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PRESENTA:

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This research will explore how combining traditional and alternative approaches can upgrade or enrich the foreign language teaching in primary classrooms. The goal is not to focus on one method, but to identify pedagogical principles that respond to children's developmental needs, promote participation and motivation, and create meaningful opportunities for language use principles that, as Cameron (2001) argues, are central to a truly learning centered pedagogy

In teaching English through the holistic methodologies, my main objective is for learners to develop the four essential language skills: listening, speaking, reading, and writing, while cultivating a personal and lasting interest in the foreign language. The aim is not only to ensure correct use of English, but to guide students toward experiencing the language as a meaningful and creative tool for expression.

The first chapter key concepts related to language acquisition, communicative teaching, and child centered methodologies are analyzed. These foundations guide the pedagogical decisions made throughout the intervention.

Next, the document describes the context and diagnostic stage, providing an analysis of the learners' characteristics, needs, and initial conditions. This stage supports the identification of the main problem and justifies the design of the intervention. The main body of the document is organized in Action Research where different teaching strategies are implemented and evaluated such as storytelling, movement, games and task-based activities. Evidence is gathered through observation checklists, rubrics and reflective journals. Furthermore, the document includes an assessment section, where the evaluation of students' speaking and listening skills, participation and communicative abilities is discussed. As highlighted in the assessment framework, evaluating speaking requires attention to elements such as fluency, pronunciation, vocabulary, accuracy, and interaction.

Chapter I. Introduction.

1.1 Context and Justification

Primaria ‘Prof. Fernando Vazquez’ is a public elementary school that was founded in 1970. It is located at Av. Himno Nacional 4000, Issste, 78280 San Luis Potosí, S.L.P.

The elementary school has a morning shift from 8:00 to 13:00 and an afternoon to 14:00 to 18:00 pm shift. The school has electric energy, water services, internet (that only the teachers have access to) and telephone. The school has 15 classrooms, including a sort of classroom used for multiple services, a computer room and a library (that remains unused), 5 bathrooms for girls and boys, with 5 functioning bathrooms, a mirror and 5 handwash. There are only a few classrooms that have projectors and a computer. Signs and evacuation routes alongside emergency exit routes are visible in school, but they don’t have an infirmary. In total, there are 30 people working there; the school has 2 principals, one in the morning and one in the afternoon, and 22 teachers, and 6 with supporting roles who also guard the main entrance.

The main problem begins with the absence of English as a formal subject in the school. When English lessons were introduced, students responded with enthusiasm, showing curiosity and excitement to participate in activities, especially in the lower grades. At first glance, there seemed to be no problem: most students even demonstrated some prior knowledge of basic vocabulary like colors and numbers (especially in first and second graders). However, closer observations revealed that the underlying issue was not the lack of ability, but rather how attention and creativity were being managed in the broader classroom environment. Students often grew restless during long periods of sitting, some distracted themselves with unrelated activities, and engagement dropped as the day progressed.

As a teacher trainee, the reality observed in the classroom reflects similar difficulties. Many students have a keen interest in English, but their enthusiasm often decrease when teaching is focused on static activities or in the book like other subjects. Traditional routines frequently restrict movement, imagination, and collaboration, leading to disengagement, especially among younger learners. The situation reveals a gap between students’ natural energy and creativity, and the methods commonly employed to teach them. Research in Teaching English to Young Learners (Shin & Crandall, 2013; Cameron, 2001) highlights that effective approaches are those which use meaningful contexts, holistic development, and

student centered practices. On one hand methods such as Waldorf's emphasizes on storytelling, arts, movement, and "head, heart, and hands" education, offering one possible path to bridge this difference when combined with communicative and task-based approaches, like "student centered" method or "Task based learning"

Another barrier to learning became visible through the results of questionnaires (APPENDIX A) applied to different grade levels. A large majority of students expressed an interest in creative activities (78% in 1st and 2nd grade and 62% in 4th grade), but many also reported feeling uncomfortable when sitting for long periods (50%) and experiencing stress related to exams and homework. To obtain the data presented, a student questionnaire mixed with an observation checklist was applied. The results showed that 78% of students from the lower grades expressed enjoyment of school while only 62% of students from the higher grades enjoyed school, showing that motivation decreased over time. In addition, 50% of students expressed discomfort with long periods of sitting and many students reported stress associated with exams and homework. These results showed that traditional classroom structures may hinder engagement and indicate the need for more dynamic, student-centered approaches. This shows that the traditional, rigid classroom structure hides opportunities for deeper learning by disengaging students over time and overlooking their need for artistic expression, play, and variety.

Based on these observations, the main problem is not a lack of interest in English itself, but the way learning is delivered. A method that depends a lot on fixed, repetitive, or exam-oriented tasks can lower student interest and hide the natural curiosity they show when involved in lively and creative activities. In this context, adopting approaches which integrate art, movement, storytelling, and environmental variation, becomes not just an alternative but a solution that aligns with students' needs. It addresses the hidden barrier: the mismatch between students' creative potential and the restrictive structures of traditional classroom practice.

Encuesta: ¿Cómo me siento en la escuela?
Rodea la carita que muestra cómo te sientes en cada pregunta.

1. ¿Te gusta venir a la escuela?
 
2. ¿Te gustan las clases que tienes todos los días?
 
3. ¿Te gusta pintar, dibujar o hacer manualidades en clase?
 
4. ¿Te gustaría aprender jugando más veces?
 
5. ¿Cómo te sientes cuando estás mucho tiempo sentado?
 
6. ¿Te gustaría contar cuentos, actuar o escuchar historias en clase?
 
7. ¿Te gusta trabajar con tus compañeros en grupo?
 

Figure A. Questionnaire applied to 1^oC

In the field of English Language Teaching (ELT), the decision to explore wider approaches for teaching young learners, while integrating diverse methods such as holistic and student-centered strategies arises from both personal and professional motivations. I experienced the pains of traditional language learning, which tends to involve a lot of rote memorization and repetitive dynamics rather than meaningful engagement. Activities that broke routine such as role-play or interactive projects were the ones that left a lasting impact on my learning. This background created my opinion that teaching English to children should not be limited to grammar-based lessons but should generate curiosity, creativity and real communication. As a teacher trainee, the reality seen in the classroom shows similar difficulties. Many students are enthusiastic about English but their motivation often drops when the instruction is based on static activities or in the book, like other subjects.

1.2 Objectives and Organization of the Document

The importance of implementing this topic lies in its potential to respond to the current challenges of language teaching in Mexican elementary schools, where English is often introduced without sufficient methodological support. By incorporating methods or approaches such as “Student Centered approach”, “Waldorf method” “Task based learning” this document seeks to demonstrate how creative, holistic practices can be aligned with communicative goals and official curricular frameworks. This not only develops linguistic competence in listening, speaking, reading and writing but also addresses wider goals such as intercultural awareness, learner autonomy and motivation. Ultimately, the integration of such approaches ensures that English is not seen as a remote or difficult subject but as a living language that relates to children’s experiences, imagination and personal development.

Main Aim: To analyze how holistic and communicative teaching strategies influence students' oral language development in a first-grade English classroom.

Subsidiary Aims:

-To design and implement classroom practices that combine communicative and task-based activities through storytelling, arts, movement, and nature-based learning.

- To measure the effect of storytelling, movement and task-based activities on student participation.
- To evaluate a learner’s development of the ability to communicate in the L2 during English lessons.

In agreement with the main purpose of this study, implementing and analyzing TEYL approaches that enhance children’s creativity, and language development, it is necessary to establish clear and measurable evaluation objectives. These objectives guide the collection of evidence during implementation and ensure that the impact of the pedagogical approaches can be systematically analyzed. The following objectives are aligned with child-friendly assessment principles (Cameron, 2001; Pinter, 2006; Shin & Crandall, 2013) and with the use of multimodal instruments appropriate for first-grade learners.

- A. Measurement of Learners Creativity: is to focus on children's ability to create original ideas, use artistic expression, and apply imagination in linguistic output related to the language objective.
- a. Creative and artistic activities are essential in TEYL because they allow learners to engage with language through multiple modalities, addressing diverse learning styles and increasing motivation (Cameron, 2001). A personal interest of some students tends to be more distracted and have low attention span, and actually show more interest in artistic traits and games.
 - b. Creativity and artistic expression are not supplementary elements but central competencies in 21st-century education, as they are directly linked to innovation, problem-solving, and meaningful learning (Trilling & Fadel, 2009; Binkley et al., 2012).
- B. Measurement of Language Development (Listening and Speaking Skills): This objective evaluates emerging linguistic competence through child-appropriate indicators, such as comprehension of TPR actions, pronunciation of target vocabulary, use of simple sentences (*This is my mom; she is calm; she is short*), and increased participation in oral activities. Evidence gathered will help determine whether communicative and task-based practices integrated with storytelling and holistic approaches support early language acquisition in first grade.

According to the study plan, the main objectives I chose are

- Generic Competences

The general competence for this document is that I will provide educational intervention through the design, implementation, and evaluation of teaching strategies, didactics, materials, and educational resources that consider the student at the center of the educational process as the protagonist of their learning.

- Professional competences

For my professional competence regarding my development as a teacher, I will present my school, academic, and research projects in English to strengthen my teaching and activities for social, academic, and professional purposes.

- Disciplinary competence

For the disciplinary competence the theoretical is used and methodological elements of my research as part of my ongoing training as an English language teaching professional.

To check if the aims were developing through every lesson, some checklists (APPENDIX B) and observational tools were designed following the students' participation, language development, and the effectiveness of TEYL-based strategies.

Classroom Practices & TEYL Implementation

Observer: _____

Class: _____ Date: _____

Indicator	✓	✗	Comments
Activities are appropriate for students' age and attention span			
Lesson includes movement (TPR, gestures, games)			
Lesson includes storytelling or narrative elements			
Lesson integrates artistic expression (drawing, acting, coloring)			
Instructions are clear and supported with gestures or modeling			
Activities promote interaction (student-student / student-teacher)			
Tasks have a communicative purpose (not only repetition)			
Materials (visuals, videos, realia) support comprehension			
Students are actively engaged during most of the lesson			
Activities are adapted when students show difficulty			

Figure B. Chart to evaluate Teacher trainee's approaches in the classroom

The observational tools for measuring engagement with the language and if the students are progressing will be

-Observation

According to Cameron (2001), young learners' engagement is observable through attention span, participation, and emotional responses during tasks. A chart will be created evaluating this aspects, the child participates actively during songs, stories, or games, volunteers to

answer or use English words, shows enjoyment or smiles during activities, gets distracted or loses focus quickly

-Visual self assessment tools

Shin & Crandall (2013) recommend using visual tools to promote reflection and learner autonomy at early ages. A little page that says “How did I feel today with class” and then they have to color the face with the corresponding statement, like: “I loved the class, It was okay, not so good”

Chapter II. Action Plan

2.1 Diagnostic Context and Theoretical Foundation

According to INEGI (2025) the school is registered in “Enciclomedia” “Escuela Segura” “Programa Nacional de Lectura” AND “English in Basic education” this indicates that between the year of 2013 and 2024 they decided to not continue being part of that program.

The school’s facilities are adequate for young learners, the classrooms are big enough, they have good sunlight and the yard has tables on the edges so students can play in the center of the playground without disturbing others who are eating. It also has a wide space of garden with trees which students also use to play and interact.

The INEGI (2025) data states that there is only one printing branch, there are at least six convenience stores, four candy stores, and 15 stationery stores, there is a preschool, an elementary school, and two secondary schools within the neighbourhood close to the school. The analytical program also reports problems having to do with shortage of running water and there being a lot of traffic in the morning.

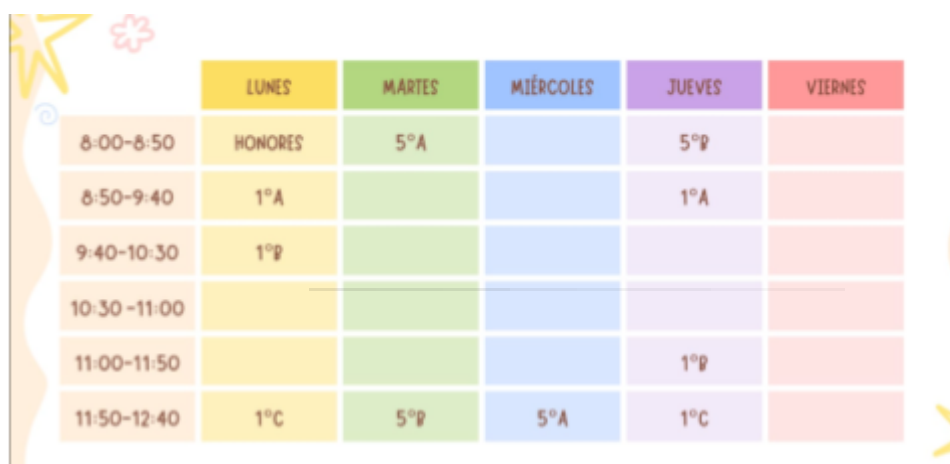
The students have daily subjects such as math, Spanish, computation, physical education, all the subjects are related to the “Nueva Escuela Mexicana (NEM)” so they are divided by the formative camps and their corresponding books and notebooks, but they have not included the English subject. Still, this year the students will be working with it with the teacher’s trainee

The learners’ group of 1C have interest in learning a new language, though there is motivation and there is willingness to do the corresponding activities, the learners struggle to keep up with a variety of materials such as creative artworks, or more rigid activities. I decided to work with 1°C since it brings many problems and a challenge for the activities I

try to create and adapt. I have heard this phrase from a lot of teachers “One thing is your lesson plan, but another different thing is managing the classroom” I believe this will be an important experiment to try to adapt the learning and giving them meaningful topics and holistic student centered classes and analyzing how all of this works, if it indeed made a difference with real students in real context. The main group of 1°C –eighteen students consisting of 10 boys and 8 girls– consists of elementary school children between six and seven years old, who are in the early stages of English language learning. They demonstrate curiosity and initial motivation to participate in activities, particularly when these involve movement, creativity, or visual support. However, encouraging engagement is a recurring challenge: several students struggle to maintain focus for extended periods, and distractions, whether from classmates, materials, or the environment, often interrupt the learning process.

One student in the group has autism, which necessitates special attention to his learning needs. This student is interested to learn but struggles to keep up with the class and complete tasks consistently. The need for clear structure, visual elements, and individual reinforcement is evident, as these supports enable the student to engage more confidently and minimize frustration. The group benefits from multisensory and dynamic methodologies, as traditional desk-based or lengthy activities tend to decrease concentration and reduce participation. Activities that incorporate storytelling, games, art, and movement has been more successful in maintaining focus and encouraging inclusion. The presence of diverse learning needs, such as those of the autistic student, underscores the importance of adopting flexible, holistic approaches that adapt to varied paces of learning and foster an inclusive, supportive classroom environment.

Throughout the week, there will be two classes of English with all of the first graders, including my focus group, which all of the lessons are at the end of the school day, (APPENDIX C) I considered that the last hours can be difficult to handle, due to the short attention span, fatigue and the class being after recess, but this motivated me on the practice and evaluation of the importance of ludic activities and the use of different methodologies.



	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
8:00-8:50	HONORES	5ºA		5ºB	
8:50-9:40	1ºA			1ºA	
9:40-10:30	1ºB				
10:30-11:00					
11:00-11:50				1ºB	
11:50-12:40	1ºC	5ºB	5ºA	1ºC	

Figure C. Personal schedule of the classes

One of the main problems students face when learning the language is that the elementary school does not have English as a part of the study programme. Three out of 16 students stated they had an English subject in their kindergarten. From this, parts another problem, this is the first time the majority would be having some kind of approach to L2, so how would the teacher trainee make this learning experience a meaningful one? How does age affect the learning of L2? Is it really that important to create a meaningful education for young learners? What does literature say? How does that work in real life?

In the purpose of addressing the previous queries raised, the following pages/lines intend to brief the reader on the school context and learner profile; the theoretical and methodological bases for teaching English to young learners; the action plan that integrates storytelling, movement, and task based routines; the assessment tools used to document participation and progress; and the expected outcomes and reflections derived from classroom implementation. English is a new, fresh start for the students, something that changes the curriculum and makes them curious, the real deal comes to the other classes they had. On my first observation I noticed the students worked well in the classroom, like working with teams that they are not used to, but when it came to paying attention, some were distracted. It would be hard to keep the students' attention every minute

I tried to be neutral when planning for the first activities before diagnosis, I did not focus on a particular methodology or strategy because of the lack of knowledge on the problem and because I wanted actual proof about how well they worked and engaged with the L2 with a "solution" applied or without it. I think I did not have repetitive tasks, I focused on handcraft

like coloring, cutting, pasting, designing, writing, and listening, as previously mentioned, most of the students did not have much trouble on completing tasks, but demonstrated to be more motivated to learn when they recognized something they were interested about in the class material

Teaching English to Young Learners (TEYL) refers to the process of introducing and developing English as a foreign or second language among children approximately between the ages of five and twelve. According to Cameron (2001), effective foreign language instruction for children requires acknowledging their unique cognitive and emotional developmental stages rather than treating them as simplified versions of adult learners. The kids learn best through concrete experiences, interaction, and meaningful use of language rather than through abstract grammar explanations or memorization.

