

**Supporting Generalist Teachers: TBL Material for 3rd grade EFL instruction**

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## **Abstract**

This study aimed to design a teacher's guide based on Task-Based Learning (TBL) principles to support elementary teachers with limited English proficiency while promoting student engagement and learning in a third-grade EFL classroom. Following a qualitative approach, classroom activities were implemented, observed, and adjusted using as data collection instruments field notes, interviews, surveys, and student artifacts to gather enough information to design the final material with proofread activities. Findings show that tasks involving interaction and tangible outcomes increased students' motivation and participation. In terms of language development, results show that TBL promoted meaningful use of English across skills, particularly in listening and speaking, while writing served as a space for consolidation. Reading, in contrast, functioned mainly as a supporting skill for comprehension and task completion. Based on these results, the study produced an evidence-based teacher's guide that integrates structured TBL stages and accessible support for non-specialist teachers.

**Keywords:** Task-based learning, material design, integrated skills, EFL, teacher support

## **Resumen**

El objetivo de este estudio era diseñar una guía para el profesorado basada en los principios del aprendizaje basado en tareas (TBL) con el fin de apoyar a los profesores de primaria con un dominio limitado del inglés, al tiempo que se fomentaba la participación y el aprendizaje de los alumnos en una clase de inglés como lengua extranjera de tercer curso. Siguiendo un enfoque cualitativo, se llevaron a cabo, observaron y ajustaron actividades en el aula utilizando como instrumentos de recopilación de datos notas de campo, entrevistas, encuestas y trabajos de los alumnos, con el fin de recabar información suficiente para diseñar el material definitivo con

actividades revisadas. Los resultados muestran que las tareas que implicaban interacción y resultados tangibles aumentaron la motivación y la participación de los alumnos. En cuanto al desarrollo del lenguaje, los resultados muestran que el TBL promovió un uso significativo del inglés en todas las destrezas, especialmente en la comprensión auditiva y la expresión oral, mientras que la escritura sirvió como espacio de consolidación. La lectura, por el contrario, funcionó principalmente como una destreza de apoyo para la comprensión y la realización de tareas. A partir de estos resultados, el estudio elaboró una guía para docentes basada en la evidencia que integra etapas estructuradas del TBL y apoyo accesible para docentes no especialistas.

**Palabras clave:** Aprendizaje basado en tareas, diseño de materiales, competencias integradas, inglés como lengua extranjera, apoyo al profesorado

## **Problem statement**

This document is the report of a research project that was developed throughout a year with a 3rd grade group from the Prado Veraniego school, Site B. This project aims to design a teacher's guide based on Task-Based Learning principles and aligned with the school's syllabus, to support teachers not proficient in English in delivering EFL lessons, alongside improving students' communication skills. This chapter describes the context of the school where the study was held. Also, the population with whom the research was conducted is described. Finally, the problem statement, rationale, research question and objectives are specified.

## **Context**

### **Local context**

Colegio Prado Veraniego IED is a public school located in the Prado Veraniego neighborhood, in the Suba locality of Bogotá. The institution is divided into two sites, and this research focuses on site B, located at Avenue 53A N. 128-51, which is exclusive for elementary level.

According to the Institutional Educational Project (PEI for its name in Spanish), Prado Veraniego IED is adopting a constructivist approach within a socio-cognitive pedagogical model. This vision combines cognitive development with social interaction, and is characterized by:

- Teaching and learning as tools for developing quality thinking processes.
- Teachers as critical, reflective, and research-oriented mediators.
- Students who question, participate dialogically, and engage in problem-solving.
- Emphasis on cooperative work, critical analysis, and social commitment.
- A vision of knowledge as socially constructed and evolving through experience.

This pedagogical direction is aligned with the school's institutional vision, which states: "Colegio Prado Veraniego promotes and strengthens cognitive and social processes within the educational community, aiming to form competent human beings through high-quality communication, enabling them to internalize values for peaceful social coexistence." (Colegio Prado Veraniego, 2018. p. 14). This vision suggests that education at Prado Veraniego is not limited to academic fields but also pretends to train students in thinking critically, interacting respectfully, and living harmoniously with others. So, students are expected to develop values such as cooperation, respect, and responsibility, which prepare them for active participation in both school and society. In this sense, the emphasis on "high-quality communication" directly relates to teaching English, since language must be taught as a tool for interaction, reflection, and coexistence.

While this socio-cognitive approach is starting to be implemented among the school's teachers, traditional pedagogical practices persist in many classrooms. This situation creates both challenges and opportunities for introducing different practices, particularly in ELT, where methodological and linguistic gaps are significant.

At the elementary level, the school follows a generalist teaching model, in which each teacher is responsible for all subjects in the curriculum. Since the school does not have a specialized language teacher, all teachers are in charge of English instruction, even if they lack specific training or language proficiency.

Although teachers are expected to teach English, there is no unified methodology or approach guiding their instruction. The only formal reference is a curriculum chart outlining general contents per grade and period, which is reduced to helping teachers know

what topics the students must learn, without any references, materials, or methods. For example, for the first period of third grade, students will learn: numbers up to 20, verb “to be”, and vocabulary related to greetings, colors and classroom objects; topics that relate to some learning goals and the competencies of reading, writing, speaking and axiology.

### ***Population***

Given the nature of this project, it focuses on two populations. This is because it is to be considered, on the one hand, that the group of students represent the target of the designed material, adapted to their necessities, abilities and likings, to achieve the expected learning outcomes. On the other hand, the group of teachers represent recipients of the material that results from this implementation. Material that was modified to align with the teacher's knowledge and abilities.

### **Group 302**

In this case there was no observation period. In Prado Veraniego School, the teachers do not like the practitioners that only observe and take notes about the class. So, from the beginning I have been in charge of the English class. Anyway, when talking with the head teacher it was revealed that the students have never had a proper English class, since, as she said, “Yo no sé inglés, solo lo básico”. Which resulted in repetitive classes and a slow improvement in students’ English proficiency.

The 302 group from the Prado Veraniego School is composed of 28 students who are between the ages of seven and nine. The students are very active and a little unfocused, displaying a lot of energy that the teacher must be able to channel throughout the class. They seem to be interested in the English class, but it is crucial to present information and content in a visual and interactive way to maintain the focus, otherwise, the class may be

lost easily. Since they have that amount of energy, the students really like activities that make them play, use their hands to create something, including movement, and so on.

It is important to mention that there are two students that the head teacher names “niños de inclusión”. Even though the teacher never said what their conditions are, it is noticeable how they neither follow instructions, nor pay attention to the class. One of them has a speech disorder, which does not let him communicate effectively, though he tries to participate in class and is very active.

### **Teachers**

The population in this case are two teachers from Colegio Prado Veraniego site B (from now on teacher 1 and teacher 2) who are responsible for teaching English to third-grade students. As mentioned before, in this school, teachers are in charge of all school subjects, including English, even though they do not have formal training in language teaching. Their role in this research was to serve as both beneficiaries and informants: the guide was designed to support their teaching practice, while their feedback and approval served to refine the proposed material.

The participant teachers have different academic backgrounds, years of experience, English levels, etc. In order to obtain enough information to describe them and their teaching, two interviews were conducted (annex #1). These interviews were reviewed by two experts (annex #2) to assure that the questions were clear enough and would get valuable information. The questions were open-ended to give the teachers the opportunity to talk freely. The first interview had an academic focus with 13 questions regarding the teacher's English level, class planning, methods, materials and activities; the second, a personal focus with 6 questions concerning the teachers' challenges, fears and achievements in teaching

English. The interviews took 9 to 14 minutes, and 5 to 8 minutes respectively. After gathering the information, the teachers are presented as follows:

- Teacher 1: She has a degree in elementary education, and 30+ years of teaching experience. She received some English classes during her major, but they were not specifically related to English teaching. Her English proficiency level is basic, approximately an A2 according to the CEFR, which affects her confidence and ability to implement communicative activities and, especially, affects her possibilities of teaching pronunciation and fostering fluency. Nonetheless, she has some knowledge about vocabulary, reading and writing skills that allow her to teach the English class through games, videos and realia.

Although she implements some activities regarding TPR (total physical response) as she explains: “La parte física me gusta bastante, trabajo en equipo a veces y con imágenes, con diferentes materiales va uno desarrollando el tema” (Teacher 1, 00:04:31) she does not have information about EFL didactical theory. When asked “¿conoce usted cómo funciona el método por tareas?” She said: “Pues más o menos lo conozco y me gusta usarlo porque involucra uno también la familia. Es decir, trabajamos en el colegio, una temática y luego se dejan tareas que los papitos van ayudando a hacer” (Teacher 1, 00:05:13) Which means that by “tarea” she understood “homework” instead of “task”. In other words, she does not know the TBL method.

During her classes she considers all communicative skills but prioritizes pronunciation and listening through videos, and she tries to use English according to her possibilities but mostly communicates in Spanish.

About the personal field, on the one hand both the biggest fear and challenge are:

pronunciación y la fluidez comunicativa, que cuesta un poco trabajo, pero igual se hace, digamos, un poco lento, pero se logran cosas. [...] fluidez verbal, más que todo, la parte escritural es más fácil de manejar, y lograr eso con los estudiantes es un poco demorado (Teacher 1, 00:01:21)

Anyway, she says that the support of the Pedagógica has been “una maravilla” (Teacher 1, 00:03:12) that has helped to complement the students' learning.

On the other hand, her biggest achievement is being able to learn alongside students, since: “enseñar es aprender nuevamente”. (Teacher 1, 00:04:23) All in all, the results of using suitable material and monitoring students' progress have been very positive, because “se ven los logros cada día”. (Teacher 1, 00:05:24)

- Teacher 2: Talking about the academic field, the teacher has a degree in “pedagogía reeducativa”, and 20 years of experience. Considering her major, English was not part of her education. So, her English level, in her own words, “es A1, sí, digamos que lo que estudié en el colegio, de pronto yo he escuchado videos en YouTube, he estudiado un poquito para poder dar las clases a los niños” (Teacher 2, 00:01:36).

During her classes she neither uses a specific method nor knows about EFL methods. She takes into account the syllabus provided by the institution and combines theory with practice emphasizing on writing because, as she says: “la pronunciación. A mí me da muchísima angustia, pronunciarle mal a los niños y que ellos se queden con esa mala pronunciación.” (Teacher 2, 00:02:19). Yet, to practice, the teacher shows videos that help her with pronunciation.

Talking about the personal field, the teacher has a strong relationship with the kids. She tries to promote assertive communication and attend to their necessities. Her

biggest challenge is pronunciation, since she is afraid of teaching it to the students in the wrong way. Moreover, during the pandemic in 2020, she struggled to do the classes because of students' parents' pressure, since they were really attentive to what the teacher was doing during the lessons: "Fue supremamente desafiante, o sea, yo quería que la pandemia se acabara ya. Y obviamente advertirles a los papás que yo no era licenciada en inglés" (Teacher 2, 00:03:59).

Finally, she considers that it would be better to have an English teacher for primary school "para no esperar a bachillerato para que los niños realmente aprendan" (Teacher 2, 00:05:33). If not, as she says, having some English supportive material would be good.

The gathered information reveals that the teachers have high pedagogical expertise and strong affective bonds with their students, yet their limited English proficiency and lack of methodological training restrict their ability to implement communicative approaches effectively. Both teachers express willingness and motivation to improve, but they also recognize their insecurities related to pronunciation and fluency in English. These insights highlight the urgent need for clear, structured, and accessible teaching support materials that can guide classroom instruction without requiring advanced linguistic knowledge. Therefore, this situation reinforces the relevance and purpose of this study, as it seeks to bridge the gap between teachers' pedagogical strengths and their linguistic limitations through the design of a practical, Task-Based Learning teacher's guide.

### **Problem statement**

Through reflection about the context of the Colegio Prado Veraniego site B, it was found that the problem lies not only in the students' difficulties with English but mainly in the

teachers' lack of proficiency in the language. A problem that is more far-reaching: the case of this school reflects a broader national situation where English proficiency has remained low despite decades of educational programs whose intention has been to set goals that have not been achieved.

International rankings help illustrate this situation. For example, Education First (2023) states that in 2023, Colombia ranked 75th, falling into the low English proficiency category with a score of 480 points. In contrast, the first place was occupied by the Netherlands, with 647 points. Specifically, regarding Colombia, it is difficult to find accurate data about the number of English speakers, but it represents an estimate of 4% of the population (Eberhard, Simons, & Fennig, 2023), which is approximately two million people out of 51 million.

In response to these low proficiency levels, several national initiatives have aimed to integrate English into the educational system. Among them, the National Bilingualism Program (NBP, 2006–2019) and Colombia Very Well (2015–2025) have sought to improve the teaching and learning of English from early grades. These programs established concrete goals for each educational cycle. For instance, the NBP proposed that students should reach A1 level from 1st to 3rd grade, A2 from 4th to 7th, and B1 by 11th grade (Ministerio de Educación Nacional, 2006).

However, while these programs set ambitious targets, they overlook two critical realities: the low English proficiency of elementary school teachers and the continued reliance on traditional teaching methods. In Colombia's public schools, especially at the elementary level, it is common for teachers to be responsible for all subjects (including English) regardless of their training in language teaching. As Bastidas and Muñoz (2011) explain:

“English is taught sporadically [...] in the periods assigned for English they use this time to reinforce the knowledge of other subjects, such as mathematics. This is because they are neither familiar with the English language nor the methodology for teaching English.” (p. 99)

In other words, teachers often lack both the linguistic proficiency and the pedagogical preparation to teach English effectively. This has significant implications for students’ language learning and overall educational experience.

Moreover, even when English is taught, many teachers still rely on traditional ELT methods, such as the Grammar-Translation Method (Bastidas & Muñoz, 2011). This method emphasizes grammar rules and vocabulary memorization, often through mechanical repetition, which can be demotivating for students. They tend to promote passive learning and offer little opportunity for meaningful communication in the target language. As a result, these methods limit learners’ development of fluency and confidence, particularly in contexts where teachers are already struggling with the language.

This situation brings us back to Colegio Prado Veraniego, where elementary teachers are self-contained, and are responsible for teaching English despite lacking the required training. This is not to say the teachers are not doing their job, it means that the didactics, quality of feedback, and amount of information that they can provide to students does not fully align to the projections of the NBP or the Colombia Very Well program. In this sense, in such a context, the expectations set by national programs mismatch with the realities of public education.

The main objective of this project is to develop a potential solution to address the existent issues in the English class for the 302 group at Prado Veraniego School. This research project proposes the creation of pedagogical support material designed specifically for

these third-grade teachers. The goal is to provide the teachers with a practical, accessible tool to guide their English lessons more confidently and effectively. This material will take the form of a teacher's guide, grounded in the principles of Task-Based Learning (TBL). Each of the TBL stages—pre-task, task, and post-task—will be developed as an individual class, allowing teachers to gradually implement communicative and meaningful language use in their classrooms. Through this approach, the project aims to bridge the gap between national policy expectations and the everyday realities of public elementary education.

### **Rationale**

In recent years, national education policies such as the National Bilingual Program (PNB in Spanish) and the Basic Learning Rights (DBA in Spanish) have emphasized the development of English communicative skills from early grades. According to these guidelines, students in third grade should reach an A1 level of proficiency according to the CEFR (Common European Framework of Reference), which includes understanding basic instructions, responding to simple questions, and giving personal information (Ministerio de Educación Nacional , 2006). However, in many public schools, these goals are far from being achieved. Not because of lack of effort, but because the conditions for effective English instruction are not completely met.

Teacher proficiency plays a central role in the implementation of effective instruction. Proficiency involves both “knowing what” makes up a language as a code and how it works, as well as “knowing how” to use it in real communication (Harsch, 2017). In this view, proficiency includes the language user's communicative abilities and practical skills, not just their grammatical accuracy or vocabulary range. Levels of proficiency in English

are measured by international exams that follow the guidelines provided by the Common European Framework of Reference for Languages, ranging from A1 to C2.

However, the traditional use of CEFR levels can be problematic. Freeman (2017) argues that this approach creates a poor view of most public-school teachers, assuming they are not qualified if they are not “fluent enough.” In contrast, he proposes a more realistic and useful concept: English-for-Teaching. This refers to the specific set of language skills that teachers need to carry out classroom functions such as giving instructions, organizing activities, explaining content, and providing feedback. These tasks do not require full general fluency but rather purpose-driven language use, which can be explicitly taught and practiced (p. 39-40). This perspective supports the idea that public school teachers (even those with limited English proficiency) can teach English effectively when they receive access to classroom-oriented materials and training.

This gap between policy expectations and classroom reality affects both students’ learning experiences and teachers’ confidence. If English is to be truly integrated into primary education, teachers must be given tools that promote communicative learning while not requiring high language proficiency. Given these teachers’ experience in the school and their expertise working with children, and the fact that the school relies on existing staff to cover all subjects, the most practical approach is to take into account what Freeman proposes as English-for-Teaching and provide these teachers with supporting material that allows them to guide English lessons effectively despite their lack of training in EFL teaching.

Therefore, this project seeks to respond to that need by designing a complementary teacher’s guide based on the Task-Based Learning (TBL) approach. TBL was chosen

because it emphasizes meaningful communication through tasks with clear outcomes, allowing students to actively use the language rather than only memorize vocabulary or grammar rules (Ellis, et al. 2020). At the same time, this teacher's guide benefits teachers by providing them with structured activities that only require them to guide the steps, enabling them to conduct lessons confidently despite their linguistic limitations.

Additionally, the aim of this project is not to replace the school's existing curriculum or syllabus, which already outlines the topics to be taught. The material proposed will take the existing syllabus as its foundation, ensuring curricular alignment, and offering engaging, communicative and ready-to-use activities. The guide will also suggest additional topics that could be covered, depending on classroom needs. Since, as it was mentioned, each stage of the TBL cycle will be implemented in a separate class session, the students will have time to understand and apply the grammar and vocabulary presented in each stage.

Through this guide, the project aims to support the early development of communicative skills in young learners, while also empowering teachers with complementary material that is simple to follow and adapted to their context, given the fact it was born from the intervention with the target group. In this sense, this is not standard material, it is a complementary guide based on the needs, hopes and desires of both 3rd grade teachers and students.

This material is valuable because it supports teachers in developing their English classes with greater confidence, while also helping students to engage in communicative and meaningful activities. In this way, the guide becomes a concrete, teacher-friendly tool that addresses the gap between policy expectations and the actual conditions of this school.

## **Research Question and Objectives**

### ***Research Question***

How can a pedagogical intervention based on Task-Based Learning inform the design of a teacher's guide aimed at supporting non-specialist teachers in the development of meaningful English learning experiences for third-grade students at Prado Veraniego School?

### ***Main Objective***

To evaluate the implementation of a pedagogical intervention based on Task-Based Learning in order to inform the design of a teacher's guide aimed at supporting elementary teachers with limited English proficiency and promoting meaningful English learning experiences.

### ***Specific Objectives***

- To gather students' perceptions about their motivation and retention of knowledge during the English classes.
- To develop teaching sequences according to TBL and aligned with the school's syllabus.
- To evaluate the impact and effectiveness of the proposed activities on students' knowledge for later adjustment.
- To create printable didactic material based on the experience obtained from implementing TBL with the group.

## **Conceptual framework**

### **State of art**

This section reviews previous research and experiences that provide the basis for the present project. The next eight papers are organized around three key areas: first, teachers' English proficiency in Colombian public education; second, material design; and third, Task-Based Language Teaching (TBLT). Considering how this project aims to design material that can be useful for generalist teachers, it is important to, on the one hand, get to know the Colombian context to situate the material, and, on the other hand, see how other authors have designed and implemented material. Finally, it is essential to review studies that explore the effectiveness of TBLT. This process consisted of reviewing research projects carried out at the local, national and international level.

Most studies were conducted in the last five years, but the ones associated with teachers' proficiency in Colombia go up to fifteen. Although teachers' proficiency is a crucial topic when it comes to bilingual policies, research focusing specifically on the English proficiency of primary school teachers goes from scarce to inexistent, and the current situation of English proficiency among public primary teachers remains largely undocumented.

### **Teacher's English Proficiency in Colombian Public Education**

First, it is worth mentioning two statistical studies carried out by governmental institutions. The first was made within the Colombia Very Well program (2014), which showed that from an unknown number of voluntary participants, 37% were at B2 level, 47% at B1, 11% at A2, 3% at A1, and 1% below A1. Anyway, it is noticeable that the population was not significant, since according to the MEN "The actual situation of teachers is unknown, but it is estimated that between 63% and 86% have a level below B2." (2014, p. 6). The second

study was made by Martha Galvis (2020), an ELT consultant from the British Council. It included 4265 teachers, of whom 1583 were language teaching graduates. Results showed that only 9.7% of these licensed teachers reached B2, and just 2.2% reached C1. The largest part, 42.3%, had a B1 level, while 13% were below A2. These results confirm that the majority of English teachers in the public system do not meet the CEFR proficiency levels expected by national policies, even those specifically trained in language education.

Moving into research conducted with specific population, the work by Perdomo (2012) had two aims: to identify the English proficiency of Winnipeg School (Huila) teachers and students and propose a pedagogical strategy and virtual support that serves as a foundation for primary school teachers, particularly in the rural branches of the Winnipeg Educational Institution in the municipality of Pitalito, Huila. The information was collected through interviews. The population were elementary teachers and students from 1st to 5th grade of Winnipeg School. The results showed that with the use of virtual learning objects (web pages), there has been a significant interest among children in exploring a virtual and interactive world. Similarly, teachers have shown enthusiasm for having an easy tool to use for their classes.

