to make use of it. For each activity

you do in class, consider what grouping, seating, standing arrangements are most appropriate. Changing seating arrangement can help students interact with different people, change the focus from you when appropriate and allow a range of different situations to be recreated within the classroom, as well as simply adding variety to the predictability of sitting in the same place every time. It's difficult to sit still for a long time; it's worth including activities that involve some movement, even if only to give people the chance to stretch their legs. Students might not like it if there is a constant movement every five minutes, but some variety of working arrangements is often helpful... sometimes a complete change in the room can make all the difference."

And Scrivener (2005) gives some techniques as fixed, semi-fixed, and large seating which says

"you could ask students to turn around and sit backwards, working with the people behind them; sit on the ends of their row and work with people in the next row; sit on their desks and talk with people nearby; stand up, move around and return to a different seat; stand in the aisle space between rows; all come to the front (or another open space) to talk. Scrivener comments that "In a circle or horseshoe, learners can make eye contact with everyone else in the group and thus interact much more naturally. There is also a much greater sense of equality. Weaker students tend to hide away less and stronger students to dominate less. Having you in the circle helps to clarify your role as an equal rather than as someone separate and different."

Furthermore, in the case of moveable seating, Scrivener (2005) adds that

- "Ask students to move seats when you create pairs or small groups. Don't let students get stuck in unsuitable seating arrangements when a move is preferable.
- If it's really too noisy, make the discussion of that (and the finding of a solution) part of the lesson as well.
- If the students normally sit in rows try forming a circle.
- Turn the classroom around so that the focus is on a different wall from normal.

- Make seating arrangements that reflect specific context, e.g. a train carriage, an aeroplane, a town centre or whatever.
- Push all seats up against the wall and make a large, open forum space in the middle of the room.
- Deliberately place your seat off-centre (i.e. not at the front). This is an interesting subversion of expectations and immediately challenges expectations about who a teacher is and what a teacher should do.
- Divide the class into separate groups at far corners of the room.
- Ask 'How can we reorganize this classroom to make it a nicer place to be?' Let the class discuss it, and agree then do it.
- Push the seats or desks up against the wall. Sit on the floor (only if it's a clean classroom!)"

Therefore, the seating arrangement can be set up from the beginning of the class to the end of it in a circle instead of a row as the students usually are to change the students' seat so they interact with other next to them and all of them participate. The technique can be their seat next to their friends so they feel comfortable at the moment they work on the activity and participate, the role can be only as auxiliary and answering students' questions.

Tesfaye and Berhanu (2015) suggest "...it is better if instructors give chance to all students to participate turn by turn.", the technique for participation by turns is following a sequence, the students can be asked for participation and at the time they raised their hand, the first student who raised his hand participates first on the board, then the second, etc. and they should participate once so a different student had the chance to participate as well.

In the case of playing music, Scrivener (2005) set several reasons for playing music inside of a classroom, such as "to set the mood at the start of the lesson; to give you something to talk about with your students at the start of the lessons (especially useful with a class you don't know); as background music while students

work on dull exercises; as background music to set the scene while students do a particular task (e.g. 'space' music during a discussion on a life on the other planets; fast, exciting music during a competition); simply for pleasure or as a break between activities; to help students relax; for 'imaging': students close their eyes and visualize images from their own imagination or from your words or someone else's (this is a good way to personalize topics – 'Think back to a time when you...'); to close down, conclude, round off the lesson – to say goodbye with." The use of music from the Scrivener's reasons as proposals in this essay is as background music on dull exercises; simply for pleasure; and to help students relax and the technique is letting the students write on a notebook the name of a song (per student) in English and playing the song from the beginning to the end of the class.

The strategy of seating helps to know how to develop the activities and the students' written participation because this leads to the way of interaction the students have and their behavior. According to Scrivener (2005) "for each activity you do in class, consider what grouping, seating, standing arrangements are most appropriate." The technique is the students are seat in a circle from the beginning to the end of the class and in they can be next to their friends to work in groups just in case they need it so they can ask for help.

The technique in the case of giving a reward is when the students finish their participation, they earn a star, choose a color they prefer, and paste it on the paper bond (as a list of participation) so the students know it is a separable outcome as Ryan and Deci (2000) says about extrinsic motivation. The application of students' interest is with the technique of putting images of students' favorite characters (from TV shows, movies, books, and games) and famous people in worksheets because a teacher should know what students like as Barge (2012) suggests.

For the application of encouraging words, Tesfaye and Berhanu (2015) say that "use encouraging words when they participate." The technique is at the beginning of the class and before asking for participation, telling students briefly they should

participate, such as “it does not matter if you are wrong as long as you try”. Washington University (2009) says “Make clear from the beginning your expectation that students will participate. On the first day of class, explain what you see as valuable about class participation.” Thus, the strategy can be saying some encouraging words and the technique is at the beginning of each class and when the written activity is set up explaining them briefly that it is expected they participate.

Moreover, Barge (2012) establishes that “positive relationships can lead to higher levels of student participation and engagement.” This strategy says that when a teacher establishes rapport or positive interaction with students, increases the number of students’ participation in the classroom because of the way of interaction and communication with students. On the other hand, if the interaction or the relationship between teacher and students is negative, students’ participation decreases instead of increasing. The technique is at the beginning of the class, greeting the students by their name and high five.

According to Penny Ur (1996) “Competition, Learners will often be motivated to give of their best not for the sake of the learning itself but to beat their opponents in a competition.” Besides, Qing-he (2016) says that “provide challenging tasks and get the students to think and participate; and encourage the students”. Therefore, when students are involved in competitions, they participate because they are challenged to win on it and the application of this can be in an activity they should think of the correct answer they should write or say (write in this case). The written activities such as filling blanks which technique of being a competition, establishing a certain number of students to participate in the board as well as in the notebooks, the students who answer correctly all the sentences earn a star, but the students who did not earn a star, they have a second chance to write the answer in the board. The activities are part of the lesson and the stars as an outcome so the students participate the next time and that was the reason why the activities challenge them because they should compete and think of the correct answer so they win and earn a star.

2) How can the second-graders group C's written participation frequency be measured?

To get the frequency of students' written participation, it was decided to do it with a list of stars every time they finished and delivered their daily work. The use of the stars was because as Ryan and Deci (2000) said, "the use of extrinsic motivation comes from outside, such as separable outcome, of the person and makes him/her continue doing the activity". That is the reason why stars were used and showed the frequency of the students working on the activities. The stars were pasted on a paper bond instead of being passed on their face. The time of being paste was immediately when they finished their participation.

On the paper bond, the students wrote their names and paste the stars by themselves when there were many students to check. When a few of them participated, the students did not need to do it by themselves. The use of the music was at the time the students did the writing activities and they didn't feel bored. The use of stars was because this motivated the students to do the activities in which they had to participate. The strategy of seating was to see if there is any difference in which the students worked in a better form if they are not in the same form as they regularly are. Moreover, the relationship was for the students felt secure since the beginning of the class and made them feel secure at the time they participated.

Therefore, the use of having a list in which registered the stars was because the students of second-grade group c could see their progress giving their written activities and a different way, not only using the list of the group that was provided from the school. The use of the stars was a reward and the students know that when they participate and work in class, they can earn a star because they did something well done and when asked for it. Finally, the considerations to measure participation through the observation are:

- The type of participation is written, so the students should write in the written activities only (no dates or titles because they are not part of an answer of even they are not in the part of the stages of the lesson)
- Not because the students raise their hand is considered as participation, they write a word (or a sentence), and raising their hand is not a word.
- In reading comprehension questions (in the presentation stage) the students' written participation counts even though the answer is not correct because this is focused on they give a try to answer the question, not in grammar nor the comprehension of the reading, it is considered as a chance of written participation.
- In challenges (in practice stage) the students must answer all the sentences correctly so their written participation counts because in this cases it does be the focus on grammar, the word which is asked to write (the correct use of the auxiliary have with pronouns, yet and already and short answers) as a rule of the competition, but there is a limit of fifteen students, this challenge is applied in their notebook as part of the activity. However, when this limit, which is fifteen students, is reached in the challenge, the following students do not have written participation even though all the answers are correct because of the limit. The way they can get written participation is to share the answer on the board as part of the activity but the students who did not have written participation only so they have a second chance to have it and in this case, it is not important the use of grammar because their answers are checked before they share the answer on the board.
- There is no time limit and the chance to answer is one per student so everybody participates

3) What were the second-graders group C's reactions through the classroom management strategies application?

These were the classes given in second-grade group C to increase the participation in the dates 24th February 2020 the first session taken in the practice week which was the number 5; 26th February 2020 the second session but in the practice week was the number 6; 6th March 2020 the third session which was the session number 10 in the practice week; and finally session 4 which was the number 12 in the practice week on 9th March 2020.

- "Traveling experiences" session 1
- Date: 24th February 2020
- Objective: the goal of this session was to write few sentences in present perfect (see Appendix T).

The observation was applied as the instrument to measure reactions at the moment, during, and after they were asked to participate in the written activities. As soon as the class began there was evidence (for example, greeting the students), even before the lesson started, from the beginning to the end of the class, especially in the written activities. However, as the evidence was only collected through observation, there was no information written or recorded. The aspects considered were the followings:

1. The way of the students' high five
2. Students' faces (for example, smiling or laughs)
3. The number of hands raised
4. Students' comments (listen to their comments)
5. Students' way of working in writing activities (for example, if they wrote quickly or ran to the desk)

In this class, the students were greeted to start the class before the warm-up stage (one of the points for consideration students' reaction and some of the students, especially the boys, hit the teacher's hand) and even some of them make a joke with laughs (second point of students' reaction), then the class began with music and a question in the stage mentioned which the question was written on the board "where have you been on vacation?", some of the students answered orally the question and other wrote the question. The students who answered the question were helped to say it in English once their answers were written on the board. The answers were:

Teacher: Where have you been on vacation?

Student #1: Guanajuato

Teacher: Okay (write the answer on the board). Repeat after me, I have (point out the sentence on the board)

Student: I have

Teacher: I have been to

Student: I have been to

Teacher: I have been to Guanajuato

Student: I have been to Guanajuato

Teacher: I have been to Guanajuato on vacation

Student: I have been to Guanajuato on vacation.

Teacher: Very good!

The reason for applying repetition was the student said the full sentence and not only the name of the place that he has visited and the other students understood what they should have said but this was not "a drill participation". After that, the students read the title of the reading that was on the board and commented about what they thought it was about which there were some comments such as, travels, experiences, friends, and family.

Then, the students were asked to write the reading on their notebooks and as soon as they finished, two volunteers participated to act the reading without telling

them that was the purpose, so five students raised their hands quickly (third point of observing the students' reaction) and only two students were selected because there were two people on the reading; they participated wearing glasses for one student and the other one a hat which caught their attention, many of them laughed at them and commented about what they wore (fourth point of observing the students' reaction) whereas the two volunteers did not feel sad because of their partner's comments and acted the reading.

Once the students finished reading and acting, they sat down and all the students commented about it and there were comments about "a trip in France" "two friends who met" and "about food". Then, there were questions on the board and the students wrote them in their notebook and answered them, in this case, it was asked for written participation, first, they answered orally and then they wrote the answer on the board. In the practice stage, the students were exposed to some examples of present perfect with for and since, and they were asked to provide some sentences such as this example

Student #2: I have study.

Teacher: Okay (write the sentence) is the sentence correct? (Point put the sentence)

Student: Noooo, teacher

Teacher: Why not?

Student: The verb

Teacher: How?

Student: Studied

Teacher: Come to the board to change it, please.

Then, there were some sentences on the board to complete with "have" or "has" and checked them as part of the challenge (see Appendix X), some students wrote the answers quickly and some others came running to the desk and pushing each other (fifth point of observing the students' reaction). However, when they already

had their participation and checked for work in class, some of them talked to each other in class and it was necessary to monitor them so they are quiet and the class was over with this activity.

In conclusion, Moos cited by Barge (2012) suggests establishing relations so the students feel comfortable at the moment of participation which it was tried to establish rapport with the technique of giving five to all the students, greeting them and saying their names; some of them hit the hand strongly which showed on their faces that they woke up. Because of this, more students participated in the classroom and they showed more energy than before at the moment they raised their hand.

As it was said in the first question, Scrivener (2005) set several reasons for techniques of playing music inside of a classroom, whereas in this case, the music was used for three reasons which one of them was for pleasure. The second one because some students fell asleep, thus it was decided to play music so they did not fall asleep. And the final reason was timing because the songs established the time for working and when one song for each task finished, they should be finished.

Playing music inside of the classroom was applied as a timer (one technique developed) which means that once the instructions and activities were established, with one track started playing, the students started working and when the track was over, the time to do the activity was over. This purpose was not said to the students because they should relax with it rather than feel stress because of how much time the track left.

Many students talked to each other about music, comments about the singers, music genre, and the tracks they like. Therefore, the use of music was not useful because it distracted the students instead of helping them as they were not bored as they were in previous classes, whereas it woke them up because they talked which in other classes few talked, as some were bored only. Scrivener (2005) says

that “we should consider some desires of the students and if works for some students, and it will be not working for some others”. Three boys’ comments were about they did not like Justin Bieber’s music because they considered it awful or gross. Therefore, it is important to think about their likes of music so the students did not refuse music and this became a distraction, that’s why the following class the students were free to write in the teacher’s notebook the name of the song they wanted to listen to.

There was a situation in which a student, a girl, cried before this class. Then, the students had to do the activity for this class and the student went outside of the classroom to calm down. This was a critical moment because any teacher expects that one of his or her students cries at the beginning of the class. Besides, dealing with his unexpected situation should be thought wisely about what to do and say to the students. Scrivener (2005) talks about critical moments, and one of them is dealing with unexpected problems. Later on, the student did not want to come to class and one of her friends wanted to calm her down, so he went. After that, both students came to class and she said she was okay.

Ryan and Deci (2000) say that the use of outcomes increases the level of extrinsic motivation so in this class was applied the use of giving a star as a reward so the students wanted to participate in the writing task. Although this worked because many students raised their hands as fast as they could when they saw the stars which motivated them to participate, this was big trouble at the moment the students came to the board so telling them that they waited for their turn quietly and not pushing each other could be an option for the following classes.

- “Experiences” Session 2
- Date: 26th February 2020
- Objective: the goal of this session was to write sentences in present perfect with “already” and “yet” (see Appendix U).

The observation was applied as the instrument to measure reactions at the moment, during, and after they were asked to participate in the written activities. The evidence within the classes was before the lesson started (for example, greeting the students), so from the beginning to the end of the class, especially in the written activities (in the practice stage). However, as the evidence was only collected through observation, because it was considered in that way, there was no information written or recorded to give more information and show it. The aspects considered were the followings:

1. The way of the students' high five
2. Students' faces (for example, smiling or laughs)
3. The number of hands raised
4. Students' comments (listen to their comments)
5. Students' way of working in writing activities (for example, if they wrote quickly or ran to the desk)

In this class was applied the use of establishing rapport, so the class began greeting the students and most of them said "hello, teacher" and they gave five (first point of consideration) as in the class before, most of them hit the hand. Then, they sat down on their chairs after this and the music was played in warm-up stage and the students played a game in which the board was some sentences without a verb in past participle, the verbs were written on the board next to the sentences and they had to select one to complete the sentences. The students complete them one by one while listening to the music as background for it and most of the students participated in the activity. Once the activity in the warm-up stage finished, the students copied the text on the board. Then, they read it individually and answered a few questions as reading comprehension, and for participation, one by one they came to the board to write the correct answer, at least ten students raised their hand (third point of observation).

The students were asked to identify the new two words for the use of present perfect, some of them said other words from the reading instead of “already” and “yet”. There was a boy who said one (yet) and his partner helped him with the other one (already). The students identified the cases where the words were used as well as they had to think carefully about it which the time of it was one minute long.

There were several sentences for the students to fill the blanks and come to the desk to earn a star for participation and check their answers, few of them (3 or 4) smiled (second point of observation). The activity was three minutes long between the students copying the sentences from the board and completing the sentences using “yet” and “already” and this class was over with this activity (see Appendix Y) because of the flag ceremony there was not time enough.

Some boys were complaining about Justin Bieber's music once again. That is what Scrivener (2005) said about music, in some cases will not work. Therefore, this music did not work at all because there were two comments from two boys such as “Justin Bieber is awful” or “He is disgusting” (fourth point of observation) because the students did not like it, however, the music continued playing and the students working.

To sum up, when the competition of the first fifteen students who had well answered their activity was applied, the students wrote quickly. As soon as she could, a student came with her activity well answered even though she did it quickly. Then, some students came, but they were pushing each other creating trouble which other students took advantage of to write on the board or easing the sentences (fifth point of observation). Then, what was done in this unexpected situation was, numbering the students from one to five so the other students sat down. When the first five students were already checked, the next five students came to the desk to check them and continued with the following ones so they did not continue pushing each other.

- “Have you ever listened to a song?” session 3
- Date: 6th March 2020
- Objective: the goal of this session Write in present perfect with “have you ever...?” (See Appendix V).