Shin and Crandall (2013) define TEYL as a field focused on designing developmentally appropriate lessons that engage children actively in meaningful communication. Sessions should also connect English to children's real-life contexts and interests through play, stories, songs and movement. They argue that the success of early language learning is less about the early start and more about the quality of instruction, teacher's preparation and the provision of sufficient exposure and continuity across educational stages.

Pinter (2006) stresses that effective TEYL involves understanding how children think, feel and learn. As their attention span is short and their learning is strongly linked to emotion and imagination, activities should be interactive, varied and purposeful. When children are allowed to express themselves through creative and hands-on experiences such as drawing, acting or singing, they start to internalize the new language naturally, associating it with enjoyment and self-expression rather than anxiety.

TEYL also involves adding many aspects of development linguistic, cognitive, emotional and intercultural factors to the learning process (Bland, 2015). She claims that language learning in childhood nurtures curiosity and empathy through the use of authentic materials such as stories, picturebooks and songs bringing together language with identity and imagination. TEYL is about creating lessons that are developmentally appropriate, meaningful and fun, where children learn by doing, creating and interacting. Good programs use themes or content-based approaches such as Content and Language Integrated Learning (CLIL), focus on communication rather than form and ensure continuity into the later stages of education.

The goal is not only to teach English but to cultivate curiosity, confidence, and a positive attitude toward language learning from an early age (Shin & Crandall, 2013; Pinter, 2006).

When talking about TEYL it is essential to recognize that children learn differently from teenagers and adults. The following paragraphs intend to extract main points of how experts explain a child's process of learning is developed.

Jean Piaget (1972) theory of cognitive development explains that children progress through four main stages of thinking: the sensorimotor stage (from birth until around 2 years), where learning occurs through physical interaction with the environment, the pre-operational stage (approximately 2 to 7 years), characterized by symbolic thinking and language development, although reasoning is still intuitive, the concrete operational stage (around 7 to 11 years), where children begin to think more logically but still depend on concrete experiences, and finally, the formal operational stage (from around 12 years onward), in which abstract and hypothetical thinking develops.

According to this framework, children between five and twelve years old, such as the learners of this study, are mainly in the transition between the pre-operational and concrete operational stages. At this point, their thinking is based on concrete experiences, physical interaction and contextualised meaning rather than abstract reasoning (Piaget, as cited in Pinter, 2006). Therefore, learning activities should be meaningful, visual and linked to real-life situations. As Pinter (2006) explains, children learn better when they are actively involved in experimenting, interacting with others and using language in purposeful contexts.

Children do not simply receive language passively; they actively try to make sense of what they observe by interpreting the intentions and purposes behind others' actions and speech. However, this meaning-making process is shaped and limited by their previous knowledge and experiences. In the language classroom, this implies that students may not always respond to tasks in the expected way, as they interpret instructions and activities based on their own understanding. Therefore, in the implementation of the action plan, it was necessary to design activities that were clear, contextualized, and supported with visual and interactive elements, allowing students to construct meaning more effectively. This approach helped facilitate participation and improved students' engagement with communicative tasks (Cameron, 2001).

This developmental viewpoint reinforces that learning occurs when lessons include movement, hands-on activities, stories and games, visual and auditory stimulation, and any opportunities for interaction.

Young learners respond well to lessons with movement, hands-on activities, stories, games and different sensory input as these support the ways in which children naturally learn through interaction and experience. These become particularly relevant when considering early stages of language development such as the silent period in which learners may not produce language immediately but are actively processing input.

As noted by Ruth Harris (2019), referencing Patricia Tabors and Catherine Snow (1994) children in this stage require rich, meaningful exposure to language without pressure to respond verbally. For that reason, incorporating interactive and engaging activities not only aligns with children's developmental needs but also supports their gradual transition from comprehension to production.

4 Stage Model (Tabors & Snow, 1994)	6 Stage Model (Clarke, 1996)
1. Continued use of the home language	1. Continued use of the home language
2. The non-verbal period (silent / mute)	2. Non-verbal communication 3. A Period of silence
	4. Repetition and language play
3. Telegraphic and formulaic speech	5. Single words, formulae and routine language
4. Productive language use	6. Development of more complex English

Figure D. The stages of the Silent Period according to Tabors and Snow (1994) and Clarke (1996)

The first stage (APPENDIX D) for both authors specify that when a child is exposed to another environment with a second language, at first, they continue to use their mother tongue, not realizing there are other languages or hoping that eventually they will be understood.

When the child realises that he or she can not be understood, she or he enters a period of silence; Clarke (1996) suggests that there is no communication in any of the languages the kids know, the first language, the new language or even the non- verbal.

“Children are absorbing the new language and building up their comprehension” (Clarke 1996)” and “children start collecting information by watching and listening intently – spectating and talking to themselves “rehearsing” in preparation for going public with their

new language” (Tabors 1998, p. 22). Siraj-Blatchford & Clarke (2000, p. 49 cited by Harris, R. (2019.)

This perspective of the silent period being a time when children are actively building understanding through observation and internal processing before they start to produce language (Clarke, 1996; Tabors, 1998, as cited in Harris, 2019) is very similar to the principles proposed by Stephen Krashen (1982). Particularly, the idea that language acquisition occurs when learners are exposed to meaningful input that they can understand.

Following Krashen’s theories (1982) “We acquire language when we understand what people tell us or when we understand what we read. ”

The Comprehension Hypothesis explains that learners progress when they are exposed to language that is slightly beyond their current level. In this model, “i” is what the learners already know and “i + 1” is a new language, just one step further advanced, so that the learners can gradually build their understanding (Krashen, 1985; Krashen, 2013).

We can do this with the help of language we have already acquired, our knowledge of the world, and context.

The Affective Filter Hypothesis proposes that emotional factors such as anxiety, low self-esteem, and lack of motivation do not directly affect language acquisition but can act as a barrier that prevents comprehensible input from being processed by the learner’s internal language acquisition system (Krashen, 1985).

One of the main ideas in this study is that children between the ages of five and twelve learn English better when the lessons are meaningful, fun, and real-life themes, rather than just memorising. Although English is now taught at an earlier age, this does not automatically guarantee better results. What really makes a difference is the way the language is taught: prepared teachers, engaging activities, enough time to learn and continuity rather than short, isolated sessions (Shin & Crandall, 2013; Cameron, 2001). Theories on TEYL focus on helping children acquire a new language through meaningful, appropriate experiences

Theories on TEYL focus on helping children acquire a new language through meaningful, appropriate experiences. The focus is not on memorizing or translating but on using English as a resource for interaction, creativity and discovery. Cameron (2001) points out that children make sense of the world by interacting with it and so language learning must involve active participation. They learn best when English is used to convey real meaning through

songs, stories, games and activities that resonate with their emotions and experiences. Shin and Crandall (2013) argue that TEYL programs are most effective when lessons are linked to children's daily lives, interests and natural curiosity. They suggest that young learners thrive in multisensory learning environments where they can see, hear, move and respond, making English a living experience, so then instructions should be supported by trained teachers, adequate exposure and continuity in the curriculum. Just starting English instruction early does not guarantee success unless children are exposed to consistent and communicative lessons. The Total Physical Response (TPR) is particularly suitable for early learners, as it is in line with their developmental need for movement and hands on experience, developed by James Asher (1977). TPR is based on the belief that children learn effectively when language input is coupled with physical movement and motor activity, which reduces anxiety and supports comprehension. In TEYL contexts, TPR increases engagement by turning language into meaningful, embodied action, it also supports vocabulary retention and strengthens listening skills (Asher, as cited in Shin & Crandall, 2013). Based on these principles, the Total Physical Response can be used in the classroom as a practical way of putting the theory into practice, allowing the students to connect language and physical action in a meaningful and engaging way. In my practice, TPR complemented communicative and holistic approaches by allowing students to respond physically to commands, stories, and songs, making English learning dynamic, playful, and developmentally appropriate.

Understanding how children learn a foreign language requires looking at how their minds, emotions, and bodies work together in the learning process.. As Shin and Crandall (2013) explain, children between five and twelve years old learn best when they can move, explore, and interact with their environment. Their curiosity drives their learning, but their attention span is short, so they need lessons that include stories, games, and creative activities to stay engaged. Learning happens through doing, not just listening, and effective teaching must connect English to real-life contexts that children understand.

Cameron (2001) emphasizes that they learn language when it is used to communicate meaning, not just to repeat sentences. For example, when students sing a song, act out a story, or draw a picture while describing it, they are linking words to experiences and emotions, this is how understanding takes place. Cameron also notes that children think in concrete terms, so they need visual, physical, and emotional support to connect ideas and develop real

comprehension. In other words, learning a language is not a mechanical process; it is social, creative, and deeply connected to the child's sense of discovery.

According to Pinter (2006), children's learning develops holistically, integrating their cognitive, emotional, and physical growth. For this reason, TEYL classrooms should prioritize experiential learning through doing where the teacher acts as a facilitator who guides exploration rather than simply transmits knowledge. She notes that young learners' motivation is closely tied to enjoyment and personal relevance, meaning teachers should build activities that balance structure with imagination and play.

Bland (2015) expands this perspective by connecting TEYL with creative and intercultural development. The author argues that using authentic materials such as picturebooks, poetry, or storytelling helps children relate emotionally to the target language, stimulating empathy and global awareness. When language learning is tied to imagination, the child's engagement deepens, and the classroom becomes a space for both linguistic and personal growth.

TEYL is not only about teaching vocabulary or grammar but about creating meaningful communicative experiences where English becomes part of the child's world. It requires teachers to combine linguistic goals with creativity, movement, and affective engagement so that language learning feels purposeful and joyful. The teacher's role is to design learning experiences that are rich, contextualized, and connected to students' developmental stages, helping them build both competence and confidence in using English.

Integrating all these perspectives, TEYL involves designing lessons that are

- Developmentally appropriate
- Meaningful so that the content is connected to children's lives
- Interactive -involves movement, communication.

Effective TEYL is a holistic process where children learn through doing, creating, imagining and interacting, supported by theories of cognitive development, language acquisition, and child centered pedagogy

As mentioned previously, storytelling and multisensory arts are essential components of TEYL because they combine imagination, emotion, and language into one holistic learning experience. Cameron (2001) explains, children construct meaning through stories that reflect

their experiences, feelings, and curiosity about the world. Stories allow them to connect English to real life situations in a natural and memorable way, providing both linguistic input and emotional engagement. Through storytelling, children are not just passive listeners, they become participants in creating meaning, predicting outcomes, and expressing their interpretations.

Bland (2015) highlights storytelling as a powerful pedagogical approach that develops linguistic, cognitive, and intercultural skills simultaneously. She argues that stories are authentic texts that awaken imagination and critical thinking in children, helping them see language as something meaningful. This also aligns with Mourão's (2015) view that picturebooks and visual narratives allow young learners to interact with language through multiple modes words, images, colors, and sounds enhancing comprehension and emotional resonance.

From a pedagogical perspective, storytelling and artistic activities also support the “head, heart, and hands” principle of holistic education proposed by Rudolf Steiner (1996). According to Edmunds (2004), arts, rhythm, and movement are not supplementary elements but “core modes through which children experience and internalize learning”. The Waldorf philosophy (Hashitani, 1998) sees imagination, movement, and art as central to learning, suggesting that language teaching should involve rhythm, emotion, and creativity. In this sense, songs, drawing, dramatization, and movement-based storytelling are not secondary activities but essential pathways to understanding and expression. When children act out a scene, paint a story, when we read a book “A very hungry caterpillar” and the students had to paint the fruit in order (APPENDIX E), according to the book, or sing a rhyme, they embody language and make it personally meaningful.

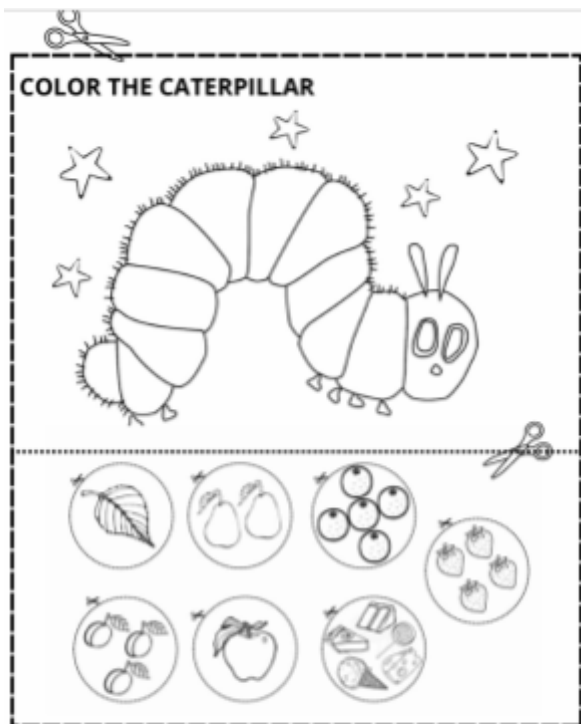


Figure E. Coloring and matching the food activity, while the story is read

There are strategies that can foster a joyful and inclusive atmosphere that motivates learners and supports natural language acquisition, Pinter (2006) mentions that multisensory activities help children with different learning styles engage with English more effectively. For instance, songs develop pronunciation and rhythm, drawings reinforce vocabulary, and role-playing enhances confidence in speaking.

The Task Based approach aligns with children's natural way of learning through exploration, action, and interaction with others, in TEYL grows in the idea that children learn more effectively when language is used for meaningful communication rather than mechanical repetition. Tasks provide opportunities for learners to use English purposefully to complete an activity, solve a problem, or create something with craft.

Bentley (2015) explains that in young learner contexts, Content and Language Integrated Learning (CLIL) and task-based activities can work together to create contextualized experiences. By integrating English into subjects like science, art, or daily routines, teachers can provide comprehensible input that is both authentic and relevant. When children carry out tasks such as class surveys, craft projects, or storytelling performances, they are not just

practicing language they are using to think, plan, and collaborate. These activities promote cognitive engagement while ensuring that learning remains playful and accessible.

Cameron (2001) emphasizes that contextualized instruction allows children to build meaning from familiar settings. Tasks and routines such as distributing materials, greeting peers, or following class jobs offer repeated, predictable opportunities to use English meaningfully. Through these routines, children gain confidence and internalize language structures naturally. The teacher's role, therefore, is to design tasks that balance demands (the challenge of the task) and support (scaffolds that guide understanding), gradually increasing complexity as learners progress.

Bland (2015) also supports the task-based approach as a bridge between communicative and creative learning. She highlights that well-designed tasks can include drama, role-play, or artistic creation, which not only strengthen language skills but also foster imagination and empathy. In this way, task-based learning supports both the cognitive and affective dimensions of child development.

Task-based and contextualized instruction in TEYL focuses on learning through doing. It encourages children to construct meaning actively and interact socially while using English in purposeful ways. The combination of tasks, routines, and CLIL activities provides a scaffolded learning environment where language is not an isolated subject but a living tool for communication, exploration, and collaboration.

The theories and approaches discussed previously provide the foundation for the teaching practices implemented during the classroom intervention at school "Fernando Vázquez." In this context, English was a newly introduced subject, and most students had little to no prior exposure to the language. Their enthusiasm was evident; however, maintaining attention during long, sedentary routines was challenging. This situation called for a learning design that aligned with the principles of TEYL engaging, meaningful, and developmentally appropriate activities that stimulate curiosity and sustain motivation.

Following Cameron's (2001) idea that children learn language by using it in context rather than by memorization, lessons were designed to connect English with familiar experiences and actions. Tasks included songs, stories, role play and simple class routines. This approach aligns with children's natural way of learning through exploration, action, and interaction with others, that provided repeated exposure to key expressions. Following Shin and

Crandall's (2013) recommendation, the lessons integrated multisensory elements movement, visuals, rhythm, and real-life themes to make language comprehensible and emotionally engaging.

Storytelling and creative arts, strongly suggested by Bland (2015) and Mourão (2015), were used with the intention of making English come alive, to have students experience English not as a school subject but as a language of play and imagination. Therefore, attempting to reflect the Waldorf educational principle of learning through "head, heart, and hands" (Steiner, 1996), combining intellectual understanding with emotional and physical engagement.

The integration of these methodologies, involving strategies and activities, are meant to transform the English classroom into a dynamic, interactive, and inclusive space. The focus was placed on receptive and productive oral skills, listening and speaking, since they form the foundation for communicative competence at the A1 level. This work, therefore, applied TEYL principles in a real classroom context with the purpose of demonstrating how creative, multisensory, and task-based strategies can enhance engagement, motivation, and meaningful language use among young learners in Mexican primary education

According to Pinter (2006), effective early language teaching depends on creating natural and contextualized situations. Children do not learn well through translation or memorization; they learn when English is part of meaningful activities. For example, telling stories, using drawing, or playing games allows them to practice the language while expressing their imagination. These activities develop not only linguistic skills listening and speaking but also confidence and intercultural awareness. Pinter explains that when children use English in enjoyable ways, they are more willing to take risks and communicate.