The study from Cárdenas & Chaves, (2013) aimed to offer a view of the proficiency level of a group of English teachers who participated in the study about the conditions of implementation of the National Bilingual Program in Santiago de Cali. The population was 220 teachers (131 from public and 89 from private schools), from 51 schools in Cali, Colombia. The data was collected through surveys, interviews, language exams, self-assessment of language proficiency and documentary study to describe teachers' methodological practices. The results show that teachers from both public and private schools are still in the process of building the proficiency levels sought by the Ministry of

Education. The study also found that the elementary level in the public sector offers a fragile basis in English. This study helps to see how well teachers can do bilingual teaching. Knowing how good teachers are at this is important, so we can figure out what they need to get better at. It looks at how well teachers know the languages they're teaching, how they teach, and how good the English lessons are. The study also talks about ways to help teachers get ready to teach in two languages and how to make sure the English lessons are top-notch in bilingual programs.

Finally, Bastidas & Muñoz (2011), intended to diagnose the state of English language teaching in primary schools in Pasto, Colombia. The information was collected through classroom observation, questionnaires, and interviews. The population was 34 primary teachers from 13 schools. The findings revealed that teachers lack proficiency in both teaching methods and English language command. Additionally, there was a notable absence of an English syllabus and teaching materials. The main issue identified was the students' lack of motivation. It's imperative for teachers, educational institutions, and the government to address these findings to enhance English education in primary schools.

The research from Perdomo (2012), Bastidas and Muñoz (2011), and Cárdenas and Chaves (2013) highlight the challenges related to teachers' English proficiency and their capacity to implement effective pedagogical practices. These studies reveal that many teachers in Colombian public elementary schools do not reach the expected level of English required to support students' learning processes. They also mention that national bilingual policies often fail to fully align with the real contexts of schools, which limits their impact on classroom practices. At the same time, research suggests that the incorporation of alternative strategies and resources, such as virtual learning objects or pedagogical support tools, may provide teachers with accessible ways to strengthen both their own learning and

their teaching practices. In that sense, understanding these challenges is essential for designing pedagogical interventions that truly align with the actual needs of teachers and students in public education contexts.

### **Material Design**

The research by Sierra (2018) focused on designing pedagogical material based on project-based learning principles to support the development of the communicative competence in English among 4th-grade students at a public school in Bogotá. The study emerged from the observation that most public-school students lacked consistent and contextualized material aligned with the curricular requirements established by the Colombian Ministry of Education. Using a qualitative case study approach, the researcher collected data through classroom observations, diagnostic tests, student surveys, and interviews with teachers and the school principal. These interviews served as a needs analysis tool to better understand the institutional dynamics, the school's vision regarding English education, and the challenges teachers faced in implementing communicative and project-based approaches.

The study resulted in the creation and piloting of three instructional guides: *I watch what I eat*, *Healthy and strong*, and *My daily diet*. These guides were complementary units that shared a consistent pedagogical structure and were thematically connected through the topic of health and nutrition (p. 56–57). The structure of the guides followed a permanent line that combined vocabulary, grammar, and skills practice with project-based tasks, leading toward the achievement of a final product. Each guide integrated the four communicative skills (listening, speaking, reading, and writing) and included a variety of context-appropriate resources, such as worksheets, visuals, short texts, and audiovisual input, all designed to link classroom content with students' daily lives (p. 58).

The evaluation of the materials involved both teacher reflection and student performance during classroom implementation and relied on evidence such as student oral and written production, observations of participation, and final learning outcomes of the projects. Findings showed that project-based materials promoted meaningful and contextualized learning, even in a context with limited teaching and learning resources, and positively affected students' motivation, autonomy, and communicative performance in English. Students demonstrated high levels of engagement, responded positively to the content, and showed noticeable improvement in both their oral and written expression. The study concluded that the inclusion of contextualized, purposeful, and participatory activities made a significant difference in student attitudes and language use.

The research purpose of Muñoz (2023) was to determine the effectiveness of teaching materials as a learning strategy for strengthening English vocabulary in preschool students at the Jorge Isaacs school in Florencia, Caquetá. The intention was to improve all communication skills (speaking, listening, reading, and writing) in the English language through the implementation of playful and educational teaching resources. Something important to highlight is that even though there were English teachers in Jorge Isaacs school, as Muñoz said: “es necesario implementar material lúdico y didáctico de apoyo permitiendo afianzar a los estudiantes sus habilidades comunicativas” (2023, p.5)

The methodology used was action-based, divided into three main phases: selection and design of teaching materials, implementation and data collection, and analysis of results. The information was collected through diagnostic tests, observations, field journals, and interviews at both the beginning and end of the process. The diagnostic test consisted of 10 questions focused on emotions, school items, fruits, and parts of the house. From its

analysis Muñoz identified weaknesses in the students' vocabulary that guided the design of the material.

The creation of the teaching material considered the context, the existing curriculum and the children's needs. Its intention was to be tactile and easily handled by them, allowing active interaction between the students. Even though some materials to teach topics such as “school supplies”, or “house parts” are mentioned, the researcher only included information about the “emotions & feelings” material. In this case, following the intention to integrate tactile and playful material, a roulette was created to be used, alongside tales, to teach vocabulary, improve pronunciation and contextualize emotions and feelings into daily life situations.

The results showed that the implementation of the teaching materials had positive effects on learning, reflected in greater participation, improved responses and communication skills among students, as well as recognition of the importance of English in their educational process. These findings were reached through a comparative analysis of tests, observations, and opinions obtained in interviews, concluding that the use of appropriate teaching resources motivates and promotes English vocabulary learning in preschool education.

The research of Granados and Ramos (2024) aimed to develop a didactic mediation strategy using the Task-Based Learning (TBL) approach to enhance oral expression in English among 9th-grade students at Olaya District Educational Institution and 7th-grade students at Mayor District Educational Institution in Barranquilla. The objective was to characterize students' oral skills, describe current communicative activities employed by teachers, design new tasks based on TBL to foster speaking skills, and validate the appropriateness of this strategy.

The methodology was qualitative and non-experimental, involving data collection techniques such as interviews (dialogic and structured), oral presentations evaluated with rubrics, and group interviews with teachers. Instruments included interview guides for students and teachers, rubrics for oral assessment, and a didactic unit plan. The data analysis was conducted through thematic coding and descriptive analysis, leading to findings that highlighted students' low proficiency in spontaneous oral communication and teachers' existing strategies, which served as a foundation for designing effective TBL activities.

The results showed that students had moderate skills in reading, writing, and listening, but struggled significantly with speaking, often due to limited vocabulary, pronunciation errors, and low confidence. The research concluded that implementing tailored TBL activities could improve oral skills, promote critical thinking, and foster intercultural competencies. This strategy was validated as relevant and appropriate through expert judgment and aligned with the students' needs.

Regarding material design, the process was carried out after analyzing the initial data, characterizing students' oral levels and current teaching practices. The materials, such as activities and rubrics, were developed based on principles of authentic, real-life tasks that promote meaningful communication. The tasks included role-plays, interviews, presentations, and listening exercises, characterized by their authentic and contextually relevant nature. The design phase lasted until the final proposal was structured, with the aim of responding to the specific needs identified in the study.

The proposal was crafted after the data collection and analysis phase, at a point when the researchers had a clear understanding of students' needs and teaching practices. It was designed to be a practical, context-specific guide to implement TBL activities in the classroom, with the goal of fostering oral expression and intercultural competence through relevant, engaging tasks that imitate real-life language use. This timing ensured the developed strategies directly addressed identified gaps, making the intervention both timely and tailored for maximum impact.

This research review on material design in EFL contexts highlights the importance of developing pedagogical resources that respond to specific classroom realities and learners' needs. Studies such as Sierra (2018), Muñoz (2023), and Granados and Ramos (2024) show that materials designed with a clear pedagogical approach, such as project-based learning or Task-Based Learning, can promote meaningful communication and improve students' language development. These studies emphasize that effective materials not only present linguistic content, but also integrate authentic tasks, contextualized activities, and opportunities for interaction that connect language use with real-life situations. Moreover, the studies suggest that the design of teaching materials should consider both students' characteristics and classroom conditions, as contextualized resources tend to foster engagement and more effective learning processes.

Although previous studies like these have explored material design to enhance students' learning, less attention has been given to the role that instructional materials may play in supporting teachers who are not specialized in English language teaching. In a context like this, pedagogical materials can function not only as learning resources for students, but also as instructional guides. In this sense, for example, they help teachers

organize classroom practices and implement communicative activities more confidently. Therefore, the present study addresses this situation with the designed teacher's guide by providing structured tasks, clear explanations of the linguistic content, and accessible classroom procedures. Thus, the material is intended to function as a pedagogical support tool for teachers while promoting meaningful language use among students.

### **Task-Based Language Teaching (TBLT)**

The study by Hernández and Vodniza (2023) aimed to explore and demonstrate the effectiveness of TBLT in English language teaching, focusing on promoting active, authentic, and communicative learning. The population consisted of the 9th, 10th and 11th grade groups of the Magdalena Ortega de Nariño school. The aim was to improve students' communicative skills and strengthen their motivation and participation through the development of practical and contextualized activities. Methodologically, the study adopted a qualitative approach, in which specific tasks were designed around real-life communicative situations in English. The implementation followed structured stages: preliminary phase, preparation, execution, and evaluation. Data collection instruments included field journals, semi-structured interviews, and motivation scales, which shed light on both the process and students' attitudes.

The authors considered the work from Willis to divide their lessons into two stages: *pre-task*, where teachers present and explain the topic and the task, give useful expressions and include activities like videos, audios, images, posters, slides, and short exercises with crosswords or wordsearches; and *task preparation and execution*, where students work in pairs or groups to do activities like interviews, questionnaires, roleplays, or debates. During

this stage students practice first and then they present their work orally in front of the class, with teachers establishing an order of presenters and fostering participation.

Findings revealed that the tasks increased students' active participation, improved their communicative competence, and boosted their motivation. Continuous feedback and a collaborative environment helped learners develop greater autonomy and confidence in using the language. All of this is due to the use of authentic and relevant activities that reflected daily life situations. The tasks were problem-solving oriented and focused on meaning, which fosters commitment and confidence using the language, leading to a more dynamic and collaborative learning experience. These outcomes were evidenced through changes in classroom interaction, student engagement, and self-perception. Finally, the study concludes that the TBL method is an effective pedagogical strategy for teaching English, capable of promoting meaningful learning, increasing motivation, and enhancing communication skills in real contexts.

The main objective of the research from González & Rivera (2021) was to analyze the impact of TBLT, supported by information and communication technologies (ICT), on the development of oral English skills in seventh-grade students at the Antonio José González school, located in Bugalagrande, Valle del Cauca. The aim was to improve language communication skills to meet the international standards proposed by the Colombian Ministry of Education. The methodology used was qualitative with an action research design, which allowed for the active participation of students in the educational intervention process. The sample consisted of 14 seventh-grade students, selected according to the criteria of belonging to certain socioeconomic strata and their status as students in that grade. The data collection instruments used were pre- and post-tests to assess oral

skills, as well as field notes and field journals that documented the process and perceptions during the intervention.

The process consisted of implementing a teaching sequence based on the TBL method divided into 7 interventions over 3 months. This sequence included activities such as dialogues, debates, and oral presentations, organized into phases during each intervention: a *pre-task* to get students ready for the tasks, *tasks* in which students actively participated in communicative activities, and a *language-focus* phase to consolidate what they had learned. Additionally, the intervention promoted interaction in English, motivation, and the use of ICT to facilitate more interactive learning.

The results showed a significant improvement in the students' speaking skills, as evidenced by the post-test results compared to the pre-test. Observation and field notes indicated that students responded positively to TBL and its communicative activities. They led students to communicate in real life situations, promoting interaction and practical use of the language. They also helped them show greater participation and confidence when communicating in English. ICT were essential to present the activities through diverse multimedia tools such as Microsoft Word, Power Point, YouTube, Kahoot, etc. making more engaging, dynamic and accessible tasks.

In conclusion, the study confirmed that the integration of the ICT-mediated TBL method can be effective in enhancing basic-level students' oral English proficiency, promoting greater autonomy and motivation. Furthermore, the study suggests that tasks designed in a technology-mediated environment facilitate more active and contextualized learning, contributing to improved communication skills in the language classroom.

The study conducted by Chipalanga (2025), focused on seeing if TBLT could improve the English-speaking abilities of 12th-grade students in Lubango, Angola. The project started because the students hesitated and lacked confidence when speaking English. The study employed a mixed-method, quasi-experimental approach considering qualitative and quantitative data collection. The population was composed of 58 12th-grade students divided into an experimental group of 27 students receiving TBLT instruction and a control group with 31 students following grammar translation and rote memorization methods. Data was collected through a triangulation of methods, including pre and post oral tests, questionnaires and observations to ensure reliability.

The TBLT intervention went through two eight-week cycles where the researcher tried tasks, checked results, and then made adjustments to the plan. The tasks were designed to be communicative, meaning focused, similar to real life situations, and were aligned with the existing syllabus. The tasks included: role-plays, problem solving scenarios, group discussions, planning a dinner party, etc. On the one hand, results show that there were significant improvements in the experimental group, since students showed gains in fluency, pronunciation, vocabulary and coherence, and their confidence for speaking increased and anxiety dropped drastically. On the other hand, the control group showed a slight improvement in oral proficiency. This group faced difficulties in vocabulary, grammar and pronunciation, as well as higher fear of criticism. Chipalanga concluded that TBLT forced students to focus on meaning rather than grammar, helping them become more fluent. Also, creating a supportive and low-pressure environment helped students overcome their anxiety. Furthermore, working together on tasks helped students learn faster and build a sense of community.

## **Theoretical framework**

The theoretical framework of this study draws on key concepts that support the design of pedagogical materials for English teaching in primary education. In this sense, it is important to know what to consider when designing material. Then, since the material is intended to follow the Task Based Learning approach, information about what TBL is and how it is divided is required. Finally, this study did not seek to foster a single language skill but considered all of them, so the integrated-skills approach is defined.

### ***Task Based Learning (TBL)***

Task-Based Learning (TBL) is an approach that highlights the value of activating learners' natural capacity to acquire language in an incidental way, by involving them in tasks that also help them notice language form (Ellis et al, 2020 p19). But what is a task? And how does a task differ from other devices like “activities”, “exercises” or “drills”? As it happens with the concept of “curriculum” presented above, there is not complete agreement on what constitutes a “task”. That is why different authors intended to provide their own definition. For instance, Willis (1996) states:

By ‘task’ I mean a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences. (Willis, 1996, p.2)

On the other hand, Richards and Rodgers (2014) say:

A task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy (p. 224).

A final example could be the definition provided by Nunan (1989):

A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (p. 10.)

So, in other words, it can be said that the concept “task” focuses on meaning, is goal-oriented, has a specific real outcome, and involves interaction among students. It is flexible and can be adapted to different activities and levels. The key is that language is used to **do something**, not just to practice it.

TBL is compounded by three stages: pre-task, task and post-task. According to Ellis et al (2020) the pre-task stage is intended to help students get ready for the main task, while the post-task stage involves follow-up work once the task has been completed. Although Ellis emphasizes that the main task is the only essential stage in a task-based lesson, both pre-task and post-task phases play a key role in supporting learning outcomes. And, as the authors note, traditionally all three stages are part of a single lesson, but they can also be implemented across different sessions (p. 209). For example, if the main task involves students describing their favorite animals, the teacher might use the previous lesson to introduce animal vocabulary through pictures and simple listening activities. After the task is completed, students could be asked to reflect on what animals they talked about, practice pronunciation, or create a mini booklet to reinforce what they learned.

Different scholars (Ellis et al, 2020; Richards & Rodgers, 2014; Willis, 1996) have contributed to the understanding and implementation of the stages within Task-Based Learning. While the structure of pre-task, task, and post-task is generally consistent, authors

vary in how they describe and apply each stage. In that sense, each stage is presented as follows:

### **Pre-task**

According to Ellis et al. (2020), the pre-task stage includes activities that prepare learners to perform the main task. These may involve planning the language and content they will use, receiving grammar input (focus on form), or observing a model of the task. Teachers may also provide vocabulary, or topic knowledge to help learners engage with the task more confidently.

Richards and Rodgers (2014) similarly describe pre-task activities as opportunities to activate students' prior knowledge and introduce them to the topic and type of communication involved in the task. For example, learners may brainstorm, rank ideas, or read a model dialogue related to the task they will later perform. Willis (1996) also includes topic introduction and vocabulary support in this stage, emphasizing the use of visuals, personal experiences, and listening to recordings of similar tasks to build interest and familiarity.

### **The task**

The task stage is where students engage in the core communicative activity. Ellis et al. (2020) highlight the importance of meaningful interaction during this phase, with options such as providing word cues, integrated feedback, or task surprises to maintain structure and motivation. Richards and Rodgers (2014) focus on role-play and pair work using task-specific prompts. According to the authors, tasks are activities carried out using the foreign language, designed to mirror real activities to practice with situations that turn out to be important and useful for the students in the real world. They emphasize communication and

meaning by having learners interact while engaged in the activities. Thus, learners' success during the task stage is evaluated by the achievement of an outcome or a goal such as creating a family tree, doing a survey, or designing a family album, instead of correctly filling structural patterns. For Willis (1996), during tasks, it is crucial to let learners be free to use whatever words they want. The games or the problems students solve should include their own use of language, which depicts the real communication that students may be involved in outside the classroom. Here the teacher monitors and supports.

The teacher's role consists of selecting, adapting and/or creating the tasks according to the students' interests, needs and skills; preparing students for the task, clarifying vocabulary, instructions and structures that will facilitate the task accomplishment. But when the task is taking place, the teacher will not correct errors unless asked, limiting their role to monitor and encourage students' attempts at communicating, without directly correcting errors, fostering fluency and learner autonomy. (Richards and Rodgers, 2014; Willis, 1996).

### **Post-task**

Finally, the post-task stage is where reflection and language analysis happen. Ellis et al. (2020) propose task repetition, explicit focus on form, and reflective activities like transcription. Learners may repeat the task with adjustments or listen to a model to compare performance. Richards and Rodgers (2014) suggest learners compare their task outcomes with recordings of native speakers performing the same task. Willis (1996) includes a "report phase" where students prepare and share their task results, followed by focused language work and practice activities to reinforce grammar and vocabulary that emerged during the task.

The selected approach was Willis', due to its focus on students' experiences, which are important data regarding the material design and its contextualized component. Moreover, it is considered that Willis' further activities are a way to ensure that students comprehend the topics covered during all stages of TBL. The intention during post-tasks is that the 302 group students share their experiences in the task previously done and be asked about the vocabulary and structures they remember, to set a space to solve questions or doubts, correct mistakes and check memory, understanding and pronunciation. Then, they will have to do short activities like filling gaps in Wordwall games, drawing, creating sentences with the new words, doing simple charts to list opposites, etc., to strengthen their knowledge and ensure that they understand the topic.

These perspectives provide a solid foundation for the structure of the material designed in this project. While each author offers different options and emphasis, they all agree on the value of engaging learners before, during, and after the task to support both communication and language development.

### ***EFL Material design***

This concept refers to the process of creating, adapting or selecting instructional resources aimed at supporting the teaching and learning of English as a Foreign Language (EFL).

This process involves not only the designing of texts, exercises, and visuals but also careful consideration of learners' needs, contexts, goals, and language proficiency levels (Howard & Major, 2004, pp. 103).

Vera et al. (2018) have presented a set of principles that should be considered when designing language materials drawing from Tomlinson (1998) as the main source. These principles were summarized into 4 categories presented below (2018, pp. 126-130):

### **Communicative use and interaction**

Language should be used for real communication and interaction. It is best learned by using it meaningfully. It is a priority to include authentic tasks, output, and peer interaction over mechanical practice. It is emphasized that language learning should go beyond isolated vocabulary and grammar practice. Instead, materials should guide learners to engage with the language as a tool for achieving goals, whether it is solving a problem, creating something, or interacting with others. This aligns with the principles of Task Based Language Teaching. TBLT highlights the value of allowing learners to acquire language naturally and incidentally by using it to convey meaning, rather than treating language as a set of rules to be explicitly taught and deliberately memorized. (Ellis et al. 2020. pp 1)

Applying this principle in material design means prioritizing activities that require learners to use the language to convey meaning rather than merely manipulate linguistic forms. Therefore, materials should include tasks that involve exchanging information, asking and answering questions, describing objects, or completing collaborative projects. Pair and group activities can create opportunities for interaction in which learners negotiate meaning and use language for a communicative purpose.

### **Cognitive activation and meaningful learning**

Learners must be mentally stimulated. Materials should have an intellectual challenge, foster critical thinking and allow for deep processing. A cognitive challenge combined with emotional relevance leads to deeper learning. Meaningful learning, according to Ausubel's theory (2000) , emphasizes the importance of connecting new information to what the learner already knows. Learning becomes more effective and lasts when new concepts are related to existing cognitive structures, allowing learners to understand and retain information more deeply.

In this way, activities should require learners to actively process information rather than simply repeat language forms. Materials can include tasks that ask learners to classify information, connect new vocabulary to their own experiences, or solve small problems using the target language. Additionally, new language should be introduced in ways that connect with learners' knowledge, routines, or familiar contexts. When students are encouraged to relate new content to what they already know, learning becomes more meaningful and retention is strengthened.

### **Appropriate Language Exposure**

Materials should include input slightly above the learner's current level and provide time to process language before producing it. It highlights the need for appropriate input, respect for readiness, and natural acquisition processes. As it is stated in the input hypothesis, proposed by Krashen (1989), the learners should be exposed to any vocabulary or structures that are a little over their current competence, which is named " $i + 1$ ". Making the students use not only their language capabilities, but the context or their knowledge of the world to understand the new language they are exposed to.

In this sense, material should present language through visual support, model sentences, gestures, and contextualized examples that can help learners infer meaning even when some elements of the language are new. Materials should also provide opportunities for learners to understand the input before being asked to produce the language themselves. This can be achieved through listening, reading, or observation activities, in the case of TBL for this study, during pre-task.

