



ESCUELA NORMAL No. 1 DE TOLUCA



INFORME DE PRACTICAS PROFESIONALES Developing Speaking Skill Through TBL in Secondary School

QUE PARA OBTENER EL TÍTULO DE
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN
EDUCACIÓN SECUNDARIA

PRESENTA
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Dedicatoria

A mis padres Joel Delgado Hernández y Gabriela Tapia Felipe por haberme forjado como la persona que soy en la actualidad, por sus consejos, su apoyo incondicional y su paciencia, por siempre ser mi motor para seguir adelante.

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Chapter 1

1.Introduction

The speaking skill plays a very important role in the communicative process, as well as in the learning of English Language, since it allows interaction with others and the exchange of ideas. During the present work this skill will be one of the focal topics for the development of the Report of Practice. In this document you will find work proposals that may be of help to the readers as a guide to promote the development of speaking in adolescents.

First of all, it is important to know the context in which we will be working. For the development of this research, the main context was the Official Secondary School No. 5 "Camerino Lara Castillo", where the study group will be second grade adolescents, and where we intend to carry out the work proposal that will promote the development of speaking. The results of the diagnosis, as well as the observation made it possible to focus the work topic.

Task-based learning or TBL will be the main approach to carry out the development of the present work, through which students will perform tasks that will help them to have a good reason to communicate. TBL is different from traditional instruction because it places students in real-life situations to accomplish specific tasks. and allows them to use their skills at their current level for the development of the tasks, being able to develop the language through its use and being a main tool to achieve a communicative approach.

Why is speaking one of the most difficult skills for students to develop? How important is the development of the communicative approach? How useful can TBL be to promote the development of speaking in adolescents? These questions will guide the development of this research, in these we can identify a great value to the communicative approach as it will be the basis and objective that will guide towards obtaining the expected results.

Through task-based learning, it is expected that students will be able to express themselves in a simple way. Also, the elaboration and put in practice

of this proposal has the intention of improving my professional competencies that as a teacher in training are part of the profile of graduation. Likewise, the disciplinary competence is focused on the resolution of tasks posed by the social practices worked on in the study group, making them more interactive among students to create an environment of trust and at the same time of participation, and in which communication is involved to complete the task.

Through the application of the TBL it is sought that the tasks that are used with the study group show if what was planned allows them to create a communicative environment among the students to solve the exercises that are posed to them and also through observation to see if it is necessary to make changes in the activities or strategies so that the students can achieve the objective in case it has not been possible to fulfill it. It is here where we can see the importance of the implementation of Action Research Methodology that will be used to implement a series of cycles where I will put in practice my proposals, which pretend to have a positive impact on the students' learning and his or her context.

1.1. Context

1.1.1. *The Secondary School*

The Escuela Secundaria Oficial Número 0005 "Camerino Lara Castillo" is located at Calle Natalia Carrasco 400, Federal neighborhood, in the municipality of Toluca de Lerdo, in the State of Mexico. The school is between José Luis Álamo Street and Francisco Carbajal Bahena Street, and is parallel to : General Venustiano Carranza Avenue.

This Escuela Secundaria is a public school, and has a morning and afternoon shift. The school has 872 students, 435 males and 437 females in the morning shift and has approximately 50 teachers. The school is annexed the Escuela Normal Superior del Estado de México (ENSEM) which is a teacher training school.

There are 6 groups in every grade of the secondary school, that is, 18 groups in total. The facilities of the secondary school are:

- 18 classrooms with benches for every student a whiteboard, a table and a chair for the teacher.
- Administrative offices (one for the principal, and another for the Assistant Principal's Office)
- Two restroom unit, one for women and the other for men,
- Three small rooms especially for the counselors of each grade.
- Teachers' room with lockers.

There are other facilities that are shared with the High School that is also Annex to the ENSEM. The facilities belong to the ENSEM and include: include:

- An auditorium for about 500 people. The auditorium includes a basketball court.
- Centro Regional para la Enseñanza de Lenguas Extranjeras (CRELE)
 - Library
 - Chemistry lab
 - Two cafeterias
 - A stationery store
 - A copy center
 - Three courts
 - Computer room
 - Physical education materials

It has especially two bathrooms for men and women, since the other bathrooms belong to other grades, in this case here it is necessary that students can have access to the other bathrooms because when maintenance is given to the bathrooms these are closed so it is necessary for students to get to the nearest bathroom, but sometimes teachers do not allow it.

There are three digital videoprojectors for their use, so you have to anticipate the person in charge so that he/she can lend it, however usually my holder does not use it.

Auditorio is used for all three levels, although for the secondary level the seats are not enough so in ceremonies chairs are rented and placed in the court area so that all students have a place to sit.

1.2 Justification

The topic “Learning through Task-based learning to develop speaking” was chosen because in my journal practice observation it was identified that some educators do not practice this skill. The communication is a central aspect of the teaching and learning of EFL since it is assumed that the ACEI syllabus relies on a communicative approach which means that it has been design with the purpose of promoting that most of the students can develop skills and strategies that allow them to develop in a communicative environment in an oral or written manner, in which cultural aspects or actions that they usually do on a daily basis must be integrated.

The function of the present research within the classroom aspect is to help develop this skill, “it is important for students to be able to develop all four skills” (Ganiyevna, K. N., & Muhsin, M. 2019: 60), however speaking without difficulty gives a person advantages in professional and personal life. Therefore, the tasks to be worked on would help the students to develop ways of interaction favoring the communication environment, “since the students have the ability to communicate however they cannot perform easily” (Rao, P. S. 2019: 6), for such a reason it is necessary to investigate the reason that influences this.