The observation was applied as the instrument to measure reactions at the moment, during, and after they were asked to participate in the written activities. The evidence within the classes was before the lesson started (for example, greeting the students), so from the beginning to the end of the class, especially in the written activities (in the practice stage). However, as the evidence was only collected through observation, because it was considered in that way, there was no information written or recorded to give more information and show it. The aspects considered were the followings:

1. The way of the students’ high five
2. Students’ faces (for example, smiling or laughs)
3. The number of hands raised
4. Students’ comments (listen to their comments)
5. Students’ way of working in writing activities (for example, if they wrote quickly or run to the desk)

The class began with greetings to the student – Good morning and high five – (the first point of observation, some of them react tired) and music in which this class the music was important because it was the topic of that day, “have you ever...?” which the song was “Have you ever seen the rain” and the students were asked if they had listened to the song and most of them said “No”, even there was a comment about it from one student who asked “what is the song for?” which the answer was: it is named “Have you ever seen the rain?” and today will learn about “have you ever...?”

After that, the students read the title of the reading only to have a general idea of it to comment in class and there were several comments such as “experiences” and “spiders”. Then, the students read it completely for three minutes and when they finished they wrote it in their notebook for another three minutes, once they finished writing it, there were reading comprehension questions that they copied as well on their notebook. Moreover, they were asked to participate in writing on the board the correct answer.

After that, there were some examples of the use of “Have you ever...?”, even the students were asked from those examples and they provided some others to ask them to their partners. The students completed some sentences as part of the challenging activity to win a star for participation and many of them came running (fifth point of observation) to the desk to check them and the class was over with this activity (see Appendix Z). Some of the students talked and laughed with their friends (second point of observation).

Another situation faced was that the students were dependent on the stars because every time they asked about “when they would get them” (fourth point of observation). They asked this at the beginning of the class, when they read readings, when they walked near the desk, in revisions (after the limit of winning stars), and at the end of the class. Some of them said that they liked winning stars because they comment that they were amazing and some of them said they liked the color of the stars.

It was applied a competition to get a star as participation in which there were limits. The first fifteen students who had well answered their activity got a star. However, when the limit was reached and the next students who had well answered their activity, asked for their star and it was told them that the limit was reached but they continued asking for them. Then, the students answered the question about who had no star, to write the correct answer on the board so they could win their star.

The “challenging” activities were implemented as a competition in which they should win their star but the condition was all the sentences of the activity should be well answered with a limit of fifteen students who earned a star. Moreover, this strategy was part of the class which means that the main purpose was they did the activity and this motivated them to do it because many students raised their hand so they participated in the written activity.

The conclusion for this class, the number of participants increased because many students had the opportunity to participate in class because in the two-session before there were not as many opportunities as before, the way of giving them chance was the students write on the board the answer, they were asked to write it and many of them who did not earn a star raised their hand (third point of observation). Therefore, giving all the students the chance to participate in class is the most important thing, as an experience, so students motivate to be involved at the time when it is asked.

- “Famous people” session 4
- Date: 9th March 2020
- Objective: the goal of this session was a review of the previous classes (see Appendix W).

The observation was applied as the instrument to measure reactions at the moment, during, and after they were asked to participate in the written activities. The evidence within the classes was before the lesson started (for example, greeting the students), so from the beginning to the end of the class, especially in the written activities (in the practice stage). The evidence was only collected through observation and students’ written comments in the worksheet. The aspects considered were the followings:

1. The way of the students’ high five

2. Students' faces (for example, smiling or laughs)
3. The number of hands raised
4. Students' comments (listen to their comments and the written ones)
5. Students' way of working in writing activities (for example, if they wrote quickly or ran to the desk)

As soon as the class began, there were four volunteers and before said what the students had to do, nine of them raised their hands, the volunteers were the students who always talked too much. They delivered the activity and the music was tried to play, however, it did not happen because many students asked if they were going to answer a test which the answer was not, and the instructions were given. In this class was only said greetings but no high five (first point of observation, everybody said "Good morning" like singing a song).

It was explained that the seating arrangement was in a circle so they had a different classroom arrangement, so they did not work like they always do because as it was said above, in class number 3 they were tired. Despite telling them that and it was supposed that the students answered the worksheet together, some students answered the worksheet by themselves and did not follow the speed of their classmates, other students were distracted because the students were next to their friends which was a disadvantage that made them talk to each other (the fifth point of the observation, they did not work).

Another situation of distraction was the images of famous people on the worksheet. However, the students talked about them and laughed at the comments (second and fourth point of observation) they talked to each other but those students were monitored so they could see that their progress of the activity was checked and they were asked if they had finished which made them stop talking and start working.

The images were applied as attractive material for the students using the students' interests and likes from famous people they know to get motivated the students on

the task to answer the sentences on the worksheet. During this class was seen the rhythm of the progress they had when they answer activities by themselves. Despite telling the students that answer the worksheet together and they ignored it, it was accepted to work by themselves. Every time that their progress was checked, the number of the sentences they answered increased.

Another topic faced was the role of the teacher in this class. As it was said, the seating arrangement was in a circle, thus, the students were monitored and when they had a question, they raised their hand to come immediately to their seat to answer their questions or support them. However, trying to answer all their questions was not possible because at the same time most of the students asked for support. The way to manage this was when most of the students had the same question, the explanation was given on the board so they could see how to do it and answer the exercise.

Some students tried to answer all the worksheets because there was not enough time to do all the exercises and there were students who did not answer anything on it (see Appendix A.A, Appendix A.B, Appendix A.C, Appendix A.D, Appendix A.E, Appendix A.F, Appendix A.G, and Appendix A.H). Although those students who did not answer were monitored, they continued doing nothing. Therefore, it can be said that the strategies did not work with all the students although the strategies worked with the students that did work answered most of the sentences and it can be improved the way the strategies were developed so the number of students' participation improves. Furthermore, the students were asked to participate but because the students talked, few of them raised their hand because there were distracted (third point of observation), however, they participated because they stopped talking.

The instruments (to get an answer) were the students' notebook, the worksheets, and the stars which showed the number of students' participation in the writing tasks. The instruments were applied and planned as part of the class as well as the

strategies because they were in the activities that the students did and were carried out in the lessons as writing tasks because the students followed the instructions given and completed the activities to get their reward.

The students answered individually the sentences and reading comprehension questions, they were not called line by line either number of the list, they just came as soon as they finished one by one as part of the instructions and that was the way they checked their answers. In the case of reading comprehension questions, the students were asked for participation to write the answer to the question when they finished the reading. However, in the case of writing the answer on the board, at the end of the competition, the students were asked “who did not earn a star?” so they participated and in that way, they got one.

In both cases, when the students wrote the answers on the board, they were numbered to follow an order as part of the strategy: participation by turns, always one by one. Although, in the case of reading comprehension questions there was a particularity which was while one student wrote the answer on the board the other students should write the answer on their notebook and pay attention to what she or he wrote so that just in case it was wrong, someone of them took in advantage and had the participation as well as the student who came to the board. That supported focusing them in class rather than be distracted when they waited for the answer written on the board.

From presentation to practice stage mainly were observed the strategies implemented in the activities. On the other hand, in the production stage, there was a lack of them because of the use of time and organization which apart from that is learned how to avoid the errors made for future classes to increase even more the number of students' written participation and even students participate many times although they had participated once because there was a situation that at least four or six students wanted to participate more than once and it had to remind them than

they should give the chance to their partners. Therefore, having more time can be taken advantage of so students can participate many times.

All in all, classroom management was applied in the way of deciding the organization and actions of what was done in the lessons, who, when, and how to do it. Having said that, in second-grade group C it was applied several strategies such as extrinsic motivation, seating arrangement, challenging activities, an expectation of participation, grades, playing music, and rapport. Moreover, the most important change here was the use of seating arrangement because the students liked the accommodation (see appendix A.K) and the activities in the worksheet (fourth point of observation).

The students liked seeing the stars on the paper bond because there were students that commented about them, comments like “wow, they are amazing”, “I like that I have those color stars, Teacher” and “I liked participating in class because I earned a star”. Moreover, it was found out that the colors on the stars motivated the students because they wanted to win one in the color they liked the most. This was important because the stars worked as visual material which the colors on them were attractive for the students and that was the reason why they wanted a star. However, when there were no more stars, new ones were bought in gold color only and the students asked for the other colors because they wanted them instead of gold ones, and they were asked “why?” which the students said that “It was better choosing from different colors than taking from one color only”.

4) What was the result of the second-graders group C's written participation after applying classroom management strategies?

The following paragraphs describe what was faced after applying the strategies inside of the classroom and the results of using them during the teaching English practice period. Moreover, there were several aspects expected which did not happen and some others did not expect to happen but they were faced, the results

of the strategies and techniques applied. It was only measured the times of the participation and not the content because it was only focused on frequency, whereas it could have done both so the results were different and find out more information than the one is presented here.

In class number 1, the goal of this session was to write few sentences in present perfect, was applied to establish rapport with the technique of giving five, greetings and calling by their names when the class began because Barge (2012) says that positive relation increases participation. It was also applied the use of music, as Scrivener (2005) suggests, from the beginning to the end of the class, the technique was to play popular music (reggaeton, pop music, and rock) and when they talked loudly the volume decreased and the other way around. As Ryan and Deci (2000) mention the extrinsic motivation comes from an outcome, so the other strategy was the use of giving reward through stars to motivate extrinsically the students, and their written participation increased.

The result was when they saw that the first student who got his star, every student wanted to win for themselves which made them work as fast as they could, which successfully made them get to work on the activities. Thus, this worked due to seven students answered grammatically correct the seven sentences according to the instrument applied for the written participation, so other students did not participate because the seven students were not wrong on their answers and there were no more sentences to complete and this was not identified for the first time. On the other hand, the use of music establishing rapport did not work because the music was a distraction as the students did not focus on the activity and the rapport was at the beginning of the class so these two strategies were not well incorporated as the authors establish, both could have applied in another moment.

In class number 2, the goal of this session was to write sentences in present perfect with “already” and “yet”, was applied to establish rapport, music, and extrinsic motivation once again with the same technique, but participate by turns was also

applied because Tesfaye and Berhanu (2015) suggest it, it was established the order of turns as the students raised their hand has so they knew one student per sentence and question which the purpose was to establish order and organization.

As a result, the music, as well as rapport, did not work once again due to the students were not motivated to participate because of this, which meant that the incorporation of both strategies was not well applied as Scrivener said that music can be played in the activities and the music in this class was from the beginning of the class, and the rapport could be done with greetings only instead of high five. However, the reaction was many of them wanted to participate when they saw the stars, which motivated them to do it but there were only five students' written participation because they were grammatically correct from seven students who had a turn, this based on the consideration of the written participation. From that result, the students who did not participate was disappointing and asked for their stars and written participation because they were not chosen for a turn to participate which was understandable due to there were only five sentences, not enough for thirty-six students and with it was found out that if there had been more sentences, they would have a turn to complete the sentence, this was applied in the following two classes. On the other hand, the two students who did not earn a star were disappointed because of that.

In class number 3, the goal of this session was to write in present perfect with "have you ever...?", was applied to establish rapport, music, extrinsic motivation and participate by turns once again with the same technique, but the competition was also applied because these two authors Penny Ur (1996) and Qing-he (2016) suggest challenging the students; as the students raised their hand it was established the order of turns once again but there were more students to participate this time, and the competition the limit of the students who had all the sentences grammatically correct based on the consideration for written participation which the purpose was to motivate with the use of stars, playing music and greetings, establish

an order with the turns and many students participate, different students from other days not the same.

The result was twenty-nine students' written participation which meant that the number of students' written participation increased in contrast to the class before as seven students participated in the reading comprehension questions, four were right and three were not according to the text but all of them had written participation based on the consideration for students' written participation. Moreover, in the competition, there were fifteen students, which was the limit, who were grammatically correct based on the consideration for the competition of filling blanks as written participation. However, eighteen students did not participate because their answers were grammatically wrong based on consideration of written participation but there was more chance, the students who did not earn a star came to the board to write the answer, there were only seven sentences so 7 out of 18 participated which meant that they needed more sentences, and the consideration for writing on the board as written participation counted because this was a consideration for it. Therefore, the frequency increased because there was more chance to participate than before which was the most important thing, the students did motivate because of the use of stars, and there was rapport, music, and organization.

In class number 4, the goal of this session was a review of the previous classes, present perfect with "have you ever, since and for, and already and yet", was applied the use of images so students were interested in the activity and worked on it as another extrinsic motivation, not only the use of giving rewards as it was applied in the three classes before because Barge (2012) suggests the use of students' interest so that was why the application of pictures of famous people and characters they like, according to the survey applied, in the worksheet for the challenge of filling blanks in the practice stage. Scrivener (2005) says that seating arrangement is part of classroom management and considering the way of the seat for the activity, so it was applied a different way of seating arrangement before starting the activity, which

was in a circle and next to their friends, so the students answered the sentences together, helping to each other.

As a result, the students were distracted due to the images and the seating arrangement, they talked to each other instead of being instead of the activity and working. However, the number of written participation was 28 because they answered all the sentences grammatically correct which is based on the point of grammar as an instrument for written participation and 7 did not, few or some of them only. Moreover, there is another thing, the role as a teacher because answering questions took much time than was expected which made most of the students pay attention to another thing instead of working in contrast to few students who did work and they completed the worksheet by themselves, the reason was the instructions were not clear for them so they got confused about what they had to do. On the other hand, most of the students tried to answer all the worksheets and the other few students did not answer all the worksheets which the reason was no time limit established in the instructions in the exercise. The reflection for this class was, the instructions should be established first and before delivering the worksheet so the students answered them because most of the students answered quickly the worksheet before telling them what they should do, with the instructions there must have been a time limit and giving an example of how to answer the exercise and they could ask to help when they need it, but they had to wait when finished with the first student because this was a problem which many students asked for support at the same time or explaining for everyone in the board.

Therefore, both strategies in this class distracted the students to answer grammatically correct sentences and this was not well incorporated because the seating arrangement could have been in a different form not between friends so the students interact with others and working with them in the groups as Scrivener (2005) suggests "You may sit down and join a group (temporarily or for the whole task) and take part as if you were one of the group, offering ideas, helping with questions, joining in discussions. You could quietly move on to another group. By

the end of the task, you might have worked with a number of groups.” and this was not considered nor incorporated as he said, and this can be done as a role of the teacher. Furthermore, the images could be used for another activity instead of putting in the worksheet just for being the worksheets attractive, with other intention, for example, if the students talked about them that could be applied for a speaking activity.

The instruments were the students’ notebook because they wrote what was on the board, they answered the activities on their notebook and the stars on the board because that registered the frequency of students’ participation as well the list provided by the school and it was for grades (see Appendix A.L and Appendix A.M). The written tasks were answering reading comprehension questions, filling blanks and worksheets. The students participated in the activities in their notebooks and on the board.

In the case of reading comprehension questions, the students came to the board to answer the question turn by turn. In case that one of the students was wrong, he or she earned a star because they came to the board as well as the student who corrected the answer. However, some students were supported by their partners to write the correct answer and they had written participation according to the consideration of it. Another case was competitions which consisted of answering on the students’ notebook and when they finished, they came to the desktop to check their answers; if all of their answers were right, they won participation and work in class but if they were wrong in at least one sentence they should correct the answer and came back later when they finished it. If there were fifteen students already registered, the next student had work in class only.

Then, when all of the students came to the desktop, the students who did not earn a star in the competition wrote the correct answer on the board so different students participated as well as the students who checked the answers on the desktop. This gave a chance to those students who did not earn the star for the first time and this

is the main reason why the number of students' participation increased because there were many sentences and one chance for each student to participate. Therefore, that was why the number of students' participation increased in the class (see Appendix A.I and Appendix A.J) because the students had a second chance to win and most of them wanted to earn a star and if they wanted to win, they should participate when asked. This can be seen that they finally understood that they won their star when they did writing activities in class but based on the consideration for written participation.

The results of students who handed in their activities in the first session were twenty-four, however, only seven participated out of thirty-four students because there were not enough chance to participate; in the second session five students participated whereas twenty-four handed in their activity; in the third one the number of students' participation increased because there were more opportunities to participate, the number was twenty-nine and twenty-four students handed in their activity, the number was the same that the two sessions before; and finally the session four there were twenty-eight, one student less than the session before and twenty-one students handed in their activity. Based on that numbers, the students handed their activities even though they did not participate, however, the number of the participants increased because there was more chance to participate in class which was the most important although there were stars, music, and challenging activities. Therefore, to increase the number of students' participation the students must have the opportunity to each one of them.

Moreover, the students handed in their activities even though did not participate, there were ten out of thirty-four students who did not hand in the activity in the first three sessions because there were distracted and, as two of them commented, "because I did not participate, so I will not do the activity". Therefore, the reason why that happened was students' attention so students do the activity instead of doing other things and giving them the chance so they do the task. However, the number decreased in the final session in participation as well as handed activities because

of the same thing, there was one chance less than in the third session and the students were distracted and with it, two fewer students did not hand in their activity. Therefore, from that experience, it is learned that students should have opportunities enough for each one to participate in class so they participate during the activities and do a task.