### **Design Novelty and Variety**

Novelty and variety can stimulate curiosity and motivation. Materials that are visually attractive can enhance students' confidence, attention, and participation, while also serving as a bridge between familiar knowledge and new linguistic content. In the context of primary education, particularly when working with students who may not be accustomed to English, these features become even more significant.

So instructional material may include the use of colorful pictures, games or short challenges. For young learners, visually engaging materials can also support comprehension by providing contextual clues that help them understand new vocabulary and instructions, as in the case of presenting adjectives with both image and text, which gives the students the opportunity to link the new vocabulary with a visual reference.

All these principles highlight the importance of engaging design and cultural relevance in EFL material development. Understanding material design is essential for this project, as it provides a theoretical basis for creating effective classroom materials. By applying these principles considering meaningful learning, communicative use and interaction, affective engagement, learning styles, and appropriate language exposure, the design process becomes richer and ensures that the final product is functional, meaningful, and supportive. Talking about task-based learning, these principles become essential. Children learn best through doing, and when they are encouraged to use English to express, negotiate, or perform a task, they experience language as purposeful and functional.

Precisely, material design in TBLT has its particularities. Designing materials for this approach requires a shift from traditional, form-focused instruction to a more learner-centered and communicative model. According to Nunan (2004), the foundation of task-

based materials lies in an analytical approach, where design begins not with a grammatical syllabus, but with consideration of learners' needs and the real-world tasks they are expected to perform with the language. TBL materials present learners with holistic, communicative challenges that reflect authentic language use. (pp.141-143)

### ***Integrated skills***

This concept refers to teaching English in ways that combine two or more language skills (listening, speaking, reading, and writing) within the same activity, lesson, or task. Rather than focusing on isolated skills, the integrated approach mirrors how communication works in real life, as people may use all skills at the same time without noticing it. Pardede (2019) emphasizes that this approach presents the skills together so that learners not only know the language but also use it for natural communication (p. 147). In other words, the focus moves from practicing isolated skills to engaging in meaningful, communicative use of the language.

From this perspective, a reading-focused lesson would not be limited to the text. As Brown (2001) explains, an integrated approach would include listening activities (a short audio or video about the topic), speaking tasks (such as a discussion to activate previous knowledge), and writing (such as summarizing the reading) (p.232). This promotes a “whole language” approach in which communication involves multiple skills working together rather than isolated linguistic drills.

Oxford (2001) adds that the integrated-skill approach exposes learners to authentic language and invites them to interact naturally. This reinforces the idea that English is not merely an academic subject but a tool for communication. (p.5) She also illustrates that, in

practice, many courses labeled as “single-skill” already involve integrated work. For example, in a reading class, students must listen to instructions, discuss ideas, react to content, and write responses. Even when a course is framed around one skill, a creative teacher often blends skills to make learning more communicative, functional, and reflective of real-life language use. (p.3)

In the context of this project, the integrated skills approach is crucial, because it aligns with the principles of TBL. The main purpose of the tasks is to provide students with the opportunity to interact with each other using the target language instead of learning it. So, even if a class is focused on one skill, they are inevitably receiving some input and probably producing output about the rest. For instance, to get students to know family members' vocabulary and possessive adjectives the task may involve the creation of a mini family album including pictures and a short description of each relative, in this sense, focusing on students' writing. During the task, first an example would be made on the board (reading) for the students to have a reference to, later, come up with their own descriptions on the mini album (writing). After finishing they could introduce their family members to a partner or to the whole class in English (speaking and listening). In this way, not only one or two skills are practiced, but all of them, though certainly to a different degree.

### **Methodology**

In order to investigate how TBL can help in the construction of some material that support English teaching and promote meaningful language learning, this research has been designed as a qualitative action research study to apply a series of teaching activities whose implementation and analysis lead to the construction of the material. In this sense, this

chapter describes the approach, type, instruments, categorical matrix and data analysis technique.

## **Approach**

The chosen research approach is qualitative, which is: “A form of social inquiry that tends to adopt a flexible and data-driven research design, to use relatively unstructured data, to emphasize the essential role of subjectivity in the research process” (Hammersley, 2013). It is centered in using verbal rather than statistical forms of data; and it is focused on the observation of an issue in natural conditions. Qualitative research is used to comprehend or explain the behavior, motivations, and characteristics of a selected group, as well as a given population’s perceptions about a certain topic (p.3).

Qualitative research was selected due to its focus on the educational reality and the context in which English classes are developed. This approach allows the researcher to appreciate the improvement of students’ English abilities over time through observation of their participation, production, attitudes, and communicative skills. Moreover, the qualitative approach makes it possible to collect and interpret what is observed during lessons, as well as the perceptions expressed by students regarding the activities, challenges, and progress they experience. It also provides access to the needs, objectives, concerns, and expectations of the two classroom teachers, whose professional background, emotions, and confidence directly influence their teaching of English (Hammersley, 2013). For these reasons, a qualitative lens is necessary to explore experiences, reflections, behaviors, and contextual factors that cannot be captured through numerical data, and to

contextualize the design of supportive teaching material aligned with the real classroom situation.

### **Type**

This research is done under the precepts of action research, which is appropriate for this study as its purpose is to comprehend and address specific issues within a particular community or context like a school (Hernandez & Mendoza, 2018). This research type does not separate theory from practice. Instead, it combines them into a whole process of reflection and action. As Hernandez & Mendoza state: “Its basic precept is that it must lead to change and therefore this change must be incorporated into the research process itself. It investigates at the same time as it intervenes” (p. 552). This means that the research process is not only observational but also transformative.

Elliot (1991, cited by Toelle et al., 2002) suggested that action research is a cyclical process that requires constant evaluation. Thus, he proposed five stages for doing action research: *Identify the idea*, which involves recognizing the central issue that requires improvement; *reconnaissance*, which is understanding the classroom reality by observing learning processes, collecting participants’ perceptions, and considering the needs, goals, and concerns of those involved; *general plan*, which is outlining objectives and designing an intervention based on the collected information; *implement action steps*, where the planned intervention is carried out; and finally, *monitor*, which requires evaluating the outcomes and reflecting about them to identify necessary adjustments for future cycles:

Thereby, in this study, the intervention serves as a test for the creation of the intended material. The necessities that students and teachers had were identified during an observational phase in comparison with the 3rd grade syllabus. The tasks designed were put

into practice to see their viability and the impact they generated in the students' learning process and the teachers' perceptions. Then, based on the analysis of the gathered data, there was an adjustment and modification of the way in which the material would be designed and implemented to finally give a tested and proofread material to the teachers.

It is important to distinguish between action research and participatory action research, since both share similar principles but differ in how much involvement the participants have. According to Hernández & Mendoza (2018), the participatory nature gives this research type its main feature: “the problem is identified jointly by the community and the researchers, and community members are considered experts on it; therefore, their voices are essential for both problem formulation and solutions” (p. 557). In other words, in participatory action research the study is conducted *with* the community rather than *in* it.

Now, in this study, given that there is already an established syllabus that must be followed by the teachers, the students and the researcher, the particular component of participatory action research is not present. Nonetheless, the contributions of the teachers serve as valuable input, and the necessities of the students are considered, being constantly evaluated and addressed to improve the materials. Thus, while the researcher assumes the main responsibility for the design, implementation, and analysis of the intervention, action research requires constant observation and adaptation, focusing on the population and seeking transformation.

## **Data collection instruments**

### ***Field notes***

According to Hecker & Kalpokas (2026) field notes are “the researcher's written record of observations made, experiences had, and insights gleaned while in the field conducting research” (para. 3). These recorded experiences are essential to gather the data to analyze, and to allow the researcher to come back to the previous observations that would be difficult to remember from memory. They should include a broad range of information, considering the context, the participants’ actions and interactions, incidents that depict the investigated problem, as well as the researchers’ observations, feelings, thoughts and later reflections on what they observed during the research. This gives field notes their “dual nature- they are both descriptive and reflective” (para. 5), capturing the complexities of social interaction and practices, and giving space to reflect on them to come up with important insights.

In this study, field notes were used to record research experiences and reflections in the classroom, as well as gather information related to students' experiences, attention, retention, and progress during the interventions. This information was essential to check whether the design and development of the activities proposed for each stage of TBL was useful and engaging for students, in order to make later adjustments to include refined activities in the material, and to know what instructions, resources, vocabulary, grammar, etc. were necessary to conduct those tasks and include them in the material too.

### ***Semi-structured interviews***

Semi-structured interviews are a flexible way of collecting data that includes both structure and openness (Merriam & Tisdell, 2016). These interviews are guided by a set of questions or issues to be explored, but the exact order of them is not determined beforehand. The

interview will contain questions to gather specific information, in which case there is a more structured section of it. Anyway, the questions could be flexibly worded. This format leaves room for the researcher to test and adapt the situation or the pace based on the participants' answers and ideas. In this sense, semi-structured interviews are both systematic and comprehensive, leaving space for unforeseen insights that make qualitative research more valuable.

As it was mentioned earlier in the document, two interviews were carried out to gather enough information to describe the two 3rd grade teachers and their English proficiency, relationship with students, and class management. Also, there were micro interviews done with two to three students during post-tasks. These were done with the purpose of considering students' perception, comprehension, and participation during the proposed activities, as well as preferences and suggestions for following tasks.

### ***Surveys***

A qualitative research survey is a technique used to gather information from a relatively small group of participants to understand their experiences, attitudes, motivations, opinions, and beliefs (Harper, 2023). Its purpose is to deeply explore a specific topic or issue, producing descriptive, non-numerical data. This type of survey can be conducted through different methods, including individual interviews, focus groups, or online surveys. This approach results in an effective way of providing rich, detailed insights.

Surveys were conducted to collect information regarding the whole group's experience and understanding of the topics covered. They were done to check the students' sense of difficulty, and to what extent they liked the tasks. The information provided by

surveys was useful to gather information about students' necessities, desires and interests in language

### ***Artifacts***

Student artifacts are materials produced by the students that demonstrate their learning processes, achievements, and understanding of specific content. These artifacts can take different forms, including written texts, presentations, projects, and other types of student work that show their engagement and comprehension of the class topics (Bailey, K. M., 2005).

In this study, each TBL cycle aimed to produce a concrete outcome, such as posters, mini-books, or calendars created by the students (see annex #6). These artifacts were collected and analyzed to find out how much the students understood vocabulary and structures introduced in the lessons, their engagement, and their use of English applied to specific contexts. All this provides insight into the development of their communicative abilities.

### **Categorical matrix**

The following table presents the categorical matrix designed to organize and interpret the qualitative data collected during the implementation of this project. It emerges from the intersection between the objectives and theoretical framework. Providing the lenses through which the information is analyzed. This matrix classifies information into first-order categories and second-order categories. There is a set of third-order categories addressed not individually but more as guiding aspects tackled in the whole. This categorization facilitates the identification of patterns, relationships, and relevant insights. The definition and scope of each category will be presented in the chapter dedicated to the data analysis.

| First-order Category                 | Second-order Category | Third-order Category |
|--------------------------------------|-----------------------|----------------------|
| Students' response to TBL activities | Enjoyment             | Participation        |
|                                      |                       | Willingness          |
|                                      | Difficulty            | Frustration          |
|                                      |                       | Clarity              |
|                                      | Product Significance  | Impressions          |
|                                      |                       | Use                  |
| Effectiveness of TBL                 | Reception             | Listening            |
|                                      |                       | Reading              |
|                                      | Production            | Writing              |
|                                      |                       | Speaking             |
|                                      | Code                  | Grammar              |
|                                      |                       | Vocabulary           |

Table 1 – Categorical Matrix

### Data analysis technique

In qualitative research, data analysis is understood as a process in which unstructured information is gradually organized in order to identify relevant meanings. As Hernández-Sampieri and Mendoza (2018) state, “in qualitative analysis we receive unstructured data and it is the researcher who provides them with a structure” (p. 466). Qualitative analysis begins with diverse forms of data, including visual materials such as photographs or videos, audio recordings, written documents, verbal and non-verbal expressions from participants,

and the researcher's own field notes or observations. Through analysis, these diverse sources are systematically examined in order to construct meaning relevant to the research problem.

The main purpose of qualitative data analysis is to explore the collected information and gradually organize it into meaningful units. This process involves structuring the data through categories that allow the researcher to identify concepts, themes, and patterns present in the information. At the same time, qualitative analysis seeks to describe participants' experiences from their own perspectives, language, and expressions. By identifying relationships among categories and patterns, the researcher can interpret the data, reconstruct events or experiences, and connect the findings with existing knowledge in the field. Finally, this process allows the researcher to provide a deeper understanding of the phenomenon under study and, when appropriate, generate theoretical insights grounded in the data.

It is important to note that qualitative analysis is considered a systematic yet flexible process. Rather than following a rigid sequence of steps, it integrates different perspectives and evolves as the researchers interact with the data. (Hernandez-Sampieri & Mendoza, 2018). So, they constantly move back and forth between the collected information and their interpretations, comparing data segments, identifying similarities and differences, and refining categories as new insights emerge, allowing the researcher to adapt the analytical process according to what the data reveal.

In this study, this qualitative analytical process is implemented through content analysis. According to Bernete (2013), content analysis is "used to study any type of document in which a narrative is transcribed, relating to any subject of reference. These documents can

be oral, written, or visual” (p.222). Content analysis is a systematic and objective method, since it relies on clearly defined procedures, variables, and categories that guide the analysis according to specific criteria. This structured nature allows researchers to compare data across different documents, sources, participants, or even time periods in a consistent way. (Bernete, 2013).

### **Ethical considerations**

This section states the importance of two topics that are present in the research project. Those topics are essential to the development of the ethical consideration of the research.

In first place, the National Bilingualism Program. This is a program whose intention is to strengthen the teaching and learning of English in students from kindergarten to high school. Its content states goals, purposes, and methodology on the implementation of English as a foreign language in Colombia. Therefore, as this research takes part in the ELT field, it is important to consider the plan into this research, especially with the design of the syllabus.

Second, it is important to denote the relevance of signed consent (Annex #7) in the research given the fact of the recollection of sensible information. For this reason, given the ethical consideration of the research, it is crucial the implementation of the consent by both Colegio Prado Veraniego and the permission of the participants.

### **Pedagogical Proposal**

#### **Vision of learning**

The vision of learning adopted in this study is based on the *experiential learning* approach, as described by Tudor (2002). This perspective understands language learning as a process

that emerges mainly from meaningful exposure to the foreign language and its use for communicative purposes. In this view, learning occurs through active engagement with the language rather than through the isolated study of linguistic elements. Therefore, the use of the target language becomes not only the final objective of instruction but also a central mechanism through which learning itself takes place. Students are encouraged to use the language even when their linguistic control is still developing, which contrasts with more traditional approaches that prioritize the step-by-step mastery of individual language components before meaningful communication occurs.

Another important characteristic of experiential learning is the development of communication strategies and collaborative forms of learning. Because students are frequently exposed to authentic input and communicative situations that may exceed their current language level, they often need to negotiate meaning using the resources they have. This encourages learners to use strategies such as paraphrasing, approximation, or clarification in order to overcome gaps in their knowledge. At the same time, experiential approaches often rely on collaborative tasks in which learners work together to achieve shared goals. Through interaction, learners are exposed to multiple perspectives and opportunities for negotiation of meaning, processes that contribute significantly to language development and prepare students for real communicative situations beyond the classroom.

### **Vision of language**

The vision of language guiding this study follows a *functional perspective* in which language is understood as a tool for accomplishing social actions. This perspective conceives language not merely as a system of grammatical rules but as a means through which individuals perform communicative functions in real contexts (Tudor, 2002).

Considering the work of Hymes, Tudor explains that language is viewed as embedded in social interaction, where members of a speech community use it to express meanings, values, and perspectives that are relevant within that community. From this point, language teaching should not focus exclusively on linguistic forms but should also prepare learners to participate effectively in communicative situations that reflect the social use of the language.

Within this functional view, learners are understood as social actors whose language learning goals are created considering the contexts in which learners will use the language and the messages they communicate. This perspective often relies on learners' needs analysis to determine as precisely as possible what learners must be able to do with the language.

In pedagogical terms, a functionally oriented approach organizes course objectives around skills and communicative functions. For example, if learners in a classroom are constantly receiving commands, there is an opportunity to teach how to say them in the target language (English). Then, speaking and listening may be the primary skills supported by giving and receiving instructions orally. Reading and writing remain important elements, but they are used to provide visual support and reinforce learners' knowledge. What distinguishes this perspective from approaches centered on language as a formal system is therefore not the absence of linguistic elements, but the principle guiding their selection: language is taught as a resource for achieving communicative goals that learners are likely to encounter in real-life contexts.

## **Intervention**

The pedagogical intervention of this project is based on a set of classes planned around the implementation of TBL aimed at promoting students' use of English through meaningful tasks, while also keeping track of the outcomes from the classes to later provide teachers with structured and accessible material to guide the lessons.

The intervention followed the structure of TBL with its three stages of pre-task, task, and post-task. However, unlike regular implementations where all stages are developed within a single lesson, in this study each stage was implemented in an individual class to give students enough time to comprehend the selected topics considering their age and their limited exposure to English, as well as the need to provide teachers with more manageable and clearly structured lessons. In this way, the pre-task sessions focused on introducing vocabulary and context through short explanations, visual support, and basic filling gaps exercises; the task sessions focused on carrying out meaningful activities with a clear outcome whenever possible; and the post-task sessions were designed to reinforce learning through reflection and reporting about the tasks, and focused language practice.

Regarding the content of the intervention, the lessons were based on topics selected considering the existing school syllabus and relevant to students' everyday lives such as family members, animals, food, commands, and basic descriptions. Each unit consisted of three sessions corresponding to each TBL stage and were designed with a clear communicative objective. The activities were focused on meaningful language use, encouraging students to express ideas, describe familiar contexts, and share personal information. Tasks included the creation of tangible outcomes such as posters, mini-books,

and simple presentations, as well as games to engage the students - for example, an adjective bingo - allowing them to use English as a tool to achieve a specific goal.

Now, the table in annex #8 presents the intervention plan, outlining the terms and objectives used to explore various language content in each class. Additionally, each class includes a specific activity that considers the objectives, language, and critical/cultural content discussed.

### **Data analysis**

This section presents the analysis of the data collected during the implementation with the aim of understanding both students' responses and the effectiveness of the TBL approach in promoting language learning. The data was obtained through diverse sources such as field notes, interviews, surveys and student artifacts. This information was organized and analyzed through the content analysis technique, which allowed the selection and interpretation of the relevant data according to the first, second and third order categories previously established in the methodology section. The analysis of the results obtained from the implementation informed the final version of the teacher's guide, indicating necessary changes or adaptations aimed at improving future applications of the tasks. This final version of the teacher's guide can be found in annex #9.

#### **Category 1: Students' response to TBL activities**

This category refers to learners' reactions to the implementation of the TBL approach, particularly in terms of their engagement, emotional response, and perception of the tasks. As established in the theoretical framework, TBL emphasizes meaningful communication, interaction, and the use of language to achieve a goal (Ellis et al., 2020; Willis, 1996).

Therefore, students' responses are essential to understand whether the tasks are generating interest, involvement, and appropriate levels of challenge. So, this category is composed of three subcategories: enjoyment, difficulty, and product significance.

### ***Subcategory 1: Enjoyment***

This refers to the degree to which students show positive emotional engagement during the development of TBL activities. Considering the principles of communicative use and interaction and design novelty and variety stated by Vera et al. (2018), enjoyment is not limited to expressions of having fun; it is understood as an indicator of motivation, interest, and willingness to participate. In the same line, Willis (1996) says that motivation is an essential condition for students to process the input they receive and to use the target language. In this sense, it is crucial to observe the students' participation during classes and willingness to work on the proposed activities. To do that, field notes and the student's micro interviews are the lenses to analyze the situations where they choose to participate voluntarily or show openness to using English while completing tasks, and through their answers to the participation questions in the interview.

On the one hand, participation refers to the observable involvement of students in task-based activities, particularly in interaction, task completion, and contribution to group work. From a TBL perspective, participation is key, as learning occurs through active use of the language to achieve a communicative outcome (Willis, 1996). Thus, it is important to focus on identifying how frequently and actively students engage in the task, including verbal and non-verbal interaction.

Throughout the intervention, students showed a consistent level of participation, especially during the main tasks. From the first classes they raised their hands to

participate, answering questions, and feeling engaged in the proposed activities. Yet, this active attitude also presented challenges, as students were sometimes unfocused and talked among them during the class.

Time management is difficult with these kids. There were too many activities for one hour, and the presentation was too long because it was necessary to keep asking for silence since the kids were talking loudly most of the class time.

[Observation #1, February 20th, 2025. Field Notes]

Bearing in mind both the students' lack of focus and the need to manage class time effectively, it was decided to separate TBL stages into individual sessions considering Willis's (1996) idea that extending time for task development can provide richer learning opportunities by allowing students to focus on meaning and expression. This decision allowed more time for vocabulary presentation and, especially, for task completion:

Using class time to develop only the task allows better time management, more practice time, and more attention from the students to the different parts of the class and the activity. Also, it prevents confusion, since there is only one main activity during the hour.

[Observation #5, March 20th, 2025. Field Notes]

Then students increased their commitment and participation during the activities. For example, for the adjectives and commands tasks, according to the micro-interviews, the students answering the question “¿Te animaste a participar? ¿Por qué sí o por qué no?” said that they were motivated to participate:

Student M: Sí, a veces me siento apenada, pero me gustó la actividad.

Student H: Sí, porque era chévere la actividad.

Student E: Sí. Yo siempre participo porque a mí me dan muchas ganas de hablar en inglés. Me encantan las clases inglés.