This idea connects with holistic educational philosophies such as the Waldorf method, proposed by Rudolf Steiner (1996), which seeks to educate through the "head, heart, and hands." In this approach, learning takes place through imagination, emotions, and physical experience. Songs, rhythm, storytelling, art, and movement are not separate from academic learning, they are part of how knowledge becomes meaningful. Applying this philosophy to English teaching allows children to experience the language as something creative and alive, rather than distant or difficult.

Research in Teaching English to Young Learners (Shin & Crandall, 2013; Cameron, 2001; Pinter, 2006) agrees that successful programs depend less on the child's age and more on the quality of instruction

Learning English at an early age happens when the classroom becomes a space of exploration and creativity. The teacher's role is to guide this process through stories, songs, movement, and artistic expression, combining both holistic and communicative approaches. These methods help children connect emotionally with the language, sustain their attention, and see English as part of their world. As the literature shows, teaching young learners is most effective when it nurtures not only the mind, but also the heart and hands.

In my focus group, there is a student with a learning barrier, so I face the challenges on creating a lesson plan where everyone can learn and communicate, including this student, research was done on how to elaborate activities and keeping them on task is particularly difficult, so special effort should be made to bridge their interests and the language tasks. (Barletta 2018)

My group of focus has a student with a learning barrier, Student A. He is diagnosed with autism and TDAH according to the head teacher, he works if you are making sure he doesn't get distracted by external factors.

Inclusive education in the context of TEYL recognizes that all children, regardless of cognitive, social, or emotional differences, have the right and ability to learn meaningfully. Learning barriers such as attention deficits, autism spectrum conditions, or learning disabilities require teachers to adapt methodologies so that instruction remains accessible, engaging, and developmentally appropriate.

Cameron (2001) notes that young learners' understanding depends on how language is presented visually, physically, and emotionally rather than through abstract explanation. This insight is essential for students with learning barriers, who often need multisensory and structured input to process and retain information.

In designing inclusive English lesson plans for young learners, it is essential to prioritize active, predictable, and multisensory experiences, as these respond to both developmental and diverse learning needs. This study draws on Joan Kang Shin and JoAnn Crandall (2013) because their work in Teaching English to Young Learners provides a practical framework for structuring lessons through stories, songs, and routines. They argue that repetition and

predictability not only support language acquisition but also create a sense of security, which is particularly beneficial for learners with special educational needs.

Building on this, Annamaria Pinter (2006) is included to extend the discussion toward differentiation, emphasizing that lesson planning must adapt tasks, timing, and expectations to diverse learners. Her perspective is especially relevant to this study because it reframes participation: even minimal verbal or nonverbal responses can indicate meaningful progress in a supportive communicative environment.

These principles are further complemented by Janice Bland (2015), whose focus on storytelling and creative work highlights how art, rhythm, and imagination function as alternative pathways to language learning. This is particularly significant for neurodivergent learners, as multisensory input allows them to engage with language beyond purely verbal processing. Similarly, Nubia Barletta (2018) supports the need to connect activities with learners' interests, arguing that visual, rhythmic, and kinesthetic elements help sustain attention and maintain students on task.

From a broader pedagogical perspective, Lani Florian and Kristine Black-Hawkins (2011) provide the theoretical foundation for inclusion, asserting that teaching should be transformed to accommodate learner diversity rather than expecting students to fit into fixed systems. This aligns with Carol Ann Tomlinson (2014), whose model of differentiated instruction reinforces the need for flexible methods, multiple means of representation, and varied forms of expression.

Based on the developmental theories of Piaget, the language acquisition framework of Krashen, and TEYL research; it is essential to determine the specific stage at which children in 1°C currently are in their foreign language development. Since this group is experiencing English formally for the first time, their production and comprehension correspond to the earliest stages of L2 acquisition in young learners, most students begin in either:

-The holophrastic Stage: The stage between 12 to 18 months that is known as the single word stage. Children produce isolated words or memorized chunks just like “teacher”, “hello” This process is also the next step towards a more fluent communication, the child uses single words as he hears the people around him talking in the L2. Even if the students say one word at a time they are trying to assimilate much more.

-The two word stage: From 24 to 30 months) in this stage the children can communicate in very short sentences, “this is my mom” “good morning/afternoon/night” “I am hungry” , the sentences may not be grammatically correct at all, but it is a good sign towards building full sentences.

The design of this action plan is grounded in the specific characteristics of the study group, including their age, language level, developmental stage, and identified learning needs. Based on these contextual factors and following the theoretical foundations previously discussed in the literature review, this proposal outlines a series of lesson plans, didactic materials, and classroom interventions aimed at enhancing students’ engagement, creativity, and communicative competence in English.

This action plan is not constructed arbitrarily, but it is informed by key principles from Teaching English to Young Learners (TEYL). In particular, the work of Joan Kang Shin and JoAnn Crandall (2013) guides the incorporation of interactive and routine-based activities, which provide predictability and foster participation. Additionally, Annamaria Pinter (2006) informs the need for differentiation, ensuring that tasks, expectations, and pacing are adapted to accommodate diverse learners and varying levels of participation.

The implementation of the action plan was carried out through a sequence of three main lesson plans, each one progressively refined based on classroom observation and theoretical reflection.

The first part of the Action Plan focused on basic communicative functions such as greetings, classroom language, and personal information. Activities included songs, flashcards, TPR, and guided interaction through circles and games .

This lesson illustrates an initial alignment with communicative and interactive principles. The use of songs, and movement-based activities reflects what Joan Kang Shin and JoAnn Crandall (2013) describe as effective strategies for young learners, as they provide repetition, predictability, and emotional engagement. Additionally, the inclusion of TPR-like activities responding physically to commands such as “stand up” or “sit down” supports early comprehension and reduces reliance on translation.

However, despite this interactive foundation, the lesson was used more as to diagnose the students on their level of english and if they could achieve the goals of the classes. It was

asked how many students were able to do it perfectly, what could I have changed, what do I need to do, and to plan anticipating changes in the schedule. As the classes went by, most of the classes were cancelled due to activities the school had programmed, still I used my self evaluation, peers recommendation and teachers' suggestion to elaborate the next activities for the Action Plan.

2.2 Design of the Action Plan

The Action Plan focused on vocabulary related to family members, physical appearance, and basic adjectives. While it incorporated some interactive elements such as flashcards, memory games, and role-play modeling occupations, a significant portion of the activities relied on worksheets, tracing, and written production tasks.

Although the topic selection was pedagogically appropriate since it connects directly to learners' personal context, its implementation revealed important limitations. The predominance of individual, seat-based tasks contradicted the developmental needs of the group, who were observed to learn more effectively through movement, repetition, and manipulation of materials.

This mismatch can be explained through the lens of Janice Bland (2015), who emphasizes that young learners access language more effectively through imagination, storytelling, and sensory engagement rather than abstract or written exercises. Similarly, Nubia Barletta (2018) highlights that maintaining attention requires connecting activities to students' interests and incorporating visual and kinesthetic elements and conditions that were only partially met in this lesson.

Furthermore, the structure of this action plan did not fully reflect principles of differentiation. As Carol Ann Tomlinson (2014) suggests, effective instruction should offer multiple pathways for participation and expression. In this case, the heavy reliance on writing limited access for students who struggled with fine motor skills or who required more dynamic forms of engagement.

As a result, although students were able to complete tasks, their level of engagement, participation, and oral production was inconsistent, indicating the need for pedagogical adjustment.

Though in this lesson plans, role play was added, the true is that once again, the circumstances were not appropriate to have a fluid teaching regarding the classes, the school had an epidemic of a sickness, for health reasons the school implemented a strategy dividing the class for girls and for boys, meaning that on some days all of the students were girls and the other were boys, prohibiting me to continue the classes as planned, the first week I arrived at the school this measure was not applied yet, so I was able to teach two classes as usual, despite some students missing because of illness.

I took this as a learning experience and divided my classes as I could, taking all the information of the learners as I could, making self evaluated changes for the repetition of the class, and evaluating how the students progressed. Actually, this worked to check the students who needed more help than others, how the girls worked more, how the boys reacted to the activities, what was the main changes, what were their similarities, and through observation and analysis, identify at what learning stage they were.

After identifying the learner's stage, it becomes possible to design intentional progression, the goal was to move students gradually from holophrastic- two word - simple phrases Using meaningful input and friendly methods in TEYL principles, to support this progression the English lessons would incorporate:

- Comprehensible input through stories, songs and repetition
- TPR to reinforce vocabulary
- Scaffolded sentence frames / Chunks when introducing vocabulary- "This is my..."
"She is..." "She/he has..."
- Visual support
- Tasks that involve creative activities like drawing, movement-based tasks
- Collaborative interaction, through games like memory game

During my practice period, the main intention was to design and implement an engaging learning experience for first graders that would introduce them to greetings and basic classroom language. My purpose was to allow students to internalize simple English phrases through rhythm, repetition, and creative participation. The main intention of this intervention was to transform the English classroom into a dynamic, communicative, and emotionally meaningful learning space, where movement, storytelling, rhythm, and creative expression would function as central pedagogical elements rather than complementary strategies. This

transformation would seek to respond to the mismatch observed between students' natural energy and the static routines typically present in formal schooling. Consequently, the intervention aimed to incorporate structured routines combined with artistic and physical activities that would sustain attention and promote participation.

In the diagnostic phase, there were lessons centered around greetings, introductions, and classroom commands, sequencing them to build from recognition to production, as suggested by Shin and Crandall (2013). Each session integrated visual aids, songs, and short stories, connecting English learning with real and joyful classroom interactions. This approach supported constructivist principles (Vygotsky, 1978) by emphasizing interaction and scaffolding in learning.

The action involved applying storytelling and TPR to encourage students to respond physically and emotionally to the language. According to Cameron (2001), this kind of task-based interaction helps young learners construct meaning and develop early discourse skills. In the observation stage, I noticed that students responded positively to the combination of music and movement. While some were shy initially, the use of chants and rhythm gradually increased their willingness to participate. As Shin and Crandall (2013) explain, thematic and contextualized instruction helps children connect language to familiar routines and experiences, making it more memorable.

Every lesson was structured into four main stages: warm-up, presentation, practice, and production. The warm-up phase incorporated rhythmic songs, chants, or movement-based activities to activate prior knowledge and prepare students emotionally and physically for learning. This initial moment functioned as a transition from the general classroom environment to the English learning space, creating a clear starting point through repetition and routine.

During the presentation stage, new vocabulary or structures were introduced through visual aids, gestures, flashcards, storytelling, or realia. The emphasis was placed on modelling and comprehension rather than immediate production. Following TEYL principles, the information was connected to real-life situations and paired with physical actions to help improve understanding using multiple senses.

The practice phase integrated guided interaction through games, TPR, collaborative tasks, drawing activities, and short dialogues. Activities were designed to alternate between

dynamic and calmer moments, responding to the attention patterns observed during the diagnostic stage. Movement-based tasks were followed by seated creative tasks, ensuring balance within the lesson flow.

The production stage encouraged gradual language use through structured prompts. Rather than requiring spontaneous speech, students were supported with sentence frames, visual cues, and collective repetition before individual participation. This scaffolding approach aimed to reduce anxiety and build confidence progressively.

The thematic organization of the lessons included familiar topics such as greetings, numbers, classroom language, and family. These themes were selected intentionally because they connect with students' immediate reality, allowing English to become meaningful rather than abstract. Integrating content familiar to the learners supports cognitive connection and emotional engagement, as suggested by Pinter (2006).

In addition to classroom structure, planning also considered material resources and environmental conditions. Given the difficulty of technological tools such as projectors taking their time to getting on and difficulties with the internet, the intervention relied on handmade materials, flashcards, printed worksheets, songs played through speakers, and the physical use of classroom space. On certain occasions, outdoor areas were incorporated when appropriate, promoting environmental variation and physical expression.

For evaluation, continuous observation was essential. Students demonstrated progress through participation, oral responses, and tracing worksheets. Instead of formal testing, I implemented performance-based assessment singing, greeting, and responding to commands reflecting Cameron's (2001) recommendation for child-friendly "assessment methods that focus on engagement and comprehension rather than (...) accuracy". Assessment was integrated formatively within the planning stage. Observation charts, visual self-assessment tools, and student portfolios were prepared in advance to document participation, emotional response, and emerging language use. These instruments were not conceived as isolated evaluation tools but as continuous sources of evidence to inform instructional decisions.

Flexibility was also embedded into the planning process. Although a structured sequence was established, adjustments were anticipated depending on student response. Time allocation for activities remained adaptable, particularly when high engagement was observed or when additional modelling was required.

Finally, I recognized the importance of balancing structured repetition with creative expression. As Janice Bland (2015) suggests, teachers must adapt materials and activities to suit learners' effective and developmental needs. The practice reinforced my understanding that young learners thrive when lessons integrate emotion, imagination, and interaction, supporting both linguistic and personal growth.

Children in the focus group have little to no prior knowledge in English, so advantage was taken of the first practice and were diagnosed though with reference to their knowledge of the L2 and how they interacted in the classroom, their manners, their motivation to the class, what activities they would finish, what they can do, what they struggle with.

During the initial stage of observation, one of the first aspects analyzed was the students' attention span and their cognitive readiness to engage in English lessons. Considering the learners age, and therefore positioned within the early concrete operational stage described by Piaget, it was necessary to observe how long they were capable of maintaining focus during different types of activities and how could I get the language through them.

Another relevant element observed during the diagnostic phase was the emotional response of students toward English as a new subject. At first, the introduction of English generated enthusiasm and curiosity. Students appeared motivated by the novelty of the language and showed willingness to repeat words, sing songs, and participate in interactive activities.

However, this motivation was not constant throughout the lesson. Emotional engagement fluctuated depending on the nature of the activity. Tasks that included creativity, such as drawing, dramatization, or manipulation of materials, generated visible enjoyment—for some. But, when they needed to “produce” the language, like writing or focusing some lost the interest immediately.

Some students demonstrated hesitation when asked to do oral repetition or speak short sentences individually, especially if they were unsure about pronunciation. This hesitation did not necessarily reflect lack of interest but rather emerging insecurity. Positive reinforcement, modelling, and choral repetition reduced this anxiety and encouraged participation.

These observations support Cameron's (2001) assertion that affect plays a central role in young learners' engagement. Emotional safety and enjoyment are not secondary aspects but foundational conditions for language acquisition at early ages.

Therefore, it became clear that the emotional dimension of learning must be intentionally integrated into lesson design, ensuring that English is associated with positive experiences rather than pressure or correction-focused interaction.

Although the majority of students had limited formal exposure to English, the diagnostic stage also sought to identify any emerging linguistic awareness. Some learners recognized isolated vocabulary items such as colors and numbers, mainly due to prior exposure through media or kindergarten experiences.

Listening comprehension was explored through basic TPR commands such as “stand up,” “sit down,” or “touch your head.” About fifteen students were able to respond physically when gestures accompanied the instruction. This suggested that comprehension at this stage is indeed strongly supported by contextual and visual cues.

Oral production was minimal but present. Some students attempted to repeat greetings or isolated words, while others remained silent yet attentive. This behavior aligns with the concept of the silent period (Stephen Krashen, 1982) described in early language acquisition stages, where comprehension precedes verbal production. The diagnostic process showed that students are at an early stage of learning English. They need supportive and relaxed settings that focus on understanding and repeating before expecting them to speak on their own.

There was some special attention given to the student A. This learner showed interest in the activities but required clear structure, repetition, and visual support to remain engaged. Sudden transitions or unclear instructions generated visible confusion.

When provided with modelling and predictable routines, participation improved. This confirms the necessity of consistent classroom structure and visual scaffolding not only for inclusive purposes but for the benefit of the entire group.

The presence of diverse learning needs highlights the importance of flexibility and adaptation within any proposed methodology.

The implementation stage consisted of putting into practice the structured intervention previously designed, integrating rhythmic routines, storytelling, movement-based activities, tasks within the English lessons. This phase allowed the theoretical foundations and planning decisions to be tested within the real classroom context of first-grade learners.

From the beginning of the intervention, the establishment of a predictable classroom rhythm proved to be essential. Each session opened with a familiar greeting routine and a song accompanied by gestures. This repetitive structure gradually created a sense of security and anticipation among students. Unlike the initial diagnostic observations, where transitions often resulted in distraction, the consistent opening routine reduced noise levels and helped students refocus more efficiently.

During the presentation stages of the lessons, vocabulary and expressions were introduced through storytelling, puppets, flashcards, and gestures. Students demonstrated higher engagement when language was embedded within a narrative or contextualized through visual representation

The practice phase revealed significant differences compared to the diagnostic stage. Activities incorporating TPR, group games, and collaborative matching tasks generated sustained attention for longer periods. Movement-based sequences, such as responding physically to commands or participating in counting games using objects, reduced off-task behaviors. While some students continued to show moments of distraction, the duration and frequency of these behaviors decreased when lessons alternated between physical and seated tasks.

Creative tasks, such as drawing, tracing vocabulary, or personalizing worksheets, also contributed to improved focus. Students who previously struggled to remain seated for extended periods demonstrated greater persistence when the activity involved artistic expression. This suggests that integrating “hands-on” elements aligns with their developmental stage and supports emotional engagement.

The production stage of the lessons approached gradually. Rather than demanding immediate individual responses, students were first encouraged to respond collectively. Choral repetition, modelling, and peer imitation functioned as scaffolding strategies. Over time, some students began volunteering to respond independently using short, structured sentences, such as “My name is...” or “I am ____ years old.” Although production remained limited to basic expressions, confidence in participation increased visibly.