There was a pandemic situation due to a sickness called coronavirus, COVID-19, which unfortunately affected this essay because there were more classes planned to give in the second period of the 8 semester (from 4th of May to 8th of May, 2020 and 11th of May to 15 of May, 2020) and the classes presented here were part of the first period only. In the second period there could be many things to improve, try once again and avoid the mistakes done, for example, applied one of the strategies and techniques proposed but per class to know who they result – because there were several per class – and this would have obtained different results from the ones presented here. On the other hand, with the information presented of the classes given, it is concluded that students need more chance to participate, to tell the considerations for written participation and in the instructions there should have been time limit for the activities so the students' written participation frequency increase.

IV. Conclusion

The strategies proposed and the techniques were sometimes downsides instead of advantages when they were applied which meant that they were not well applied the first time but many things could be improved, such as, playing music because it was observed that most of the students were distracted on this (commenting and writing on the notebook the song they wanted to listen to). However, it was observed that most of the students fell asleep in class so music worked as they activate (but only to talk about it). Therefore, the music helped to wake up but it would have done instead of playing another kind of music so they did not distract, it could have played English music according to the grammar and as part of the activities such as to complete sentences the lyrics from the song and the students could have sung aloud as a wrap up so writing and speaking skills could have improved.

Another point, there was one situation faced with the use of the stars which is that the students were independent of them. The students asked if they could have a star just because they write the date on the board, giving worksheets, or even because they erased the board. Even when the explanation of how they got the stars, as participation writing on the board to complete the sentences, was given they continued asking, thus this meant that they were motivated to do what they considered as written participation in class. However, what would have done instead was telling them since the first day of the class that the stars were an outcome of written participation and telling the students the consideration for it as part of the instructions in the activity so they know how to earn a star. In addition, it could have applied either sticker, small photos of characters, or candies as an outcome instead of stars.

The use of images of famous people in the worksheet from students' interests was a disadvantage which did not work because they talked to each other, but what could have done to use that comments in another type of activity, for example, in a speaking activity and then write what they had commented in groups so the

disadvantage would have been an advantage, another example, it could have applied students' interest in the topic or context for the classes, not only images and more activities related that the answers that the students answered in the survey (about their interests), activities like in pairs, giving them more examples, topics about famous characters they like, watching videos, etc.

As a result of telling students encouraging words and expectations, most of the students raised their hands quickly. Therefore, it was learned that the use of expectations and encouraging play an important role in the students' confidence at the moment they participated and what could have done to give more phrases or words during and after they participate and giving feedback for their participation, such as, "well done", "good job", etc and "you can do it", "go for it", "have a nice day" as part of encouraging words as well as at the end of the class and during their participation could have said and this could have applied with high five strategies and the use of the star.

On the other hand, there were strategies and techniques which were advantages, for example, when the students participated turn by turn at the time of participating on the board. The way of applying this was telling them that "they should participate once so a different student had the chance to participate as well." Therefore, one student per sentence or question, no more on the board and the other students checked their answers while waiting for their turn, the technique was numbering. The results for this were, different students participated which was the purpose of this investigation and better organization at the time of participation than before; the topic goal was to write in present perfect with "have you ever...?" (class #3) and the last one (class #4) to write in present perfect a review of the previous classes. Thus, an organization in class and giving one per student allowed more participation to the students and this could have said at the beginning of the class as well as before asking for participation.

Furthermore, the role of a teacher when seating arrangement changed because it was the way of checking the students' rhythm in the exercises and answering the question the students had. However, answering the students' questions was difficult in this class because many students had questions at the same time they did not pay attention to the class but it was learned how to deal with this kind of situation, therefore it could have done to tell students for paying attention to the board so they focus on an explanation of how to do the activity or explain the language focus. Besides, the students were distracted because they were next to their friends, instead of that, it could have applied to a different organization such as list number or students who are not friends so they interact with different people which is one of the benefits of changing seating arrangement as Scrivener (2005) says.

It was also learned how to establish rapport with the students through the application of greeting at the beginning of each class, giving them five and saying "good morning" which made them react positively because there were some students' faces smiling or even the students woke up after this was applied because they showed energy when they raised their hand for participation. Thus, as a reflection of this was, the use of establishing rapport with the technique of high five or greetings helped the students did not fell asleep during the class and this could have done when the students participated not only at the beginning of the class.

Although the strategies and techniques were planned, it was expected that the students did not want to participate when it was asked (as personal thought and reflection of the strategies and techniques which the application of those was simple, once again as a personal consideration). The students wanted to participate but few students participated only (7 in the first lesson and 5 in the following one) because there were not enough chances to do it. Therefore, that meant that students need more chances (in this case, sentences to complete) to participate so the frequency increased because it did not make sense if it was wanted students to participate in written activities and there were not enough sentences to all of them, this was the most important thing identified which was not planned for the first time. This

information was obtained from students' comments, such as "I wanted to participate, too, teacher" and many students raised their hand since the lesson class as well as in the second one but there were not more sentences, in the following two classes were more questions and sentences to complete on the board than before. That was why the number of participants increased (29 in the third lesson and 28 in the fourth one) because they had more chances to participate than before.

Another important thing was the use of instruments at the moment of getting the information and for the questions, it was planned to use a paper bond only as an instrument because it was the only instrument considered. Although there was information about the times of students' participation, there was no more information and that could have helped to get knowledge, for example, other ways of improving the techniques or which strategies not to use. It could have applied interviews, a checklist from authors, recordings at the moment of participation, surveys, observations (researched from the Internet and books) from the head-teacher and the teacher from the Benemerita y Centenaria Escuela Normal del Estado.

Therefore, if there were more instruments applied the analysis and the information would have been more complete than the one which was presented, with more details and other results, but through the application of the observation was identified that there should have been more sentences or questions to answer for all the students so the students of second-grade group C's written participation increased because in that way all of them would have a chance to do it. Although there were the strategies applied (extrinsic motivation, music, seating, arrangement, challenges, students' interest, establishing rapport, encouraging words and expectations) in the written activities (in presentation and practice stage) there was no chance to write the answer so there would have been written participation which meant that the most important thing is the chance to participate in writing activities. Another important thing is the time established for doing the activities. As some of the strategies were a distraction for the students, it could have established a time

limit so they did the activities instead of being distracted, this could be applied as part of the instruction which was not taken into consideration.

When the strategies were applied to take advantage to act to solve the situation, there were some mistakes but they were faced to continue with the class. However, now it is known that it has to be careful with those little errors and consider them as well, that was the sense of this investigation, learning from those errors to avoid them and improve the application of strategies and how to improve as a teacher, such as develop skills in strategies, and searched for different techniques that could be used in future classes.

Furthermore, this essay accomplished a didactic competence of select, design and apply strategies in class and for classroom management which is part of the Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), this is according to SEP (2000):

e) The didactic competence to select, design, and apply teaching strategies and resources that contribute to the development of communication skills in adolescents, as well as to organize group work and address the specific difficulties or needs that some students manifest in the process of second language learning. Normal students need to learn the forms of teaching that promote reading comprehension, listening comprehension, oral expression, and writing, according to the purposes of secondary education.

These aspects, which the program mentions were managed to achieve through the experience had with the second-grade group C students and with the other grades who were in “Francisco González Bocanegra” secondary school. The way of achieving them was first, practicing in the classes and secondly, contrasting it with the information researched and readings that made reflecting and thinking. The program adds that the initial formation of teachers is to create a favorable learning environment and establish good communication and formal relationships with the group. In addition, it added transmit in the students’ interest in the study of the foreign

language and security to participate in the class; help them value personal achievements that motivate them to strive to continue learning. This was another purpose of the essay, making students feel security at the moment they want to participate, using strategies in classroom management and the environment.

Another point learned as a teacher was, being the example of the students in activities and dynamics because before asking for doing something, a teacher always should show how to do it. That was a form of guide for the students in a dynamic. This helped because there is always a way of how encouraged them to do it (smiling and with a lot of energy because the students paid a lot of attention to this when danced or sang), there were some students that said “I feel embarrassed of doing it, Teacher” when asked to do it, and that was the sense of this essay, not leaving alone anyone in the activity, all the students should participate in all the activities, whereas most of the students did not want to do it and other students did it liked the activity, even they were asked that if they liked it and as a result, some of the students said that they liked the activity in contrast to some others said that they liked the song and sang it and if the end of the class the song could be played once again.

As a reflection, one of the skills that should have been diagnosed was writing. This skill was not expected to consider for this investigation once the diagnostic test was applied, however, all skills should be diagnosed which was learned because a teacher must know the level of students’ skills in English, especially if he had the interest to support their students in the skill. Moreover, there was something that could have implemented, authority because this category according to Scrivener (2005), is divided into “Gathering and holding attention, deciding who does what, establishing or relinquishing authority as appropriate and Getting someone to do something.”

To sum up, it was found out that:

- All students needed a chance to participate
- Images motivated students to speak
- Students needed to know the considerations for participation
- A time limit should have been established as part of instruction so there would have been more time to participate
- Seating arrangement did not only establish the way of the seat but also the role as a teacher and the students might have been helped by the teacher.
- To establish another seating arrangement so the students work and interact with others.
- To apply another type of outcome, such as stickers or candies
- To take advantage of playing music for activities, for example, to complete lyrics and sing the song.
- To apply all the information got from the survey because it was about students' interest.
- Encouraging words could have applied during and after students' participation as well as the end of the class.
- The application of giving rewards could have applied with encouraging words and high five at the same time.

Finally, the new questions that this essay provided were what is the impact on the students when the strategies applied in this research are for speaking participation? what is the impact of applying the strategies outside of the classroom? And what is the result of applying speaking and writing participation at the same time in class?

v. Bibliography

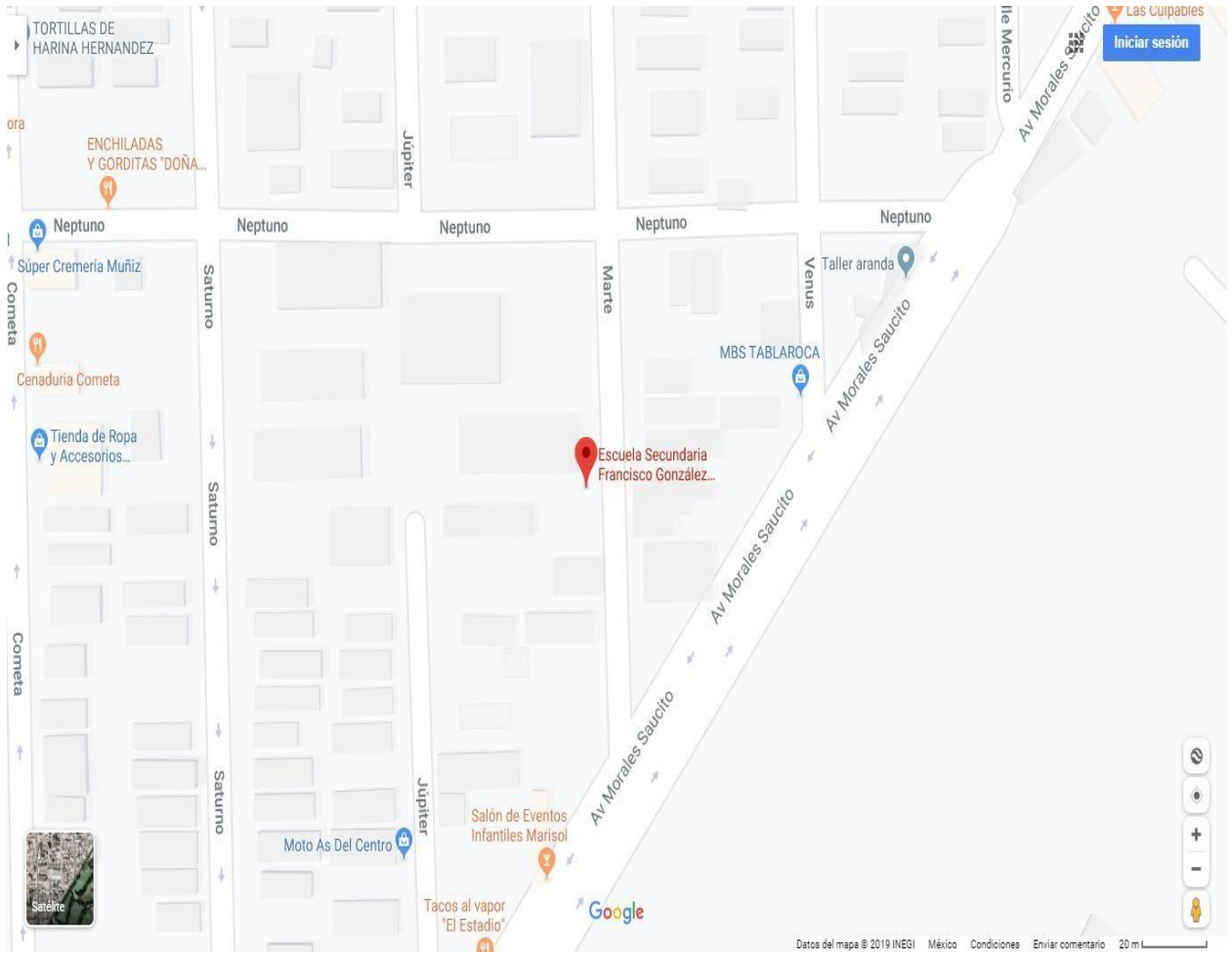
- Abdullah, Y., Abu Bakar, N. R., & Haizan Mahbob, M. (2012). *Procedia - Social and behavioral Sciences*. Retrieved Mayo 23, 2020, from SciVerse ScienceDirect: <https://core.ac.uk/download/pdf/82406316.pdf>
- Abdullah, Y., Abu Bakar, N., & Haizan Mahbob, M. (2011). Retrieved Mayo 19, 2020, from SciVerse ScienceDirect: https://www.researchgate.net/publication/257716819_The_Dynamics_of_Student_Participation_in_Classroom_Observation_on_Level_and_forms_of_Participation/link/54e9224e0cf25ba91c7edc6e/download
- Barge, J. (2012, July 16). Retrieved Mayo 19, 2020, from pdffiller: https://www.pdfFiller.com/jsfiller-app12/?lang=es&projectId=459359410&jsfiller_preacthash=#af4a765eb0cd4eedba0d5299a002f320
- British, C. (s.f., s.f. s.f.). *British Council*. Retrieved October 17, 2020, from British Council: <https://www.teachingenglish.org.uk/article/planning-a-grammar-lesson>
- Cook-Sather, A., Clarke, B., Condon, D., Cushman, K., Demetriou, H., & Easton, L. (2009). Retrieved Mayo 19, 2020, from Google Books: <https://books.google.com.mx/books?hl=es&lr=&id=0B7vCgAAQBAJ&oi=fnd&pg=PP1&dq=Learning+from+the+Student%E2%80%99s+Perspective:+A+Sourcebook+for+Effective+Teaching&ots=vv1ggbT4cQ&sig=9-jQgT9R86f2VHdBNpU66eB4wpY#v=onepage&q=When%20discussing%20the%20learning>
- Delaney, T. (2012). *Quality and quantity of oral participation and English proficiency gains*. Oregon: American English Institute.
- Delgado Gutierrez, M. L. (2019, November 18). School History. (U. E. López Silva, Interviewer)
- English, C. A. (2018, April). *Cambridge Assessment English*. Retrieved August 21, 2019, from Cambridge Assessment English: <https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>
- Fippi, A. (2017). Retrieved Mayo 23, 2020, from LANGUAGES AND ARTS EDUCATION DEPARTMENT: <https://media.neliti.com/media/publications/216796-none.pdf>
- Gonzalez-Cuevas, G., Rubio, M., Hernando, A., Alvarez, M. J., & Tavera, M. V. (2017, Junio 8). Retrieved from Universitat Politècnica de València: <http://ocs.editorial.upv.es/index.php/HEAD/HEAD17/paper/viewFile/5582/3049>
- Harmer, J. (1998). *How to teach English*. Malaysia: Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Edinburgh Gate: Pearson Education Limited.
- Kasa, Y. (2016, June 23). *Science Publishing Group*. Retrieved Mayo 23, 2020, from ResearchGate: https://www.researchgate.net/publication/328102705_Yosef_Kasa_Improving_Stud