[September 18, 2025. Micro interviews.]

On the other hand, willingness refers to students' disposition to engage in the task and use the target language, even when their linguistic resources are limited. According to TBL principles, learners are expected to use whatever language they have available to communicate meaning. In the same line, willingness is sustained by satisfaction and success, as students who perceive that they have achieved something meaningful are more willing to participate in future activities (Ellis et al., 2020; Willis, 1996).

The students always were prone to participate without thinking if they were making mistakes. For instance, during the completion of the family members mini album, students had to introduce their family members using subject pronouns and possessive adjectives, but only “I/my, he/his, she/her” were presented to start. In this scenario a student wanted to add their pets to the album and:

Since this was not explained in the previous class, the student tried to write the sentences with the information they had: “she is my cat, her name is Nube”. She considered the gender of the animal to write the sentences. Then, I explained to her that animal and object names can be replaced by “it”.

[Observation #13, August 28th, 2025. Field Notes]

This depicts what Richards & Rodgers (2014) mention: “many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks” (p.235). In this case, the student's attempt to refer to an animal as “she” shows that, even without knowing the correct word, they were actively trying to construct meaning by having in mind previously

introduced patterns. Rather than remaining silent, the student engaged with the task using the limited linguistic resources available.

These findings suggest that students responded positively to tasks that allowed them to interact, express personal ideas, and work toward a meaningful outcome. Consequently, the teacher's guide retained communicative and contextualized tasks as a central design principle. Likewise, recommendations were incorporated to encourage teachers to create supportive classroom environments where students feel comfortable participating, since confidence and positive group dynamics appeared to be closely related to students' willingness to engage in English.

### ***Subcategory 2: Difficulty***

This subcategory refers to the challenge students perceive while performing TBL activities. As stated previously, tasks should provide an appropriate level of challenge, including exposure to language slightly beyond learners' current level (Krashen, 1989). Moreover, considering what Willis (1996) says, in the TBL context the exposure to the language should be carefully selected to become comprehensible input, otherwise, no matter how motivated, learners will not learn, as she states: "For beginners, rich input such as randomly chosen radio programs will just be noise".

Here the focus is on identifying whether tasks are perceived as too easy or too difficult to directly include them in the teacher's guide or modify them to be appropriately challenging tasks. To analyze difficulty, two indicators were considered: frustration, in the moments where the level of difficulty could exceed students' ability to complete the task, limiting their participation; and clarity, referring to the extent to which students understand the instructions, objectives, and language required to complete the task. It is analyzed

through field notes, micro interviews and surveys, focusing on behavioral indicators such as hesitation or expressions of discomfort, and checking what the students answered in Likert scales in surveys about the tasks; as well as observing how often it was necessary to repeat, how frequent questions were, how many instances of wrongly completed tasks there are or how much they deviate from what was asked.

First, frustration refers to negative emotional responses that emerge when students face difficulties in understanding or completing a task, including signs of confusion, disengagement, or refusal to participate. Drawing on Vera et al (2018), materials are expected to stimulate curiosity, reduce anxiety, and connect with students’ experiences. When these conditions are not met, disengagement, resistance or sense of failure arise. Throughout the interventions, most of the students wanted to participate in the class. But not every student was interested, there were some that preferred talking and shouting, which derived into a negative experience from the students that were actually focused on the class. For instance, many students in the interviews, answering the question: “¿Qué no te gustó tanto [of the class]?” said:

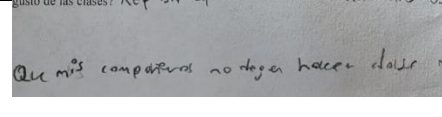
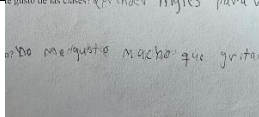
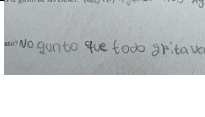
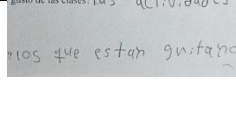
|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|

Table 2- Samples from surveys for students

Apart from that, the general perception of the tasks was positive, since most of the students considered the tasks “easy” or “very easy”. For instance, in the “commands” task, 24 students attended, from which 16 considered the task “very easy”, 4 “easy” and 4 “more or less”.

The students themselves noticed that noise hinders class development. In a very noisy classroom, instructions could not be clear, which makes their learning process more difficult. Within TBL, clear instructions and scaffolding are essential, especially in contexts where learners have limited exposure to the target language (Richards & Rodgers, 2014). The focus is on students' understanding of instructions and their ability to recognize what to do in the tasks with the language to complete them.

One of the main challenges affecting clarity, as stated above, was not necessarily the design of the tasks, but classroom dynamics. Students frequently asked for instructions to be repeated:

they take a lot of time asking once and again “teacher, what do I have to do?”. This is because some of them scream and shout sometimes, not allowing enough silence to give instructions, or to repeat them for the students that were asking.

[Observation #9, April 24th, 2025. Field Notes]

This presents a limitation for task completion, since the preparation, including clarifying task instructions, is crucial to facilitate task accomplishment (Richards & Rodgers, 2014). In this sense, that lack of attention and constant noise interfered with students' ability to process instructions. So, difficulty in this case was not related to task complexity, but to the conditions in which instructions were delivered. Thus, even when the task is appropriately designed, the lack of clarity can result in negative responses such as confusion or inability to start the activities, limiting the effectiveness of the TBL experience.

In this respect, it was seen that in most cases students were able to follow the task successfully when instructions were clearly defined and modeled. For instance, an example

for the “verb to be” task was written on the board as a means of instruction for the students.

For this task they had to draw themselves and a friend, and write short descriptions including name, age, one characteristic, and things they like:

Modeling how to do the task on the board helped the students have a visual reference, so most of them could work on their sheets. Anyway some students asked me “teacher, ¿Así?” to confirm if their work was successful.

[Observation #18, October 23rd, 2025. Field Notes]

This can be seen in the product students delivered at the end of the class:



Table 3: Describing myself and a friend. Answers from students M, ME, and H

According to Vera et al (2018): “materials should make sure that learners have the command of the topic before attempting to embark on it, thus allowing them to be ready to acquire what is taught”. This can be observed in the previous example, where the model functioned as a form of scaffolding that guided task completion. The visual reference allowed students to understand what to do and how. Therefore, the effectiveness of the task was not only determined by its design, but by the degree of clarity students have. The students’ final products show that when instructions are clear enough and supported by visual input, students are able to achieve the expected outcome. From this perspective, students’ responses to TBL in terms of participation, confusion or task completion, serve as indicators that reveal how different aspects of the material and its implementation operated

in a real classroom context, deriving into practical recommendations regarding instructions in the teacher's guide.

The evidence gathered in this category led to important adjustments in the teacher's guide. First, all tasks require the inclusion of step-by-step instructions and visual models to facilitate understanding. And second, recommendations regarding classroom organization and group size were incorporated, since large-group arrangements generated confusion and reduced students' attention to instructions, deriving into incomplete outcomes, misunderstandings, hindered learning processes and more effort from the teachers to be explaining time and again to ensure student comprehension.

### ***Subcategory 3: Product significance***

This subcategory refers to the value and meaning students attribute to the outcomes produced during TBL activities. As established in the theoretical framework, tasks should lead to a concrete outcome that reflects meaningful language use (Willis, 1996). This subcategory focuses on how students perceive and use the products created during the tasks. It is composed of two dimensions: impressions and use. This is analyzed through field notes and the students' comments and reflections in the oral micro interviews and written surveys after completing topics.

On the one hand, it is relevant to analyze the students' impressions about the activities and the outcomes, considering their perceptions and opinions about the tasks. This includes whether they find the outcome meaningful, interesting, or relevant to their context.

Students always preferred lessons that involved creation rather than reception. For instance, during intervention #12, it was noted: “students definitely prefer to make something instead of just paying attention to the whiteboard” [Observation #12, August 28th, 2025. Field Notes]. This indicates that students valued the use of tasks, since they were not simply receiving information. A clear example of this is seen in the commands task. Students had to do their own flashcard with a classroom command to later paste it in a larger poster on the wall.

A clear example of this is seen in the adjectives task. Students were required to connect images shown on the board with adjectives in their bingo cards. The interviews show that the students found the activity useful for their learning process when asked if they thought it had helped them understand the topics:

Student M: Sí, porque son los mismos adjetivos y con lo que tú nos mostraste [vocabulary images] nosotros los teníamos que adivinar [in the bingo card]

Student H: Sí, porque me ayudó a aprender más palabras como: “rich”

Student E: Sí, me sirvió mucho como ayuda.

[October 30, 2025. Micro interviews.]

As for the results from the written survey, they show that 87% of the group (21 students) shared the same opinion, the activity helped them understand the topic. However, a smaller percentage of the students (12,5%) indicated that it helped them only “más o menos”. This suggests that, although the task was, in general, effective in fostering engagement and perceived learning, it did not have the same impact across the whole group. This variation may be related to differences in participation or prior knowledge required to fully engage in the task.

These findings can be interpreted with Willis (1996), who suggests that tasks are more effective when they require learners to actively use language to achieve a goal. In this case, the bingo activity was not limited to recognition, but required students to process input, and make decisions. To do that, they worked collaboratively, looking at the images on the board, comparing what they had in the cards and then having valuable discussions to provide the best answer.

Precisely, it is crucial to consider how much the students use the language embedded in the products to communicate meaning. Including whether the product serves as support for interaction or expression. Continuing with the case of the adjective bingo, the activity led to spontaneous peer interaction as students discussed and negotiated possible answers, as registered in the field diary:

- Student A: Esta es “big”
- Student B: Noo, pero si ella es alta entonces tiene que ser “tall”
- Student A: Y entonces qué es “big”?
- Student C: Esa es “small”
- Student D: Pero si esa ya la tenemos
- Student C: ¿Entonces?
- Student D: Pues es que uno es largo...
- Student C: Ahhh y cómo se dice “cortico”?
- Student D: Pues mira acá este lápiz. Ahí dice “short”.

[Observation #16, September 25th, 2025. Field Notes]

This interaction represents what Nunan (1989) highlights about materials, since they support meaning-focused interaction rather than isolated practice. The bingo card functioned as a mediating tool for language use. Rather than relying on teacher input, students used the card to support their understanding and to justify their choices. The

artifact allowed learners to connect visual meaning, prior knowledge, and new vocabulary, which facilitated communication.

The positive responses towards the final products suggest that students valued tasks that resulted in a tangible outcome connected to their experiences. Therefore, the teacher's guide prioritizes tasks that culminate in the creation of meaningful products such as posters, mini-books, calendars, family albums, or presentations. These outcomes were preserved because they appeared to increase students' sense of accomplishment and gave a clear communicative purpose to language use. Moreover, games like the bingo were considered to keep students' engagement and facilitate their comprehension.

## **Category 2: Effectiveness of TBL**

This category refers to the extent to which Task-Based Learning activities contribute to the development of students' language skills. According to the theoretical framework, TBL promotes language acquisition through meaningful use, integrating different skills and focusing on communication rather than isolated forms (Ellis et al., 2020). Thus, this category focuses on observable evidence of language development in terms of comprehension, production, and control of linguistic elements. It is composed of three subcategories: reception, production, and code.

### ***Subcategory 4: Reception***

Reception refers to students' ability to understand input in the target language. As part of the integrated skills approach, comprehension plays a key role in enabling learners to engage with tasks and produce language. It is composed of two dimensions: listening and reading.

First, listening refers to students' ability to understand spoken input presented during the activities, such as instructions, models, or peer interaction. This is analyzed through field notes, considering whether students are able to respond appropriately to oral input, and surveys where students' perceptions of the activities were reported.

Regarding listening, one of the most significant findings was the impact of songs combined with physical response. For the pre-task on the topic of commands, an animated song that contained images of capybaras to present a series of commands was played. It was selected due to the popularity of this animal among children. In this case, students were expected to listen to the song, then act out the commands it included. According to the surveys this activity was one of the students' favorites:

|                                                                                                                                                                 |                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>9. ¿Qué fue lo que más te gustó de las clases?</p> <p>Aprendí un poco a hablar inglés con la canción de los capibaras</p> <p>10. ¿Qué no te gustó tanto?</p> | <p>9. ¿Qué fue lo que más te gustó de las clases?</p> <p>Me gustó la canción de Capybara</p>                                                                         |
| <p>9. ¿Qué fue lo que más te gustó de las clases?</p> <p>Cuando nos ponían canciones para hacer lo del video</p>                                                | <p>9. ¿Qué fue lo que más te gustó de las clases?</p> <p>Me gustó cuando el profe puso una canción de capibaras para aprender</p> <p>10. ¿Qué no te gustó tanto?</p> |

Table 4: Samples from surveys for students for the question: *Que tanto te gustó la clase?*

Beyond engagement, the students progressively responded more accurately to the commands used in class without relying on translation. An instance from the field diary shows that when the command “close the door” was said, students quickly responded to it by raising their hand. “Then I selected one student and he ran to the door and closed it” [Observation #13, September 4th, 2025. Field Notes]. The same happened with “turn off the lights”, a recurrent command that students internalized quickly. This suggests that comprehension was supported not only by listening but also by including physical action,

which is explained from the integrated skills principles. As Oxford (2001) explains, language learning becomes more effective when skills are not treated in isolation but combined in meaningful ways. In this case, listening was reinforced through movement, allowing students to process input through multiple ways.

Second, reading, in this case, refers to students' ability to understand written input, including model sentences, instructions, or short texts included in the materials. Within TBL, reading is not necessarily treated as an individual skill, but as a resource that supports task completion by providing input that the students could interpret and reuse. As Richards & Rodgers (2014) explain, exposure to input allows learners to notice linguistic features and connect them with meaning, although this process is gradual and selective. Thus, in this intervention, reading was not addressed through a specific task focused exclusively on comprehension. Instead, it functioned as a tool to guide classroom activities, present instructions and model tasks. Written input frequently appeared on the board or in supporting materials, allowing students to follow instructions and refer back to language when needed.

One example of this can be observed during the pre-task for the topic of family members, where students completed a gap-filling activity based on a short text. The students had to read the sentences and identify appropriate possessive adjectives. Field notes indicate that some students struggled to differentiate forms such as "his" and "her", often only using "my" instead (Observation #7, April 3rd, 2025). In this way, while students were able to grasp the structure of the text, their comprehension of grammatical distinctions was limited, possibly relying on pattern recognition rather than full understanding.



*Figure 1 – Filling gaps reading activity*

Reading also played a role as a support for production. During the post-task stage of the commands task, students were asked to select and act out commands based on the poster they had previously created during the task. When students forgot the expressions, they had chosen, they returned to the poster, read the commands again and then continued with the activity (Observation #15, September 18<sup>th</sup>, 2025). So reading was used as a strategy to remember vocabulary and continue participating.

From a theoretical perspective, this use of reading aligns with the role of input as a scaffold. As Richards (1999) points out, learners do not internalize all aspects of input immediately but rely on it as a resource that can be revisited to support comprehension and production. In this case, written input functioned as a reference that enabled students to confirm meaning and continue interacting, particularly when their memory or confidence seemed limited. Therefore, reading in this intervention functioned as a facilitating skill that supported other skills like speaking and writing. It contributed to students' exposure to language and helped them as a guide during task performance. Yet, its role in developing reading comprehension was limited.

Based on these findings, the teacher's guide incorporates listening and reading activities as preparation stages before the main task. Input activities were selected and sequenced to provide students with sufficient exposure to vocabulary and structures before they were expected to produce language independently. In addition, for the tasks it is important to include at least one task focused on both listening and reading to place greater emphasis on the role of these skills to ensure the improvement of the students in this regard.

### ***Subcategory 5: Production***

Production refers to students' ability to produce language as part of the task, either orally or in written form. As Ellis (2020) states: "One feature of tasks [...] is that they result in some clear outcome, other than simply the use of language" (p.8). In this sense, the outcome is what students were able to produce when the task has been completed, such as the mini family albums where the students depicted their families. Thus, this subcategory is composed of production related skills: writing and speaking. It is analyzed through artifacts and written products, focusing on meaning rather than accuracy, and through field notes, focusing on their ability to convey meaning using available language resources.

First, writing refers to students' ability to produce written language as part of a meaningful task outcome, such as descriptions or lists. Within the TBL approach, writing involves the use of appropriate vocabulary, basic structures, and the ability to organize ideas. As Richards (1999) explains, language knowledge develops as learners transform input into output through use.

Writing was an important element included in many tasks. Students were used to working individually in their notebooks, and this was used as an opportunity to improve their writing skills through the tasks. This written production can be seen mainly in two

tasks: the family members and the verb “to be”. In the first task, most students were able to produce accurate sentences with the expected vocabulary:

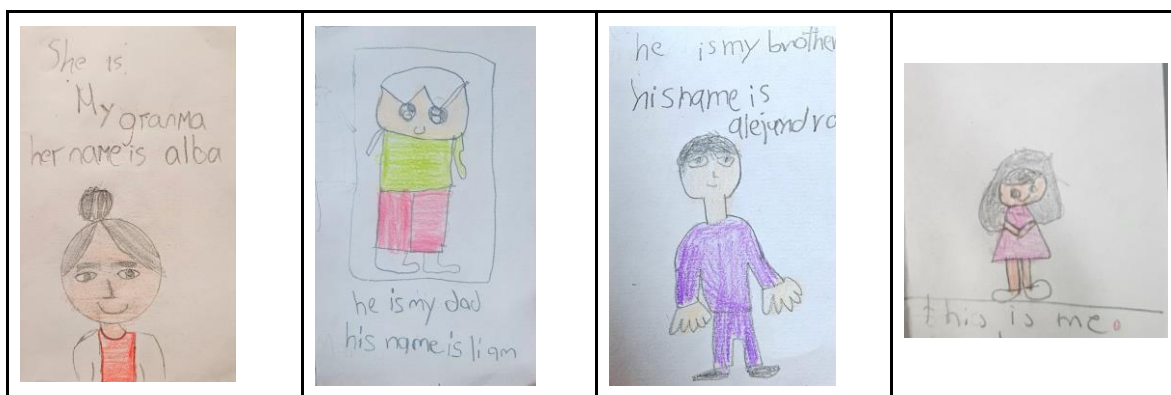


Table 5: samples from students during family members' task

In the second task, students were expected to include a wider range of vocabulary learnt throughout previous lessons without a specific model. So, students had to use any language they had learned:

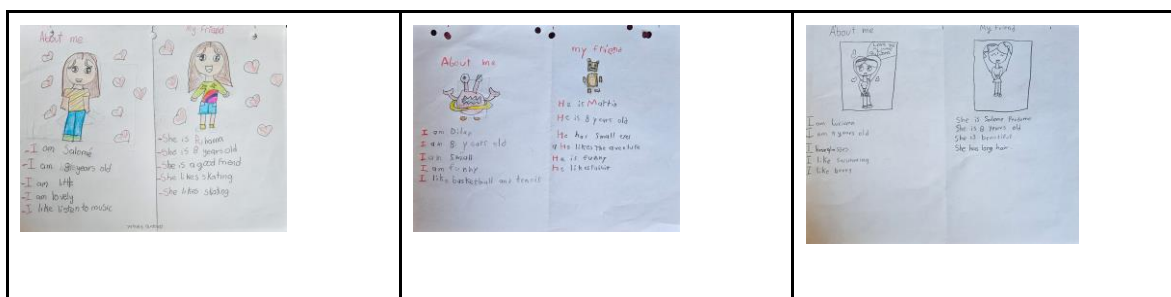


Table 6: samples from students during the verb “to be” task

The resulting descriptions show that students were able to include accurate grammatical elements such as differentiating between “I like” and “she likes”; “I have” and “she has”. This progression suggests that writing functioned not only as a final product, but as a space where previously learned language was used. This supports the view of Ellis (2020), who argues that language production develops gradually as learners move from controlled use to more flexible communication. In this case, using writing as the main tasks allowed students to access and combine linguistic resources introduced during the lessons,

reflecting a stage where input becomes output through use. At the end, students were able to give more detailed descriptions, including physical appearance, preferences and personality traits.

Furthermore, students' production is seen in their speaking abilities. It refers to students' ability to express ideas orally during task interaction, using available linguistic resources to communicate ideas. In TBL, speaking is not focused on accurate production, but the ability to negotiate meaning, ask and respond to questions, and keep interaction. As Willis (1996) emphasizes, tasks should prioritize meaningful communication, where fluency goes before accuracy.

For the “likes and dislikes” task, students were divided into groups of five and were asked to do a short survey using varied charts with different food items like vegetables, fruits, proteins, etc. This task required them to repeatedly ask and answer questions such as “do you like onions?” and answer both affirmatively and negatively. In that way, they checked whether classmates like each food or not.

| Food /<br>Classmate                                                                          | Classmate 1 | Classmate 2 | Classmate 3 | Classmate 4 | Classmate 5 |
|----------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
|  eggplant |             |             |             |             |             |
|  broccoli |             |             |             |             |             |
|  broccoli |             |             |             |             |             |
|  cucumber |             |             |             |             |             |
|  tomato   |             |             |             |             |             |
|  onion    |             |             |             |             |             |
|  carrot   |             |             |             |             |             |
|  apple    |             |             |             |             |             |

*Figure 2: likes and dislikes chart*

During this lesson, many of the students recognized the question-and-answer structure, being able to have these interactions:

- Student A: Do you like avocado?
- Student B: I don't like avocado.
- Student A: Do you like carrot?
- Student B: Yes, I like!