Particular attention was given to the student A. The predictable structure of the lessons, combined with visual support and modelling, facilitated more consistent participation. While task completion was not always immediate, the student responded positively to repetition and

clearly defined routines. This observation reinforces the importance of structured flexibility within inclusive classroom environments.

Throughout the implementation process, adjustments were necessary. In certain sessions, activities planned for longer periods had to be shortened due to signs of cognitive fatigue. In other cases, highly engaging tasks were extended beyond their original time allocation because students remained focused and motivated. These adjustments were not viewed as deviations from the plan, but as natural responses to the evolving classroom dynamics.

Overall, the implementation stage confirmed that the integration of rhythm, movement, storytelling, and multisensory input positively influenced participation and classroom climate. While challenges related to attention and distraction did not disappear entirely, the intensity of disengagement decreased. Students demonstrated greater willingness to interact with English when the language was presented as an active and creative experience rather than a static academic requirement.

During the first sessions, particularly in the greetings lesson, students demonstrated high levels of engagement and comprehension when songs, gestures, and visual flashcards were used. Students were able to respond chorally and, in some cases, individually produce greetings appropriately.

This situation aligns with multisensory learning principles in TEYL, where language is acquired more effectively when input is supported by movement, rhythm, and visual context. According to Pinter (2006), young learners depend on meaningful, contextualized input rather than abstract explanations, as their cognitive development is closely linked to perception and action

Additionally, this reflects Krashen's Comprehension Hypothesis, as the input provided through songs and gestures became comprehensible ($i+1$), allowing students to associate meaning with language naturally.

A clear contrast emerged between students who were able to produce full structures (*"Good morning"*, *"My name is..."*) and those who relied on L1 or partial responses (*"Buenos días"*, *"My... me llamo"*).

This difference reflects natural stages of language acquisition, where learners move from receptive understanding to productive use. As observed, some students understood the communicative function but were not able to produce the target language fully, yet.

Vygotski, mentions that this highlights the importance of the Zone of Proximal Development (ZPD), where learners require scaffolding (modeling, repetition, visual cues) to progress.

Being across multiple sessions, particularly with the student with autism, it became evident that: Standard materials were not sufficient, activities were not always accessible, and engagement depended on adaptation and sensory input

Inclusive education principles mention that learners require differentiated instruction that considers: Emotional and behavioral factors –There is important to add that for this student I could only rely on the observation, what activities the student could do, and what activities he struggled more. – This is also supported by Gardner’s Multiple Intelligences framework, which states that learners have different ways of processing information (visual, kinesthetic, interpersonal) and since is an autistic learner the activities and topics, and the way to evaluate this kid needed to focus on their cognitive level.

There are Waldorf-inspired approaches emphasize learning through senses, movement, and experience, which could support learners with diverse needs

Also, in several lessons, being the topics of family and appearance the most relevant for this is that the activities focused heavily on: Tracing, Writing, Worksheets.

While students demonstrated recognition of vocabulary, they did not consistently produce full oral structures (*This is my...*”, *I have...*”).

This reflects a misalignment with TEYL principles, where: oral language precedes written language, and learning should begin with listening and speaking. The emphasis on written activities observed in some lessons contrasts with key TEYL principles, which establish that oral language precedes written language development. Young learners initially construct meaning through listening and speaking, as their literacy skills are still emerging (Pinter, 2006).

According to TEYL theory, introducing writing too early or without sufficient oral foundation can lead to: Mechanical copying, lack of comprehension and creates reduced engagement.

Lynne Cameron (2001) warns that writing should not precede meaningful language use and children may copy language forms without understanding

This was evident when students copied words without understanding, avoided completing written tasks and did not transfer vocabulary into speech, a better way to introduce this kind of activity. According to the theories, they will prioritize oral input and repetition, it is important to introduce writing gradually and of course, meaningfully. and writing must be used as reinforcement, not the main task. THIs of course was an important evaluation of my practices, it was hard to adapt these activities when some of the kids got distracted easily, and even if there was a reward such as stickers, it was not enough to motivate them to finish, it was not interesting enough and repetitive.

Chapter III. Evaluation and Reflection of the process.

Before the implementation of the intervention, students presented several limitations in their communicative competence in English, the students were in the first stage of the ZPD, where the assistance is needed to complete the task, while they were able to recognize and recall isolated vocabulary items such as colors, numbers, and some classroom objects and instructions like “Hello,” “Good morning,” and “Goodbye,” they showed difficulty in using this knowledge to produce meaningful language, even with little help. This diagnosis emphasizes the need for instructional strategies that gradually fade support and encourage independent language production so that students can move from assisted performance to autonomy. most learners were unable to construct complete sentences, express personal ideas, or respond spontaneously to simple questions. Besides, students demonstrated limited listening comprehension when instructions were given entirely in English, often relying on translation or peer imitation to complete tasks. Their pronunciation was hesitant, and participation in oral activities was minimal unless repetition or choral responses were required, still When support was available learners could participate in simple communicative tasks such as answering short questions, repeating structured sentences or identifying vocabulary in a context. This evidence indicates a higher potential development than they showed in their actual independent performance, but they had not yet internalized the language to use it independently; I tried to always keep the instructions short and clear, and I tried to do a lot of material that is not only visual but also contextual to the young learners' knowledge. Some of my reflections I previously mentioned is the achievement of the lesson

objectives in relation to the main and subsidiary aims of the project. At times, students could not achieve the goals because the activities were not aligned with their abilities, were too repetitive, had long instructions, and the explanations of new topics were unclear. For this, it is important to consider some external factors that also involve the time the lesson is taking place, like for example, the last hour or the hour before recess, this aligns with my first objective, which was focused on creativity and motivation; I wanted to check if the students had motivation and if it progressed during the classes. But as time passed, it was clear that there is not a real and quantitative manner to check if the students upgrade their motivation, but rather, I decided it is best to check if the students can achieve communication in L2. This is how I can check if the students think the instructions were clear and the class was interesting enough.

The level of student participation and engagement during the activities was checked, particularly the practice ones where the students acquire the language objective for the first time, I want to state that the songs, stories and material do not need to be perfect, but impactful, and the teacher must be able to make it.

Through the action plan and the beginning of the scholar cycle, I have focused on some learners of my focus group.

Student A, an autistic learner, initially showed difficulty engaging in communicative activities and avoided participation in oral tasks. The student made poor eye contact, answered little or not at all when asked open-ended questions, and was unable to produce language independently, even single words. However, when provided with structured support such as visual aids, predictable routines, and modeling, the student was able to identify vocabulary and occasionally repeat short expressions. This indicates that Student A was operating at a very early stage of the ZPD, where performance depended almost entirely on scaffolding.

One student who actively participated, but there were times that their answers were wrong Student B, although highly participative and often accurate in responses, tended to rely on guessing rather than demonstrating clear understanding. The student frequently answered quickly without processing the question fully and showed difficulty explaining or justifying answers. While Student B was able to produce short oral responses, these were often mechanical and lacked intentional use of language. The student demonstrated potential for

higher-level performance within the ZPD but needed scaffolding to enhance metacognitive awareness and facilitate more meaningful language use.

With this group during my implementation, the completion of activities was better than in the other groups. But the learners used to get out of their places and throw themselves on the floor and play, especially my student C.

Student C, a very active learner, presented challenges related to attention and task completion. At the beginning, the student was easily distracted during traditional activities, particularly those involving writing or passive instruction, and struggled to remain focused long enough to complete tasks. Even though he is capable of recognizing vocabulary and participating in oral repetition, the student is unable to sustain engagement in communicative activities without constant stimulation. This suggests that Student C's learning was strongly dependent on external support and engaging contexts within the ZPD.

The second reason I chose this particular student was an interaction I had later during my evaluation analysis, which confirmed that I was right to choose him as a candidate for analysis.

Student C: Terminé, maestra.

Tt: Ok, let me see; hay que escribir la oración completa

Student C: Es que solo quiero escribir sobre el animal.

Tt: ¿Pero cómo sabré que me quieres decir? That is why we write 'My favorite animal is...'

Continuing at last with my student D, she was an undiagnosed learner with barriers (the head teacher mentioned her condition later on the implementation of action plan) ; she is a quiet student who tended to not work if the teacher was not dependent on her. I chose her as my fourth candidate to assess her, student D. The student avoided interaction, did not volunteer responses, and was unable to produce language independently in class situations. However, when tasks were structured, predictable, and linked to evaluation, the student demonstrated the ability to complete activities and recognize language patterns. This reflects a position within the ZPD where performance was highly conditional and dependent on specific forms of support.

With this in mind, It is imperative that I begin explaining my first action plan, the action in my classes

3.1 Implementation of the First Action Plan

Class 1

Week 1

Session 1. Respond to and identify greetings like “hello,” “good morning,” “good afternoon,” “good night,” and “goodbye.”

Lesson plan in APPENDIX F

Aim of the lesson:

By the end of the lesson, students will be able to recognize and respond appropriately to basic greetings such as hello, good morning, good afternoon, good night, and goodbye through songs, visual support, and guided interaction.

1°C. October 6th, 2025. 11:30 a.m.

The lesson began with a warm-up song, “*Hello, hello, how are you?*”. Most students reacted enthusiastically to the music, smiling, clapping, and attempting to repeat the lyrics while following the teacher’s gestures. The song helped reduce initial anxiety because the students were not understanding what they were supposed to do and direct translation in L1 was avoided, and encouraged students to participate naturally, even those who were usually more reserved and therefore creating a positive and welcoming classroom atmosphere

As the teacher introduced the greeting flashcards, several students were able to relate the vocabulary to their daily routines. When shown the “*good morning*” card, some students spontaneously connected it with arriving at school, indicating comprehension beyond mechanical repetition. This demonstrated that the students were beginning to associate language with real-life contexts and the world that surrounded them, aligning with the objective of meaningful language use.

The wheel of the day (APPENDIX G) activity generated high levels of interaction. When the wheel stopped on the morning image, most students responded chorally with “*Good morning!*” without prompting. One student, who had been consistently attentive and engaged, responded confidently during an individual interaction:



Tt: "Good morning, student B."

Student B: "Good morning, teacher."

This student achieved the lesson objective, responding accurately and confidently despite her young age. Her participation appeared to motivate nearby classmates, who attempted to repeat the greeting aloud, even if pronunciation was not yet fully accurate.

It is important to contrast this interaction since the coin has two sides, another student showed difficulty maintaining focus during the same activity. This student avoided eye contact and appeared distracted while others responded. When addressed directly, the interaction unfolded as follows:

Tt: "Good morning, Student C."

Student C: *(remains silent, looks at classmates)*

Tt: *(models slowly and points to the image.)* "Good... mor..ning."

Student C: "Buenos días."

Although the response was not what was expected, the student attempted to participate. At that moment, the best way to handle it was to respond with positive reinforcement and lightly nudging the learner to say the phrase again in L2 by pointing one more time to the morning image and repeating "Good morning." After repetition and peer modeling the student could echo the correct greeting in a low voice. This interaction made me realize then and now that even though I think the material is enough with songs, repetitions, and even drawings, sometimes students require additional scaffolding, visual cues, and repetition to reach the lesson objective.

During the worksheet activity (APPENDIX H) , most students showed more calm enjoyment while coloring and tracing the greetings. Students who had been more verbally active during the song transitioned easily to the worksheet, while those who struggled orally appeared more confident demonstrating understanding through coloring and tracing. Several students showed their completed worksheets to the teacher and attempted to say isolated words such as "hello" or "morning."



The objective of the lesson was to introduce basic greeting expressions through multimodal input, combining music, visual support, and guided interaction. Songs and gestures were intentionally used as scaffolding strategies to reduce anxiety and facilitate language exposure, which is particularly relevant in TEYL, where comprehension is strengthened through movement and contextual cues.

The greeting song served as an initial routine to establish classroom engagement and provide repeated exposure to the target expression, when I displayed the “Good morning” flashcard, several students responded chorally without prompting, indicating recognition of the phrase. In one interaction, a student responded confidently to the teacher’s greeting:

Teacher: “Good morning, student B.”

Student B: “Good morning, teacher.”

However, not all students demonstrated immediate success. Student D initially responded in Spanish “Buenos días”, which suggests that the concept of greeting was understood but had not yet been fully transferred to the target language. After repetition and teacher modeling, the student attempted the English expression in a low voice, demonstrating partial achievement of the objective.

The variation in student responses reflects typical characteristics of early second language acquisition. Shin and Crandall (2013) says that young learners often pass through a stage of receptive understanding before producing language orally. The initial use of the Spanish similar suggests that the student understood the communicative function of the greeting but required additional scaffolding to transfer this knowledge to English.

Additionally, the use of songs and visual flashcards corresponds with multisensory approaches recommended in TEYL research. These strategies help learners associate language with meaningful contexts rather than isolated vocabulary memorization.

The worksheet activity also revealed differences in participation patterns. Students who were less confident speaking aloud appeared more comfortable demonstrating comprehension through coloring and tracing activities. This observation highlights the importance of offering multiple modes of participation to accommodate diverse learning preferences.

Although the lesson successfully introduced the greeting expression and generated positive engagement, the observations suggest several areas for improvement in future sessions.

First, additional repetition and structured practice may be necessary to support students who require more time to produce language orally. Activities such as pair greetings or role-play routines could provide more opportunities for individual participation.

Second, the contrast between confident and hesitant learners emphasizes the necessity of differentiated scaffolding. For instance, students who struggle with oral production could benefit from visual sentence prompts or gesture-based cues to reinforce pronunciation and comprehension.

Finally, the lesson confirms that dynamic and interactive routines are effective for maintaining attention among young learners. However, sustained language practice should be incorporated gradually to ensure that engagement translates into measurable language development.

Students rarely initiated communication and relied heavily on teacher guidance to engage with the activities. Writing skills were also at an emerging stage, though the theory states that writing should not be a main focus on younger learners.

Class 2

Week 1

Session 4. Respond to simple introductions (“What’s your name?”)

Lesson plan: APPENDIX I

Aim of the lesson:

By the end of the lesson, students will respond to simple introductions by answering the question “*What’s your name?*” using the model phrase “*My name is ...*”.

Group: 1°C

Date: October 15th, 2025

Time: 11:30 a.m.

The lesson began with the presentation of visual material featuring characters introducing themselves. At the initial stage, students reacted with visible enthusiasm, pointing at the images and verbally identifying familiar characters. During this first moment, attention was focused and several students attempted to repeat the model sentence after the teacher.

However, as the activity progressed, maintaining students’ attention became increasingly challenging. Although the images were visually appealing, their effect was short-lived. After the initial excitement, several students began to shift their attention to other stimuli in the classroom, such as talking to classmates, standing up without instruction, or playing with

their materials. By the middle of the session, approximately half of the group remained seated and attentive, while the rest required constant redirection.

During guided practice, one student out of thirteen was able to follow the objective successfully:

Tt: "What's your name?"

Student C: "My name is student C."

This student responded clearly and confidently, using the complete model phrase. His participation encouraged a few nearby classmates to attempt the structure, although most responses were partial or required teacher prompting.

In contrast, another interaction reflected the difficulties faced by several students during the lesson:

Tt: "What's your name?"

Student A: "My... me llamo."

Although the student recognized their name, the full structure was not produced. The next step was to model the sentence again slowly, emphasizing "*My name is...*", and invited the student to repeat. After repetition, the student was able to say "*My name is...*," though with hesitation and loss of focus shortly after, he did not want to finish the drawing of their face and never returned to his seat.

This same student A with a learning barrier showed interest in the visual characters at the beginning of the activity, observing the images closely. However, when the reading component was introduced, the student appeared overwhelmed and disengaged not responding verbally. The length of the activity and the lack of individualized reading material seemed to affect the student's ability to remain focused. I figured that maybe what he needed was a mere reading activity for him, with textures or sounds. Anyway, this highlighted the need for alternative or adapted materials, such as clearer visual sequencing, or one-on-one support to facilitate comprehension and participation.

As the lesson continued, several students stood up repeatedly or talked over instructions, making it difficult to sustain collective attention. It was attempted to regain focus through verbal reminders and modeling, but the effectiveness was limited. This situation revealed the necessity of implementing additional classroom management strategies and varied materials to better support attention regulation, especially during language production tasks.

By the end of the session, only half of the group was able to remain seated and participate consistently. While some students demonstrated partial achievement of the lesson aim, the overall outcome indicated that the objective was only partially met. The experience emphasized the importance of pacing, material variety, and differentiated instruction to maintain engagement and support diverse learning needs.

This session represents a critical moment in the first cycle of the action-research process: identification of the problem. Although the lesson was carefully planned and supported with visual materials, the difficulty in sustaining students' attention revealed a mismatch between the instructional demands of the activity and the learners' developmental needs. The partial achievement of the lesson aim, together with the visible disengagement of half of the group and the limited participation of student A, highlighted the need to reconsider both classroom management strategies and material design. This observation indicates that visual stimuli alone are not sufficient to maintain focus over time, particularly in language production tasks. As a result, this session informed the elaboration of the next action plan, emphasizing the incorporation of shorter, more dynamic activities, differentiated materials, and individualized support to better address attention regulation and inclusion in future lessons.