- ent's Participation in the Classroom in Chemistry Freshman Students at Asosa University An Experimental Action Research/link/5c5be251a6fdccb608ad9522/download
- Kumaraswamy, S. (2019, April). Retrieved Mayo 24, 2020, from International Journal of Instruction:
https://www.researchgate.net/publication/332568238_Promotion_of_Students_Participation_and_Academic_Achievement_in_Large_Classes_An_Action_Research_Report
- Louise Vinlove, A. (2012, August). *Microsoft Word*. (A. Fairbanks, Ed.) Retrieved Mayo 18, 2020, from http://ankn.uaf.edu/Curriculum/PhD_Projects/AmyVinlove/Vinlove.pdf
- Perkins, David N. (1996, January). Retrieved Mayo 19, 2020, from Google Books:
https://books.google.com.mx/books?hl=es&lr=&id=mpsHa5f712wC&oi=fnd&pg=PR5&dq=Wilson+Brent+learning+environment&ots=sZibub8WLk&sig=SbjQV_BNwGv248LM4eWKfOa7nkQ#v=onepage&q=place%20and%20space%2C%20room%20o%20move%20and%20explor&f=false
- Petress, K. (2006). *An Operational Definition of Class Participation*. College student journal.
- Prabavathi, R., & Nagasubramani, P. (2018: 3). Retrieved Mayo 19, 2020, from <https://pdfs.semanticscholar.org/141f/9dfc25d4a9c3ee41119155253dff6fbc1e7f.pdf>
- Prieto Parra, M. (2005). Retrieved Mayo 19, 2020, from Universidad del BÍO-BÍO:
<http://www.ubiobio.cl/theoria/v/v14/a3.pdf>
- Qing-he, S. (2016, June). *David Publishing Company from knowledge to wisdom*. Retrieved Mayo 23, 2020, from David Publishing:
<http://www.davidpublisher.org/Public/uploads/Contribute/5795d2390e527.pdf>
- Richard, M. R., & Edward, L. D. (2000). Retrieved Mayo 19, 2020, from mmrg:
<https://mmrg.pbworks.com/f/Ryan,+Deci+00.pdf>
- Scrivener, J. (2005). *Learning Teaching*. Macmillan.
- Scrivener, J. (2012). (C. U. Peess, Ed.) Retrieved Mayo 19, 2020, from Google Books:
<https://books.google.com.mx/books?id=ScKTo1mZidwC&printsec=frontcover&dq=classroom+management+jim+scrivener&hl=es-419&sa=X&ved=0ahUKEwicsNqXoL7pAhVLC6wKHR5-BvcQ6AEIJjAA#v=onepage&q=classroom%20management&f=false>
- Secretaría de Educación Pública. (2002). Retrieved Mayo 19, 2020, from http://www.normalsuperior.com.mx/ens/files/coord_ult/Orientaciones%20academicas%20doc%20recep.pdf
- SEP. (2000). *Licenciatura en Educación Secundaria*.
- Stadler-Altmann, U. (2015, January). Retrieved Mayo 19, 2020, from ResearchGate:
https://www.researchgate.net/publication/282348767_Learning_Environment_The_Influence_of_School_and_Classroom_Space_on_Education
- Susak, M. (2016, Abril 13). Retrieved Mayo 19, 2020, from RIT Scholar Works:
<https://scholarworks.rit.edu/cgi/viewcontent.cgi?article=10526&context=theses>

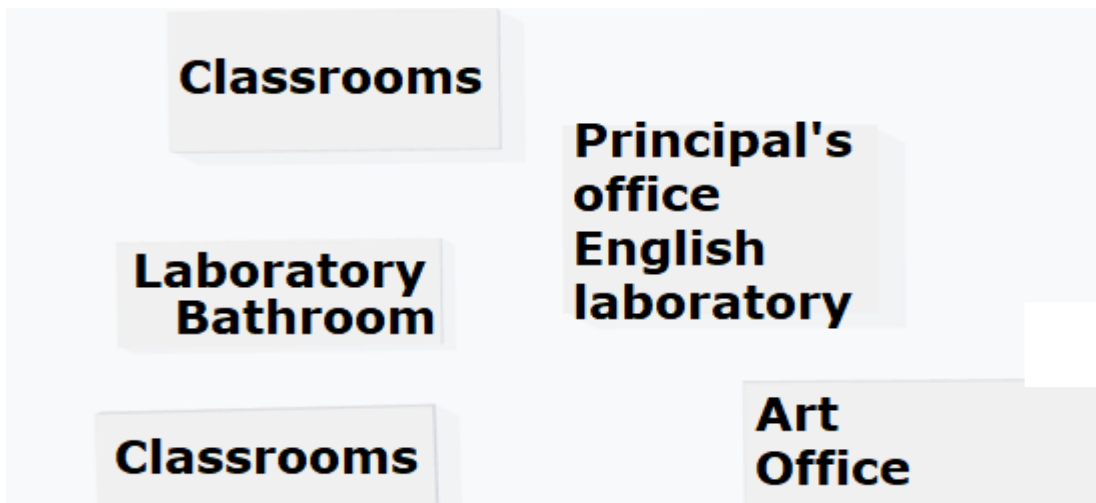
- Tesfaye, S., & Berhanu, K. (2015). Retrieved Mayo 23, 2020, from International Knowledge Sharing Platform (IISTE) Journals & Books Hosting - Conferences & Workshops Solutions: <https://files.eric.ed.gov/fulltext/EJ1079478.pdf>
- Ur, P. (1996). *A Course in Language Teaching*. United Kingdom: Library of Congress Cataloguing in Publication data.
- Washington, U. (2009). *Washington University in St. Louis Center For Teaching And Learning*. Retrieved September 18, 2020, from Washington University in St. Louis: <https://teachingcenter.wustl.edu/resources/teaching-methods/participation/increasing-student-participation/>
- Weimer, M. (s.f.). Retrieved Mayo 23, 2020, from The Teaching Professor: <https://www.desu.edu/sites/flagship/files/document/16/tipsclassparticipation-tp.pdf>
- Zohri Hamdani, A. (2018, February). Retrieved October 17, 2020

VI. Appendix

Appendix A



Title: The location of Francisco Gonzalez Bocanegra Secondary School. Source: Google Map



Appendix B

A lo largo de su carrera en la institución, ¿qué experiencias significativas ha tenido en la escuela?

¿Has visto cambios en la escuela, cuáles fueron?

¿Existe algún factor que considere relevante y que afecte el progreso escolar?

¿Qué edad tiene la escuela?

Desde los primeros años de fundación, ¿cuáles fueron las principales características de la escuela?

¿Quién fue el fundador de la escuela secundaria de Francisco González Bocanegra?

¿Recuerda cómo se ha desarrollado la infraestructura en la institución?

¿Cuál es el principal desafío como institución?

¿Cuáles son las líneas morales e ideológicas que forman parte de este centro educativo?

¿Qué contribuciones significativas ha tenido el personal de la escuela en su crecimiento?

¿Qué beneficios (por ejemplo luz, computadoras, pavimento interior, laboratorio, etc.) no tenía la escuela anteriormente?

¿Qué departamentos tenía inicialmente la escuela? (por ejemplo, servicio social, prefectura, etc.)

¿Cuánto tiempo y cómo fue aceptado el trabajo de USAER?

¿Cuánto tiempo han sido dos turnos y cómo sucedió? (Se enteró de la escuela, padres o estudiantes a través de publicaciones en periódicos, etc.)

¿Recuerdas cómo era la escuela? (el contexto fuera de la escuela, edificios, casas, pavimentos, familias que vivían por ahí, pandillas, etc.)

Appendix C

1. What kind of famous people do you like?
 - a) Singers b) Actors c) Athletes d) Youtubers e) Models f) Others

2. What fiction character do you like?
 - a) Cartoons b) Video games c) Books d) Series e) Movies f) Others

3. What do you do in your free time?
 - a) Reading b) Watching TV c) Doing sports d) Playing video games e) Listening music f) Other

4. How much time do you do that activity?
 - a) 1hr b) 2 – 3hrs c) 4 – 5hrs d) More than 5hrs

5. What is your favorite subject?
 - a) Spanish b) Mathematics c) Biology d) Physical education e) English f) Others

6. How do you like working?
 - a) Individual b) In pairs c) Trios d) Team

7. How would you like to have an English class?
 - a) Playful learning b) watching videos c) learning with examples d) reading e) listening audios

Title: Survey applied to get to know the students' likes and interests. Source: Own Elaboration (2020)

Appendix D

El propósito de ésta encuesta es conocer sobre tus intereses y con ello, mejorar la clase.

2° Grado Grupo: 2° C'

1. ¿Qué famosos te gustan? (Escribe el nombre del famoso)
 a) Cantantes b) Actores c) Deportistas d) Youtubers e) Modelos f) Otros (especifica)
Nombre: Maad
2. ¿Qué personajes de ficción te gustan? (Escribe el nombre del personaje)
 a) Caricaturas b) Videojuegos c) Libros d) Series e) Películas f) Otros (especifica)
Nombre: Cencienta
3. ¿Qué haces en tu tiempo libre?
a) Leer b) Ver TV c) Deporte d) Jugar videojuegos e) Escuchar música f) Otro (especifica)
4. ¿Cuánto tiempo le dedicas a ese pasatiempo?
 a) 1hr b) 2 – 3hrs c) 4 – 5hrs d) Más de 5hrs
5. ¿Cuál es tu clase favorita?
a) Español b) Matemáticas c) Biología d) Ed. Física e) Inglés f) Otra (especifica)
6. ¿Cómo te gusta trabajar? en acuerdo
a) Individual b) En pareja c) Trina d) Equipo
7. ¿Cómo te gustaría la clase de inglés?
 a) Aprender lúdicamente b) Ver videos c) Aprender con ejemplos d) Leer e) Escuchar audios

El propósito de ésta encuesta es conocer sobre tus intereses y con ello, mejorar la clase.

Súlex

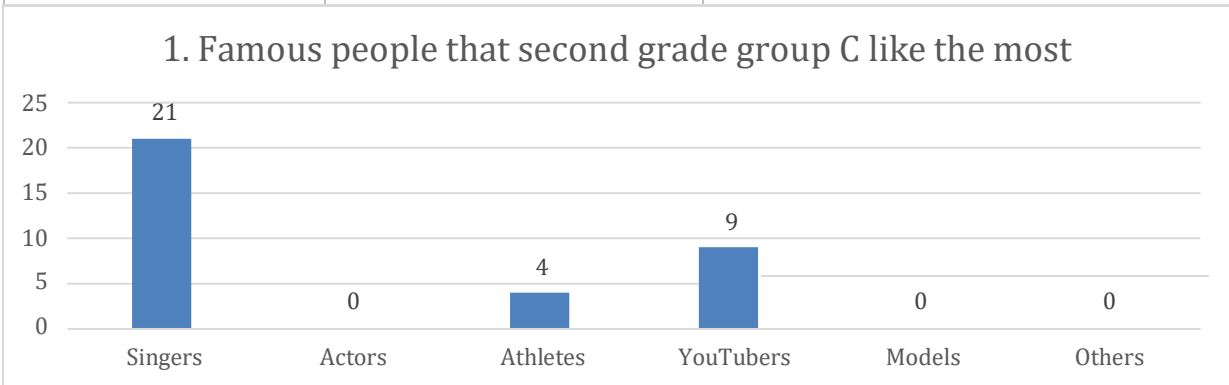
2° Grado Grupo: "2° C"

1. ¿Qué famosos te gustan? (Escribe el nombre del famoso)
 - a) Cantantes b) Actores c) Deportistas d) Youtubers e) Modelos f) Otros (especifica)
 Nombre: Katy Perry
2. ¿Qué personajes de ficción te gustan? (Escribe el nombre del personaje)
 - a) Caricaturas b) Videojuegos c) Libros d) Series e) Películas f) Otros (especifica)
 Nombre: Bob esponja
3. ¿Qué haces en tu tiempo libre?
 - a) Leer b) Ver TV c) Deporte d) Jugar videojuegos e) Escuchar música f) Otro (especifica)
4. ¿Cuánto tiempo le dedicas a ese pasatiempo?
 - a) 1hr b) 2 – 3hrs c) 4 – 5hrs d) Más de 5hrs
5. ¿Cuál es tu clase favorita?
 - a) Español b) Matemáticas c) Biología d) Ed. Física e) Inglés f) Otra (especifica)
6. ¿Cómo te gusta trabajar?
 - a) Individual b) En pareja c) Trina d) Equipo
7. ¿Cómo te gustaría la clase de inglés?
 - a) Aprender lúdicamente b) Ver videos c) Aprender con ejemplos d) Leer e) Escuchar audios

Title: Two samples of survey answers. Source: Own Elaboration (2020)

Appendix E

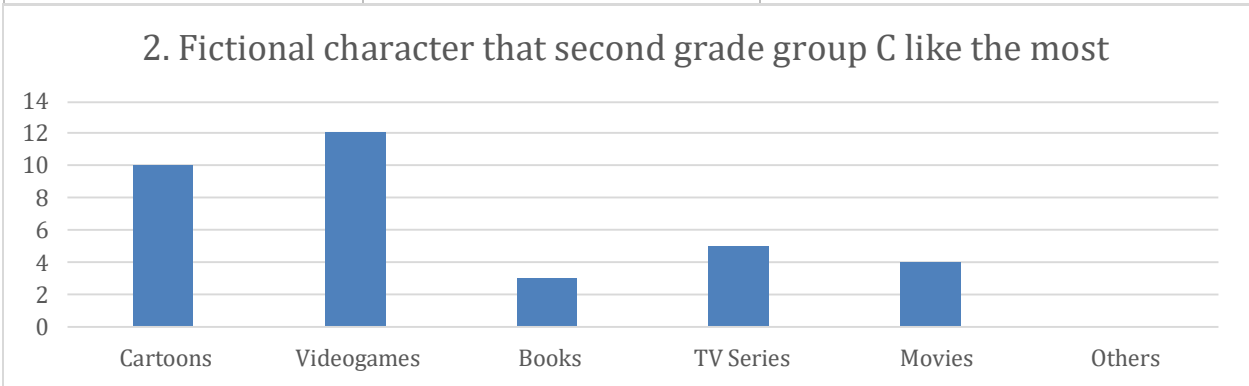
| Famous People that second grade group C like the most | |
|---|--------------------|
| Options | Number of students |
| Singers | 21 |
| Actors | 0 |
| Athletes | 4 |
| YouTubers | 9 |
| Models | 0 |
| Others | 0 |



Title: students' interest, famous people that the students of second grade group C like the most. Source: Own Elaboration (2020)

Appendix F

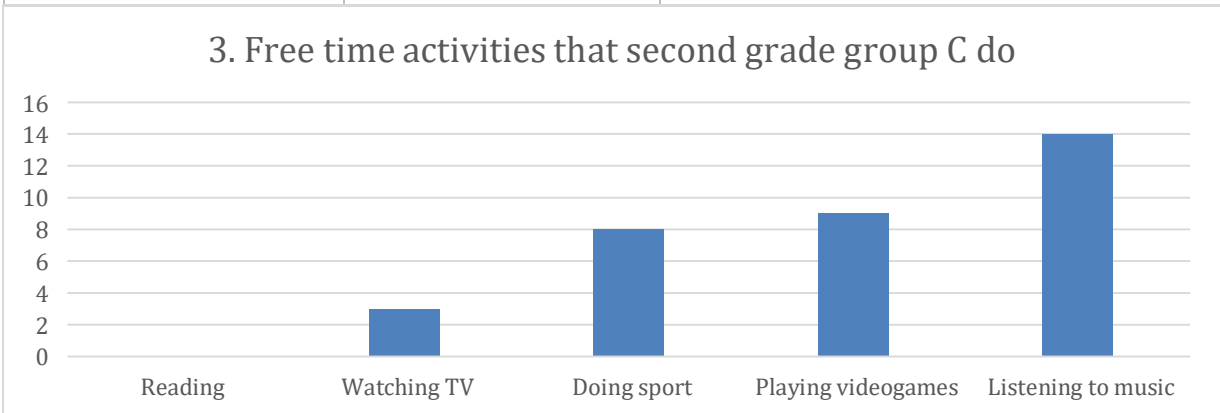
| Fictional character that second grade group C like the most | |
|---|--------------------|
| Options | Number of students |
| Cartoons | 10 |
| Videogames | 12 |
| Books | 3 |
| TV Series | 5 |
| Movies | 4 |
| Others | 0 |



Title: students' interest, fictional character that the students of second grade group C like the most. Source: Own Elaboration (2020)

Appendix G

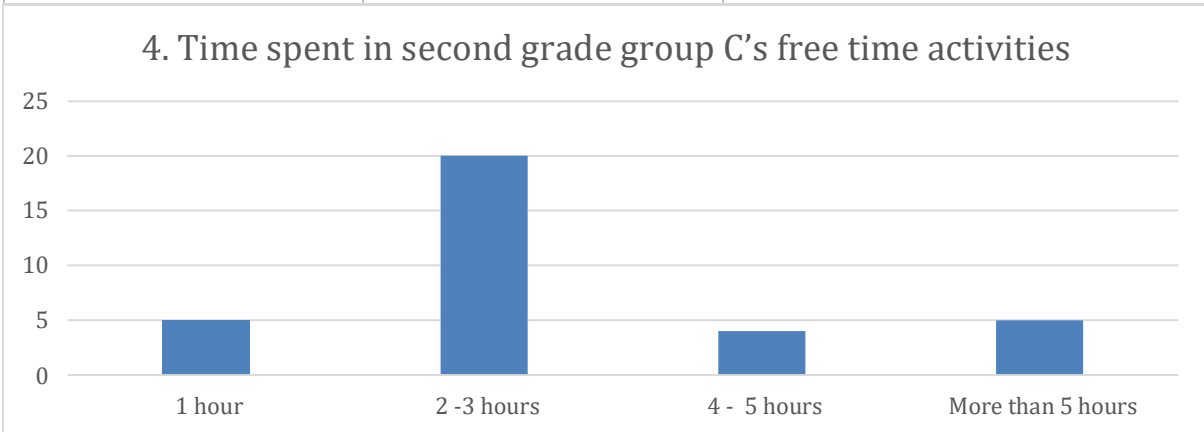
| Free time activities that second grade group C do | |
|---|--------------------|
| Options | Number of students |
| Reading | 0 |
| Watching TV | 3 |
| Doing sport | 8 |
| Playing videogames | 9 |
| Listening to music | 14 |
| Others | 0 |