[Observation #10, May 8th, 2025. Field Notes]

Other students omitted the auxiliary “do”, posing questions like “You like meat?” or “you like pepper?”. Additionally, since they had different charts, there were students asking “teacher, ¿cómo digo queso?” or “teacher, ¿cómo se dice pan?”, to include that information into their charts, then, immediately repeating the structure of the answer “I like cheese”. In terms of pronunciation, some students tended to say “like” as written, but when that happened, the rest of the group chorally corrected the pronunciation. This interaction required students to integrate at least two skills: speaking, to communicate preferences to their classmates, and listening, to cross or check the food mentioned. This aligns with Brown (2001) talking about integrating skills: “Production and reception are quite simply two sides of the same coin [...] interaction means sending and receiving messages” (p.234)

From a task-based perspective, Willis (1996) argues that tasks should create opportunities for learners to use language to achieve a goal, even if their production is not fully accurate. In this case, students were focused on completing the survey and exchanging information, which made them prioritize meaning rather than form. The omission of auxiliaries, while inaccurate, did not hinder communication. Instead, students were using the resources they had in their minds to be able to communicate short messages that were understood by their classmates, which made it possible to continue with the activity

Moreover, the use of visuals, like the little flashcards in the chart, played a key role in making speaking easier for the students by reducing the need for vocabulary recall. This aligns with Nunan (1989) who emphasizes the importance of task design in facilitating participation through appropriate scaffolding.

However, the data also reveals important limitations. Since students were more accustomed to individual work, dividing them into larger groups created challenges in maintaining focus and interaction. The noise level made it difficult to give instructions and monitor language use. Therefore, while the task promoted oral interaction, its implementation could be improved by adjusting group size.

The results obtained in this category confirmed the importance of providing opportunities for learners to use English actively. As a result, the guide includes tasks that require students to produce both oral and written language in meaningful contexts, while also providing linguistic support through model sentences, visual aids, and examples that facilitate successful communication.

#### ***Subcategory 6: Code***

Code refers to students' use of linguistic elements such as grammar and vocabulary during task performance. Although TBL prioritizes meaning, attention to form can emerge during or after the task (Ellis et al., 2020). It is analyzed through students' grammar and vocabulary, using artifacts and interactions gathered in the field notes, identifying how students use structures and key words to communicate meaning.

Specifically, in TBL, grammar is not a topic to be treated as an isolated component but rather refers to the use of basic structures required to complete the task, enabling a

natural integration that complements the communicative use of the language (Richards, 1999), even though the focus is still on meaning. The findings we are about to observe made it noticeable that students were improving their structural accuracy across the intervention.

Since grammar is not explicitly addressed in TBL, a recurrent tool was repetition to allow students to understand structures. For instance, for the family members task, students had to use the verb “to be” to talk about themselves and their family members, introducing each person saying, for example, “She is my mom, her name is \_\_\_\_”. During the lesson they showed the ability to produce simple sentences using “I am \*\*\*” or “she is \*\*\*” with high accuracy. However, when the activity required third person forms like “they are”, to introduce classmates, some students produced sentences like “They are Liam, they are Saray”, showing a limited understanding of plural forms, linking the word “they” with the previous pronouns used. Yet, they quickly comprehended the word “and”, which helped to clarify that “they” is a plural word (Observation #12, August 28th, 2025. Field Notes).

This suggested that students were relying on repetition rather than having control over grammatical forms. This can be understood through Richards (1999), who explains that language learning involves multiple stages from input to output, so it does not occur as an immediate transition from not knowing to accurate use. In the observation #12 students appear to be at an early stage where input has not been internalized yet.

By intervention #17, the last task, students demonstrated access to these structures, using them in more complex ways, even if not always accurately. First, they received the instruction to say the name of a classmate, and before modeling, some students said: “she is

Eva Luna”, “he is Camilo”. Then students had to describe themselves and a friend, as it is depicted as follows:

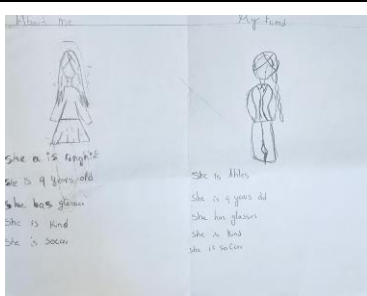
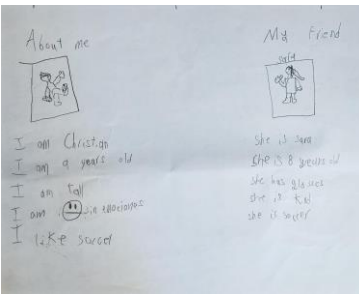
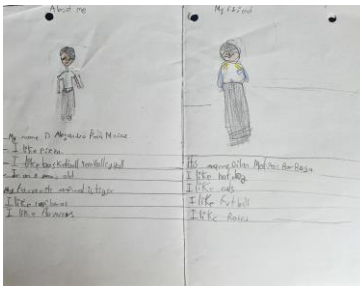
|                                                                                                    |                                                                                                    |                                                                                                       |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|  <p>Student A</p> |  <p>Student C</p> |  <p>Student AP</p> |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|

Table 7: samples from students during the verb “to be” task

In this case, they were able to produce sentences that contained elements from their own vocabulary like “my favorite animal is tiger” or “she has glasses”. Although there were errors like using “I” to talk about another person or saying “she is soccer” to say what a person likes, these examples show an improvement in their ability to use structures. Additionally, it is highlighted that, as shown when talking about writing, there were students able to use structures accurately. These examples are from kids that, even committing errors, wanted to go beyond the instruction, and included their own ideas into their work.

This development reflects the role of meaning-focused tasks in promoting grammatical growth. As Richards argues, attention to form is more effective when it emerges from meaningful language use rather than isolated instruction. In this case, students were not explicitly taught grammatical rules but were pushed to use language to describe others, which created the need to expand their structural range.

However, the findings also reflect the “grammar gap” identified by Richards (1999), where learners are able to communicate meaning but continue to produce non-target-like forms. While students in intervention #17 demonstrated greater complexity, accuracy remained limited, particularly in structures such as possessive forms (“has”) or adjective constructions. This suggests that task-based instruction facilitated grammatical development, but not full control, at least not for every student, highlighting the need for continued focus on form within meaningful contexts.

In addition, vocabulary was one of the most important aspects during the intervention referring to code. When students were really engaged, they were able to go beyond the examples given in the lessons. For instance, during the post-task for adjectives, students not only used the vocabulary provided, but also extended their production. Although the task required writing simple descriptions some students produced sentences like: “My dog is big and brown. And eats some vegetables”, or “My rabbit is beautiful and fluffy” (Observation #17, October 16th, 2025. Field Notes), including expressions from their own vocabulary.

Moreover, students' vocabulary development can be observed in their ability to recall phrases after the TBL cycle was completed. According to the short interviews done after the post-task of the lesson on commands, students recalled phrases like the ones below to answer the question: “¿Pudiste hablar algo en inglés? ¿Recuerdas alguna palabra?”:

Student S: “S...stan(d) up” (Interview commands 1, September 18th, 00:01:25)

Student H: “everybody - cla... clap your... clap your hand(s)...” (Interview commands 2, September 18th, 00:01:33)

Student SP: “May... I go to the bat(h)room?” (Interview commands 3, September 18th, 00:01:58)

So, students, though a little hesitant to provide the answers, were able to retain complete expressions. This indicates that vocabulary was not limited to memorizing individual words, but longer expressions used in context. This supports the ideas from Richards & Rodgers (2014) about vocabulary having a central role in language learning that should go beyond isolated words and include phrases and chunks. In this case, students' ability to recall complete expressions suggests that exposure to meaningful and repeated input facilitated the retention of vocabulary.

The findings indicate that grammar and vocabulary learning were more successful when language emerged from meaningful communicative contexts rather than isolated practice. Consequently, grammatical structures and lexical items were integrated into tasks as resources for communication, while post-task activities were considered to reinforce and consolidate the language that emerged during task completion, setting a space to target accuracy, which seemed crucial to create effective communication.

## **Conclusions**

This research project had the objective to *design a teacher's guide based on the application of Task-Based Learning principles with a 3rd grade group to support elementary teachers with limited English proficiency while promoting student engagement and learning*. In order to respond to this objective, the next conclusions are presented following the specific objectives of the study, and the implications in the design of the material are included.

Regarding the first specific objective, *to gather students' perceptions about their motivation and retention of knowledge during the English classes*, it is concluded that

students' engagement was strongly influenced by the tasks and the role students had during them. Activities that required active participation and the creation of a product generated high levels of willingness and attention. So, students were more likely to remain focused when they were asked to do something with the language, associating learning with interaction, visual support, and task completion. A high percentage of the students reported that the tasks help them understand and remember vocabulary since they had to interpret meaning, make decisions, and use the language they have acquired.

These findings imply that the material should include: first, tasks that involve interaction and a clear and tangible outcome, as they promote both engagement and perceived learning. Second, visual and contextual support must be consistently included to facilitate students' understanding and participation. And finally, instructions need to be explicit and carefully scaffolded.

About the second objective, *to evaluate the impact and effectiveness of the proposed activities on students' knowledge for later adjustment*, it can be said that students were able to develop different aspects of language competence, although this development was up to a different level across skills and strongly dependent on task design and support.

In terms of reception, listening played a central role in enabling participation, while reading functioned mainly as a support tool. For the former, students were able to follow instructions, respond to commands, and engage with input when it was supported by actions, visuals or repetition. For the latter, written input on the board or in materials helped students follow instructions and remember vocabulary when needed. In general terms, input was effective when it was contextualized and connected to action.

Regarding production, both writing and speaking skills showed evidence of development, although at different levels of control. On the one hand, writing tasks allowed students to consolidate language by producing short, structured texts using familiar vocabulary and models on the board, being able to construct sentences by including more vocabulary every time to their constructions. However, this production remained largely guided, indicating that students relied on models to be able to complete the tasks successfully. On the other hand, speaking demonstrated students' ability to engage in basic communicative exchanges, being able to ask and answer questions, sustain short interactions and prioritize meaning over accuracy.

In terms of language code, vocabulary showed an improvement, particularly when students were engaged in tasks that required them to express ideas, since they not only used the vocabulary provided, but also asked for more words to communicate more ideas. Grammar, in contrast, developed more gradually. While students showed increased ability to combine structures over time, errors persisted, reflecting partial understanding and limited control.

The effectiveness of TBL in this context did not lie in achieving immediate accuracy, but in promoting meaningful use of language and gradual development across skills. As a result, the material should include tasks that integrate multiple skills, for instance, linking listening and speaking, to support participation. Second, scaffolding must be consistently included, especially in the form of visual aids, models, and structured language support, to enable students to move from input to output. Third, writing activities should be designed as a space for consolidation, gradually moving from controlled to more

flexible production. Finally, while communication should be prioritized, tasks should incorporate moments of focus on form to address persistent grammatical difficulties.

For the third objective, *to develop a teaching unit sequenced according to TBL and aligned with the school's syllabus*, it is highlighted that the effectiveness of task-based instruction is closely linked to how tasks are designed, sequenced, and supported. Therefore, the design of the teacher's guide required careful consideration of these elements based on the observed classroom experience.

One of the most relevant implications relates to task sequencing. Students benefited from a progression that moved from supported input to more independent production. Pre-task activities that included clear models, visual input, and guided practice were essential for enabling students to participate in the main task. Without this preparation, most of the time students showed confusion. Additionally, the division of task stages into individual lessons allowed students to internalize vocabulary and structures by giving them more time to learn and reflect on them.

Elements such as flashcards or posters reduced cognitive load and allowed students to focus on communication. This suggests that the material must include explicit support for both teachers and students, especially considering that the guide is intended for educators with limited English proficiency. In this sense, instructions, examples, and expected outcomes need to be clearly modeled and easily accessible.

Finally, for the fourth objective, *to create printable didactic material based on the obtained experience from implementing TBL with a 3rd grade group*, it is said that the teacher's guide developed in this study is the result of a design process grounded in

classroom implementation and analysis, rather than a set of materials validated firsthand. The continuous observation of students' responses, their language use, and the effectiveness of different activities led to adjustments that shaped the final version of the material, so its value lies not only in its content, but in the decisions based on evidence that support its structure and components. It integrates visual support, models, and structured instructions, which were identified as essential elements to facilitate students' participation and comprehension. These features are particularly relevant considering that the material is intended for teachers with limited English proficiency, as they reduce dependence on spontaneous explanation and provide concrete guidance for implementation.

Furthermore, the material includes activities that promote interaction and the creation of tangible outcomes, such as posters, charts, or collaborative tasks. As observed during the intervention, these types of activities increased engagement and encouraged students to use language to achieve specific goals. By incorporating these elements systematically, the guide seeks to replicate the conditions effective in promoting participation and perceived learning.

All in all, these findings lead to conclude that the implementation of Task Based Learning fosters the development of third graders' English proficiency. The use of meaningful tasks and the focus on physical outcomes created conditions for peer interaction, engagement and enjoyment during students' language learning process. This study suggests that English (even general language) learning is boosted when it is connected to its applicability in students' real lives.

### ***Limitations***

This study went through some limitations worth mentioning. First, the implementation of group work with big groups presented challenges in keeping students focused and ensuring they participate equally. Since they are fully used to working individually, when completing a task in groups the attention could be lost. So, the design of tasks must consider practical aspects such as group size, role distribution and clarity of instructions. Without these elements, even well-designed activities lose effectiveness. Second, there is a need to balance meaning and form. While tasks successfully promoted communication, persistent grammatical difficulties indicate that the students required opportunities to reflect on and refine their language accuracy. Additionally, the space and the time were limited. Classrooms at Prado Veraniego school are too little for aprox 30 individual chairs. Students had limited movement, which made it impossible to include dynamic activities without using most of the class time just organizing the classroom and the workgroups.

### ***Recommendations***

As stated before, the intention of this research project was to test the students' response and effectiveness of TBL for the later creation of the teacher's guide. Therefore, if the reader is interested, further studies could be conducted to use the material resulting from this study and to check to what extent it is useful and applicable by teachers with limited English proficiency. In general terms, its effectiveness will depend on how it is adapted to different classroom conditions, including group size, students' prior knowledge, and available resources. Then, the intention was to design the guide as a flexible framework rather than a fixed prescription, open to further adjustment based on future implementations.

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# Annexes

## Annex 1: Interviews for the Teachers

### Entrevista 1: Ámbito académico

1. Durante su formación como docente, ¿ha recibido formación para enseñar inglés u otra lengua?
2. ¿Cuál considera que es su nivel de inglés?
  - Básico
  - Intermedio
  - Avanzado
3. ¿Cómo planifica sus clases de inglés?
4. ¿Qué recursos (tanto digitales como físicos) utiliza para enseñar inglés?
5. ¿Considera que los recursos con los que cuenta son suficientes?
6. ¿Qué metodologías o estrategias (por ejemplo, Direct Method, Total Physical Response, Grammar Translation) utiliza para enseñar inglés?
7. Conoce el método por tareas (Task Based Learning) para la enseñanza de lenguas?
8. ¿Con qué frecuencia forma grupos de trabajo en el desarrollo de sus sesiones?
9. ¿Cómo motiva la participación de los/ las estudiantes?
10. ¿Desarrolla actividades de aprendizaje que promuevan las 4 habilidades (speaking, listening, reading, writing) en inglés?
11. ¿Utiliza la lengua extranjera en la clase?
  - Siempre
  - A veces
  - Poco
12. ¿Cómo evalúa el progreso de los estudiantes en inglés?
13. ¿Participó en la creación del plan del área de inglés propuesto en el currículo?

### Entrevista 2: Ámbito personal

14. ¿Cómo describiría su relación con los/ las estudiantes?
15. ¿Qué temores tiene al enseñar inglés?
16. ¿Cuál ha sido la situación más desafiante al enseñar inglés?
17. ¿Qué apoyo podría serle útil para mejorar su enseñanza del inglés?
18. ¿Qué logros ha tenido al enseñar inglés?
19. ¿Cuáles cree que son las consecuencias de todo esto para el proceso de los estudiantes?

## Annex 2: Expert Revision

Formato de Validación de Instrumento de Investigación por Expertos

**TÍTULO PROYECTO (está en proceso)**

Entrevista para la identificación de prácticas y actitudes en profesores de inglés de 3º del colegio Prado Veranigo que no cuentan con formación en enseñanza de lenguas ni dominio de la lengua.

Nombre del evaluador: \_\_\_\_\_

Fecha: \_\_\_\_/\_\_\_\_/20 de agosto de 2025

En primera instancia, agradezco sinceramente su valiosa colaboración para determinar la validez, claridad y relevancia de una entrevista que constituye un instrumento fundamental para el desarrollo de esta investigación. Su experiencia y disposición representan un gran aporte para asegurar la calidad y pertinencia del trabajo.

La entrevista se realiza en el marco de un proyecto de investigación que busca desarrollar un conjunto de materiales de apoyo para la enseñanza del inglés sobre la base del enfoque por tareas y se aplicará en dos momentos diferentes en los componentes de "ámbito personal" y "ámbito académico". Esta se encuentra dirigida a docentes de 3er grado de primaria que deben enseñar inglés en ausencia de dominio de la lengua ni formación en el área.

La entrevista tiene como propósito recoger información específica acerca de los docentes y su manera de desarrollar las clases de inglés teniendo en cuenta, como se dijo anteriormente, que ellos no poseen un dominio de la lengua. Esto con el fin de contextualizar dicho conjunto de materiales de apoyo para que contenga información que les resulte útil, y sea lo suficientemente clara y fácil de usar para ellos. Además, dentro del componente de "ámbito personal" se busca tener un acercamiento más profundo hacia los maestros para reconocer, más allá de únicamente su manera de hacer su trabajo, cuáles son sus sentires y mayores retos afrontados.

### Instrucciones de diligenciamiento

1. La entrevista consta de 19 preguntas. Para cada pregunta existen 7 criterios de evaluación. En cada celda marque la casilla "SI" o "NO" según corresponda, haciendo clic en el recuadro. Además, si lo considera pertinente, puede dejar un comentario dentro de la misma celda.
2. Las preguntas cuya celda se de color azul corresponden al "ámbito académico". De la misma manera, con el color rojo estarán señaladas las correspondientes al "ámbito personal".
3. Al final del documento, se encuentran cuatro preguntas sobre la generalidad de la entrevista siguiendo la misma mecánica (sí/no/comentario), así como un espacio para sugerencias, consideraciones o opciones finales.

### Criterios Generales del Instrumento

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| PREGUNTA                                                                  | PERTINENCIA<br>(¿La pregunta es pertinente para el propósito de la entrevista?) | RELEVANCIA<br>(¿La pregunta busca obtener en datos claros y relevantes?) | NEOLAPARANCEMENTO<br>(¿La pregunta busca obtener en datos claros y relevantes?) | NEUTRALIDAD<br>(¿La pregunta de la pregunta en el orden de la entrevista no perturba?) | RESERCIÓN<br>(¿La pregunta está elaborada con claridad?) | REGISTRO<br>(¿La pregunta es adecuada para el perfil del entrevistado?) | ESPECIFICIDAD<br>(¿La pregunta requiere alguna acción?) | ¿Considera que habría que eliminar esta pregunta?       |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| ¿Cuál considera que es su nivel de inglés?                                | SI <input type="checkbox"/> NO <input type="checkbox"/>                         | SI <input type="checkbox"/> NO <input type="checkbox"/>                  | SI <input type="checkbox"/> NO <input type="checkbox"/>                         | SI <input type="checkbox"/> NO <input type="checkbox"/>                                | SI <input type="checkbox"/> NO <input type="checkbox"/>  | SI <input type="checkbox"/> NO <input type="checkbox"/>                 | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Ha recibido formación previa para enseñar inglés?                        | SI <input type="checkbox"/> NO <input type="checkbox"/>                         | SI <input type="checkbox"/> NO <input type="checkbox"/>                  | SI <input type="checkbox"/> NO <input type="checkbox"/>                         | SI <input type="checkbox"/> NO <input type="checkbox"/>                                | SI <input type="checkbox"/> NO <input type="checkbox"/>  | SI <input type="checkbox"/> NO <input type="checkbox"/>                 | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Cómo planifica sus clases de inglés?                                     | SI <input type="checkbox"/> NO <input type="checkbox"/>                         | SI <input type="checkbox"/> NO <input type="checkbox"/>                  | SI <input type="checkbox"/> NO <input type="checkbox"/>                         | SI <input type="checkbox"/> NO <input type="checkbox"/>                                | SI <input type="checkbox"/> NO <input type="checkbox"/>  | SI <input type="checkbox"/> NO <input type="checkbox"/>                 | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Qué recursos (tanto digitales como físicos) utiliza para enseñar inglés? | SI <input type="checkbox"/> NO <input type="checkbox"/>                         | SI <input type="checkbox"/> NO <input type="checkbox"/>                  | SI <input type="checkbox"/> NO <input type="checkbox"/>                         | SI <input type="checkbox"/> NO <input type="checkbox"/>                                | SI <input type="checkbox"/> NO <input type="checkbox"/>  | SI <input type="checkbox"/> NO <input type="checkbox"/>                 | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |

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|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| utiliza para enseñar inglés?                                                                                               | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Considera que los recursos con los que cuenta son suficientes?                                                            | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Qué metodologías o estrategias (Direct Method, Total Physical Response, Grammar Translation) utiliza para enseñar inglés? | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| Conoce el método por tareas (Task Based Learning) para la enseñanza de lenguas?                                            | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Con qué frecuencia forma grupos de trabajo en el desarrollo de sus sesiones?                                              | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Cómo motiva la participación de los/ las estudiantes?                                                                     | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Desarrolla actividades que promuevan las habilidades (speaking, listening, reading, writing) en inglés?                   | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Utiliza la lengua extranjera en la clase?                                                                                 | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |
| ¿Cómo evalúa el progreso de los estudiantes en inglés?                                                                     | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> | SI <input type="checkbox"/> NO <input type="checkbox"/> |

En general veo que es consistente en cuanto a lo que se quiere averiguar acerca de las prácticas de los maestros y sus percepciones, temores, al respecto

La segunda, podría comenzar diciendo "Durante su formación como docente, ha recibido formación para enseñar inglés u otra lengua?"

preguntas. La otra: "qué metodologías o estrategias (por ejemplo Direct..." queda más claro agregando: "por ejemplo". Más adelante: "Conoce el método

Respecto a las preguntas **personales**, en "La relación con sus estudiantes..." podría dárseles a escoger algunas opciones. En "Cree necesitar apoyo ..." se

## Annex 4: Semi-Structured Interviews for the Students

### Entrevistas cortas a estudiantes acerca del desarrollo de la clase

Estas entrevistas cortas se realizan con, por lo menos, dos estudiantes al finalizar cada ciclo, es decir, al culminar el proceso de pre-task, task y post-task

#### Experiencia durante la tarea/actividad

¿Qué actividades hiciste en las últimas clases para ver [tema] en la clase de inglés?