Class 3

Week 2

Session 1. Family – Naming family members (“This is my mom/dad/sister...”)

Lesson plan: APPENDIX J

Aim of the lesson:

By the end of the lesson, students will be able to name their family members using the structure “*This is my mom/dad/sister...*”.

1°C

December 1st, 2025 11:30 a.m.

This lesson took place after an interruption of one week caused by school management activities, during which regular classes were suspended and many students did not attend school. As a result, this session functioned as a re-entry point into the English sequence. On this occasion, all students were present in class, which contributed positively to group dynamics and continuity.

The lesson began with the presentation of family flashcards. Students reacted attentively and remained seated throughout the activity, showing interest in the images and repeating the

vocabulary after the teacher. The structure “*This is my mom*” was modeled several times, and most students were able to repeat the words accurately at a choral level.

During guided practice, one interaction reflected successful comprehension:

Tt: “Who is this?”

Student B: “This is my mom.”

This student used the full structure correctly, demonstrating that the lesson aim was achievable under the given conditions. The other eight students attempted the same structure, sometimes omitting “this is”, but still showing recognition of the family member vocabulary. The practice stage, however, focused mainly on matching and tracing activities, which required students to remain seated and concentrate on written work for an extended period. While students complied with the task and classroom management was effective, the activity relied heavily on writing and fine-motor skills. As a result, opportunities for oral repetition, movement, and manipulation of materials were limited.

One interaction during the worksheet activity illustrates this situation:

Tt: “Who is this?” (*pointing to the worksheet*)

Student A: “Mom.”

Tt: “This is my mom.”

Student A: (*continues tracing without repeating the full sentence*)

Although the student demonstrated understanding of the vocabulary, the activity did not naturally prompt oral production of the full structure. This suggests that the task design emphasized written completion over spoken language use.

Despite this limitation, the overall classroom environment remained calm and focused. All students stayed in class, followed instructions, and completed the assigned work (APPENDIX K) The lesson can be considered successful in terms of behavior management and basic vocabulary recognition. However, the instructional focus leaned strongly toward writing, which reduced opportunities for varied language practice.

By the end of the session, most students were able to identify family members correctly, but the consistent use of the full structure “*This is my...*” was not fully consolidated. This outcome was not due to student disengagement, but rather to the limited variety of materials and interaction types used during the lesson. Incorporating additional oral, visual, or manipulative resources (such as puppets, family photos, or role-play activities) could have strengthened language production and supported different learning styles. For next classes I

implemented the use of puppets and stronger visual material, specially when the presentation of the language was aimed to last longer than usual, like reading a book.



Figure K. Students working on the activity

Class 4

Week one

Session: Appearance – Describing myself (“I have...”)

Lesson plan: Appendix L

Aim of the lesson:

By the end of the lesson, students will be able to describe themselves using the structure “*I have...*” to refer to physical appearance (hair, eyes, nose, mouth).

Group 1°C

November 30th, 2025 11:30 a.m.

The lesson began with a movement-based warm-up using a dance video to activate students and introduce the topic of physical appearance. Initially, most students participated enthusiastically, following the movements and showing enjoyment. However, this

engagement did not transfer smoothly into the presentation stage, where new vocabulary related to physical features was introduced.

During the presentation of facial parts and adjectives (big/small, long/short), students showed interest in the images but struggled to retain attention once the activity required verbal identification and later written production. The transition from movement to a more cognitively demanding task was abrupt, and the lack of gradual scaffolding affected students' comprehension.

One interaction clearly illustrated this difficulty:

Tt: "Look at the picture. I have big eyes. Repeat: I have big eyes."

Student D: "Big... eyes."

Tt: "I have big eyes."

Student: *(remains silent and looks at the worksheet and then only me)*

Although the student recognized isolated vocabulary, the full structure was not produced. This difficulty was not due to lack of willingness, but rather to insufficient modeling and repetition before asking for independent production.

As students moved on to the worksheet activity, (APPENDIX M) where they were expected to trace, draw, and write descriptions using "I have...", the challenges became more evident. Several students were unable to relate the written vocabulary to the images on the worksheet. Some copied words mechanically without understanding their meaning, while others stopped working altogether and waited for direct teacher assistance.

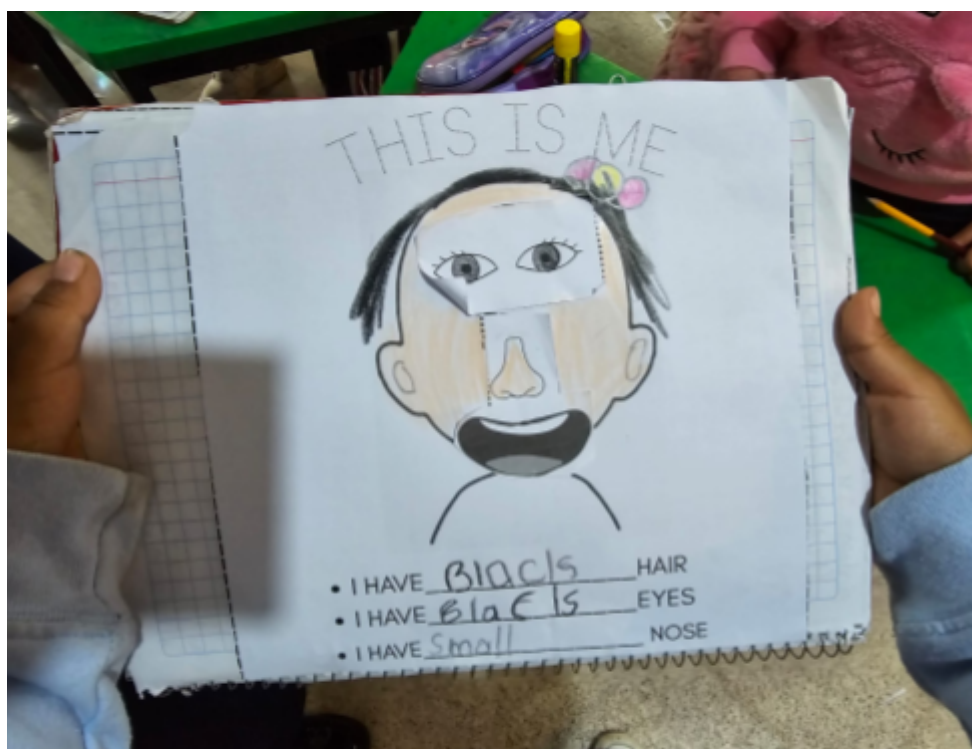


Figure M. Work completed by a student describing herself.

A second interaction highlighted this issue:

Tt “Describe yourself. What do you have?”

Student A: “I... hair.”

Tt: “I have hair.”

Student A: (*writes random letters and abandons the sentence*)

At this point, it became evident that the students required additional visual and tactile support specifically focused on physical appearance vocabulary. The materials used were not sufficient to bridge the gap between recognition and production, especially in written form. The absence of extra manipulatives, clearer visual sequences, or simplified reference charts limited students’ ability to work independently.

The student with autism showed difficulty sustaining engagement during the writing task. While the student initially observed the images with interest, the expectation to write complete structures without individualized material led to disengagement. A more adapted resource, such as a personalized visual card or a reduced-choice sentence strip, would have supported participation more effectively.

By the end of the session, only five students were able to complete the worksheet as intended. The lesson aim was not fully achieved, not because of students’ lack of ability, but due to limitations in instructional pacing, material variety, and scaffolding provided by the teacher. The experience revealed the necessity of incorporating additional, clearer, and more concrete materials when teaching physical appearance, especially when transitioning from oral input to written output with young learners, speaking and verbal participation was, indeed, my main focus and what the authors state, still I wanted to also add written production to analyze by myself what they could do.

Class 5

Week 2

Session 3. Family – Describing a family member with adjectives (“He has... / She has...”)

Lesson plan: APPENDIX N

Aim of the lesson:

By the end of the lesson, students will be able to describe a family member using adjectives from the previous lesson through the structures “*He has...*” and “*She has...*”.

Group: 1°C

December 3rd, 202 11:30 a.m.

This session was planned as the final lesson in the family sequence and was designed to integrate vocabulary related to family members and physical adjectives into a creative task. The main activity involved cutting, pasting, and describing a family member, which initially generated enthusiasm and curiosity among most students.

At the beginning of the lesson, students reacted positively to the materials. The hands-on nature of the activity encouraged participation, and several students showed excitement while selecting facial features and assembling their figures. The classroom atmosphere was relaxed, and students appeared motivated by the creative aspect of the task.

One interaction reflected partial success in achieving the lesson objective:

Tt: “Who is this?”

Student H: “This is my sister.”

Tt: “How is she?”

Student H: “She has big eyes.”

This interaction demonstrated that some students were able to recall vocabulary from previous lessons and combine it with the target structure when sufficient teacher support was provided.

Hearing this and watching how the student who achieved the goal earned a sticker, other students were more confident in participating, due to this increase of participation I tried to avoid losing this motivation.

Tt: “Okidoki, Student J, Who is this?”

Student J: remains silent

Tt: ¿Quien es?

Student J: Ah es mi mamá

Tt: This is my....

Student J: Ah, es mi MOM

Tt: This is my mom, repeat, this-is-my-mom!

Student J: This is my mom

However, as the activity progressed, the same difficulties observed in previous sessions became evident. Several students struggled to independently relate adjectives to the correct family member while writing. Most required constant teacher guidance to complete sentences, and many focused primarily on assembling the figure rather than producing language orally or in written form.

The student with autism did not show interest in the activity during this session. Due to changes in school accommodation and the fact that students were working on different topics simultaneously, it was difficult to adapt the lesson and provide individualized support. The lack of a consistent and predictable educational environment affected student engagement, and the activity did not align with the students' immediate needs or preferred learning modalities.

Additionally, time management became a challenge. Because the lesson required continuous assistance and clarification, the group progressed more slowly than anticipated. As a result, it was not possible to complete the spheres describing the family members as planned. The integration of family, appearance, and adjectives into a single final product exceeded the instructional support and time available during the session.

Despite these challenges, students generally enjoyed the activity and remained engaged at a surface level. The difficulty in fully achieving the lesson aim was not related to motivation or behavior, but rather to the complexity of adapting the lesson plan under changing school conditions and limited opportunities for differentiated instruction.

By the end of the session, the objective was only partially met. While students demonstrated understanding of individual vocabulary items and showed enjoyment during the creative process, the consistent use of descriptive structures was not consolidated. This experience highlighted the need for greater flexibility in lesson design, additional adapted materials, and more controlled pacing when integrating multiple language components in a single activity.

For the next practice period a lesson plan with more natural topics such as weather, clothes, temperature, and seasons was created. In this lesson more visual material and songs, such as worksheets that are more child centered, short, visual, and with shorter instructions were implemented. It was also important to check students' progress and if they got used to the class dynamics, and if my instructions to the learners had improved .

For the (APPENDIX O), it shows a photo of how the students were supposed to work on the last activity of the original action plan, which could have been handled, this do not show the main aspects I want to work with this young learners, some kids could finish it but this types of activities lend to incline for a focus on finishing the activity instead on focusing if the young learners can and want to communicate the L2



Figure O. Evidence of the student H describing herself and her family,

3.2 Reassessment and Improvement of the Proposal

3.2.1 Reflection on the First Action Plan

The Lesson Planning for the first month of November, this is imperative to state since the topics and activities were not the best to implement according to the objectives I wanted to apply, the objectives were established to see how different approaches are acquired by the students, how they interacted with them, and if they have increased a natural interest for the language according to their young age and capacities to show excitement purely for the language. Still, even though I planned on evaluating only the first intervention, I think it is better for this document and for the knowledge to show the results of how the lesson plan, a teacher's pressure, the availability of the school support, and the external context can affect the children's learning as a whole and how this deeply affects the construction of the best of the perception to love a language.

First, the document was planned as how the 'Waldorf method' appliance to the kids curriculum of a second language changed their motivation, and how they would magically

awake a deep love to the English language thanks to a good and planned nurture of activities. But, this was not realistically, now I understand that even though it is possible to create this environment where kids do not even look at worksheets, where pencils and erasers are not even known, there are a lot of factors that messed with that plan I first had in mind.

Dealing with how kids react to different approaches, and not only the Waldorf method was a better idea, not all kids enjoy drawing, and coloring – and It is not a convenient fact only to promote the idea that will eventually develop!-- kids in fact have stated –through conversations and recollected data– that some of these kids learn better with things that are not really associated with things the experts recommend.

One of the kids approached me and instead of doing the activity, he asked me about something not so off-related.

He told me to translate him a backpack tag, so me, as a teacher, could not just sweep his curiosity away, even though he could not read.

Teacher: This is the letter P

Student B: La “P”

Teacher: Letter P.

Student B: P

We were trying to read polyester, I tried to explain the materials. Experts say that the kids are fascinated and naturally curious about their surroundings, but I would not think that a tag that seemed not as colorful and visual as I thought for a child to gain interest, the kids once again, surprised me.

The lesson plan intended for the months of November and December could be more thoughtful. The topics could be more polished and the activities could be better, but there was an obstacle that I am afraid it affects a lot of teachers, the pressure to think about a curriculum that is appropriate, activities that are dynamic, personalized

Once I started with the kids, in the first topic being “Days of the week” it was a necessary introduction for kids to develop a “routine” when the English class starts, making a difference in the previous lesson plans, now songs were heavily used and not only that, a lot of videos were added on the class- In this case, it was a good way to introduce the routine to get into the class and write the full date. Not only focusing on songs or memorization, but also the students had to memorize the days of the week through a melodic game.

From a methodological perspective, this experience demonstrates the importance of carefully selecting audiovisual materials that correspond to the learners' level. The integration of routines, songs, games, and audiovisual resources contributed to improving the intervention proposal. These elements helped create a more structured and engaging learning environment, allowing students to gradually become familiar with the dynamics of the English class while simultaneously developing their vocabulary and listening skills.

For the next practice periods, I planned activities that are realistic, contextual for students to look at their own environment. The reimplantement of the lesson plan focused on incorporating a greater variety of didactic resources and interactive dynamics. The new proposal includes more visual material, movement based activities, and thematic connections between vocabulary topics such as days of the week, weather, seasons, and clothing. These elements were intentionally integrated to create a more coherent learning sequence in which students can connect language with everyday experiences. According to Cameron (2001), children learn more effectively when language is presented through meaningful interaction, stories, songs, and games rather than through isolated memorization activities. For this reason, the redesigned activities prioritize participation, oral repetition, and physical involvement in the classroom.

Another important aspect that motivated the modification of the procedure was the classroom context. The group of first graders as previously said, have curiosity and willingness to participate, but maintaining attention for extended periods can be hard and in the last period of practice I involved a lot of writing activities and they got distracted a lot and was hard to focus, this also could explain that they struggled to retain vocabulary. Incorporating games, flashcards, songs, and movement allows the class to maintain a rhythm that better supports concentration and inclusion.

The selection of the topics of days of the week, weather, seasons, and clothing answered to a curriculum approach that seeks to connect language learning with students' everyday experiences. In the context of first graders who are just beginning their contact with English, it is important that the language introduced in the classroom relates directly to situations they already understand in their daily lives. Topics such as the days of the week allow students to develop a classroom routine and situate themselves in time, while weather, seasons, and clothing relate to their immediate environment and personal experiences.

These topics also respond to the social and cultural context of the students. Since rEnglish is not a formal subject in the school curriculum, the lessons needed to be accessible, engaging, and connected to familiar experiences in order to generate interest in the language. By choosing themes that are part of students' everyday lives, the activities encourage participation and help students perceive English as something useful and relevant rather than distant or abstract.

3.2.2 Class 6

Week one

Session 6. Days of the week

Aim of the lesson: By the end of the first class, students will state “today is..., yesterday was and tomorrow will...” the days of the week by pointing to the correct day on a visual calendar.

Lesson Plan: APPENDIX P

1°C 16th February, 2026 11:50 am

During the first lesson about the days of the week, students showed great enthusiasm when the calendar was introduced. The activity immediately captured their attention because it connected English with familiar and meaningful events from their own lives, such as birthdays, Christmas, Valentine's Day, and Children's Day. When I asked, “Do you know when your birthday is?”, several students quickly raised their hands and pointed at different months on the calendar. Some students even tried to explain family celebrations in Spanish while using isolated English words such as “Monday,” “birthday,” or “Christmas.”

The use of the visual calendar helped students remain engaged during the presentation stage. However, it also became evident that several children still struggled with the concept of the days of the week even in their first language. When students were asked questions such as “What day was yesterday?” or “What day will tomorrow be?”, many hesitated or answered randomly. This demonstrated that the difficulty was not only linguistic, but also conceptual, since some first-grade students were still developing temporal awareness. Because of this, it became necessary to establish a daily classroom routine in which the days were repeated every class. At the beginning of subsequent lessons, students were always asked “What day is today?”, “What day was yesterday?”, and “What day will tomorrow be?” while pointing at

the calendar. Over time, this constant repetition helped students become more familiar with the sequence of the days.