Title: students' interest, the students of second grade group C's free time activities. Source: Own Elaboration (2020)

Appendix H

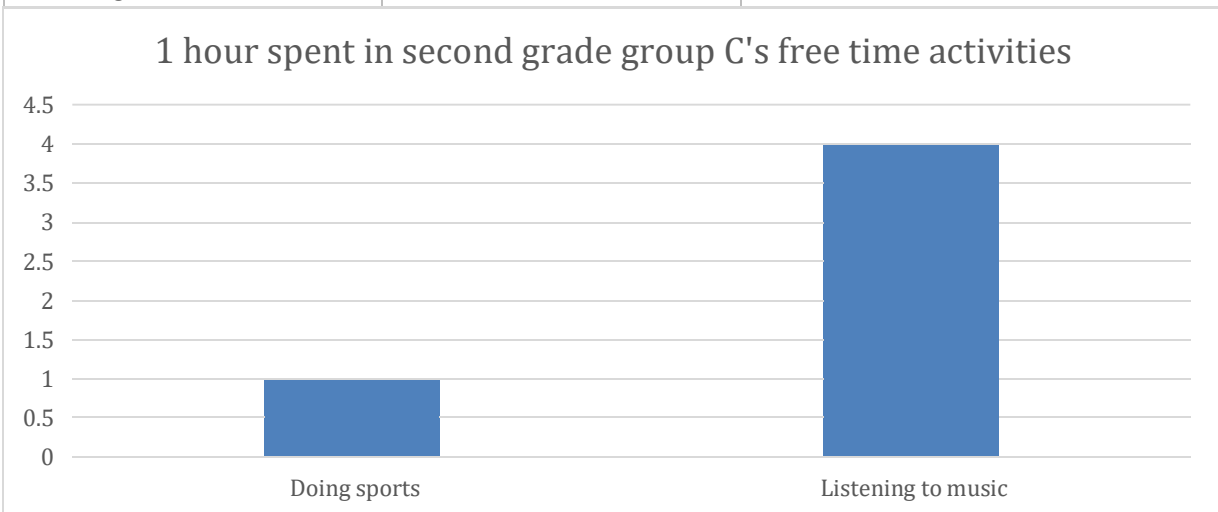
| Time spent in second grade group C's free time activities | |
|---|--------------------|
| Options | Number of students |
| 1 hour | 5 |
| 2 -3 hours | 20 |
| 4 - 5 hours | 4 |
| More than 5 hours | 5 |



Title: students' interest, time spent in the students of second grade group C's free time activities. Source: Own Elaboration (2020)

Appendix I

| 1 hour spent in second grade group C's free time activities | |
|---|--------------------|
| Activity | Number of students |
| Doing sports | 1 |
| Listening to music | 4 |

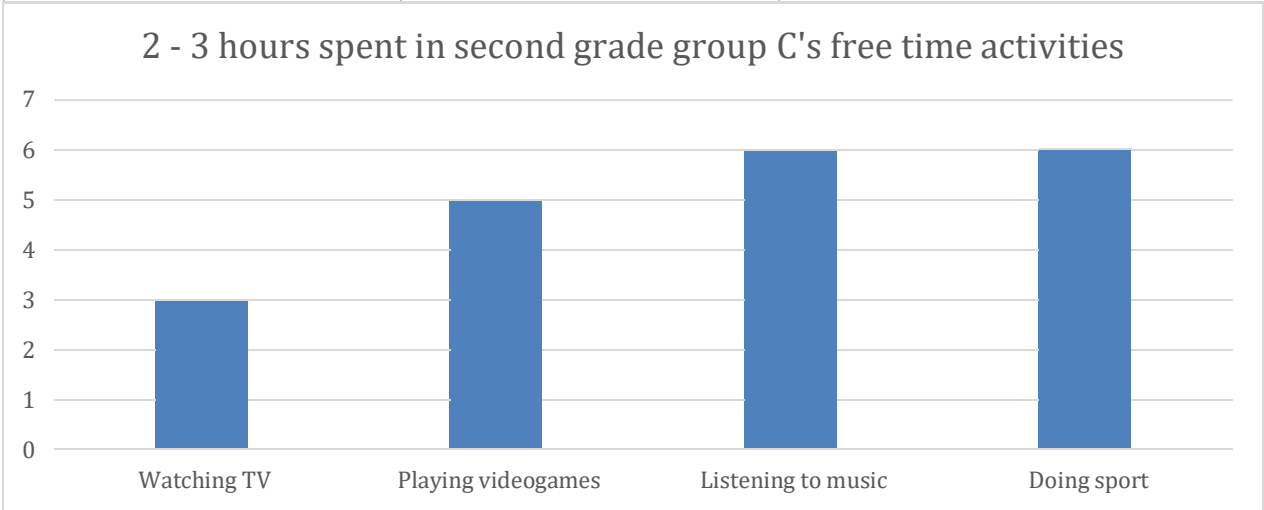


Title: The activities that the students of second grade group C do in 1hr. Source: Own Elaboration (2020)

Appendix J

| 2 - 3 hours spent in second grade group C's free time activities | |
|--|--|
|--|--|

| Activity | Number of students |
|--------------------|--------------------|
| Watching TV | 3 |
| Playing videogames | 5 |
| Listening to music | 6 |
| Doing sport | 6 |

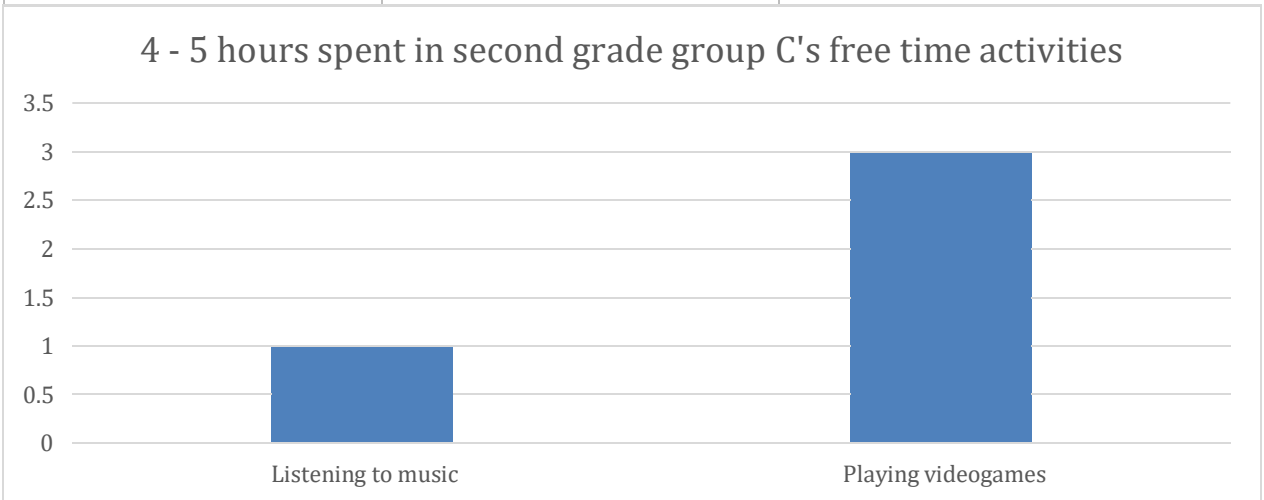


Title: The activities that the students of second grade group C do in 2 – 3 hours. Source: Own Elaboration (2020)

Appendix K

4 - 5 hours spent in second grade group C's free time activities

| Activity | Number of students |
|--------------------|--------------------|
| Listening to music | 1 |
| Playing videogames | 3 |

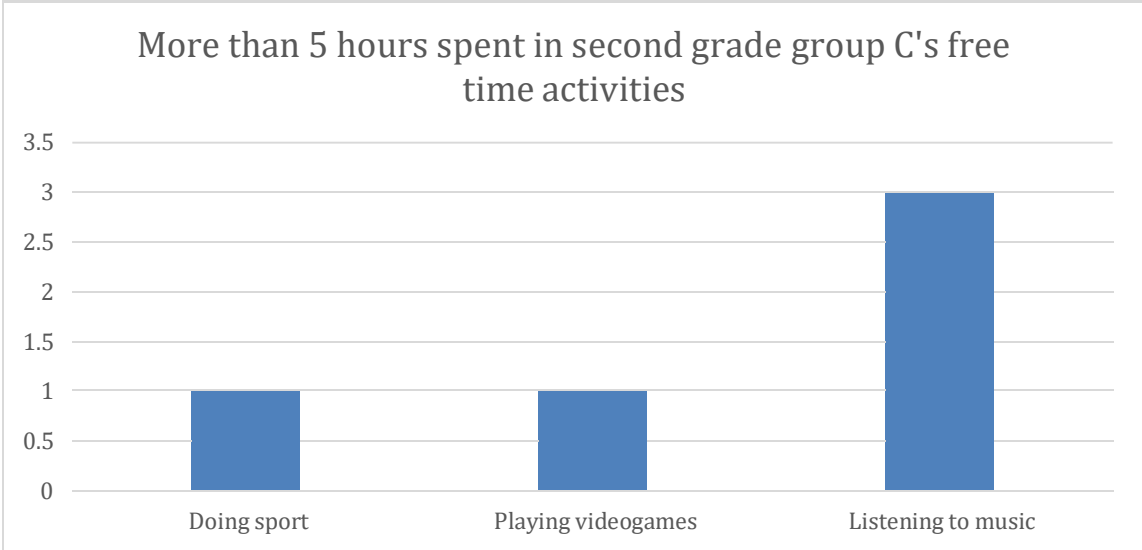


Title: The activities that the students of second grade group C do in 4 -5 hours. Source: Own Elaboration (2020)

Appendix L

More than 5 hours spent in second grade group C's free time activities

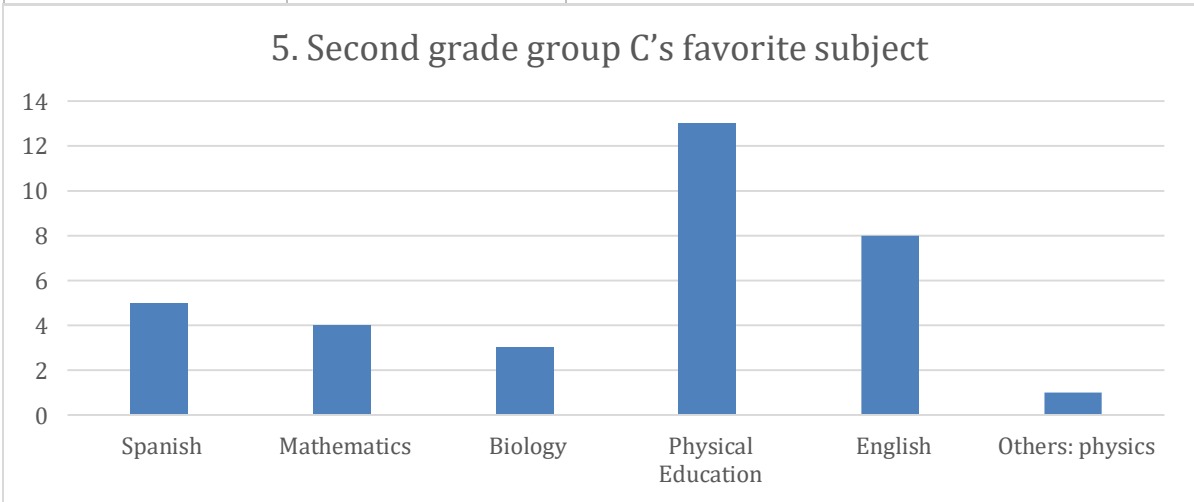
| Activity | Number of students |
|--------------------|--------------------|
| Doing sport | 1 |
| Playing videogames | 1 |
| Listening to music | 3 |



Title: The activities that the students of second grade group C do in more than 5 hours. Source: Own Elaboration (2020)

Appendix M

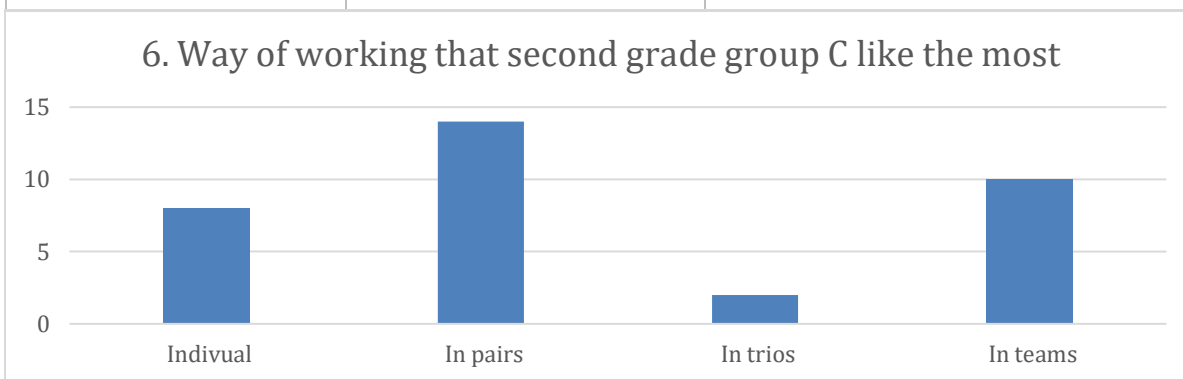
| Second grade group C's favorite subject | |
|---|--------------------|
| Options | Number of students |
| Spanish | 5 |
| Mathematics | 4 |
| Biology | 3 |
| Physical Education | 13 |
| English | 8 |
| Others: physics | 1 |



Title: students' interest, the students of second grade group C's favorite subject. Source: Own Elaboration (2020)

Appendix N

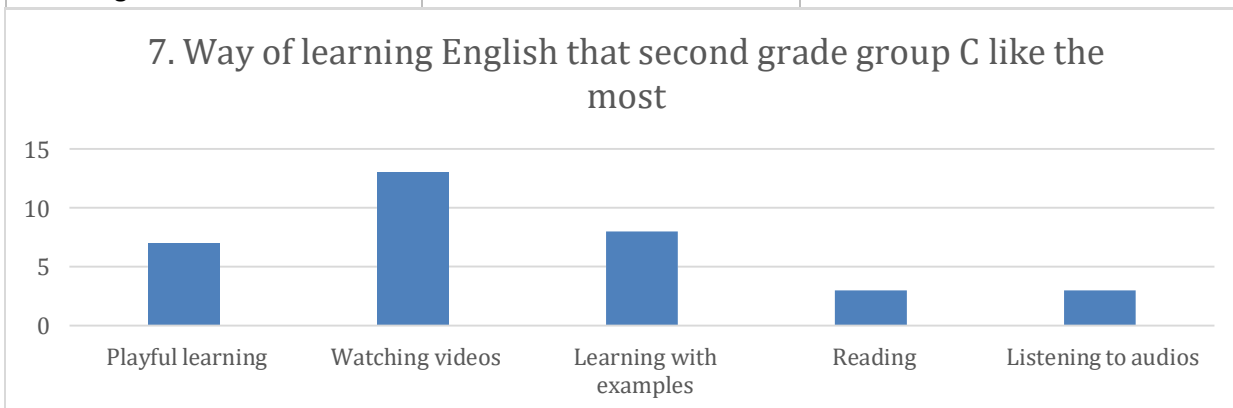
| Way of working that second grade group C like the most | |
|--|--------------------|
| Options | Number of students |
| Individual | 8 |
| In pairs | 14 |
| In trios | 2 |
| In teams | 10 |



Title: students' interest, way of working that the students of second grade group C like the most. Source: Own Elaboration (2020)

Appendix O

| Way of learning English that second grade group C like the most | |
|---|--------------------|
| Options | Number of students |
| Playful learning | 7 |
| Watching videos | 13 |
| Learning with examples | 8 |
| Reading | 3 |
| Listening to audios | 3 |



Title: students' interest, the way that the students of second grade group C prefer having English classes. Source: Own Elaboration (2020)

Appendix P

My name is: _____ Grade and Group: _____

Read the question. Listen and write a name or a number.



There are two examples.

Examples

What is the new girl's name?
.....Kim.....

How old is the new girl?
.....8.....

Questions

1. What is Kim's family name?

.....

2. Where does Kim live?

InStreet

3. What number is Kim's house?

4. What is the name of Kim's horse?

5. How old is Kim's horse?

Look and read. Write YES or NO.



Examples

There are two armchairs in the living room.
.....yes.....

The big window is open.
.....no.....