¿Cómo te sentiste durante las actividades?

¿Te parecieron fáciles o difíciles? ¿Por qué?

¿Trabajaste solo o con otros? ¿Te gustó trabajar así?

#### Participación y comprensión

¿Pudiste hablar algo en inglés? ¿Recuerdas alguna palabra?

¿Sientes que las actividades te ayudaron a entender el tema? ¿Por qué?

¿Te animaste a participar? ¿Por qué sí o por qué no?

#### Preferencias y sugerencias

¿Qué fue lo que más te gustó de las clases?

¿Qué no te gustó tanto?

¿Qué te gustaría hacer la próxima vez en la clase de inglés?

## Annex 5: Surveys for the Students

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

### Encuesta corta acerca de las experiencias en clase

1. En una palabra, ¿cómo te sentiste durante las actividades de las últimas clases para ver **Comandos e instrucciones** en la clase de inglés? \_\_\_\_\_
2. ¿Cuán fáciles o difíciles te parecieron las actividades?

|                                                                                                |                                                                                            |                                                                                                |                                                                                              |                                                                                                  |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|  Muy fáciles |  Fáciles |  Más o menos |  Dificiles |  Muy dificiles |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|

3. ¿Qué tanto sientes que te ayudaron las actividades a entender el tema?

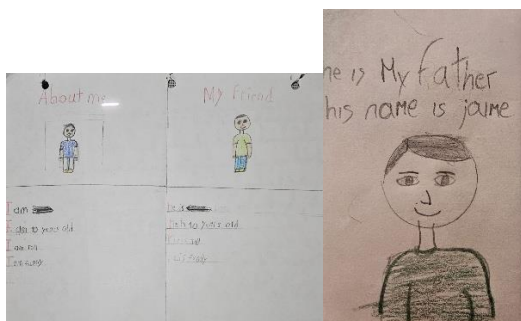
|                                                                                           |                                                                                                 |                                                                                          |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|  Mucho |  Más o menos |  Poco |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|

4. ¿Qué fue lo que más te gustó de las clases?

5. ¿Qué no te gustó tanto?

## Annex 6: Artifacts





## Annex 7: Consent Format

| FORMATO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |             |               |
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| AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |             |               |
| Resolución No. de 18 de junio 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |             |               |
| FORO/SGSI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Fecha de Aprobación: 18-06-2018 | Versión: 01 | Página 1 de 2 |
| <b>AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |             |               |
| <p>expedida en _____, identificada con C.C. <input type="checkbox"/> C.E. <input type="checkbox"/> No. _____, declaro que he sido informado por LA UNIVERSIDAD PEDAGÓGICA NACIONAL, (en adelante la UPN), identificada con NIT 899 999 124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad disponible en la página web <a href="http://www.pedagogica.edu.co">www.pedagogica.edu.co</a>, actuará como Responsable del tratamiento de mis datos personales<sup>1</sup>, necesarios para el cumplimiento de la misión de la UPN, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.</p> <p>Que tratándose de datos sensibles<sup>2</sup> y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.</p> <p>Mis derechos como titular del dato son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tramitadas a través del e-mail: <a href="mailto:quejasyreclamos@pedagogica.edu.co">quejasyreclamos@pedagogica.edu.co</a></p> <p>Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la UPN para tratar mis datos personales de acuerdo con el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad y para los fines relacionados con su Misión.</p> <p>Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.</p> |                                 |             |               |
| <p><b>FIRMA</b></p> <p>Nombre: _____</p> <p>Identificación: _____</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |             |               |
| <p><small><sup>1</sup> La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.</small></p> <p><small><sup>2</sup> Son datos sensibles aquellos que afectan la integridad del titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 3º Ley 1581 de 2012, art. 3º Decreto 1377 de 2013).</small></p> <p>Documento Oficial, Universidad Pedagógica Nacional.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |             |               |

## Annex 8: Intervention Plan

| DATE   | TERM | OBJECTIVE                                                | Language content                                                                                    | Critical/Cultural content                                           | Stages and activities                     |
|--------|------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------|
| 20-feb | All  | Students will learn basic greetings and subject pronouns | Greetings (hello, hi, good morning/afternoon/evening)<br><br>Subject pronouns (I, you, he, she, it) | Students recognize others and enunciate themselves in the language. | creation of self-introduction mini poster |

|        |                                                                                                       |                                                                                       |                                                                                                     |                                                                                                     |                                               |
|--------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 27-feb | All                                                                                                   | Students will practice basic greetings and subject pronouns                           | Greetings (hello, hi, good morning/afternoon/evening)<br><br>Subject pronouns (I, you, he, she, it) | Students recognize others and enunciate themselves in the language.                                 | presentation of self-introduction mini poster |
| 6-mar  | All                                                                                                   | Students will learn about numbers and how to tell dates                               | Cardinal and ordinal numbers                                                                        | Students will take into account the birthdays of the group to develop confidence between classmates | creation of class birthday calendar           |
| 13-mar | pre-task<br><br>During this class surged the idea of dividing the stages to do each in a single class | Students will learn basic vocabulary about body parts and name them                   | body parts, possessive adjectives                                                                   | Students recognize themselves and others physically in the language                                 | Simon says with body parts                    |
| 20-mar | task                                                                                                  | Students will practice basic vocabulary about body parts creating an exquisite corpse | body parts, possessive adjectives                                                                   | Students recognize animals physically in the language                                               | creation of an exquisite corpse               |

|        |           |                                                                                             |                                          |                                                                                                                           |                                                                              |
|--------|-----------|---------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 27-mar | post-task | Students will practice basic vocabulary about body parts with animals and name them         | body parts, possessive adjectives        | Students recognize animals physically in the language                                                                     | presentation of the exquisite corpse and wordwall body parts game            |
| 3-abr  | pre-task  | Students will learn vocabulary about family members and use possessive adjectives           | family members, possessive adjectives    | Students will be able to name their family members and talk about them                                                    | Tom's family: reading activity about possessive pronouns                     |
| 10-abr | task      | Students will practice vocabulary about family members and use possessive adjectives        | family members, possessive adjectives    | Students will be able to name their family members and talk about them                                                    | Family tree detective: find out the relationships between the family members |
| 14-abr | SEMANA    |                                                                                             |                                          |                                                                                                                           |                                                                              |
| 17-abr | SANTA     |                                                                                             |                                          |                                                                                                                           |                                                                              |
| 24-abr | pre-task  | Students will be able to recognize and produce basic sentences expressing likes and dislike | Like, I don't like vocabulary about food | Students will reflect on their own and others' preferences, building empathy and understanding of individual differences. | Sorting game: divided liked and disliked food                                |

|             |                  |                                                                                                                                                               |                                                        |                                                                                                                                                                                                                    |                                                          |
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| 8-may       | task             | Students will use learned vocabulary about food to ask and answer preferences using the structures “Do you like ____?” – “Yes, I do.” / “No, I don’t.”        | Like, I don't like vocabulary about food               | Students will reflect on their own and others’ preferences, building empathy and understanding of individual differences. Students acknowledge and respect different tastes among classmates                       | creation of a mini survey about food preferences         |
| 15-may      | ENTREGA DE NOTAS |                                                                                                                                                               |                                                        |                                                                                                                                                                                                                    |                                                          |
| 21-ago      | REAN UDAC IÓN    | Students will use greetings to introduce themselves and others.<br><br>Students will count from 1 to 20 and identify colors in classroom contexts.            | Greetings, colors & numbers (1-20)                     | Students will reflect on their own and others’ preferences, building empathy and understanding of individual differences.<br><br>Students recognize the importance of greetings as a form of respect in daily life | Greetings chain, color hunt and mini survey about colors |
| 28/08/ 2025 | REPA SO          | Students will use subject pronouns and “to be” to describe family members. Students will apply possessive adjectives (my, your, his, her) in short sentences. | Subject pronouns, possessive adjectives and verb to be | Students will reflect on the role of family in their lives and recognize that families can be diverse (big, small, different structures).                                                                          | creation of a mini family album with descriptions        |

|        |                   |                                                                                                                          |                                                                                                                                      |                                                                                                                                                                                                                                                                  |                                                                                                                                           |
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| 4-sep  | post and pre-task | recognize and respond to basic classroom commands in English                                                             | classroom commands in English (e.g., sit down, stand up, open your book)                                                             | reflecting on the importance of rules and respect in shared spaces                                                                                                                                                                                               | TPR (total physical response) chain with capybara classroom commands video                                                                |
| 11-sep | task              | Design a classroom rules poster by writing individually short imperative sentences in sheets of paper                    | classroom commands in English (e.g., sit down, stand up, open your book)                                                             | <p>1. Students will discuss and agree on which classroom rules are most important for everyone's coexistence in the classroom</p> <p>2. Students will recognize that rules are a common element of classrooms and help communities to function.</p>              | Creation of the classroom commands and instructions poster                                                                                |
| 18-sep | post and pre-task | <p>consolidate understanding of basic classroom commands</p> <p>identify and understand basic descriptive adjectives</p> | <p>classroom commands in English (e.g., sit down, stand up, open your book)</p> <p>Descriptive adjectives (e.g. tall, slow, big)</p> | <p>Students reflect on the importance of following and respecting classroom rules for cooperative learning.</p> <p>Students will recognize that people and objects can be described in different ways, valuing diversity of appearances and characteristics.</p> | <p>Classroom command identification through images.</p> <p>Presentation of the classroom commands poster</p> <p>Animals' descriptions</p> |

|                        |                        |                                                                                                                                                                             |                                                                                      |                                                                                                                                                                                                                                 |                                       |
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| 25-sep                 | task                   | recognize and use basic adjectives (big, small, tall, short, happy, sad, fast, slow, etc.) in short descriptive sentences.                                                  | Descriptive adjectives (e.g. tall, slow, big)                                        | Students will recognize that people and objects can be described in different ways, valuing diversity of appearances and characteristics.                                                                                       | Adjectives bingo                      |
| 6/10/2025 - 14/10/2025 | SEMANA DE RECESO       |                                                                                                                                                                             |                                                                                      |                                                                                                                                                                                                                                 |                                       |
| 16-oct                 | post task and pre task | <p>1. Students will identify and correctly divide adjectives into opposites</p> <p>2. Students will recognize the different uses of verb to be depending on the context</p> | <p>Descriptive adjectives (e.g. tall, slow, big)</p> <p>Verb to be (am, is, are)</p> | <p>Students will use adjectives to describe classmates positively, showing respect and appreciation for diversity.</p> <p>Students will understand the practical use of verb to be in descriptions of themselves and others</p> | Adjectives sorting by opposites chart |

|        |                        |                                                                                                                                                                                                                         |                                                                                      |                                                                                                                                            |                                                                                                               |
|--------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 23-oct | task                   | <p>Students will use the structure of the verb to be in the simple present tense.</p> <p>SS will use the verb to be and adjectives to write and share short descriptive sentences about themselves and a classmate.</p> | <p>Descriptive adjectives (e.g. tall, slow, big)</p> <p>Verb to be (am, is, are)</p> | <p>Students will express appreciation for their own and their classmates' qualities, recognizing that everyone is unique and valuable.</p> | <p>Tom's classroom: reading comprehension activity with verb to be</p> <p>creation of a class memory book</p> |
| 30-oct | post task and pre task | <p>Students will use verb to be and adjectives to write and share short descriptive sentences about themselves and a classmate.</p>                                                                                     | <p>Descriptive adjectives (e.g. tall, slow, big)</p> <p>Verb to be (am, is, are)</p> | <p>Students will express appreciation for their own and their classmates' qualities, recognizing that everyone is unique and valuable.</p> | <p>presentation of the class memory book</p>                                                                  |
| 6-nov  | ENTREGA DE NOTAS       |                                                                                                                                                                                                                         |                                                                                      |                                                                                                                                            |                                                                                                               |
| 13-nov | DESPEDIDA              |                                                                                                                                                                                                                         |                                                                                      |                                                                                                                                            |                                                                                                               |

## Annex 9: Teacher's guide



VEGA, CAMILO

# ENGLISH IN ACTION

GUÍA DIDÁCTICA DE REFUERZO BASADA EN TAREAS PARA CLASES DE INGLÉS 3RO DE PRIMARIA

3º PRIMARIA

### English in Action

Este material tiene como propósito colaborar con el desarrollo de las clases de inglés en el colegio Prado Varanegui sede B. Más específicamente, está diseñado para profesores de grado 3ro quienes tienen que enseñar inglés sin necesariamente tener una educación formal específicamente en ello.

Vale la pena hacer énfasis en la palabra "colaborar", ya que esto no es un reemplazo de las clases dictadas por los profesores, ni mucho menos. Este documento se basa en el sílabo propuesto por el colegio y los docentes. Todo con el motivo de sugerir ciertas actividades y cierta modalidad utilizada a lo largo de las propuestas de clase contenidas aquí.

### ¿De qué se trata?

Este material está diseñado a partir del Task-based Language Teaching (TBLT). Un método de enseñanza que pretende que los estudiantes aprendan inglés a partir del "hacer". Las actividades propuestas aquí tienen como finalidad que el estudiante, la mayor parte del tiempo, practique nuevo vocabulario y estructuras gramaticales en contextos cotidianos. Esto le permite al niño asociar de una manera más sencilla lo que aprenda durante la clase con sus tareas del día a día.

Lo dicho enfocado a mejorar el aprendizaje de los niños, pero también incluye contenido para ustedes, profe.

### ¿Cómo funciona?

Como se dijo anteriormente, el material sigue los principios del TBLT. El componente fundamental de este método son las "tasks" (o tareas, en español). Los estudiantes realizan actividades que están enfocadas en la comunicación y que sean significativas. Esto quiere decir que no nos enfocamos tanto en la estructura, sino en que el estudiante entienda cómo y cuándo podría utilizar lo que está aprendiendo. En los momentos que resulte posible, las tasks producirán un resultado tangible como posters, mini libros, entrevistas cortas, etc.

Para llevarse a cabo, siempre tendremos tres momentos:

1. Pre-task: En este momento, como su nombre lo indica, es la preparación, el "entree" de la tarea. Todas las actividades están enfocadas en que el estudiante se familiarice primero con el tema y el vocabulario.
2. Task: Esta es la parte crucial. Aquí los estudiantes realizan la actividad comunicativa principal, utilizando únicamente inglés.
3. Post-task: Finalmente, los estudiantes comparten su experiencia durante el "task" (líase anterior), sus resultados, se repasa el vocabulario más útil y se realiza una última práctica para consolidar conocimientos.

Importante: Cada uno de estos momentos tendrá su propia clase. Todo con el fin de que el estudiante afiance el nuevo conocimiento y se sienta preparado para los temas subsiguientes.



### INFORMACIÓN A TENER EN CUENTA (DOCENTE)

Esta página es para ti, profe. Vas a tener una de estas en cada "task". Aquí te explico todo lo que necesitas saber antes de hacer la clase. Puedes leerla con calma antes de empezar y volver a ella si lo necesitas durante la sesión.

¡Importante! Estas son únicamente sugerencias y ejemplos, orientadores. Puedes adaptar a tu gusto. O si no lo crees necesario, puedes omitir esta parte.

Siempre vas a tener disponibles por lo menos una de estas partes:

### ¿QUÉ SE VA A ENSEÑAR?

### ¿FRASES ÚTILES EN CLASE?

### ¿CÓMO PUEDES APOYAR A LOS ESTUDIANTES?

Además, tendrás material de apoyo como imágenes, videos o actividades que podrán ser muy útiles al momento de planear las clases.



### ¿QUÉ SE VA A ENSEÑAR?

en esta unidad los estudiantes aprenderán a saludar, presentarse y despedirse, además de usar expresiones básicas de cortesía en inglés. El objetivo es que puedan interactuar de forma simple con un compañero y practicar un mini diálogo realista.

- Hello (para saludar de forma general)
- Hi (saludo informal)
- Good morning (se usa en la mañana)
- Good afternoon (se usa después del mediodía)
- Good evening (se usa en la noche para saludar)
- Good night (se usa en la noche para despedirse)
- Goodbye (para despedirse)
- See you later (despedida informal)

También es importante que los niños comiencen a tener conversaciones cortas. Por ende, se incluirá vocabulario para que los niños se presenten un poco.

- What is your name? (¿Cuál es tu nombre?)
- Nice to meet you (un gusto conocerte)
- My name is... (mi nombre es)
- I am (yo soy)

### ¿CÓMO PUEDES APOYAR A LOS ESTUDIANTES?

- Tarjetas con dibujos (por ejemplo, un sol y la frase Good morning).
- Haz los saludos con gestos o juegos de imitación.
- Motiva a los niños a repetir varias veces como si fuera una canción.
- practica en coro antes que individualmente

**Recuerda:** Para este momento, los niños aun no conocen los pronombres it, you, he, she, etc) ni el verbo "to be" (Am, Is, Are). Puedes enseñarles las frases completas sin ahondar tanto en el tema, pues esto se explicará a profundidad en clases posteriores.








Una serie de preguntas de opción múltiple. Púsete los respuesteo correcto para continuar.

**PLANES DE CLASE**

**Clase 1: Pre-task - Let's say hello!**

**OBJETIVO: ACTIVAR VOCABULARIO DE SALUDOS A TRAVÉS DE IMÁGENES, REPETICIÓN Y PRÁCTICA ORAL BÁSICA.**

- Warm-up (10 min):
  - Presenta imágenes de saludos (hello, hi, goodbye) y cada vez que muestres una, los niños deben hacer el gesto correspondiente y decir la palabra en voz alta.
- Presentación del tema (15 min):
  - Muestra un video de saludos en inglés
  - Pausa y repite los saludos con gestos para que los estudiantes puedan reconocerlos mejor.
- Práctica guiada (30 min)
  - Juego tingo, tingo, tango: el profe pasa una pelota a un estudiante que debe saludar al compañero de al lado. La idea es que los saludos se repitan lo menos posible. A pesar de que son pocas expresiones, es mejor tratar de practicarlas todas.

**PLANES DE CLASE**

**Clase 2: Task - Let's introduce ourselves!**

**OBJETIVO: USAR SALUDOS Y ESTRUCTURAS BÁSICAS PARA PRESENTARSE.**

- Warm-up (10 min):
  - Modelar en el tablero un mini diálogo con un estudiante:
    - A: Hello, my name is \_\_\_\_ What's your name?
    - B: My name is \_\_\_\_ Nice to meet you!
    - A: Nice to meet you, too. Goodbye!
- Presentación del tema (25 min):
  - Enseña las frases clave: "My name is...," "I am...," "Nice to meet you." Aquí nos podemos enfocar en el tablero.
  - Has que los niños repitan las oraciones, y siempre que sea posible, lo hagan con su nombre.
- Actividad principal (20 min)
  - Los estudiantes practican el diálogo en parejas, primero leyendo el modelo, luego memorizándolo.

La idea es proponer una situación real para que los niños tengan un breve contexto. Como por ejemplo, la presentación de un nuevo compañero de clase.

**PLANES DE CLASE**

**Clase 3: Post-Task - Let's reflect and play!**

**OBJETIVO: REFORZAR LO APRENDIDO, REFLEXIONAR Y AUTOMATIZAR LAS ESTRUCTURAS.**

- Warm-up (5 min): Juego "saludo con mímica" (Todos saludan imitando al profesor. La idea es repasar todas las maneras de saludar)
- Retrosalientación (25 min):
  - Se pregunta a los niños qué aprendieron la clase pasada
  - El profe anota palabras/oraciones correctas en el tablero y corrige errores de orden de palabras o uso de expresiones.
  - Práctica coral de las frases corregidas.
- Práctica (30 min):
  - Juego en Wordwall: Greetings Match
  - Juego "Find your match": el profe reparte tarjetas con nombres ficticios; los estudiantes deben caminar por el salón presentándose y buscando a su "pareja". (para ello, el nombre puede rimar, empezar con la misma inicial o pretender que hay "tocayos")

**PLANES DE CLASE**

**TASK 2: "Numbers and dates"**

**¿QUÉ SE VA A ENSEÑAR?**

El objetivo general será que los niños aprendan a decir su fecha de cumpleaños.

Los niños aprenderán los números del 1 al 30. Además aprenderán acerca de los números ordinales (1ro, 2do, 3ro, etc). Como ya tienen conocimiento previo (por lo menos los números del 1 al 30), este último tema no se debería dificultar mucho. Además, aprenderán los meses del año.

Para ello, tienes material disponible a manera de "flashcards" o tarjetas, que te pueden ayudar a presentar la información visualmente.

**¿FRASES ÚTILES EN CLASE?**

Puedes usar estas frases con los niños durante la actividad:

- My birthday is on "January 18th" (mi cumpleaños es el 18 de enero)
- I am 9 years old (yo tengo 9 años)
- I am "Camilo" (yo soy Camilo)

Recuerda: no necesitas decir todo en inglés. Puedes combinar con español para dar instrucciones, pero intenta que las palabras clave se escuchen varias veces en inglés.