The song used during the lesson was one of the most successful aspects of the class. Students enjoyed dancing and singing while pointing to the calendar. The melody was catchy and repetitive, which made it memorable for young learners. In later classes, several students spontaneously started singing parts of the song before the teacher even introduced the topic. Student B, who usually makes mistakes but participates constantly, loudly sang “Sunday, Monday, Tuesday!” while clapping out of rhythm, causing other classmates to laugh and join him. Although he occasionally confused the order of the days, his willingness to participate motivated the rest of the group to engage in the activity without fear of making mistakes.

Student A, who benefits from routines and predictable instructions, responded positively to the visual support of the calendar. At first, he preferred sitting quietly while observing others. However, after I repeated the routine several times, he began pointing at the correct day independently. During one activity, the teacher asked, “What day is today?” and Student A slowly walked to the calendar and pointed at “Wednesday” without verbalizing it. The class applauded him, and another student softly repeated “Wednesday” to support him. This moment demonstrated how visual scaffolding and repetitive routines created opportunities for participation.

Student C showed excitement during the movement-based activities, especially while running to the days poster. However, maintaining attention during seated moments was more difficult for him. While the teacher discussed birthdays and holidays, he occasionally became distracted by classmates or objects around the room. Even so, the competitive aspect of the game helped him engage quickly. When the teacher started saying the days faster and faster, Student C became one of the first students to run toward the correct poster, enthusiastically shouting “Friday!” before correcting himself and laughing with his classmates. This reflected how movement and games supported his concentration more effectively than static activities.

Student D, remained very shy throughout the lesson but showed interest in participating. During the first part of the activity, she observed her classmates carefully and smiled when they danced to the song. Although she did not verbally answer questions, she participated by pointing at the calendar when the teacher gave individual support. One significant moment occurred when the class was singing slowly in pairs. Another student gently held Student D’s

hand and pointed together at the days while singing quietly. Student D smiled and followed the sequence with her finger. While her participation was non-verbal, these small interactions showed her willingness to engage when she felt safe and supported by peers.

The pair song activity also encouraged collaboration among students. Some children naturally began helping classmates who forgot the sequence of the days. During one repetition of the song, a student forgot what came after Thursday, and several classmates immediately whispered “Friday!” to help him continue singing. These interactions created a supportive classroom environment in which mistakes were treated as part of the learning process rather than failures.

By the end of the lesson, most students could identify at least some days of the week when supported by the visual calendar and songs. Nevertheless, the lesson also revealed the importance of repetition, routines, movement, and visual aids when teaching young learners. The experience confirmed that songs and interactive activities were highly effective for maintaining attention and supporting memory, especially with first-grade students who still require concrete and multisensory learning experiences.

3.2.3 Class 7

Week 4

Session 7. Describe their favorite season by writing “My favorite season is...”

Lesson plan: APPENDIX Q

Aim of the lesson:

By the end of the lesson, the students will say and write “My favorite season is...” in their notebook next to their drawing.

Group: 1°C

March 9th, 2026 11:50 a.m.

I arrived at the classroom and greeted students following the established routine. The class began with the date, which students were already familiar with, and this helped them transition into the English environment.

To introduce the topic of *seasons*, I initially asked students in Spanish if they knew what “seasons” were. Most of them answered correctly in L1, mentioning *primavera*, *verano*, *otoño* e *invierno*. At this point, I introduced the vocabulary in English by writing the four seasons on the board: *spring*, *summer*, *fall*, *winter*.

I asked students to repeat the words after me several times. However, instead of relying on visual aids at the beginning, I mostly used translation and verbal explanation to convey meaning. For example, I said:

T: “Spring is primavera, Summer is verano”

Students repeated the words, but their participation was limited and mechanical. Some students seemed unsure about the meaning despite the translation.

After this, I attempted to connect each season with simple characteristics. I asked questions such as:

T: “Is it hot or cold in summer?” “Do we wear jackets in winter?”

Students answered mostly in Spanish, and I reformulated their answers in English. However, the interaction remained teacher-centered, and students were not fully constructing meaning on their own.

Later in the lesson, I showed a few drawings on the board (sun, snow, leaves), but these were improvised and not clear enough to fully represent each season. Students began to participate slightly more when visuals appeared, but confusion persisted, especially between *spring* and *summer*.

To close the class, students were asked to match seasons with simple elements (*winter, cold, summer, hot*). Some students completed the task correctly, while others showed uncertainty, indicating that the concept had not been fully internalized.

This class represented a significant learning moment in my teaching practice, particularly regarding the effectiveness of instructional strategies.

One of the main strengths of the lesson was that students were able to identify the topic and attempt participation, especially when prior knowledge was activated. The routine at the beginning of the class also helped maintain structure and familiarity, which is essential in young learners.

However, a critical weakness in this lesson was my overreliance on translation. I frequently used Spanish to explain vocabulary, assuming that this would facilitate understanding. Nevertheless, this approach was not effective. Although students could repeat the words, they did not fully *comprehend* the concept of seasons in a meaningful way. This aligns with the idea that young learners require contextualized and visual input rather than abstract explanations, as suggested by Pinter (2006)

In this lesson, the absence of clear and engaging visual materials limited students’ ability to associate language with meaning. The drawings I used were insufficient and not planned in advance, which reduced their effectiveness.

Therefore, the lesson lacked real-life connections. Students were not encouraged to relate the seasons to their own experiences (weather in their city, clothing they wear, activities they do). This made the content less meaningful and more difficult to internalize.

I also identified that my instruction was mostly teacher centered in a limited way, focusing on translation rather than guided discovery. Although I attempted to model language, I did not scaffold learning effectively nor provide enough opportunities for students to construct meaning through interaction, for this reason, identifying my strengths and flaws to develop better teaching skills, I asked a peer teacher trainee to evaluate me. (APPENDIX R) (APPENDIX S)

Indicator	✓	✗
Students participate voluntarily in activities		●
Students respond physically to instructions (TPR)	●	
Students remain on-task during activities		●
Students show enthusiasm (raising hands, smiling, involvement)	●	
Participation increases during movement-based activities	●	
Participation increases during storytelling activities		●
Students follow the sequence of a story (characters/actions)	●	
Students complete tasks (drawing, speaking, acting)	●	
Students interact with peers during activities		●
Off-task behavior is reduced during engaging activities	●	

Figure R. Peer Evaluation from a checklist

Tasks have a communicative purpose (not only repetition)* I think your activities have a communicative purpose. However I think it would be very helpful if you made the objective of each task clearer for your students so they better understand what they are expected to do and why.

Students are actively engaged during most of the lesson* Most students are attentive and engaged during the activities. However sometimes they look unsure about what they are gonna do and the purpose of the task. It would be good to give clearer instructions and let your students know the objective of each activity

Students participate voluntarily in activities According to what I OBSERVE not many students volunteer to participate. I THINK THAT IS because they are not fully sure about what they are expected to do. how I mention before clearer instructions and modeling the activity could help your students

Students remain on-task during activities Most students try to stay on task bbut there are moments when they look confused about the activity and the purpose. I think that if u r more explicit with instructions and objectives maybe help them stay focused and engaged through the lesson.

Figure S. Feedback from a peer teacher trainee.

Even though there is a sentence and not just the image, the learners do not understand fully what the meaning is, I was amused that they threw the dice and waited for the classmates to read it as they can, and then finally related the weather. (APPENDIX T)



Figure T. Image from evidence of throwing the dice and guessing the weather

Student G: So... Sunny?

Student H: Ah! ¿lo dibujo con ropa de calor?

The main interaction was that they did not only view the image of the sun, they read it and then the learner asked for confirmation.

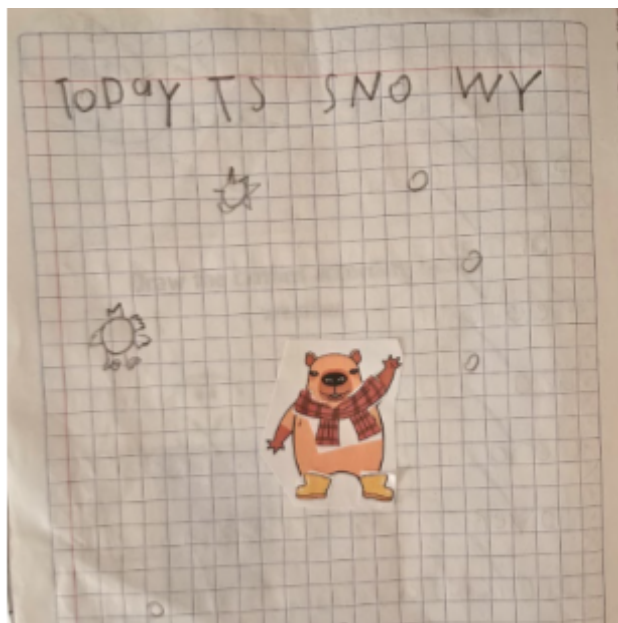


Figure U. Evidence completed on a 70%, only pasting the clothes and writing the sunny.

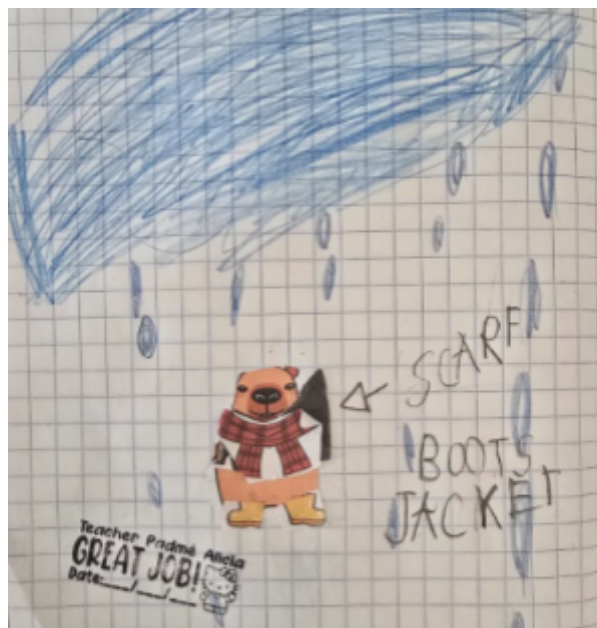


Figure V. Worksheet completed on a 90%, writing the clothes but missing the weather.

3.2.4 Evaluation of the Second Implementation

One of the most significant findings throughout the implementation was understanding that motivation cannot be generated exclusively through one teaching philosophy or one type of activity. While some students responded positively to artistic activities, others showed greater engagement through games, songs, visual routines, movement, repetition, or spontaneous curiosity connected to their environment. This realization transformed the intervention proposal into a more flexible and realistic approach focused on combining strategies rather than attempting to replicate an idealized methodology.

Although many students initially struggled to understand temporal concepts even in their first language, constant repetition and visual support gradually improved comprehension. By the end of the practice period, observational records showed that approximately 75% of the students could independently identify the current day of the week when supported by the visual calendar, while around 60% could correctly answer questions related to “yesterday” and “tomorrow” with minimal guidance.

Regarding individual student development, significant differences were observed among the four focal students.

Student A, who benefits from predictable routines and visual structure, showed considerable progress during the second implementation. At the beginning of the practice period, he rarely participated verbally and mainly observed classroom interactions. However, the repetitive structure of the routines helped him anticipate classroom expectations and gradually increased his participation. By the final weeks, Student A consistently pointed at the correct day on the calendar independently and occasionally repeated isolated English words such as “sunny,” “Monday,” and “shirt.” The use of visual supports, repetition, and structured classroom dynamics appeared to reduce anxiety and facilitate participation.

Student B continued demonstrating high levels of participation throughout the intervention. Although he frequently made pronunciation or vocabulary mistakes, his willingness to interact with the language became one of his strongest learning characteristics. His spontaneous curiosity often redirected classroom interactions into meaningful learning opportunities, such as when he asked about the label on his backpack. This interaction became relevant for understanding that children’s interests cannot always be predicted through lesson planning alone. During the second implementation, I think Student B showed improvement in vocabulary retention due to the integration of songs and games. During my observations, I noticed that he was able to independently identify most weather vocabulary and frequently used phrases such as “It’s sunny” or “I wear a jacket” during oral activities, even when grammatical accuracy remained inconsistent.

Student C benefited significantly from movement-based activities and shorter transitions between tasks. During the first action plan, writing activities caused distraction and loss of concentration. But, during the redesigned lessons, activities involving running, acting, pointing at posters, throwing weather dice, and collaborative games helped him remain engaged for longer periods. Although he still became distracted occasionally, his participation increased notably during interactive tasks. Data collected through observation suggested that Student C completed approximately 80% (of movement-based activities successfully, while his participation during seated written activities remained considerably lower. This reinforced the importance of adapting methodologies according to students’ attention spans and learning preferences.

Student D demonstrated subtle but meaningful progress throughout the intervention. Although she remained non-verbal during most lessons, the incorporation of songs, visual routines, and peer support created opportunities for participation that were not as evident during previous practice periods. She increasingly interacted through gestures, pointing, following movements during songs, and maintaining visual attention during classroom routines. One important aspect was the supportive behavior of classmates, who frequently helped her identify vocabulary or guided her participation during pair activities. By the end of the implementation, Student D consistently followed classroom routines independently and demonstrated recognition of several vocabulary categories through pointing and visual identification. While her participation remained non-verbal, her engagement and willingness to interact increased noticeably compared to earlier observations.

Another important outcome of the second implementation was the improvement of classroom atmosphere and inclusion. The thematic connections between days, weather, seasons, and clothing helped students perceive English vocabulary as interconnected rather than isolated concepts. Students started relating weather conditions to clothing choices and associating specific seasons with holidays or routines from their own lives. This contextualization contributed to making English feel more meaningful and accessible within their immediate environment.

The experience also revealed the importance of flexibility in lesson planning. While theoretical approaches and methodologies provide valuable guidance, the classroom reality requires constant adaptation according to students' responses, interests, attention spans, and emotional needs. The intervention gradually evolved from attempting to strictly apply one methodology into constructing a more large and responsive teaching approach that integrated songs, routines, movement, storytelling, audiovisual materials, games, repetition, and contextualized vocabulary.

Generic Competences

The general competence for this document is that I will provide educational intervention through the design, implementation, and evaluation of teaching strategies, didactics, materials, and educational resources that consider the student at the center of the educational process as the protagonist of their learning.

I think this was achieved. At first I had a lot of ideas and unrealistic expectations of what younger learners could do, the lesson plan (with activities, materials and didactics) was not perfect at first, but with more time I got to spend with my group and what activities were a good match for them, the activities they could do with help and by their own started to flow more clear in my mind. And I still have a good space of opportunity to keep growing and there is a willing to accept feedback to continue creating and developing lesson plans that can generate creative spaces, have contextual and meaningful activities and communicative productions.

Professional competences

For my professional competence regarding my development as a teacher, I will present my school, academic, and research projects in English to strengthen my teaching and activities for social, academic, and professional purposes.

During my teaching practice, I had the opportunity to present my lesson plans, classroom activities, and reflections in English, especially when designing materials and explaining objectives related to my research project. This experience helped me strengthen my ability to organize ideas and communicate pedagogical decisions using the target language, which is essential as an English teacher.

One positive aspect was that I became more confident when explaining activities and objectives in English, particularly when they were related to real classroom situations. Using English allowed me to connect theory with practice and helped me become more aware of the language I expect my students to use. It also supported my professional development, since presenting my work in English is necessary for academic and teaching contexts.

However, one of the main difficulties I experienced was maintaining consistency in the use of English during explanations. In some cases, I relied too much on Spanish, especially when I felt that students were not understanding the instructions. This limited my opportunity to fully develop this competence and also reduced students' exposure to the language. Additionally, when presenting more complex ideas related to my research, I sometimes struggled to express them clearly and accurately in English.

This competence is still in development. I recognize the importance of using English not only as a subject, but as a tool for communication in academic and professional contexts. For future practice, I aim to improve my clarity, confidence, and consistency when presenting my teaching and research in English, as well as to reduce my dependence on translation and provide more comprehensible input for my students.

Disciplinary competence

For the disciplinary competence the theoretical is used and methodological elements of my research as part of my ongoing training as an English language teaching professional.

Throughout my teaching practice, I have integrated theoretical and methodological elements of research to guide my decisions in the classroom. The design of my lessons was not random, but based on principles from TEYL, such as the importance of interaction, meaningful input, and the use of multisensory activities. I also followed an action research approach, where I planned activities, implemented them, observed students' responses, and reflected on the results to improve future lessons.

One positive aspect of this competence is that it helped me understand my teaching beyond intuition. For example, when I noticed that students were more engaged during activities that included movement, storytelling, or visual materials, I was able to relate this to theoretical concepts about young learners' need for active and meaningful learning. This allowed me to justify my pedagogical decisions and make more informed adjustments in my practice. Additionally, using observation instruments, such as checklists and reflections, helped me collect evidence about students' participation and language development.

However, one of the main difficulties I faced was applying theory consistently in real classroom situations. At times, even though I was aware of certain methodological principles, I did not always implement them effectively. For instance, I relied too much on translation or used activities that were not fully engaging, which contradicted the communicative and student-centered approaches I intended to follow. Another challenge was connecting theory with practice in a clear and explicit way during my reflections, since sometimes I described what happened but did not fully analyze it using theoretical support.

This competence is still in development. I recognize that understanding theory is not enough; it is necessary to apply it critically and adapt it to the classroom context. Through this

process, I am gradually strengthening my identity as a reflective teacher who uses research not only to understand teaching, but to continuously improve it.