Questions

1. The man has got black hair and glasses.
2. There is a lamp on the bookcase.
3. Some of the children are singing.
4. The woman is holding some drinks.
5. The cat is sleeping under an armchair.


Answer

.....
.....
.....
.....
.....

Title: Mock exam (diagnostic exam) applied to the students to know their English level. Source: Cambridge (2018)

Appendix Q

Read the question. Listen and write a name or a number.



There are two examples.

Examples

What is the new girl's name?
.....Kim.....

How old is the new girl?
.....8.....

Questions

1. What is Kim's family name?
.....defi X.....


2. Where does Kim live?
Insch X.....Street

3. What number is Kim's house?
.....fifteen X.....

4. What is the name of Kim's horse?
.....Khalgar X.....

5. How old is Kim's horse?
.....seven - 7.....

Look and read. Write YES or NO.



Examples

There are two armchairs in the living room.
.....yes.....

The big window is open.
.....no.....

Questions

The man has got black hair and glasses.

There is a lamp on the bookcase.

Some of the children are singing.

The woman is holding some drinks.

The cat is sleeping under an armchair.

Answer

~~no~~

yes

no

no X

yes

Title: Mock exam (diagnostic exam) answered by one of the students. Source: Evidence from one of the students of second grade group C (2019)

Appendix R

Part 2 **5 marks**

- 1 W-A-L-L
- 2 S-U-N
- 3 15/fifteen
- 4 T-I-G-E-R
- 5 7/seven

Part 2 **5 marks**

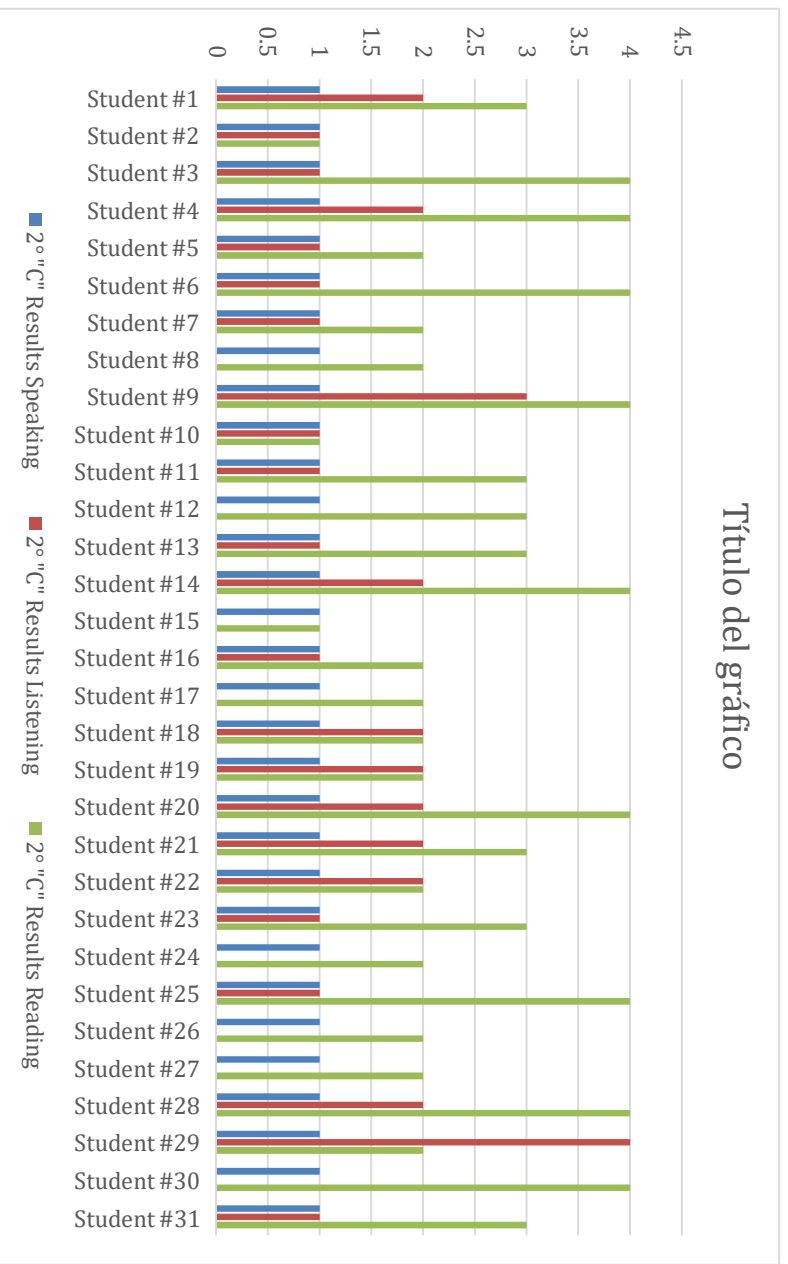
- 1 yes
- 2 yes
- 3 no
- 4 yes
- 5 yes

Title: Answers from the Cambridge Mock Exam (diagnostic exam). Source: Cambridge (2018)

Appendix S

| 2° "C" | | | |
|-------------------|----------|-----------|---------|
| Results in skills | | | |
| Students | Speaking | Listening | Reading |
| Student #1 | 1 | 2 | 3 |
| Student #2 | 1 | 1 | 1 |
| Student #3 | 1 | 1 | 4 |
| Student #4 | 1 | 2 | 4 |
| Student #5 | 1 | 1 | 2 |
| Student #6 | 1 | 1 | 4 |
| Student #7 | 1 | 1 | 2 |
| Student #8 | 1 | 0 | 2 |
| Student #9 | 1 | 3 | 4 |
| Student #10 | 1 | 1 | 1 |
| Student #11 | 1 | 1 | 3 |
| Student #12 | 1 | 0 | 3 |
| Student #13 | 1 | 1 | 3 |
| Student #14 | 1 | 2 | 4 |
| Student #15 | 1 | 0 | 1 |
| Student #16 | 1 | 1 | 2 |
| Student #17 | 1 | 0 | 2 |
| Student #18 | 1 | 2 | 2 |
| Student #19 | 1 | 2 | 2 |
| Student #20 | 1 | 2 | 4 |

| | | | |
|-------------|---|---|---|
| Student #21 | 1 | 2 | 3 |
| Student #22 | 1 | 2 | 2 |
| Student #23 | 1 | 1 | 3 |
| Student #24 | 1 | 0 | 2 |
| Student #25 | 1 | 1 | 4 |
| Student #26 | 1 | 0 | 2 |
| Student #27 | 1 | 0 | 2 |
| Student #28 | 1 | 2 | 4 |
| Student #29 | 1 | 4 | 2 |
| Student #30 | 1 | 0 | 4 |
| Student #31 | 1 | 1 | 3 |
| Student #32 | 1 | 0 | 1 |
| Student #33 | 1 | 1 | 4 |
| Student #34 | 1 | 0 | 2 |



Title: The results of the students' English level got from the mock exam (diagnostic exam). Source: Own Elaboration (2019)

Appendix T

| | | | | | |
|----------------|--|-------------------------|---------------------------------------|---------------------|----|
| Session Number | 5 | School: | Francisco González Bocanegra. | | |
| List number | 8 | Teacher trainee's Name: | Ulises Emmanuel López Silva. | | |
| Level: | A1 | Age Group: | They are between 12 and 13 years old. | Number of students: | 40 |
| Main aim: | By the end of the lesson, students should be able to write a few sentences in present perfect for traveling experiences. | | | | |

| Stage / Time / Interaction(s) | Stage Aim | Procedure | Material | Anticipated Problems | Possible Solutions |
|--|---|---|---------------------------|--|---|
| Warm-up 5 Minutes S – T | Engage. | The students answer the following question: where have you been on vacation? Instructions: answer this question “where have you been on vacation?” | Notebook. | They do not understand the question. | Giving them examples. |
| Presentation 10 Minutes S – T S – S | Identifying the structure of the grammar. | The students look at the title of the reading and comment on what they think they are going to read. Instructions: “Read the title”, “tell me, the reading is about what?” After that, they read the text and comment on what they have understood. Instructions: “Read the text”, “comments about the reading?” Then, they highlight the present perfect tense in the reading. Instructions: “highlight the sentences with “have” They answer the questions and share their answers with their partners. Instructions: “Answer the questions”, “check the answers with your partners” | Worksheet Appendix 5.1 | They feel bored. | They can work in pairs. |
| Practice 15 Minutes S – T | Filling gaps with present perfect tense. | The students share the present perfect they found on the reading and see more examples on the board. Instructions “What are the sentences with ‘have?’”, “let’s check more examples” Then, they provide some sentences in present perfect using their examples of traveling. Instruction: “Can you give an example from your experience?” After that, they complete some sentences from the reading on a worksheet. Instruction: “Let’s do an activity, complete the sentences about the reading” | Worksheet 5.1 | They get confused with the simple past. | Helping them and checking the past participle. |
| Production 15 Minutes S – T S – S | Interaction partner and peer correction. | The students write five sentences about their traveling experiences using the present perfect tense. Instruction: “write down five sentences about traveling using present perfect” After that, when they finished, they share with their partners. Instruction: “share your sentences with your partners” After that, they can share the information they got. Instruction: “Share the information of traveling experiences of your friends” | Notebook. | Some of the students do not want to work in pairs. | Encourage them or work with them. |
| Wrap up 5 Minutes S – T | Checking the grammar. | The students answer the following question: Have you been to a beach? Instruction: Answer this question “Have you been to a beach?” | Notebook. | They write incorrectly. | Encouraging their partner so they correct them. |

Title: Lesson plan #1 applied to the students. Source: Own Elaboration (2020)

Appendix U

| | | | | | |
|----------------|---|-------------------------|---------------------------------------|---------------------|----|
| Session Number | 6 | School: | Francisco González Bocanegra. | | |
| List number | 8 | Teacher trainee's Name: | Ulises Emmanuel López Silva. | | |
| Level: | A1 | Age Group: | They are between 12 and 13 years old. | Number of students: | 40 |
| Main aim: | By the end of the lesson, students should be able to write in present perfect with already and yet about experiences. | | | | |

| Stage / Time / Interaction(s) | Stage Aim | Procedure | Material | Anticipated Problems | Possible Solutions |
|--|--|--|-----------------------------|---|--|
| Warm-up 5 Minutes S - T | Remembering the past participle. | The students play "catch the fly" with irregular verbs in past meanwhile they listen to sentences with no verb. Instructions: let's play "catch the fly". On the boards there are verbs. Listen to six sentences and by turn select one verb to complete the sentences. | Board. Markers. | Some students do not want to play. | They can write the verbs from the board. |
| Presentation 10 Minutes S - T | Identifying the use of yet and already in present perfect. | The students read the text and answer three questions about the reading. Instructions: read the text. Now, answer the questions. Then, they comment on the answers in class to check their answers. Instructions: in pairs, comment your answers. After that, they highlight the words "yet" and "already" in the reading. Instructions: there are two new words, what are those? Okay, highlight yet and already. | Worksheet. Appendix 10.1 | They do not understand some meanings. | Explaining with body language. |
| Practice 15 Minutes S - T S - S | Asking questions with "yet" and "already" | The students fill the blank on the worksheet using the words "yet" and "already". Instructions: complete the sentences on the worksheet with "yet" or "already". After that, check the answers together. Instructions: Let's check the answers together. Then, they answer some questions with yet and already. Instructions: Answer the questions with "yet" or "already". After that, the students provide some examples using their experiences. Instructions: Can you give me examples from your experiences? | Worksheet. Appendix 10.2 | The students have not understood how to write them. | They can check the reading to help them. |
| Production 15 Minutes S - T | Using the words "yet" and "already" | The students play find someone who. They make some questions with yet and ask their partners with already or yet. Instructions: Let's play "find someone who". Write three questions and ask your partners. Then, they share the information they got from the game. Instruction: share your question and answer in class. | Notebook. | They get confused with yet and already. | Remember them "yet" is for questions and negative form and already for affirmative. |
| Wrap up 5 Minutes S - T | Checking verbs in the past participle. | The students play " <u>las estatuas de marfil</u> ". Who loses, write an irregular verb in past participle remember from the class. Instruction: Let's play " <u>Las estatuas de marfil</u> ". When you lose, write on the board a verb you remember from the reading. | Voice. | Some of them do not want to play. | They can sing the song. |

Title: Lesson plan #2 applied to the students. Source: Own Elaboration (2020)

Appendix V

| | | | | | |
|----------------|--|-------------------------|---------------------------------------|---------------------|----|
| Session Number | 10 | School: | Francisco González Bocanegra. | | |
| List number | 8 | Teacher trainee's Name: | Ulises Emmanuel López Silva. | | |
| Level: | A1 | Age Group: | They are between 12 and 13 years old. | Number of students: | 40 |
| Main aim: | By the end of the lesson, students should be able to write in present perfect with have you ever...? | | | | |

| Stage / Time / Interaction(s) | Stage Aim | Procedure | Material | Anticipated Problems | Possible Solutions |
|--|---------------------------------------|---|---------------------------|------------------------------------|--|
| Warm-up 5 Minutes S – T | Engage. | The students listen to the song: "Have you ever seen the rain?" and comment if they have listened to the song. Instructions: listen to this song. Have you ever listened to this song? | Song. | They do not want to sing. | They can copy the lyrics. |
| Presentation 10 Minutes S – T | Identifying the grammar. | The students look at the picture and the title of the reading and comment on what they think they are going to read Instructions: read the title of the text. What do you think the text is about? Then, they read one by one the text. Instruction: let's read the text by turns, one by one. The students answer these questions related to the text: have you ever been to a beach? Have you ever eaten spiders? Instruction: answer these questions, have you ever been to a beach? Have you ever eaten spiders? | Reading Appendix 6.1 | It is difficult for them. | Giving them some clues |
| Practice 15 Minutes S – T S – S | Knowing the order of the question. | The students highlight the word ever in the text. Instruction: highlight the new world for this class, ever, in the reading The students see more examples of using ever in present perfect. Instruction: let's see more examples of have you ever...? They provide some examples of their experiences using ever. Instructions: Can you give me examples from your experience? They put in order some questions on their notebook and ask them to their partners. Instructions: here are some sentences. Organize and ask the sentences to your partners. | Worksheet Appendix 6.2 | The grammar is difficult for them. | Giving them examples with their experiences. |
| Production 15 Minutes S – T | Writing questions "have you ever...?" | The students write some questions on their notebook to ask their partners in a game called "have you ever...?" Instructions: let's play a game. First, write two questions with have you ever...? The students sit in a circle and two students are in the middle, one of them asks a question to the other and if the answer is "yes", the students who said it and the other ones who are seated, if they have done it, too, they should change seats. Instructions: now, sit in a circle and I need two volunteers in the middle. Now, you ask your partners. If he says yes, all of you change chairs. | Notebook. | They are pushing each other. | Stopping the game. |
| Wrap up 5 Minutes S – T | Checking if the topic was clear. | The students answer the following question written on the board: have you ever played an instrument? Instructions: answer this question, have you ever played an instrument? | Board. | They do not remember the order. | They can check their notes. |

Title: Lesson plan #3 applied to the students. Source: Own Elaboration (2020)

Appendix W

| | | | | | |
|----------------|---|-------------------------|---------------------------------------|---------------------|----|
| Session number | 12 | School: | Francisco González Bocanegra. | | |
| List number | 8 | Teacher trainee's Name: | Ulises Emmanuel López Silva. | | |
| Level: | A1 | Age Group: | They are between 12 and 13 years old. | Number of students: | 40 |
| Main aim: | By the end of the lesson, students should be able to write in present perfect with famous people. | | | | |

| Stage / Time / Interaction(s) | Stage Aim | Procedure | Material | Anticipated Problems | Possible Solutions |
|--|--|---|----------------------------|----------------------------------|---|
| Warm-up 5 Minutes S – T | Engage. | The students say something about Auronplay has done. Instructions: Do you know Auronplay? What he has done? | Voice. | They do not know him. | They can answer what they think he has done. |
| Presentation 10 Minutes S – T | Remembering the grammar | The students read an Auronplay's interview in which there is the grammar of present perfect from the previous classes. Instruction: read the text. Then, they highlight the grammar they found on the reading and comment on them with the class. Instructions: Highlight the present perfect on the reading. And they answer questions about the reading. Instruction: answer the questions about the reading. | Reading. Appendix 12.1 | They do not understand anything. | They can read once again. |
| Practice 15 Minutes S – T S – S | Practicing yet, already, since, for, and ever. | They complete a worksheet altogether. Instruction: Let's complete the sentences together. The students write in present perfect using yet, already, since, for, and ever. Instructions: complete in present perfect, you can use yet, already, since, for or ever. | Worksheet Appendix 12.2 | The students get confused. | Explaining how they are going to do the activity. |

| | | | | | |
|--|---------------------------------|---|--------|--|--|
| | | The students can help each other when answering the worksheet. The students seat in a circle. Instructions: put your chairs in a circle. You can help your partners. | | | |
| Production 15 Minutes S – T S – S | Writing in the present perfect. | The students write some sentences and questions using the grammar with ever, for, since, yet and already from the previous class they had. Instructions: write three sentences or questions in present perfect, you can use for, since, yet or already for sentences and ever or yet for questions. They share their sentences with the class when they finish. Instruction: Share your questions. Then, they play a role as someone famous and they ask and say sentences using yet, already, for, since and ever. Instructions: let's play "interview". I need a volunteer to be a famous person. Now, ask questions to this famous person. | Voice. | They forget the grammar. | They see the grammar on the worksheet or their notebook. |
| Wrap up 5 Minutes S – T | Checking grammar. | The students say what they have learned during the classes. Instruction: tell me, what have you learned? | Voice. | Some of them did not remember what they have seen. | They can check their notebook. |