También puedes hacer preguntas cortas como:

- When is your birthday? (¿Cuándo es tu cumpleaños?)
- What is your name? (¿Cuál es tu nombre?)
- How old are you? (¿Cuántos años tienes?)

**ORDINAL NUMBERS**

|           |              |                 |
|-----------|--------------|-----------------|
| 1 first   | 11 eleven    | 21 twenty one   |
| 2 second  | 12 twelve    | 22 twenty two   |
| 3 third   | 13 thirteen  | 23 twenty three |
| 4 fourth  | 14 fourteen  | 24 twenty four  |
| 5 fifth   | 15 fifteen   | 25 twenty five  |
| 6 sixth   | 16 sixteen   | 26 twenty six   |
| 7 seventh | 17 seventeen | 27 twenty seven |
| 8 eighth  | 18 eighteen  | 28 twenty eight |
| 9 ninth   | 19 nineteen  | 29 twenty nine  |
| 10 tenth  | 20 twenty    |                 |



OBJETIVO: INTRODUCIR VOCABULARIO RELACIONADO CON NÚMEROS CARDINALES DEL 1 AL 30 Y NÚMEROS ORDINALES MEDIANTE VIDEOS, TARJETAS Y REPETICIÓN GUIADA.

1. Warm-up (10 min):

- Video: se presenta un corto video en YouTube acerca de los números que le ayudará a los estudiantes a contar en inglés. La idea es que los niños repitan en coro para familiarizarse con el vocabulario.

2. Presentación del tema (30 min):

- Presentar los números ordinales. Recuerda que es muy importante que los niños sepan que existen 3 casos diferentes (1st, 2nd, 3rd), pero que el resto de números finalizarán siempre con "th" (ejemplo: 4 fourth, 15 fifteenth)
- Hacia el final de la explicación recuerda mencionar a los niños que las fechas en inglés tienen formato "MM/DD/YYYY"

En la anterior página tienes material para presentar por medio del videobeam, o puedes utilizar el tablero. Siempre pretende que los niños hagan conteo en coro o repitan los números para poder aprenderlos.

3. Práctica (15 min):

- Juego con tarjetas: muestra un número y los estudiantes lo dicen en voz alta. Intercambia entre cardinales y ordinales para hacerlo un poco más retador. También es posible mostrar el número en letras, como por ejemplo: twelve (12) y que ellos intenten traducirlo para confirmar los reconocen por nombre.



OBJETIVO: USAR EL VOCABULARIO DE NÚMEROS Y MESES PARA DECIR FECHAS DE CUMPLEAÑOS.

Warm-up (20 min): Utilizaremos actividades en wordwall para presentar a los estudiantes el vocabulario relacionado con meses del año. La primera actividad para reconocer vocabulario, la segunda para reconocer el orden de los meses.

2. Actividad principal (task) (40 min):

La actividad consiste en crear un poster que se pegará en alguna pared del salón para que los estudiantes coloquen su nombre, edad y fecha de cumpleaños. Esta actividad se puede hacer entregando a cada estudiante una ficha bibliográfica o nota adhesiva para que ponga sus datos en inglés y se dibuje a sí mismo.

Luego de que cada estudiante haya acabado, la idea es que lea en voz alta lo que escribió: "I am Alex, I am 8 years old, my birthday is on August 13th". Y finalmente pegar el trabajo de todos los estudiantes en el poster.



OBJETIVO: DAR RETROALIMENTACIÓN DE LA ACTIVIDAD PRINCIPAL Y REFORZAR VOCABULARIO

1. warm up (10 min): el profe ha de preguntar a los estudiantes por su experiencia durante la clase anterior

2. Refuerzo (25 min):

- Se pedirá a los estudiantes dividirse en parejas para que se presenten a sí mismos y mencionen su fecha de cumpleaños. Aquí será muy importante estar pendiente de lo que digan, las palabras que utilicen, y si es necesario recordar algún vocabulario.

3. retroalimentación (20 min):

- Dependiendo de lo que se haya visto durante el refuerzo, se dará retroalimentación a los estudiantes, se aclaran dudas, se hacen correcciones y se finaliza la clase.



¿QUÉ SE VA A ENSEÑAR?

Profe, en esta unidad los estudiantes aprenderán vocabulario para nombrar objetos comunes del aula y usarán números para contarlos. El objetivo es que elaboren un inventario ilustrado del salón, usando expresiones simples como There is... / There are...

Para ello, tienes material disponible a manera de "flashcards" o tarjetas, que te pueden ayudar a presentar la información visualmente.

¿VOCABULARIO ÚTIL EN CLASE?

- desk,
- chair,
- board,
- pencil,
- eraser,
- book,
- door,
- bag,
- ruler,
- pen,
- sharpener,
- computer,
- window,
- door

ESTRUCTURAS CLAVE

- There is one board. (hay un tablero)
- There are 15 chairs. (hay 15 sillas)
- How many ... are there? (¿Cuántas/os... hay?) - There are ... (hay...)

Antes de hacer el inventario, repasa los números que ya conocen (hasta 30) y practica pronunciación en coro.



PLANES DE CLASE

CLASE 1 - Pre-task: Learning the classroom objects and colors!

OBJETIVO: INTRODUCIR ESTRUCTURA CON PRONOMBRES PERSONALES Y EL VERBO "SER/ESTAR"

1. Warm-up (5 min):

- Juego rápido: "What's missing?" con tarjetas de objetos. Muestre 5 tarjetas, los estudiantes cierran ojos, quite una y ellos deben decir cuál falta.

2. Presentación del tema (40 min):

- Mostrar imágenes con los colores y sus nombres (como el poster anterior) así como imágenes de objetos que se pueden encontrar en el salón de clase. También puedes utilizar los objetos que tengas a tu disposición, lo importante es que los niños sepan cómo se dice en inglés.
- Luego la idea es que pidas a los estudiantes que repitan los nombres de los objetos.
- Ahora hay que introducir There is y There are con ejemplos visibles: "There is one white board", "There are 10 red desks"

Nota: Como puedes notar, en este caso la presentación tomará la mayor parte del tiempo de clase debido a la cantidad de vocabulario que los niños han de reconocer.

3. Práctica (20 min):

- Juego "Listen and point": el profe dice un objeto y los estudiantes lo señalan en el aula. Puedes hacer lo mismo con los colores
- Ahora puedes invertir la dinámica. Ahora le muestras a los niños el objeto y ellos mismos tienen que decir su nombre en inglés.

PLANES DE CLASE

CLASE 2 - Task: Making the Classroom Inventory!

OBJETIVO: USAR EL VOCABULARIO DE COLORES Y OBJETOS DEL SALÓN PARA HACER UN INVENTARIO DEL SALÓN DE CLASE.

1. Warm-up (20 min):

- Mostrar ejemplo de inventario ilustrado (tabla con 3 columnas: Object - Number - Color - Picture).
- Modelar un inventario (puede ser en el tablero) con 2-3 objetos reales del salón para que los estudiantes tengan un punto de referencia visual.

2. Actividad principal (task) (40 min):

- En grupos de 3-4, los estudiantes hacen un bosquejo del salón ide ser posible recorriendo el espacio de a turnos por grupo) contando cada tipo de objeto.
- Completan su tabla con Objeto, número, color y hacen un dibujo sencillo de cada uno de los objetos que encontraron.
- El profe circula ayudando con ortografía y conteo.
- Normalmente los niños tardan bastante tiempo dibujando, pero al queda tiempo, al final cuando todos los grupos hayan acabado, la idea es que presenten sus hallazgos al salón. Puede ser simplemente mencionando lo que escribieron en sus tablas.

Recuerda, la idea es que los estudiantes utilicen el idioma la mayor parte del tiempo, así que sus inventarios tienen que tener la información en inglés y cuando compartan dicha información sea de igual manera.

PLANES DE CLASE

Clase 3: Post-Task -Let's review

OBJETIVO: DAR RETROALIMENTACIÓN DE LA ACTIVIDAD PRINCIPAL Y REFORZAR VOCABULARIO

1. warm up (5 min): como siempre el profe ha de preguntar a los estudiantes por su experiencia durante la clase anterior

2. Refuerzo (20 min):

Dependiendo de si todos los grupos pudieron presentar su información durante la clase anterior, se realiza la siguiente actividad:

- Cada grupo presenta oralmente 3-4 frases de su inventario al resto:
- "There are 15 gray chairs. There is one white board."
- Otros grupos escuchan y comparan con sus datos.

Juego "True or False Inventory": el profe lee frases ("There are 5 windows", los estudiantes dicen si es verdadero o falso según su inventario.

3. retroalimentación (15 min):

- Profe escribe en el tablero ejemplos correctos y corrige errores comunes (uso de is/are, números, colores).

PLANES DE CLASE

TASK 4: "Who am I?"

¿QUÉ SE VA A ENSEÑAR?

En esta unidad los niños aprenderán cómo decir quiénes son y presentar a otras personas usando pronombres personales y el verbo "to be". No es necesario cubrir todas las formas posibles de una vez: puedes empezar con I am / he is / she is para que los niños identifiquen los pronombres singulares (you are se puede explicar después)

¿VOCABULARIO ÚTIL EN CLASE?

Pronombres personales:

Verb to be:

I - yo

He - él

She - ella

I am - yo soy.

He/She is - él/ella es...

Frases modelo:

- I am Camilo.
- He is Lucas.
- She is Luciana.
- I am 10 years old
- She is 9 years old

Recuerda: Para evitar confusiones, aclara a los estudiantes que al decir "I am 10 years old" estamos diciendo "tengo 10 años". La idea es que los niños no digan "I have 10 years old", pues en inglés no tiene sentido, ya que la traducción no es literal. Simplemente son modos distintos de decirlo entre idiomas.

Concurso de preguntas

Subject pronouns

INICIAR

Un cuestionario de opción múltiple con límite de tiempo, comodines y una ronda de bonificación.

PLANES DE CLASE

CLASE 1 - Pre-task: Meeting pronouns and "to be"

OBJETIVO: INTRODUCIR ESTRUCTURA CON PRONOMBRES PERSONALES Y EL VERBO "SER/ESTAR"

1. Warm-up (5 min):

- Salude a varios niños individualmente: "Hello, I am... What's your name?" (aceptar respuestas en español y modelar en inglés).

2. Presentación del tema (30 min):

- Mostrar una tabla con pronombres y ejemplos visuales (fotos de personas). Para luego pronunciar y repetir en coro.
- Usar flashcards con nombres para modelar: "He is Juan." / "She is Ana." En este punto puedes explicarles qué significa "is" (aunque probablemente lo reconozcan) y en qué se diferencia con "am"
- También procura introducir vocabulario como: boy, girl, man, woman, dog, etc. A través de imágenes. Esto para que durante la práctica los niños reconozcan las palabras más fácilmente.

3. Práctica (20 min):

Aquí tienes dos opciones:

- Primero pueden jugar en wordwall (actividad presente en páginas anteriores) para que los niños empiecen a identificar los pronombres.
- Juego "Stand up if... (levántate si...": Di frases como "I am a boy" o "She is a girl" y los estudiantes se levantan si es cierto para ellos o para la persona señalada. La actividad puede variar, haciendo que los niños levanten la mano, ellos mismos señalen a alguien según la instrucción, digan "si" o "no", etc.

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| <div data-bbox="272 191 540 268"> <p>PLANES DE CLASE</p> <p><b>CLASE 2 – Task: Making my identity card!</b></p> </div> <p><b>OBJETIVO: CREAR UNA TARJETA DE IDENTIFICACIÓN PROPIA</b></p> <p>1. Warm-up (5 min):</p> <ul style="list-style-type: none"> <li>• Aquí la idea es ya tener algo de material hecho, bien sea físico o virtual. Lo importante es que hayas creado una "ID card" con una foto (o dibujo) y frases como: "I am Camilo", "I am the teacher", "I am a boy", "I am 23 years old"</li> </ul> <p>2. Actividad principal (task) (45 min):</p> <ul style="list-style-type: none"> <li>• Cada estudiante ha de recibir su hoja de papel para que pueda crear su "ID card". Los niños tendrán que hacer el mismo modelo que el tuyo. En este caso, ellos podrán decorar como quieran, solo habrá que cumplir con dos condiciones: que ellos se dibujen y que tengan por lo menos 3 frases con: el nombre, el género, la edad.</li> <li>• En caso de que alcance el tiempo, los niños tendrán que leer en voz alta su "ID card"</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <div data-bbox="641 191 909 268"> <p>PLANES DE CLASE</p> <p><b>Clase 3: Post-Task - Presenting myself</b></p> </div> <p><b>OBJETIVO: DAR RETROALIMENTACIÓN DE LA ACTIVIDAD PRINCIPAL Y REFORZAR VOCABULARIO</b></p> <p>1. Refuerzo (30 min):</p> <ul style="list-style-type: none"> <li>• Los estudiantes muestran su tarjeta y leen sus frases en voz alta.</li> <li>• Juego "Find someone who..." con frases simples: "Find someone who is a girl." / "Find someone who is your friend."</li> <li>• Luego, divididos en parejas, tienen que presentarse mutuamente para poder practicar y diferenciar "he is" y "she is".</li> </ul> <p>3. retroalimentación ( 15 min):</p> <ul style="list-style-type: none"> <li>• Escribir en el tablero ejemplos correctos escuchados y repasar el uso de "is" y "am".</li> <li>• Practicar en coro y corregir errores comunes (ej. "He am..." =&gt; "He is...").</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                        |                                                                                                                               |
| <div data-bbox="272 716 540 793"> <p>PLANES DE CLASE</p> <p><b>TASK 5: "My Family"</b></p> </div> <p><b>¿QUÉ SE VA A ENSEÑAR?</b></p> <p>Profe, en esta unidad los niños aprenderán a nombrar a los miembros de su familia y a decir de quién son usando "my, your, his, her". Ya saben "to be" y pronombres personales, así que podrán formar frases completas como "This is my mother. She is a teacher."</p> <p><b>¿VOCABULARIO ÚTIL EN CLASE?</b></p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>• mother - madre</li> <li>• father - padre</li> <li>• brother - hermano</li> <li>• sister - hermana</li> <li>• Siblings (hermanos y hermanas)</li> <li>• grandmother - abuela</li> <li>• grandfather - abuelo</li> <li>• cousin - prima/o</li> <li>• aunt - tía</li> <li>• uncle - tío</li> </ul> </td><td> <p>Adjativos posesivos:</p> <ul style="list-style-type: none"> <li>my – mí/mis</li> <li>your – tu/tus</li> <li>his – su (de él)</li> <li>her – su (de ella)</li> </ul> </td></tr> </table> <p>Frases modelo:</p> <ul style="list-style-type: none"> <li>• This is my mom. (esta es mi mamá)</li> <li>• Her name is Ana. (Su nombre es Ana)</li> <li>• This is my dad. (este es mi papá)</li> <li>• His name is Pedro. (su nombre es pedro)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• mother - madre</li> <li>• father - padre</li> <li>• brother - hermano</li> <li>• sister - hermana</li> <li>• Siblings (hermanos y hermanas)</li> <li>• grandmother - abuela</li> <li>• grandfather - abuelo</li> <li>• cousin - prima/o</li> <li>• aunt - tía</li> <li>• uncle - tío</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Adjativos posesivos:</p> <ul style="list-style-type: none"> <li>my – mí/mis</li> <li>your – tu/tus</li> <li>his – su (de él)</li> <li>her – su (de ella)</li> </ul> | <div data-bbox="701 764 844 877"> </div> <div data-bbox="701 909 841 1029"> </div> <div data-bbox="660 1050 883 1176"> </div> |
| <ul style="list-style-type: none"> <li>• mother - madre</li> <li>• father - padre</li> <li>• brother - hermano</li> <li>• sister - hermana</li> <li>• Siblings (hermanos y hermanas)</li> <li>• grandmother - abuela</li> <li>• grandfather - abuelo</li> <li>• cousin - prima/o</li> <li>• aunt - tía</li> <li>• uncle - tío</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Adjativos posesivos:</p> <ul style="list-style-type: none"> <li>my – mí/mis</li> <li>your – tu/tus</li> <li>his – su (de él)</li> <li>her – su (de ella)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                        |                                                                                                                               |
| <div data-bbox="272 1241 540 1318"> <p>PLANES DE CLASE</p> <p><b>CLASE 1 – Pre-task: Meeting my family!</b></p> </div> <p><b>OBJETIVO: INTRODUCIR VOCABULARIO RELACIONADO A LA FAMILIA Y ADJETIVOS POSESIVOS</b></p> <p>1. Warm-up (5 min)</p> <ul style="list-style-type: none"> <li>• Mostrar una foto de una familia. En lo posible como primer acercamiento, familias que probablemente sean conocidas por los niños (como los Simpson por ejemplo), para que puedan identificar los miembros más fácilmente.</li> <li>• Luego preguntar "Who is this?" modelando respuestas: "This is the mother."</li> </ul> <p>2. Presentación del tema (30 min):</p> <ul style="list-style-type: none"> <li>• Presentar cada miembro de la familia con tarjetas que contengan el nombre de cada miembro.</li> <li>• Decir la palabra contenida en cada imagen o tarjeta y los estudiantes repiten.</li> <li>• Introducir los adjetivos posesivos con ejemplos: "This is my brother. His name is Juan." / "This is my sister. Her name is Ana." Para ello puedes seguir utilizando el vocabulario acerca de la familia o utilizar objetos que le pertenezcan a los niños: "my bag", "his colored pencils", "my eraser", etc. De tal manera que tengan un acercamiento directo al uso de posesivos.</li> </ul> <p>3. Práctica (20 min):</p> <ul style="list-style-type: none"> <li>• Juego "Family Tree Guessing": Mostrar un árbol genealógico sencillo y hacer preguntas: "Who is this?" =&gt; "This is my grandmother." Nuevamente es posible que modelen el árbol según los miembros de familias animadas o propongas un ejemplo propio.</li> </ul> <p><b>Nota:</b> Para esta actividad, en la página de material, tienes una imagen de ejemplo sacada de la página web <a href="https://www.template.net">Template.net</a>. Esta página utiliza inteligencia artificial, pero también permite editar las plantillas. De tal manera que puedes crear tus propias ilustraciones de manera gratuita.</p> | <div data-bbox="641 1241 909 1318"> <p>PLANES DE CLASE</p> <p><b>CLASE 2 – Task: My family book!</b></p> </div> <p><b>OBJETIVO: CREAR UN MINI LIBRO/ÁLBUM FAMILIAR</b></p> <p>1. Warm-up (5 min):</p> <ul style="list-style-type: none"> <li>• Aquí es importante que los niños recuerden muy bien cómo utilizar posesivos. Así que tienes una actividad en wordwall para refrescar la memoria de los estudiantes.</li> <li>• Además, para hacer el mini libro tienes dos opciones, mostrar el video (en la página de material) o bien verlo tú con anterioridad para saber cómo dar las instrucciones a los niños de la creación de su mini libro.</li> </ul> <p>2. Actividad principal (task) (45 min):</p> <ul style="list-style-type: none"> <li>• Cada estudiante recibe una hoja en blanco para que pueda hacer el ejercicio de crear su libro.</li> <li>• En cada página dibuja o pega la foto de un familiar y escribe una frase con "my" y "his/her": <ul style="list-style-type: none"> <li>• This is my _____,</li> <li>• His/Her name is _____,</li> <li>• He/she is _____ years old</li> </ul> </li> </ul> <p>Profe, este puede ser un ejercicio que tome mucho tiempo, por eso, escoge entre que los niños dibujen o únicamente modelen las tres frases para cada miembro de su familia y, a manera de tarea, completen su librito con imágenes.</p> |                                                                                                                                                                        |                                                                                                                               |



PLANES DE CLASE

Clase 3: Post-Task - My family gallery

**OBJETIVO: DAR RETROALIMENTACIÓN DE LA ACTIVIDAD PRINCIPAL Y REFORZAR VOCABULARIO**

1. Refuerzo (30 min):
  - Dependiendo de la disposición de los niños, puedes hacer que se formen parejas o grupos para que cada uno vaya presentando su familia a los demás, o que pasen al tablero algunos voluntarios para que presenten a toda la clase.
3. retroalimentación ( 20 min):
  - Escribir ejemplos en el tablero y resaltar uso de "his" vs "her".
  - Repetir en coro frases correctas.

## ¿QUÉ SE VA A ENSEÑAR?

Profes, en esta unidad los estudiantes aprenderán a expresar lo que les gusta y lo que no usando “I like” y “I don’t like” aplicados (por ahora) únicamente a comida. Usaremos una encuesta grupal para que interactúen y practiquen la estructura repetidamente.

## ¿VOCABULARIO ÚTIL EN CLASE?

|                   |                                 |
|-------------------|---------------------------------|
| • apple (manzana) | I like (me gusta)               |
| • banana          | I don't like (A mí no me gusta) |
| • bread (pan)     |                                 |
| • rice (arroz)    |                                 |
| • chicken (pollo) |                                 |
| • fish (pescado)  |                                 |
| • eggs (huevo/s)  |                                 |
| • pizza           |                                 |
| • juice (jugó)    |                                 |
| • milk (leche)    |                                 |
| • water (agua)    |                                 |

Frases modelo:

- I like pizza. (Me gusta la pizza)
- I don't like milk. (No me gusta la leche)
- Do you like rice? ¿Te gusta el arroz? • Yes, I do / No, I don't.