The first sequence partially solved the problem because learners stayed focused longer when the task involved drawing and oral repetition, also the sequence did not fully solve the problem because the written task came too early and reduced engagement, one strength I could find is that it was effective for participation, but not for sustained English production, and it is one opportunity that the sequence improved the need for communication but still required stronger scaffolding for speaking.

After the first sequence had been applied it is time to reconnect to the theory to check what went good, is it supported by literature? and if it went bad, what could have been improved?

I think the best thing I can find into the first sequence not being successful at all is that this proves that if the classes are not context focused, real, instructions not as short, and focusing a lot on the worksheets, it can be used to check the differences on classes that are not focused on the main aspects of TEYL and how , when applied, it changes the reaction and production of the students.

So they learn better through active, social, and multisensory experiences, the subskills of listening and speaking should come before heavier literacy demands. The tasks should be short, engaging, and varied because children have shorter attention spans and really important, it is important for upgrading my teaching abilities on how me, as the teacher, reflects to improve future cycles

In this graph (APPENDIX X), it shows how the students' participation slightly increased during the implementation of the first action plan, still they struggled to keep engaged for long periods. During the second action plan, participation improved considerably because activities incorporated songs, movement, visual aids, routines, and contextualized vocabulary.

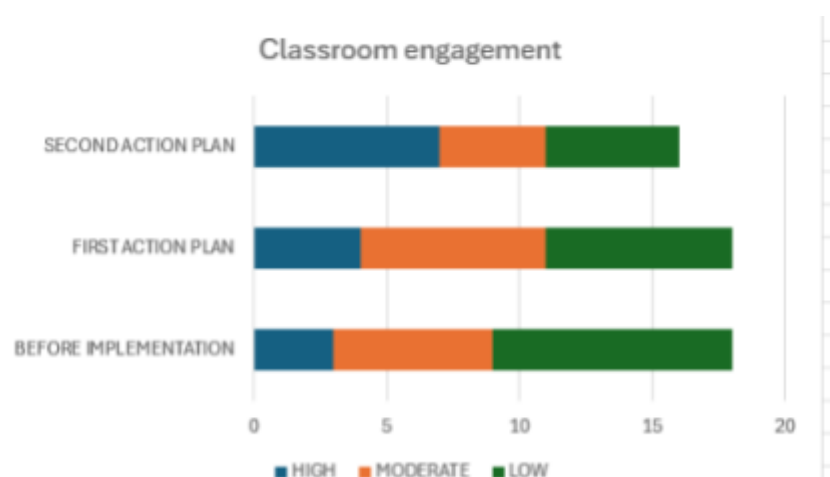


Figure W. Classroom Engagement Graphic, with how many students participated during the implementation of the action plan

As I just mentioned, vocabulary played a big role into the classroom, while I still think I need to search for new methods of how to introduce vocabulary and not only on flashcards and repetition, and I really tried to make it as interactive as possible, the vocabulary retention for the students was also measured with observation and in the completion of the activities. At the beginning of the practice period, students only remembered isolated vocabulary words such as colors or numbers. The first action plan improved retention moderately, but writing activities limited the memorization and the use of words. During the second implementation, repetitive routines, songs, audiovisual material, and thematic connections between days, weather, seasons, and clothing significantly improved vocabulary retention.

As we can see on the graph (APPENDIX X) before the implementation of any class, only 20% (4 students) could retain new vocabulary and use it to communicate, such as responding well to “How are you?” or “What is your name?”.

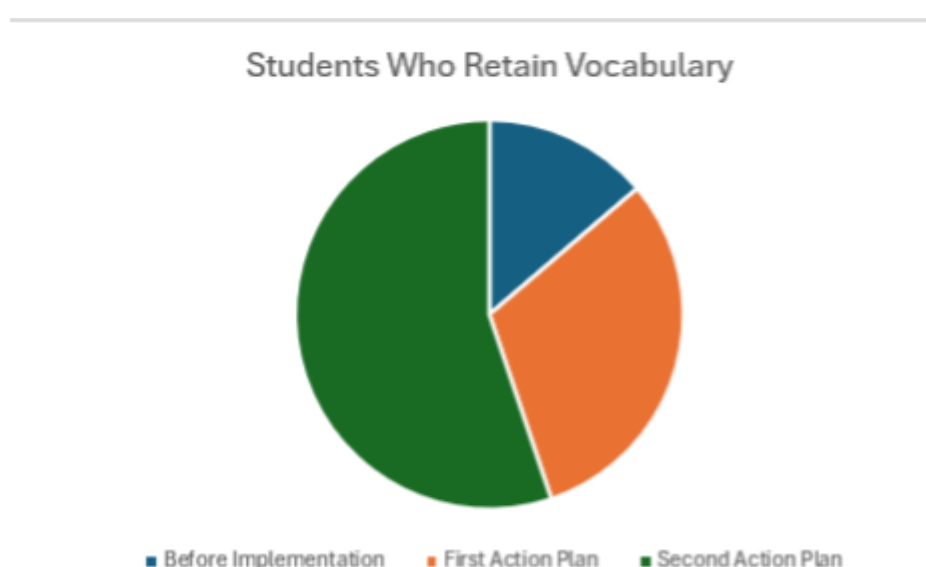


Figure X. Graphic about vocabulary retention across the implementations

After the first action plan, the data sustains that only 45% (7 students) could use the vocabulary good or partially good, checklists and observation (including peer observation) states that the activities for this topics could have been improved and more accurate to their level and attractive according their age.

Finally, on the second action plan, including more dynamic activities, speaking communication, and vocabulary they could identify right there at school, the students who retain vocabulary increased on a 80% (14 students) who completed the activities in time and could communicate with me in english,

This suggests that the sequence responded appropriately to young learners' need for active and meaningful learning, since participation increased when language was introduced through movement and visual support rather than through isolated explanation

Chapter IV. CONCLUSIONS

First, I want to state that this entire journey has been wonderful, I could learn a lot from the students, it is one thing to have read about the theories but it is another whole thing to be there in the classroom, practicing what works with them, what does not, trying to have all of the theories in your mind while elaborating a lesson plan and something happens in the classroom that makes you doubt what you know, it has been a new fructiferous journey for me and I am thankful of all the new experiences I had in this cycle and the all of the other previous ones that taught me to teach.

Stating this, I must say that I have discovered TEYL needs specific objectives, while taking care of how to develop a class, some of my students needed adaptations to how the vocabulary was repeated and taught, others needed extra practice in the learning, while most of the learners needed extra clarification of their procedures, even though they were doing great, they felt like always asking the teacher if this was correct, I am

stating this because they understand it is a new language and they stress if they are doing something wrong while not recognizing their mistakes, this leads to a stressful way of learning the language and in the future they might close to the idea of English, that left me with the idea of being extra careful on how students need assessment and validation.

At first, my perspective of teaching young learners was that they could get used to the language using some of translation to their L1, this only not worked, but made me realize that I could not depend on that, the theories state that this is not correct, but it is not only incorrect, it is impossible if they do not understand all of their L1, like the days of the week, seasons, and months, they struggle to understand it if I tried to translate it because they did not know what those mean, another point of view I had the opportunity to change was to fully understand that even if they are kids, they learn differently, I thought all of them might enjoy just drawing or coloring, or tracing, in fact, the truth is that they needed more than that, as a teacher I learnt to give clearer instructions in comparison to other years, I struggled a lot to make myself clear to the students in the L2, now I express myself more and have visual support to make them understand me, the reason why I mention this is because sometime I have to implement new activities that were not planned only for the students to engage more with the vocabulary or with the activities.

These personal experiences have brought me joy and most important, knowledge, the necessary to end the study with the conclusions.

As previously mentioned, the main idea was to explore approaches for teaching English in elementary school, for this it was necessary to understand how young learners respond to creative methodologies, if they really work, what specific activities were useful, and identifying strategies that increase participation and motivation.

What I learned from this experience was that students participate more when activities involve movement, games, stories, and mostly interaction with the material and with what they know, for example when they had to write the clothes to their own capybara, the attention improved then, when lessons were dynamic, a key moment in my practice was when we had to read the story of “a very hungry caterpillar”, and I

learnt from my previous experience in reading where the students were easily distracted with the book, so this time I used coloring activities so they could do something while I read (also they were entertained by the caterpillar plushie), the reading activities could have been less successful if it was not because of the topics, they must involve what they know, young learners show emotional engagement with the L2, in this way it is more easy to catch and maintain their attention, this works better if the activities reflect listening and speaking, since traditional writing activities were less effective for first graders.

Reflecting on my teaching evolution, on the things that I changed or realized, maybe the first thing it is important to recall in TEYL is that teaching required flexibility, it is different implementing the lesson plan and expect the students to do exactly as what you told it would happen; Teaching a foraging language with young learners miss that you should learn how to elaborate activities or change them according to what is going on your class, It is not the best resource to create new activities at the moment of course, but it was something that happens when young learners are learning, this also leads me to realize that meaningful learning is more important than following a method rigidly.

Having mentioned some of the problems i faced it is important to state that there are some limitations and challenges that made hard my practice journey, I would not call this a challenge but having just one hour makes the learning complicated, young learners are supposed to retain attention for one hour and this complicates things but also it feels like it is not enough time. One personal problem I found hard to confront was that keeping the English curriculum creative and dynamic feels exhausting to the teacher at some point, i would not end to state the importance of holistic and ludic activities when teaching English to young learners but at some point i felt like i could not keep going on, it is not as easy to search activities online and then implemented, the activities must be accurate and accessible to the learners.

Taking these challenges and how I'd face them, it is important now that I understand the importance of adapting lessons to children's development stages. I still want to continue designing meaningful English classes and personally I still believe that English learning should connect with emotions, imagination, and communication.

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APPENDIX

APPENDIX A

Encuesta: ¿Cómo me siento en la escuela?

Rodea la carita que muestra cómo te sientes en cada pregunta.

1. ¿Te gusta venir a la escuela?



2. ¿Te gustan las clases que tienes todos los días?



3. ¿Te gusta pintar, dibujar o hacer manualidades en clase?



4. ¿Te gustaría aprender jugando más veces?



5. ¿Cómo te sientes cuando estás mucho tiempo sentado?



6. ¿Te gustaría contar cuentos, actuar o escuchar historias en clase?



7. ¿Te gusta trabajar con tus compañeros en grupo?



APPENDIX B

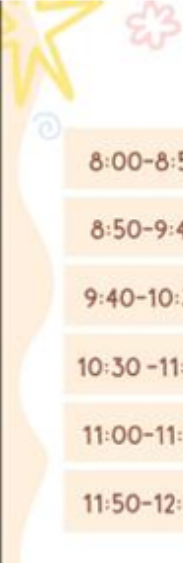
Classroom Practices & TEYL Implementation

Observer: _____

Class: _____ Date: _____

Indicator	✓	X	Comments
Activities are appropriate for students' age and attention span			
Lesson includes movement (TPR, gestures, games)			
Lesson includes storytelling or narrative elements			
Lesson integrates artistic expression (drawing, acting, coloring)			
Instructions are clear and supported with gestures or modeling			
Activities promote interaction (student–student / student–teacher)			
Tasks have a communicative purpose (not only repetition)			
Materials (visuals, videos, realia) support comprehension			
Students are actively engaged during most of the lesson			
Activities are adapted when students show difficulty			

APPENDIX C

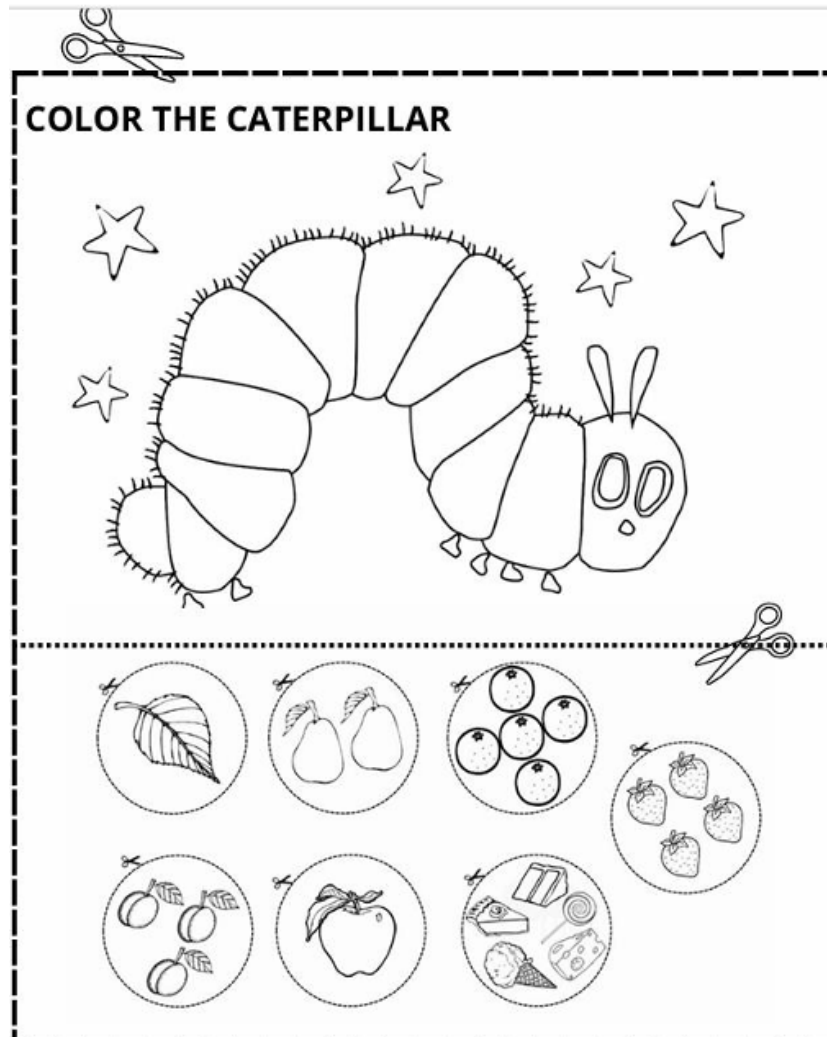


	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
8:00–8:50	HONORES	5°A		5°B	
8:50–9:40	1°A			1°A	
9:40–10:30	1°B				
10:30–11:00					
11:00–11:50				1°B	
11:50–12:40	1°C	5°B	5°A	1°C	

APPENDIX D

4 Stage Model (Tabors & Snow, 1994)	6 Stage Model (Clarke, 1996)
1. Continued use of the home language	1. Continued use of the home language
2. The non-verbal period (silent / mute)	2. Non-verbal communication 3. A Period of silence
	4. Repetition and language play
3. Telegraphic and formulaic speech	5. Single words, formulae and routine language
4. Productive language use	6. Development of more complex English

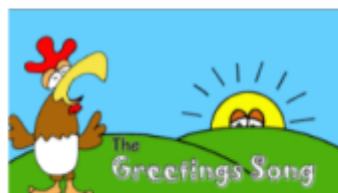
APPENDIX E.



APPENDIX F

PHASE	SESSION	ACTIVITIES
WARM-UP: 5 minutes	1/6	- Students watch the teacher singing "Hello, hello, how are you?" several times while smiling and encouraging students to repeat. - Students will watch a plushie say "Hello!" "Hello, good morning class" -Good morning Pomni.
Presentation 10 minutes	By the end of the lesson, students will respond and identify to greetings like "hello, good morning, good afternoon, good night, goodbye"	- Students watch the flashcards and repeat while modelling the teacher. - Students are asked to get up and listen to a song in a recorder. (APPENDIX 1.1) - Teacher dances in the song, and points to flashcards (APPENDIX 1.2) in the actions with the vocabulary - Students are asked to sing too. - We sing the song twice.
Practice 15 minutes		- Students sit down in a circle. - The teacher starts by saying "GOOD MORNING" One student turns to the next and says: "Hello, good morning ..." The next person responds: "Good morning!" and greets the next student. - Continue around the circle until everyone has greeted someone, then we point to the evening card and have to greet all of us, and so it continues.
PRODUCTION 10 minutes		- Students are given an activity where they have to trace the greetings. (APPENDIX 1.3) - When the teacher passes, she twists the circle (APPENDIX 1.4) and if it appears in the day image, they have to say the corresponding time. - Teacher: "Good morning, Teddy!" - Puppet: "Good morning!" - Students then take turns greeting the puppet T: good morning Juan S: good morning teacher P: good morning Juan

Appendix 1.1



(SONG) <https://goo.su/iBlbeT>
<https://goo.su/rucM9W>

Appendix 1.2



Appendix 1.3



Appendix 1.4

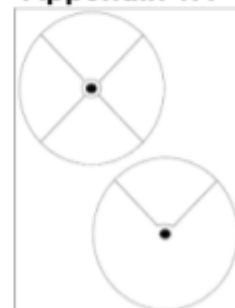


Figure F. Greetings Lesson Plan

APPENDIX G



APPENDIX H

Learn and trace

Good Morning

Good afternoon



Good morning Good afternoon
Good morning Good afternoon

Good evening

Good night



Good evening Good night
Good evening Good night

APPENDIX I

PHASE	SESSION	ACTIVITIES
WARM- UP 5 minutes	4/6	A Simon Say activity in which they have to respond correctly, it can be for saying good morning, afternoon, evening and night, or with the correct action.
Presentation 15 minutes	Students will respond to simple introductions (What's your name?) by giving their name with the model phrase "My name is ..."	- Students will listen to a story in a book about a character introducing themselves with others. The book will say "Hello, I am ____ and I go to my friends house to a party" then other characters will repeat the same. (APPENDIX 4.1) - The students will be asked things to keep them engaged in the locations and actions the characters do. - We listen to a song (APPENDIX 4.2)
Practice 15 minutes		Students will draw themselves and write their name (APPENDIX 4.3)
Production 10 minutes		Students will pass to the board and and respond "What is your name" say "My name is ____" and the rest of the class must say "Hello ____"

APPENDIX 4.1

<https://goo.su/zOuZi>



APPENDIX 4.2

<https://goo.su/Ui2FmTy>

APPENDIX 4.3

This is ME!