Title: Lesson plan #4 applied to the students. Source: Own Elaboration (2020)

Appendix X

24th February, 2020

i she we They

have has

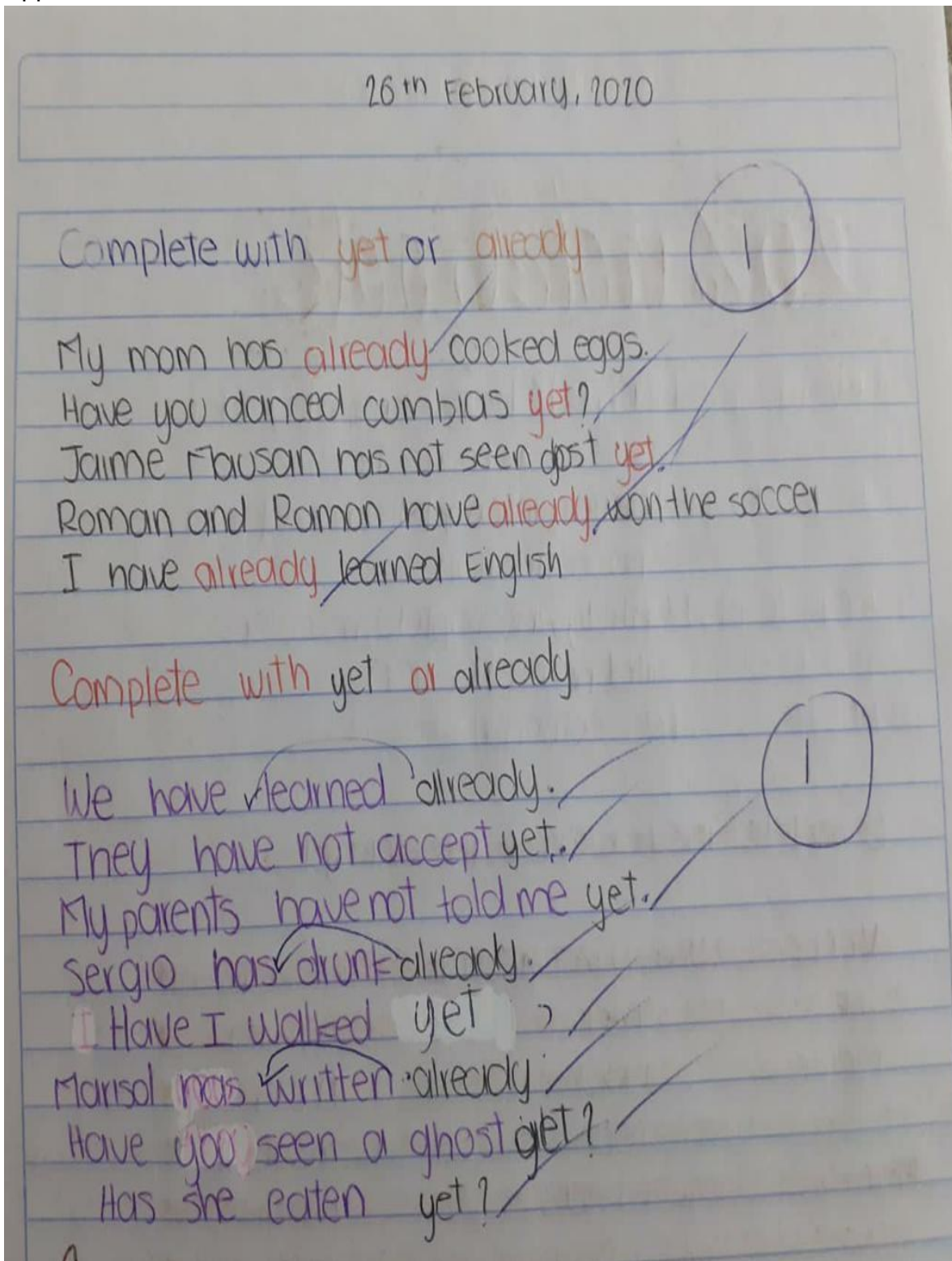
you he it

COMPLETE WITH (HAS) OR (HAVE)

- ① I **have** eaten a hamburger
- ② she **has** studied English
- ③ They **have** swum on the pool
- ④ Francisco **has** written on his notebook
- ⑤ Amla **has** won the election
- ⑥ My students **have** slept well
- ⑦ We **have** been in Italy
- ⑧ They **have** gone to the supermarket
- ⑨ Pancho **has** read a book
- ⑩ You **have** awoken this morning
- ⑪ Fernando **has** played soccer
- ⑫ The Teacher **has** broken a window

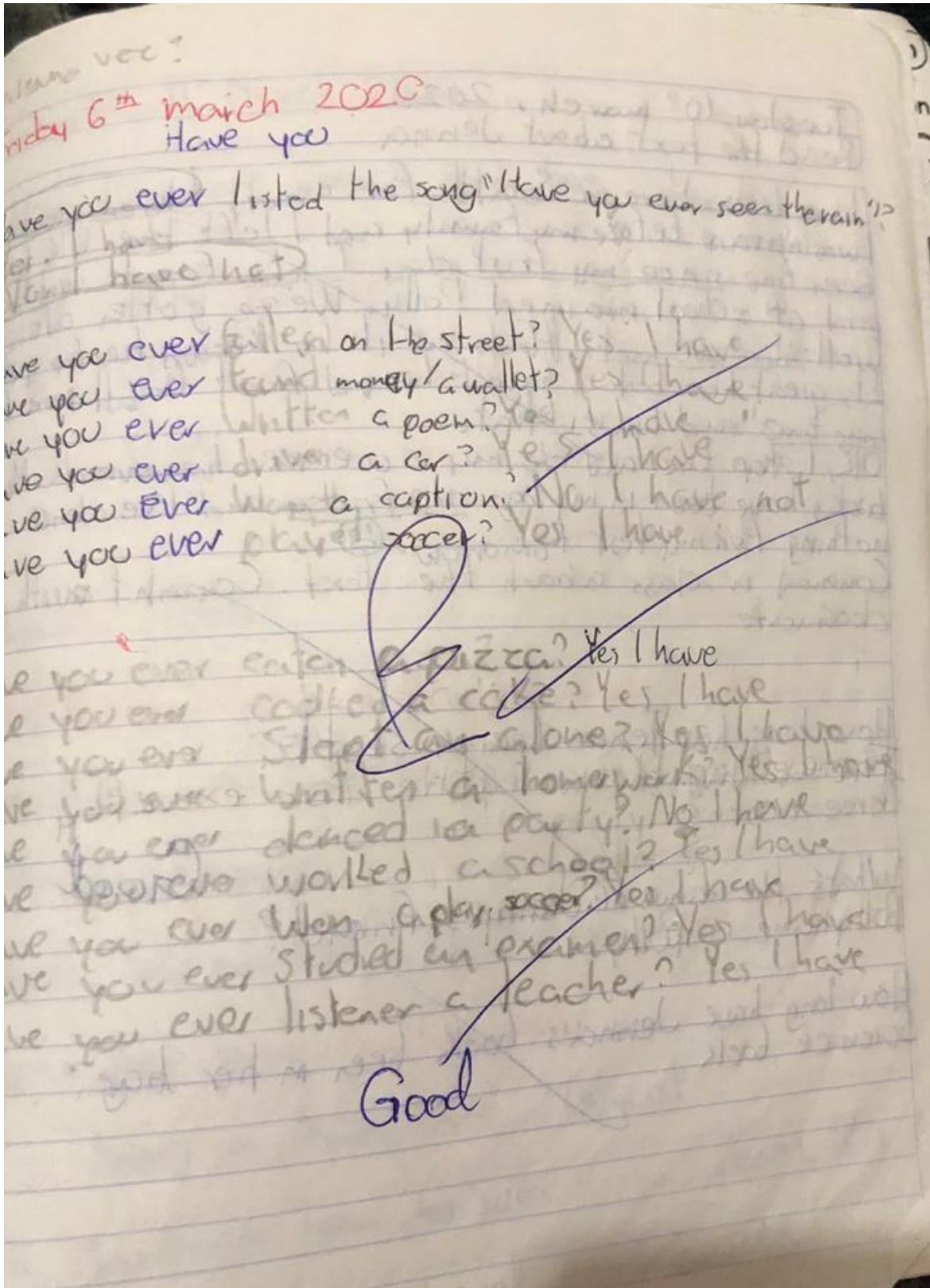
Title: Activity "Filling the blanks" from lesson plan #1. Source: evidence from one of the students of second grade group C (2020)

Appendix Y



Title: activity "Filling the blanks" from lesson plan #2. Source: evidence from one of the students of second grade group C (2020)

Appendix Z



Title: Activity "Ask and answer" from lesson plan #3. Source: evidence from one of the students of second grade group C (2020)

Appendix A.A



1. Match "has" or "have" with the nouns.

Has (circled) I He She
 It They Have (circled)
 Plural noun You
 Singular noun We



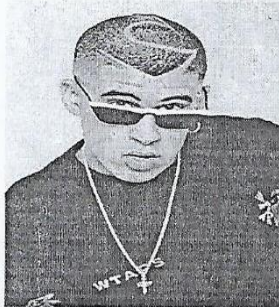
With the information above, complete the sentences:

1. I ~~has~~ not played Super Mario game.
2. She ~~has~~ not listened to Firme Band.
3. He ~~has~~ watched on TV the Paulo Londra Show.
4. It ~~has~~ not rained all day.
5. ~~has~~ Messi won a soccer match?
6. ~~has~~ you listened to CNCO?
7. Steve and Bella ~~has~~ not danced all night.
8. You ~~has~~ met Gravin Leatherwood.
9. We ~~has~~ not sung One Direction music.
10. Fernanfloo ~~has~~ not washed the dishes.
11. ~~has~~ I played the guitar?
12. ~~has~~ we played freefire?



2. Complete with "already" or "yet"

1. Have you listen Michael Jackson's Music ~~yet~~?
2. Shrek has ~~yet~~ fought. X
3. Goku has not won a fight ~~yet~~. X
4. We have ~~yet~~ watched Favity Falls. X
5. Mago de Oz has not played music ~~yet~~. X
6. Has Perla watched The Weekend's video ~~yet~~?



3. Answer the questions with your own experience.

- Have you ever been in a concert?

~~Yes~~

Has your best friend ever flew in an airplane?

~~Yes~~

- Has your mom ever cooked in the kitchen?

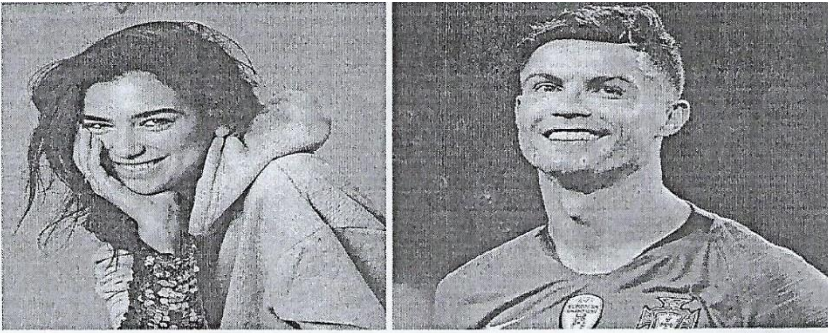
~~Yes~~

Have you ever fallen in love?

~~Yes~~

Title: Worksheet from lesson plan #4. Student #1 who did not answer. Source: evidence from one of the students of second grade group C (2020)

Appendix A.B



4. Match the options with "for" or "since"

• For

a) September

b) Sixty minutes (60 minutes)

c) Last night

• Since

d) A week (1 week)

e) Twelve days (12 days)

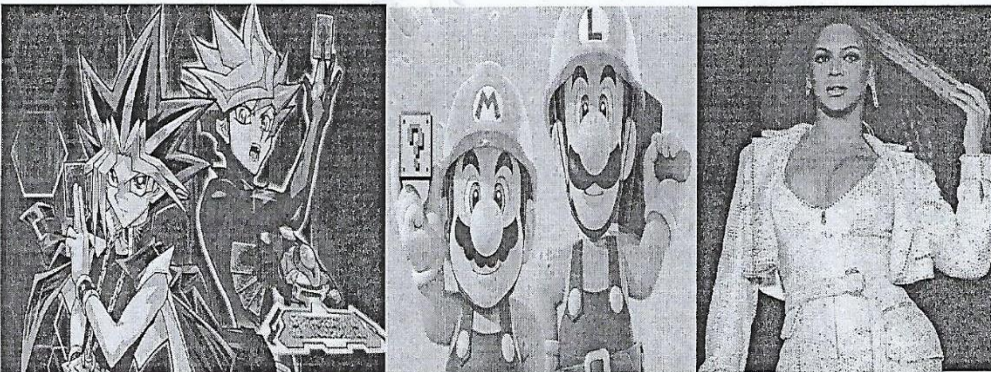
f) Monday 8th

g) My birthday

h) Three years (3 years)

Use the options to complete the sentences. Write the time or date as you wish.

1. Cristiano Ronaldo has played since _____
2. My family and I have watched SpongeBob for _____
3. The Beauty and The Beast have danced since _____
4. I have listened to Katy Perry since _____
5. Fernanfloo has not taken a shower for _____
6. Bad Bunny and Dua Lipa have gotten married since _____
7. Naruto has cooked eggs for _____
8. The boyband CNCO have played music for _____



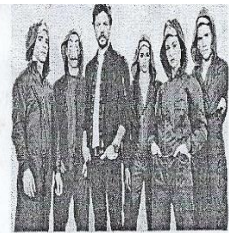
Title: Worksheet from lesson plan #4. Student #1 who did not answer. Source: evidence from one of the students of second grade group C (2020)

Appendix A.C



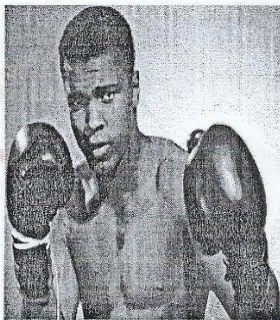
1. Match "has" or "have" with the nouns.

Has ~~I~~ He ~~She~~
 It They ~~Plural noun~~
 Singular noun You ~~We~~
 Have



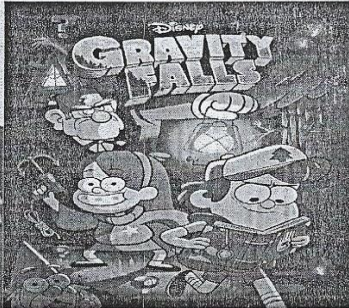
With the information above, complete the sentences:

- I ~~has~~ not played Super Mario game.
- She ~~has~~ not listened to Firme Band.
- He ~~has~~ watched on TV the Paulo Londra Show.
- It ~~has~~ not rained all day.
- ~~Has~~ Messi won a soccer match?
- ~~Have~~ you listened to CNCO?
- Steve and Bella ~~she~~ not danced all night.
- You ~~have~~ met Gravin Leatherwood.
- We ~~has~~ not sung One Direction music.
- Fernanfloo ~~has~~ not washed the dishes.
- ~~I~~ played the guitar?
- ~~We~~ we played freefire?



2. Complete with "already" or "yet"

- Have you listen Michael Jackson's Music yet?
- Shrek has already fought.
- Goku has not won a fight yet.
- We have yet watched Favity Falls.
- Mago de Oz has not played music yet.
- Has Perla watched The Weekend's video yet?



3. Answer the questions with your own experience.

• Have you ever been in a concert?

Yes, I have.

Has your best friend ever flew in an airplane?

Yes, he has.

• Has your mom ever cooked in the kitchen?

Yes, she has.

Have you ever fallen in love?

No, I haven't.

Title: Worksheet from lesson plan #4. Student #2 who answered a few sentences. Source: evidence from one of the students of second grade group C (2020)

Appendix A.D

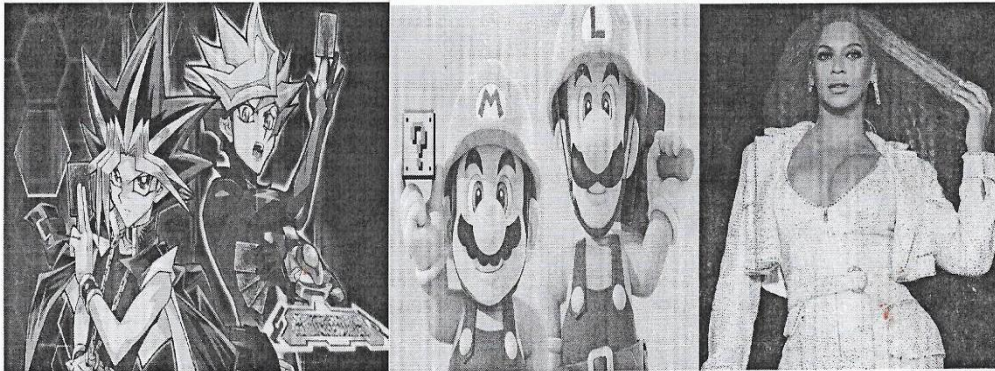


4. Match the options with "for" or "since".

- For
 - a) September
 - b) Sixty minutes (60 minutes) X
 - c) Last night → And this?
- Since
 - d) A week (1 week)
 - e) Twelve days (12 days)
 - f) Monday 8th
 - g) My birthday
 - h) Three years (3 years) → And this s

Use the options to complete the sentences. Write the time or date as you wish.