**Nota:** Enfatiza mucho en el uso de “do not” - do not-. Pues es muy probable que los niños digan algo como “I not like carrots” lo cual no es gramáticamente correcto,

Además, ten en cuenta que las respuestas cortas como “Yes, I do”, utilizan la misma palabra con la que la otra persona hace la pregunta, en este caso “do”.

| Food /<br>Desserts                                                                             | Desserts 1 | Desserts 2 | Desserts 3 | Desserts 4 | Desserts 5 |
|------------------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|
| <br>eggplants |            |            |            |            |            |
| <br>broccoli  |            |            |            |            |            |
| <br>cucumbers |            |            |            |            |            |
| <br>Oranges   |            |            |            |            |            |
| <br>carrot   |            |            |            |            |            |
| <br>pepper  |            |            |            |            |            |

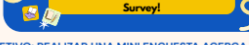
## OBJETIVO: INTRODUCIR Vocabulario RELACIONADO CON GUSTOS Y COMIDA

1. Warm-up (5 min)
  - Muestra un corto video en YouTube (página de material). Este incluye vocabulario y estructura (I like/I don't like).
  - luego, pregunta a los estudiantes: "do you like \_\_\_\_?"

Es este caso lo unico que se pretende es que los niños expresen sus preferencias, primero para que reconozcan el vocabulario, segundo para que ellos como profe te vayan dando una idea de lo que se pidiera hacer en la "task" de la siguiente clase.

2. Presentación del tema (30 min):
  - Ahora es momento de presentar el vocabulario. Como siempre la mejor opción será utilizar imágenes con texto para que los niños tengan una referencia visual y escrita. También agrega un poco emociones para diferenciar el "like", haciendo una cara feliz o poniendo los pulgares hacia arriba. Para el "I don't like" habrá que hacer gesto de disgusto o pulgares abajo. Todo para evitar lo máximo posible usar español.

3. Práctica 20 min:
  - Los niños van a dividir una hoja de su cuaderno en dos columnas: "I like" / "I don't like". Luego, en cada columna dibujarán los alimentos que les gustan y los que no. Al lado o debajo de cada dibujo tendrá que estar el nombre correspondiente.
  - Posteriormente, pueden dividir a los niños en parejas para que se cuenten el uno al otro sus preferencias. Sinó, podrán que de uno en uno vayan leyendo sus listas.



PLANES DE CLASE

**CLASE 2 – Task: Food Preference Survey!**

## OBJETIVO: REALIZAR UNA MINI ENCUESTA ACERCA DE LAS PREFERENCIAS EN COMIDA

1. Warm-up (10 min):
  - Para este momento será importante establecer las instrucciones para la actividad principal
2. Actividad principal (task) (45 min):
  - Los niños se dividirán en grupos. La plantilla que tienes en el material está diseñada para que los estudiantes se dividan en grupos de 5. Sin embargo, puedes editarla según convenga.
  - La idea principal de la actividad es que los niños entre ellos realicen una pequeña encuesta acerca de las preferencias de los demás. Esto ayudará a que practiquen la estructura de pregunta y de respuesta
  - Siguiendo la estructura de la plantilla, los niños tendrán que escribir el nombre de cada uno en cada columna. Luego, preguntarán por turnos, por ejemplo: "Do you like avocados?" y marcarán una X o pondrán un chulito según las preferencias de cada "encuestado". La idea es que el estudiante que esté preguntando, haga todas las preguntas (4 o 5) para luego rotar la hoja y que el siguiente estudiante haga el mismo ejercicio.

Profe, este puede ser un ejercicio que tome mucho tiempo. Por eso, insisto, dependiendo de qué tan tentados y acostumbrados a trabajar en grupo estén los estudiantes, puedes dividirlos en grupos o más grandes, o más pequeños.



PLANES DE CLASE

**Clase 3: Post-Task - Presenting results**

**OBJETIVO: HACER RETROALIMENTACIÓN DE LA ACTIVIDAD PRINCIPAL Y REFORZAR VOCABULARIO**

1. Refuerzo (30 min):
  - Dibuja un tabla/gráfico en el tablero con el número de estudiantes y los diferentes alimentos para saber la comida que más le gusta a la mayoría.
  - Para facilitar el hacer este gráfico, los niños ahora con los resultados de sus encuestas, por cada grupo compararán resultados y mencionarán 2 cosas: el alimento que a más niños les gustó (most students like \_\_\_\_), y al que nadie le gustó (nobody likes \_\_\_\_).
  - Juego final "Find someone who..." solo con comida: cada estudiante recibe 3-4 items y debe encontrar a alguien que le guste o no le guste ese alimento.
3. retroalimentación (20 min):
  - Provee escribe en el tablero ejemplos escuchados, corrige y enfatiza la estructura "Most students like.../ don't like..."

PLANES DE CLASE

TASK 7: "My Body"

¿QUÉ SE VA A ENSEÑAR?

Profe, en esta unidad los estudiantes aprenderán vocabulario de partes del cuerpo y cómo describir a alguien usando "have/has" e "is/are" para tamaño, color y cantidad. El objetivo es que creen y presenten un personaje inventado.

¿VOCABULARIO ÚTIL EN CLASE?

- head (cabeza)
- eyes (ojos)
- ears (orejas)
- mouth (boca)
- nose (nariz)
- arms (brazos)
- legs (piernas)
- hands (manos)
- feet (pies)
- hair (cabello)

- He/She has two big eyes. (Él/ella tiene dos grandes ojos)
- It has a small mouth. (eso tiene una boca pequeña)
- It is tall / short. (eso es alto/pequeño)
- It has green hair. (eso tiene cabello verde)

Puedes enfatizar en el uso de "it" (eso) por el hecho de describir bien sea un animal o un monstruo en dado caso.

**Nota:** Bien puedes presentarles adjetivos para que los niños describan de mejor manera al personaje que vayan a crear. Sin embargo, Este tema se profundizará más adelante, así que puedes omitirlo si así lo prefieres.

PLANES DE CLASE

CLASE 1 – Pre-task: Learning body parts!

OBJETIVO: INTRODUCIR VOCABULARIO RELACIONADO CON PARTES DEL CUERPO

1. Warm-up (5 min)

- Muestra un corto video en YouTube (página de material). Este servirá únicamente para que los niños imiten lo que se presenta y vayan identificando vocabulario.

2. Presentación del tema (30 min):

- Ahora es momento de presentar el vocabulario. Como siempre la mejor opción será utilizar imágenes con texto para que los niños tengan una referencia visual y escrita.
- Aquí practicaremos nuevamente el tema de posesivos. Esta vez enfatiza en las formas plurales "Their, our, your" que hicieron falta en actividades anteriores.
- Incluso puedes agregar algunas palabras con las que des instrucciones como: "touch", "point", "raise", etc.

3. Práctica (20 min):

- Puedes jugar "Simon Says", para que los estudiantes recuerden más fácil el vocabulario. Por supuesto, dando las indicaciones en inglés: "Simon says touch your nose." "Simon says raise your hand."

PLANES DE CLASE

CLASE 2 – Task: Create your Monster!

OBJETIVO: CREAR UN CADAVER EXQUISITO

1. Warm-up (5 min):

- Explica a los estudiantes qué es un cadáver exquisito y modela un ejemplo en el tablero. Para no complicar la actividad, entrega hojas a los niños divididas/dobladas en 3 partes (cabeza, torso, piernas) Por ende, procura dividir a los estudiantes en grupos de 3. Sé muy enfático en que los estudiantes no pueden ver lo que el anterior niño dibujó, sino, se pierde el sentido de la actividad.

2. Actividad principal (task) (45 min):

- Para garantizar que cada estudiante tendrá su propio dibujo, cada uno recibirá una hoja. Luego la marcará para evitar confusiones.
- La idea es que ninguno pueda ver lo que el otro está haciendo. Pueden tapar con sus cuadernos su dibujo, por ejemplo. Y al finalizar deberán doblar hacia atrás su dibujo para que se roten la hoja y el siguiente niño haga la parte del cuerpo correspondiente.
- Al final cuando reciban nuevamente su hoja marcada, tendrán que describir aquel monstruo. Procura que los niños sean lo más imaginativos posible, es decir, que dibujen 5 ojos, 8 brazos, un torso de fruta y cuerpo de pulpo para las piernas, etc.

PLANES DE CLASE

CLASE 3: Post-Task – Show and Tell

OBJETIVO: DAR RETROALIMENTACIÓN DE LA ACTIVIDAD PRINCIPAL Y REFORZAR VOCABULARIO

1. Refuerzo (30 min):

- En los grupos en los que se dividieron la clase anterior, presentan sus monstruos "these are our monsters, they have \_\_\_\_\_"
- También pueden haber voluntarios que individualmente presenten a toda la clase.
- La idea es que garanticen que todos los niños presentan su monstruo para identificar errores comunes o aciertos.
- Si queda el suficiente tiempo puedes hacer el juego "Guess my monster": un estudiante describe su monstruo y otros intentan dibujarlo sin verlo.

3. retroalimentación (20 min):

- Anota en el tablero aciertos y errores y corrige según sea necesario.

PLANES DE CLASE

TASK 8: Follow the Commands!

INFORMACIÓN A TENER EN CUENTA (DOCENTE)

Profe, en esta unidad los estudiantes aprenderán comandos básicos en inglés. Procura enseñar todo de forma física y dinámica. La idea es que los niños comprendan y tú puedas dar instrucciones reales en el aula.

¿QUÉ SE VA A ENSEÑAR?

Comandos clave:

- Sit down (sientate)
- Stand up (levantate)
- Open your book (abre tu libro)
- Close your book (cierra tu libro)
- Raise your hand (levanta tu mano)
- Clap your hands (aplaude con tus manos)
- Touch your nose / head / shoulders (toca tu nariz/cabeza/hombros)
- Walk / Turn around / Jump (camina/da la vuelta/salta)

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**PLANES DE CLASE**

**CLASE 1 – Pre-task: Let's learn the commands!**

**OBJETIVO: ESCUCHAR, REPETIR Y RECONOCER COMANDOS SIMPLES A TRAVÉS DE ACCIONES FÍSICAS.**

1. Presentación del tema (15 min):

- Muestra comandos uno a uno con gestos, usando flashcards o actuación. Centrate en los comandos que crees que utilizarías más en el salón.
- Luego, dices el comando y haces la acción para que los niños repitan. Si quieres hacerlo más dinámico, utiliza una canción en YouTube. Esta contiene comandos en un orden específico que los niños tienen que recordar y seguir.

2. Práctica (30 min):

- Los niños han de copiar algunos comandos en su cuaderno para tener una referencia de la siguiente actividad
- Puedes hacer una cadena de comandos así como con la canción en YouTube, pero con los comandos que tú consideres importantes o que los niños mencionen. La idea es que empieces diciendo un comando: "stand up", luego, que los niños de uno en uno continúen mencionado comandos "raise your hand".

No te olvides de actuar los comandos en esta actividad, no solo decirlos.

**PLANES DE CLASE**

**CLASE 2 – Task: Let's build our classroom commands poster!**

**USAR EL VOCABULARIO DE COMANDOS PARA CREAR UN POSTER**

1. Actividad principal (45-50 min)

- Para esta actividad los niños trabajarán individualmente. Sin embargo, puedes sugerir a cierto grupo de niños (dividiéndolos por filas, grupos o asignando un número) hacer un comando en específico, pues realmente es difícil que se utilicen 30 comandos diferentes en clase. Aun así, mantén la mayor variedad posible.
- Cada niño recibe una hoja de papel en donde tiene que dibujar la acción que corresponda al comando: "raise your hand" tendrá un dibujo de un niño sentado en su puesto alzando la mano, por ejemplo.
- Asegurate de que todos los comandos quedarán bien escritos. Puedes escribirlos en el tablero para que los niños tengan una referencia de la ortografía.
- Al finalizar la actividad, cada uno pegará su hoja en un pliego de cartulina/papel craft para luego colocar el poster en la pared.

**PLANES DE CLASE**

**CLASE 3 – Post-task: Let's review and play!**

**OBJETIVO: REFORZAR EL VOCABULARIO APRENDIDO A TRAVÉS DE JUEGOS, MINI RETOS Y PRODUCCIÓN ORAL SIMPLE.**

Repaso (15-20 min)

- Primero, puedes colocar nuevamente la canción de YouTube utilizada hace 2 clases para que los niños recuerden la dinámica.
- Luego, pídeles que pasen en grupos pequeños (puede ser de 4) al poster para que seleccione cada uno un comando en específico. Si la actividad de la clase anterior lo permitió, debería haber de donde escoger para que no se repitan mucho
- Los niños han de memorizar los comandos para luego, si es posible, pasen al tablero a actuar cada una de las acciones a manera de canción si es posible, para que el resto de estudiantes los imiten.

Práctica (10-15 min)

- Enseña en el tablero imágenes de los comandos pero que no contengan texto. Esto para revisar si los estudiantes logran identificar las acciones y son capaces de nombrarlas en inglés.

**PLANES DE CLASE**

**TASK 9: Describing my favorite animal**

**INFORMACIÓN A TENER EN CUENTA (DOCENTE)**

Profe, en esta unidad los estudiantes aprenderán adjetivos descriptivos en inglés. Esta vez utilizaremos el verbo "to be" en frases cortas y repetitivas. Por ejemplo: "She is tall." "He is funny." "It is small." También se trabajará vocabulario acerca de animales.

**¿QUÉ SE VA A ENSEÑAR?**

- cat - gato
- dog - perro
- rabbit - conejo
- hamster
- parrot - loro
- tiger - tigre
- lion - león
- turtle - tortuga
- eagle - águila
- dinosaur - dinosaurio
- Big - grande
- small - pequeño
- strong - fuerte
- fat - gordo
- thin - delgado
- lazy - perezoso
- fast - rápido
- slow - lento

**Nota:** Recuerda que estas son solo sugerencias, si quieres trabajar animales de un grupo específico como de granja o mascotas; o si también quisieras trabajar otros adjetivos está perfecto



PLANES DE CLASE

CLASE 1 – Pre-task: Let's learn some adjectives!

OBJETIVO: APRENDER ADJETIVOS DESCRIPTIVOS SIMPLES Y USARLOS PARA DESCRIBIR ANIMALES.

1. Warm-up (15 min):

- Para empezar puedes proyectar en el tablero imágenes de animales. Lo ideal es empezar enseñando este vocabulario. Como siempre, la repetición coral será una buena opción.
- Luego, puedes escribir en el tablero: "the panda is..." "the cat is..." para que los estudiantes completen con características visibles, para este momento puedes admitir respuestas en español. También puedes hacerlo oralmente, de esa manera puedes practicar con varios animales.

2. Presentación del tema (20 min):

- Cuando los estudiantes ya hayan identificado ciertas características, puedes pasar a mostrar imágenes de los adjetivos. No necesariamente con animales, pero sí es muy importante que las imágenes estén divididas en parejas. De tal manera que sea para los niños más fácil identificar las palabras a través de opuestos: "tall / short" "old / young".
- Ahora repite el ejercicio anterior pero con solo respuestas en inglés. Modela una serie de características puntuales para que los niños se guíen en la siguiente actividad:
  - 1. My favorite animal is the cat.
  - 2. Cats are little
  - 3. Cats are black/orange/white/gray
  - 4. Cats are fluffy

3. Práctica (25 min):

- Pídele a los niños que dibujen su animal favorito en su cuaderno y debajo del dibujo hagan el mismo ejercicio anterior de describirlo. Muy seguramente necesitarán saber más vocabulario, así que monitorea la actividad y procura ayudarles con más palabras.

PLANES DE CLASE

CLASE 2 – Task: Let's do a Bingo!

OBJETIVO: IDENTIFICAR ADJETIVOS EN UN JUEGO DE BINGO

Actividad principal (60 min):

- Divide a los estudiantes en grupos de 4. Cada grupo recibe una tarjeta de bingo con adjetivos diferentes. Si así se prefiere, los niños también pueden copiar en su cuaderno individualmente las opciones que presenta la tarjeta (para ahorrar dinero y papel). Sino, puedes imprimir las tarjetas para cada estudiante.
- Luego, explica las reglas del juego:
  - 1. El profe mostrará una imagen que corresponda a cada adjetivo que tengan las tarjetas. (las imágenes han de ser diferentes, es decir, mismo adjetivo, diferente animal, persona u objeto)
  - 2. Los estudiantes tendrán identificar si el animal, persona u objeto es alto, bajo, viejo, joven, etc. Y tachar el cuadrado que corresponda.
  - 3. Cuando algún grupo logre ganar, tiene que decir los adjetivos que tenía su tarjeta en voz alta.

PLANES DE CLASE

CLASE 3 – Post-task: Let's report and compare!

OBJETIVO: REFORZAR EL VOCABULARIO APRENDIDO A TRAVÉS DE PRODUCCIÓN ORAL SIMPLE.

Repaso y retroalimentación (50 min)

- Pregunta a los niños acerca de la actividad anterior. Incentiva que los niños mencionen qué adjetivos aprendieron.
- Luego, escribe las palabras más mencionadas en el tablero y procura hacer oraciones cortas: "María is short" / "Juan is tall".
- Procura siempre corregir pronunciación, vocabulario o estructura de ser necesario.
- Los estudiantes repetirán las frases y escribirán dos ejemplos en sus cuadernos.
- Finalmente, pídeles que dividan una página de su cuaderno en dos columnas para escribir adjetivos opuestos, uno en cada columna: Tall/short, big/small.

PLANES DE CLASE

TASK 10: Big numbers!

INFORMACIÓN A TENER EN CUENTA (DOCENTE)

Profe, en esta unidad los niños aprenderán acerca de números grandes. Anteriormente se practicaron hasta el 30, es importante que en esta ocasión aprendan números hasta el 100, y si resulta posible, más grandes como el 1000. Pues para la actividad principal los niños tendrán que simular un mercado en el cual puedan comprar y vender productos.

¿QUÉ SE VA A ENSEÑAR?

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one-hundred

200 two-hundred

1000 one thousand

How much is it? (¿cuanto cuesta eso?)

How much is the apple? (¿cuanto cuesta la manzana?)

It is 500 pesos / it costs 500 pesos (cuesta 500 pesos)

**Nota:** Vale la pena recordar que los números no tienen plural. Es decir, no es posible decir "two hundreds / three thousands".

Además, ten en cuenta que podemos utilizar "is" para responder acerca de precios en lugar de "cost". Esto se debe a que la pregunta se podría entender como "¿cuál es el precio?", que en dado caso se respondería como "Es 500 pesos".

PLANES DE CLASE

CLASE 1 – Pre-task: Let's count!

OBJETIVO: INTRODUCIR Y PRATICAR LOS NÚMEROS GRANDES EN INGLÉS HASTA EL 100/1000 (EN BLOQUES).

1. Warm-up (5 min):

- Tú dices un número (ej. "twenty-five") y los estudiantes lo escriben rápido en una mini hoja o en su cuaderno y la levantan.

2. Presentación del tema (30 min):

- En este caso será más importante presentar únicamente las decenas ya que los números del 1 al 9 siempre se repetirán.
- También, presenta los cientos (si los niños están lo suficientemente acertivos, puedes presentar también los miles), recordando a los niños que la palabra "hundred" (en dado caso también "thousand") siempre se repetirá, solo tienen que agregar antes algún número del 1 al 9.
- Haz repeticiones corales y pide a los estudiantes que lean los ejemplos en el tablero dado el caso.

3. Práctica (20 min):

- Ahora, dicta números para que los niños los escriban en orden. Esto ayudará a que recuerden mejor la escritura de los números y no únicamente cómo suenan.
- Luego, puedes invertir la actividad, escribes el número y los niños lo dicen en voz alta.

PLANES DE CLASE

CLASE 2 – Task: Preparing the mini-market

OBJETIVO: PREPARAR DIÁLOGOS Y PRECIOS PARA EL MERCADO.

Warm-up (10 min):

- Repaso oral rápido: tú dices un número y los estudiantes lo repiten al unísono.

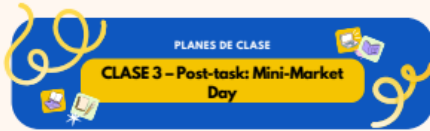
2. Actividad principal (50 min):

- Cada estudiante recibe 4-5 tarjetas en blanco.
- Dibuja o pega imágenes simples de productos (puedes proyectarlas o mostrarlas en fotocopia). En este caso, puedes utilizar cualquier tipo de productos, pero según la secuencia de estas actividades, los niños tendrán más claro el vocabulario acerca de comida. Puede ser una muy buena opción para que los niños se concentren mayormente en los números.
- Asigna precios (ej. \$15, \$27, \$42) y los escriben en inglés para facilitar la actividad. Para este punto puedes hacer dos cosas: practicar con decenas y decir a los niños que los precios estarán en dólares; sino puedes dejar la actividad en pesos para que los niños pongan los precios que reconozcan más fácilmente. De esa manera, estarán practicando los cientos y tal vez los miles.
- Ensayan mini diálogos en parejas, sentados uno al lado del otro:
  - "How much is the apple?"
  - "It is twenty pesos."

**Nota:** Para este punto los niños tienen vocabulario y estructura acerca de: saludos, comida, números, colores, decir me gusta o no me gusta y adjetivos. De tal manera que para la actividad lo ideal sería que logren incluir un poco de este vocabulario ya aprendido, como si realmente fueran a una tienda a comprar.

Aun así, focaliza la actividad en las estructuras propias de esta "task".

Además, puede que la preparación para esta actividad tome mucho tiempo, así que para realizarla, se plantea utilizar la siguiente clase.



**OBJETIVO: REALIZAR LA ACTIVIDAD PRINCIPAL Y DAR  
RETROALIMENTACIÓN**

**Actividad principal (30-40 min)**

- Se simula el mercado por filas o grupos cercanos.
- Los estudiantes "compran" intercambiando tarjetas con sus compañeros más próximos.
- Cada compra requiere usar el diálogo completo.
- Al final, anotan en su hoja qué compraron y cuánto gastaron.

**Retroalimentación (10-15 min)**

- Tú recopilas en el tablero frases correctas e incorrectas escuchadas.
- Se corrigen juntos, reforzando is / are y la estructura de precios.