My Name is:

Figure I. "What is your name?" Lesson Plan

APPENDIX J

PHASE	SESSION	ACTIVITIES
Presentation 10 minutes	1/5 FAMILY By the end of the lesson, students will be able to name their family members using "This is my mom/dad/sister..."	- Students will see the flashcards (APPENDIX 1.1) (Mom, dad, sister, brother, grandmother, grandfather, and baby) - Students will repeat the words as the teacher says. T: This is my mom, say mom. - T: Who is this? S: This is my mom. - The flashcards will be pasted into the board.
Practice 15 minutes		- Students will MATCH AND TRACE (APPENDIX 1.2) the family member to the correct vocabulary. - When they are done, they will play a Memory game (APPENDIX 1.2)
PRODUCTION 10 minutes		- Students will draw their family in a Family tree template (APPENDIX 1.3) - T: Who is this? even if the students say in their L1 the answer, the teacher will repeat the full structure, "This is my sister" HOMEWORK: ASK FOR FAMILY PHOTOS THAT CAN BE CUT. (pending to ask the main teacher or sub principal if can be possible)

Appendix 1.1



Appendix 1.2



Appendix 1.3



Figure J. "This is my family" Lesson Plan

APPENDIX k



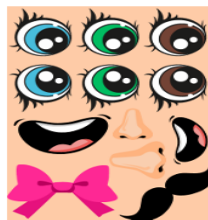
APPENDIX L

PHASE	SESSION	ACTIVITIES	ASSESSMENT
WARM-UP:	2/ 2	We will dance to a song with a video (APPENDIX 2.1)	
Presentation	APPEARANCE	The teacher will present a face (APPENDIX 2.2) to describe the eyes (big and small), the nose and the hair, (short, long)	
Practice	By the end of this lesson, students will be able to describe	The students will work on a worksheet (APPENDIX 2.3) for practice, with two blank faces and they have to trace and draw according to the instructions, and the third blank face they will describe themselves with traced words (except for the vocabulary)	
Production	themselves using the structure "I have..."	Students will (APPENDIX 2.4) work in a worksheet where they have to collocate the face parts and write "I have..." and they need to write their appearance.	

Appendix 2.1



Appendix 2.2



Appendix 2.3

Name: _____

READ the description and DRAW the face according to the text.

He has brown hair and green eyes. He has big nose small mouth.

She has brown eyes and blonde hair. She has small nose and big mouth.

WRITE a description and DRAW the face according to your text.

He/She has _____ color hair.

He/She has _____ color eyes.

He/She has big/small mouth.

He/She has big/small nose.

Appendix 2.4

THIS IS ME

I HAVE _____ HAIR

I HAVE _____ EYES

I HAVE _____ NOSE

I HAVE _____ MOUTH

Appendix 3.1

THIS IS MY _____

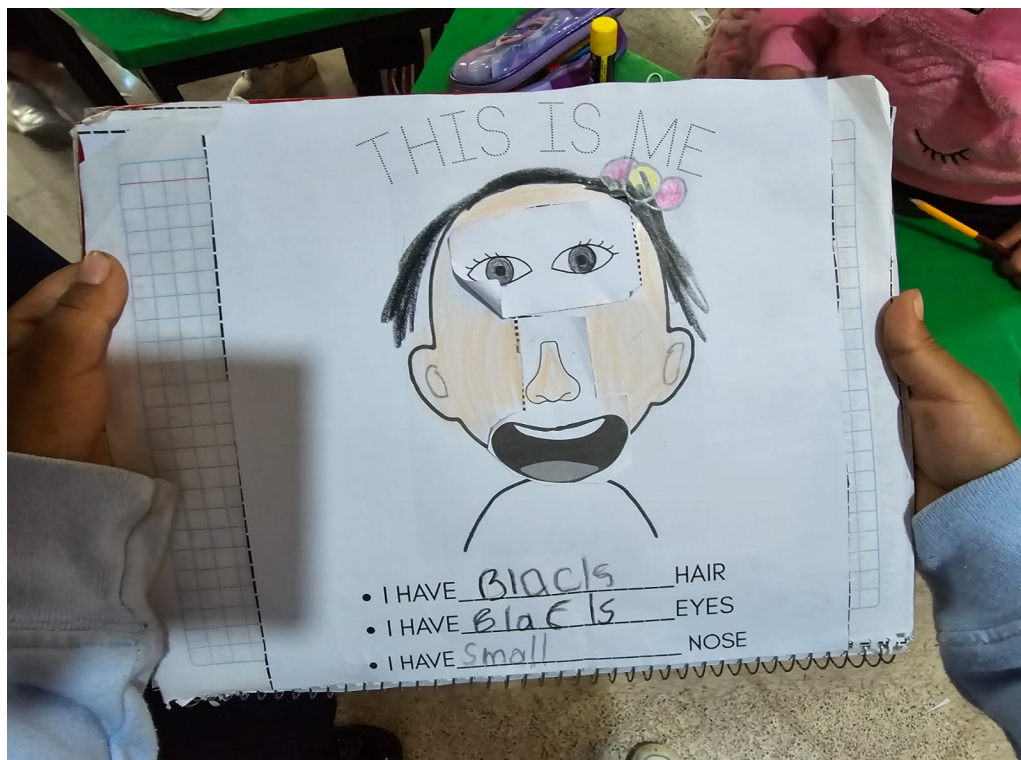
HAVE _____ HAIR

HAVE _____ EYES

HAVE _____ NOSE

HAVE _____ MOUTH

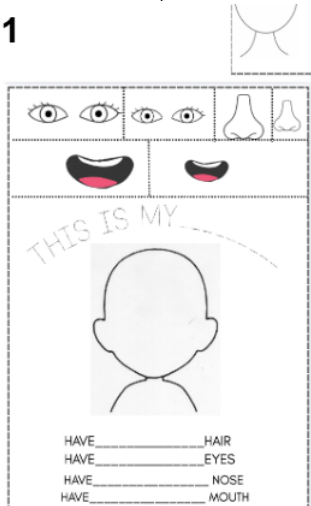
APPENDIX M



APPENDIX N

PHASE	SESSION	ACTIVITIES
Production	3/5 By the end of the lesson, the students will describe a family member using the adjectives from the previous lesson	• The teacher will greet the students and write the day on the board • The teacher will ask what we have seen through the week? "TT: Okiedokie, what did we saw LAST WEEK? we saw, FAMILY, we saw MOM, BROTHER, what else?" • Students must say what they remember, if they fail to say to the teacher all of the vocabulary, the teacher will paste the flashcards and review it again with the students. • The teacher will show a worksheet (APPENDIX 3.1) IT WHAT IS THIS? Its a FACE • Students will work on their worksheet (APPENDIX 3.1) about a blank face • They have to cut the parts of the face and paste it on their worksheet, • Then they have to describe their family member using the vocabulary "He has... / She has..." • The students must describe their family using the adjective vocabulary with the assistance of the teacher.

Appendix 3.1



APPENDIX O



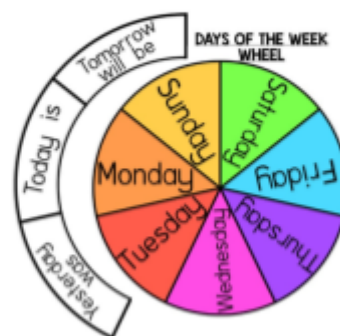
APPENDIX P

PHASE	SESSION	ACTIVITIES
Presentation 10 minutes	1/10 By the end of the first class, students will state "today is...., yesterday was and tomorrow will..." the days of the week by pointing to the correct day on a visual calendar.	- Student have some fun with the calendar first, - T: Let 's make a circle! let's sit , oh what is this? that's right is a calendar! can you say calendar? let's check the months... this is my birthdaY! DO you know when is your birthdaY? when is christmas? - The students are asked to point at days such as Christmas and to point out their birthdays. Students are asked what day their birthdays are on this year and point to the days row at the top of each month. We identify some important days because they will be marked with stickers, like christmas, valentine's day, kid's day, seasons, independence day. - Teacher Start the English words for the days as they discuss their birthdays. T: what day it is today? - Students listen to a song: https://www.youtube.com/watch?v=ptX5CgWP6J0&list=RDptX5CgWP6J0&start_radio=1 and dance it.
Practice 10 minutes		Students help the teacher what day is today and what day will be tomorrow and was yesterday. 
PRODUCTION 10 minutes		- Students are asked to sing in pairs another song: https://yt.tiktok.com/ZSm8x... then more quickly - Students run to the days poster according to the teacher, she will say it slowly and then faster and faster. - For homework students finish the worksheet to write the days

APPENDIX 1.1

(TABLOID)

APPENDIX 1.2 homework



Name _____ Date _____

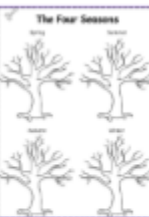
Days of the Week

Say, trace and write seven days of the week.

Say it out loud	Trace it	Write it
MONDAY	MONDAY	
TUESDAY	TUESDAY	
WEDNESDAY	WEDNESDAY	
THURSDAY	THURSDAY	
FRIDAY	FRIDAY	
SATURDAY	SATURDAY	
SUNDAY	SUNDAY	

Figure P. "Days of the week" Lesson Plan

APPENDIX Q

PHASE	SESSION	ACTIVITIES	Assessment
presentation	7/10 By the end of the lesson students will say "my favorite season is..." "I love the..." (season fall, spring, winter and summer) and explain their drawings	- As a warm up we listen to the season song twice. https://www.youtube.com/watch?v=C_Sc5ZydfFI&list=RDC_Sc5ZydfFI&start_radio=1 - The teacher says "I love winter" and shows a tree without leaves pasted on the board. <u>when</u> <u>its</u> spring the tree shows little flowers on their branches, when <u>its</u> summer the tree has leaves and it is bigger, finally when it is fall, the leaves are orange and <u>has</u> fewer. - Students will write the season while the teacher writes on the board, my favorite season is.... - and asks the students 'who likes... winter, fall, spring? and we will repeat the sentences - All of this while they write on the worksheet	
Practice		- Students will write the season and color the tree according to it. - While they are drawing if the teacher will go to each student and ask them what season do they love the most T. What season do you love? I love Fall" and they must answer "I love..."	
Production			

Appendix 7.1

Appendix 7.2

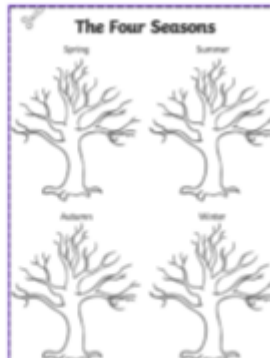


Figure Q. "My favorite season" Lesson Plan

APPENDIX R

Indicator	✓	✗	Comments
Students participate voluntarily in activities		●	
Students respond physically to instructions (TPR)	●		
Students remain on-task during activities		●	
Students show enthusiasm (raising hands, smiling, involvement)	●		
Participation increases during movement-based activities	●		
Participation increases during storytelling activities		●	
Students follow the sequence of a story (characters/actions)	●		
Students complete tasks (drawing, speaking, acting)	●		
Students interact with peers during activities		●	
Off-task behavior is reduced during engaging activities	●		

APPENDIX S

Tasks have a communicative purpose (not only repetition)* I think your activities have a communicative purpose. However I think it would be very helpful if you made the objective of each task clearer for your students so they better understand what they are expected to do and why.

Students are actively engaged during most of the lesson* Most students are attentive and engaged during the activities. However sometimes they look unsure about what they are gonna do and the purpose of the task. It would be good to give clearer instructions and let your students know the objective of each activity

Students participate voluntarily in activities According to what I OBSERVE not many students volunteer to participate. I THINK THAT IS because they are not fully sure about what they are expected to do. how I mention before clearer instructions and modeling the activity could help your students

Students remain on-task during activities Most students try to stay on task bbut there are moments when they look confused about the activity and the purpose. I think that if u r more explicit with instructions and objectives maybe help them stay focused and engaged through the lesson.

Figure S. Feedback from a peer teacher trainee.

APPENDIX T



Figure T. Image from evidence of throwing the dice and guessing the weather

APPENDIX U



Figure U. Evidence completed on a 70%, only pasting the clothes and writing the sunny.

APPENDIX V

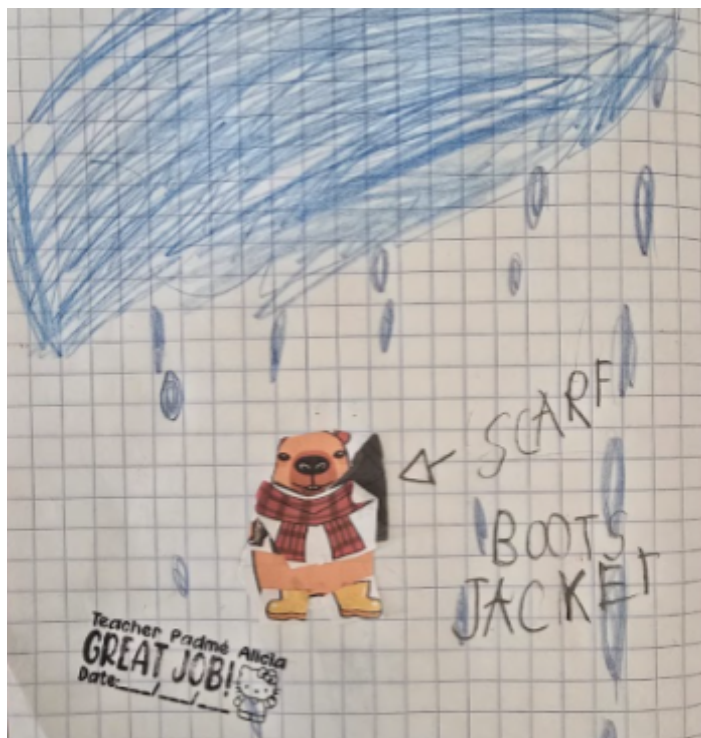


Figure V. Worksheet completed on a 90%, writing the clothes but missing the weather.

APPENDIX W

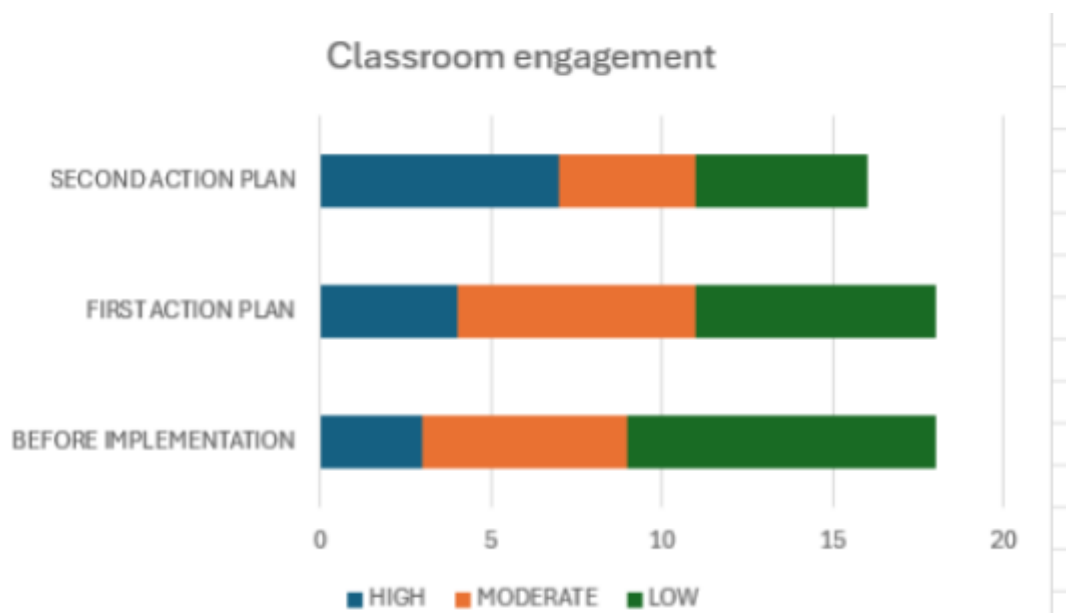


Figure W. Classroom Engagement Graphic, with how many students participated during the implementation of the action plan

APPENDIX X

Students Who Retain Vocabulary



Figure X. Graphic about vocabulary retention across the implementations