1. Cristiano Ronaldo has played since S? X
2. My family and I have watched SpongeBob for _____ X
3. The Beauty and The Beast have danced since _____ X
4. I have listened to Katy Perry since _____ X
5. Fernanfloo has not taken a shower for _____ X X
6. Bad Bunny and Dua Lipa have gotten married since _____ X
7. Naruto has cooked eggs for _____ X
8. The boyband CNCO have played music for _____ X

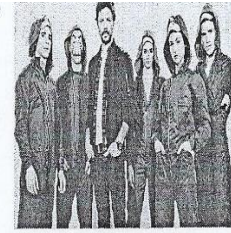
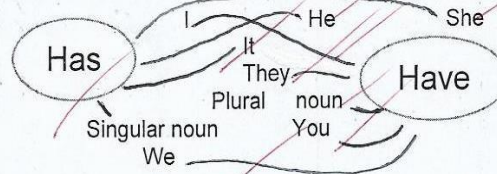


Title: Worksheet from lesson plan #4. Student #2 who answered a few sentences. Source: evidence from one of the students of second grade group C (2020)

Appendix A.E



1. Match "has" or "have" with the nouns.



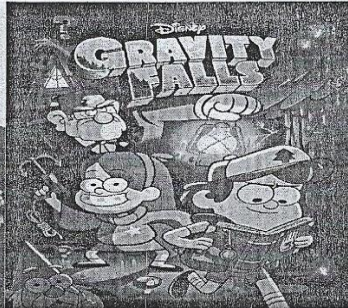
With the information above, complete the sentences:

1. I have not played Super Mario game.
2. She has not listened to Firme Band.
3. He has watched on TV the Paulo Londra Show.
4. It has not rained all day.
5. Has Messi won a soccer match?
6. Have you listened to CNCO?
7. Steve and Bella has not danced all night.
8. You have met Gravin Leatherwood.
9. We have not sung One Direction music.
10. Fernanfloo has not washed the dishes.
11. Have I played the guitar?
12. Have we played freefire?



2. Complete with "already" or "yet"

1. Have you listen Michael Jackson's Music yet?
2. Shrek has already fought.
3. Goku has not won a fight yet.
4. We have already watched Favity Falls.
5. Mago de Oz has not played music yet.
6. Has Perla watched The Weekend's video yet?



3. Answer the questions with your own experience.

- Have you ever been in a concert?

Yes, I have

Has your best friend ever flew in an airplane?

No, she has not

- Has your mom ever cooked in the kitchen?

Yes, she has

Have you ever fallen in love?

Yes, I have

Appendix A.F

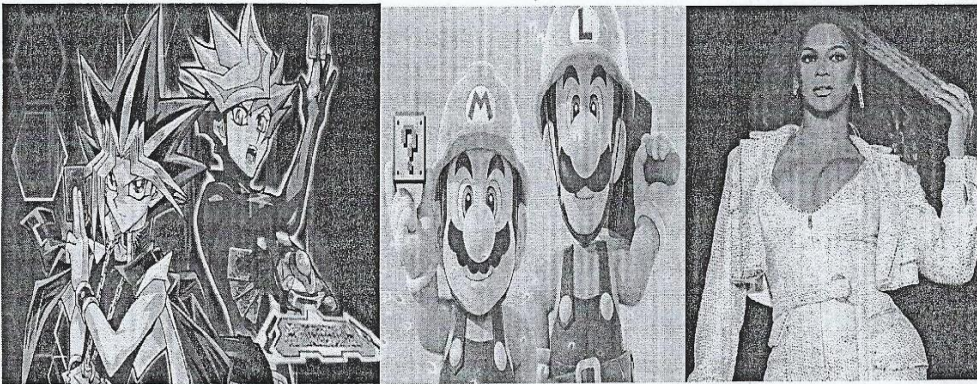


4. Match the options with "for" or "since"

- For
 - a) September ✓
 - b) Sixty minutes (60 minutes) ✗
 - c) Last night ✗
- Since
 - d) A week (1 week) ✓
 - e) Twelve days (12 days) ✓
 - f) Monday 8th ✓
 - g) My birthday ✓
 - h) Three years (3 years) ✓

Use the options to complete the sentences. Write the time or date as you wish.

1. Cristiano Ronaldo has played since three years ✗
2. My family and I have watched SpongeBob for sixty minutes ✗
3. The Beauty and The Beast have danced since last night ✓
4. I have listened to Katy Perry since september ✓
5. Fernanfloo has not taken a shower for a week ✓
6. Bad Bunny and Dua Lipa have gotten married since _____ ✗
7. Naruto has cooked eggs for _____ ✗
8. The boyband CNCO have played music for _____ ✗





Title: Worksheet from lesson plan #4. Student #3 who tried to answer all the worksheets. Source: evidence from one of the students of second grade group C (2020)

Appendix A.G

1. Match "has" or "have" with the nouns.

Has: I, He, It, Singular noun, We

Have: She, They, Plural noun, You, We

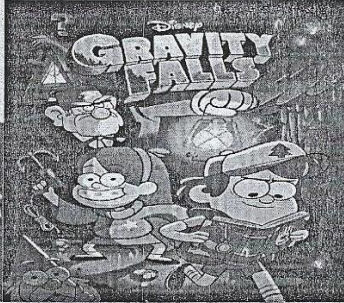
With the information above, complete the sentences:

1. I have not played Super Mario game.
2. She has not listened to Firme Band.
3. He has watched on TV the Paulo Londra Show.
4. It has not rained all day.
5. Has Messi won a soccer match?
6. Have you listened to CNCO?
7. Steve and Bella has not danced all night.
8. You have met Gravin Leatherwood.
9. We has not sung One Direction music.
10. Fernanfloo has not washed the dishes.
11. Has I played the guitar?
12. Have we played freefire?



2. Complete with "already" or "yet"

1. Have you listen Michael Jackson's Music yet?
2. Shrek has already fought.
3. Goku has not won a fight yet.
4. We have already watched Favity Falls.
5. Mago de Oz has not played music yet.
6. Has Perla watched The Weekend's video already?



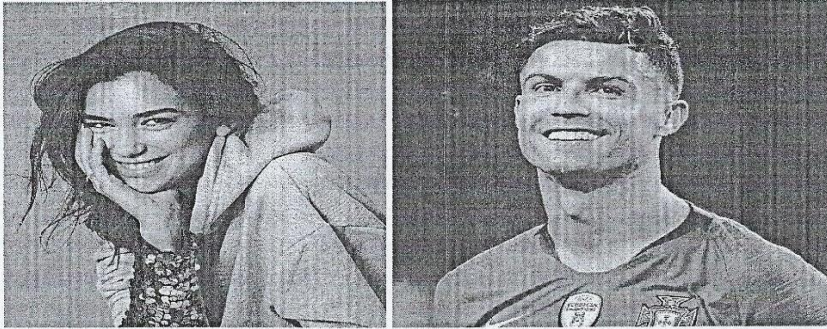
3. Answer the questions with your own experience.

- Have you ever been in a concert?
no, I don't have been in a concert no
- Has your mom ever cooked in the kitchen?
I have? or she has?
yes, my mom cooked

- Has your best friend ever flew in an airplane?
no, I don't have airplane
- Have you ever fallen in love?
no + you, your best friend
yes, I have

Title: Worksheet from lesson plan #4. Student #4 who tried to answer all the worksheets. Source: evidence from one of the students of second grade group C (2020)

Appendix A.H

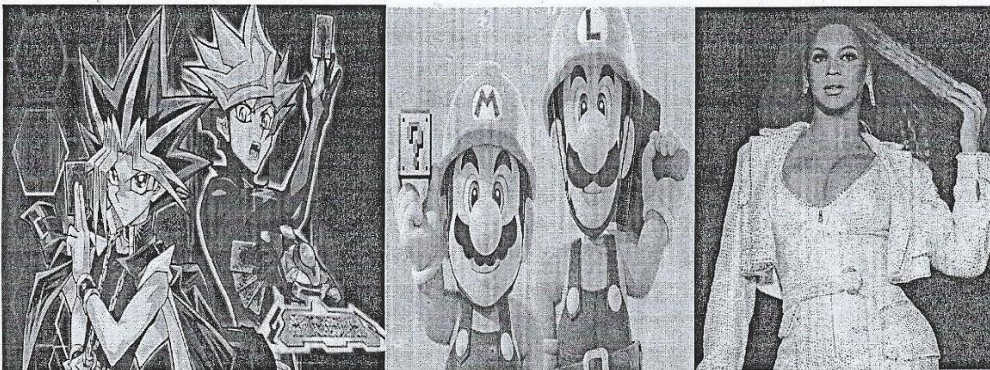


4. Match the options with "for" or "since"

- For
 - a) September ✓
 - b) Sixty minutes (60 minutes) ✓
 - c) Last night ✗
- Since
 - d) A week (1 week) ✗
 - e) Twelve days (12 days) ✓ → And this?
 - f) Monday 8th ✗
 - g) My birthday ✗
 - h) Three years (3 years) ✗

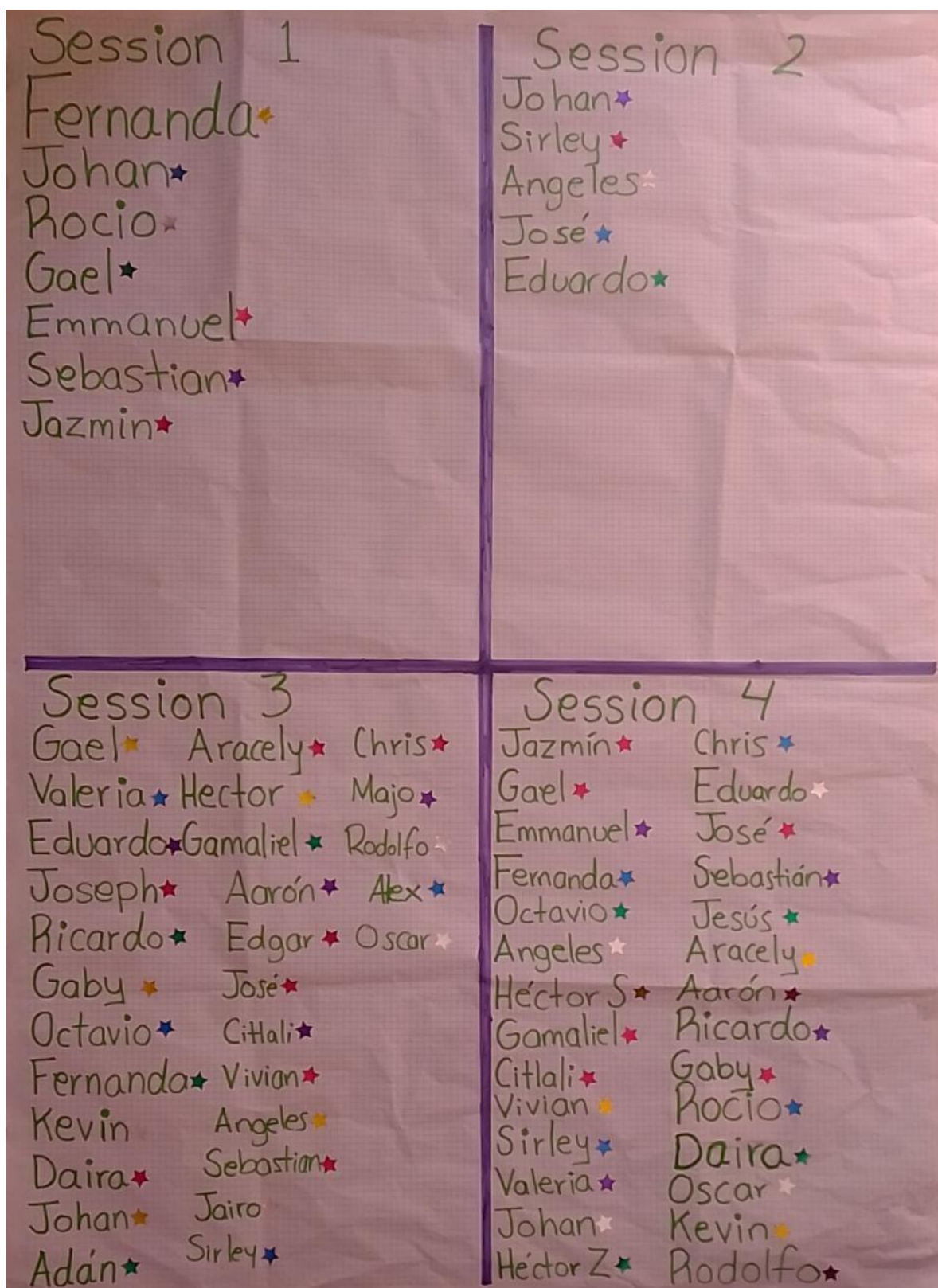
Use the options to complete the sentences. Write the time or date as you wish.

1. Cristiano Ronaldo has played since September ✓
2. My family and I have watched SpongeBob for sixty minutes ✓
3. The Beauty and The Beast have danced since last night ✓
4. I have listened to Katy Perry since Monday 8th ✓
5. Fermanflo has not taken a shower for A week ✓
6. Bad Bunny and Dua Lipa have gotten married since My birthday ✓
7. Naruto has cooked eggs for Twelve days ✓
8. The boyband CNCO have played music for Three years ✓



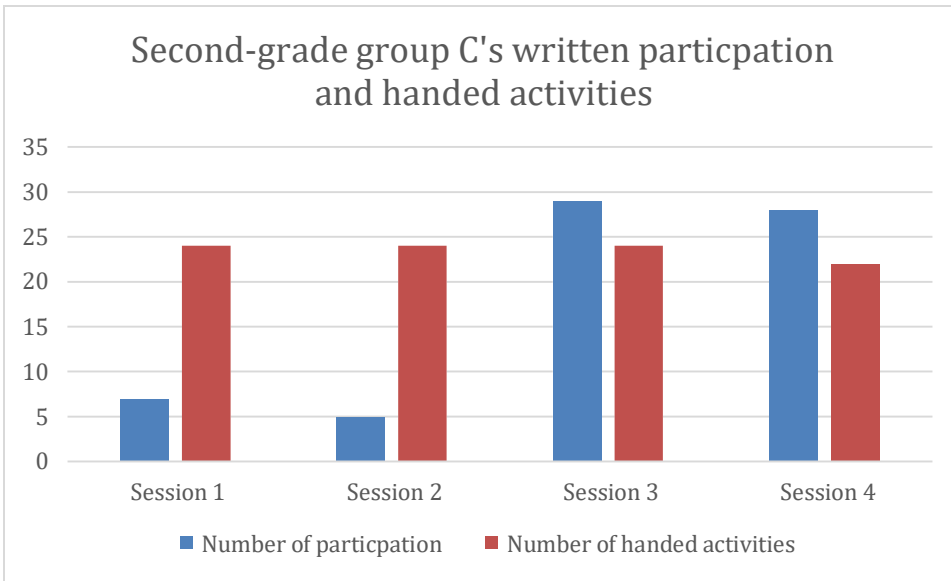
Title: Worksheet from lesson plan #4. Student #4 who tried to answer all the worksheets. Source: evidence from one of the students of second grade group C (2020)

Appendix A.I



Title: The students of second grade group C's participation on the paper bond. Source: Own Elaboration (2020)

Appendix A.J



| Session | Number of participation | Number of handed activities |
|-----------|-------------------------|-----------------------------|
| Session 1 | 7 | 24 |
| Session 2 | 5 | 24 |
| Session 3 | 29 | 24 |
| Session 4 | 28 | 22 |

Title: Number of the students of second grade group C who participated and handed in in class. Own Elaboration (2020)

Appendix A.K

Me gusto unir
 Pues me gusto como nos acomodaron
 y que nos respondieron adecuadamente.

Lo que me gusto de la clase
 que nos pusieron otras
 actividades y no la pasamos
 muy bien

Me gusto contestar las preguntas

Lo que me gusto fue:
 Que todo lo hicimos en equipo
 Me gustaron los dinamicos y la forma de explicar.
 Me resulta más facil aprender
 Pues trabajar grupalmente
 y escuchar musica

Title: the students of second grade group C's comments about the activities behind their worksheet from lesson plan #4.

Source: evidence from some of the students of second grade group C (2020)