The function it will have in a personal way will be to improve disciplinary competences, which will allow to be able to develop projects and justify them, and also this research may be useful to readers as a guide for possible tasks to implement for speaking. From the perspective of the professional competencies of the Plan y Programa de Estudio de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educacion Secundaria (2018) it points out that "Caracteriza a la población estudiantil con la que va a trabajar para

hacer transposiciones didácticas congruentes con los contextos y los planes y programas" (DGESPE, 2018: 12) which is assumed since from the beginning diagnosing the students will allow having a greater vision of what they are capable of doing, as well as the needs they present. Another competency "Propone situaciones de aprendizaje del Inglés, considerando los enfoques del plan y programa vigentes; así como los diversos contextos de los estudiantes" (DGESPE , 2018: 13) is more focused on the main topic since it basically mentions contextualization as a focal point to develop the learning environment, so it is intended that through the work proposals they will be able to develop in their context.

The development of oral language is an important part of the learning process of EFL since it allows the student to express him/herself. For this reason, education requires a very varied, motivating and participative didactic implementation, through which different teaching styles of the English language can be used in order to be applied in classes. Among the benefits to be obtained during the development and implementation of the tasks is that the students can begin to develop this oral skill within the situations presented in the Social Practices of Language, which will require constant and collaborative participation among the young learners so that they feel in an environment of trust. They can also develop their confidence and even motivation, as well as a deeper understanding of language through the application of tasks. "It is important to have knowledge of English in general, since nowadays it is used as a means of communication" (Akhter, S., Haidov, R., Rana, A. M., & Qureshi, A. H. 2020: 1) and the teacher plays an active role in improving the skills.

The degree modality is "Professional Practice Report", seek through the practice intervention to carry out activities that It can apply with the students to help them develop their speaking skills. Among the most relevant features in the elaboration of this document we find that according to (SEP. 2018) in the section of the didactic orientations should report the progress and changes in

the task application during the implementation of these with the students. This is intended to help us during our professional development. Some factors that were recognized in the students and that influence the process of practicing their speech is that some are afraid to make mistakes, do not know English and therefore do not understand what they are taught.

This work will have many benefits not only for the students but also for the readers who are interested in this work. As a first point my students are the main target of all this work, not only to see if the tasks to be implemented will be usable, but also because this problem is still present in many schools, which makes them unable to face the real world. "Among the strategies that teachers can use could be conversations or about the best experiences they have had" (Derakhshan, A., Khalili, A. N., & Beheshti, F. 2016: 178) , i.e. integrate them in conversations in which they can interact. During the development of the activities, it is intended to integrate activities that require collaborative work among the young apprentices themselves, which will help them to share different ways of thinking and thus reach the resolution of these tasks.

Among the benefits of a more personal way we can find that as a teacher it is necessary a professional learning based on practice which according to (Mulder, M. 2014) depends on oneself, as well as the intentionality that one has for the evaluation and development of the same. The experience gained through practice allows us, as teachers in training, to develop our skills and thus improve the level of training that we are building.

Among the knowledge it will provide will be the different techniques and/or strategies, according to (Shi, H. 2017) refers to steps that are followed for the improvement of learning, i.e. helps them to their own learning process through the development of their language with the help of motivation, for learning vocabulary and basic structures gathered in various tasks which will be aimed at students so that they can begin to develop and put into practice these, within the situations in which such tasks will be raised.

Likewise, this research will allow us to better understand what task-based learning is, as well as the phases that compose it (pre-task, task and post-task) and what needs to be done to achieve the objective we are aiming for. As mentioned by (Scarborough, H., Swan, J., Laurent, S., Bresnen, M., Edelman, L., & Newell, S. 2004) it is focused on its context which includes autonomous learning and the integration of knowledge, allowing the student to be the main responsible for their learning. That is to say that through the communicative approach that they develop they will be able to complete the tasks, while the teacher will be in charge of observing and carrying out a follow-up in which the behavior of the young apprentices during the elaboration of the tasks will be included, so that through these observations the teacher will be able to make the necessary modifications and carry out another intervention with new improvements to achieve the expected objective.

As mentioned by (Roberts, K., & Owens, S. 2012) we not only refer to the fact that we need to help students for a better future, but we must also look at their current needs and integrating contexts both political, technological, social, etc. The tasks that are mainly focused on speaking skills could be considered something difficult to do with students, as mentioned above is something uncommon to see in schools, however we must keep in mind that speaking is not only about knowing how to speak, but also how to listen and how to express it in written form. Here is one of the reasons for the choice of this skill, they will not be able to speak like native speakers, however we are looking for them to begin to put it into practice with the shortest expressions that they could say and that individually or collectively they can put together these ideas for the resolution and fulfillment of tasks.

1.3. Objectives and motivations

The objectives are related to the title of this research since it seeks to help students develop their speaking skills which, as mentioned above, seeks to:

General objective

- Develop speaking skill through tasks with students of 2nd grade of secondary school.

Specific objectives

- Learn how to implement task with young learners in the teaching and learning of EFL .
- Design tasks focused in the development of speaking among students of 2nd grade of secondary school with A1 and A2 level of domain of EL.
- Analyze the tasks to improve the teaching and learning experience in the development of speaking.

Within short-term motivations and long-term motivations.

- The main short-term motivation is to help students to find that English can be difficult but not impossible to learn, and that the fact of communicating using this L2 will allow them to be more expressive about what they think.
- In relation with long-term motivations the most important is to help them to be able to face current and future challenges that will allow them to have greater opportunities in their personal and work life.

1.4. Competences

During the elaboration and implementation of the present work we seek to improve professional and disciplinary competencies within which according to the curriculum it is mentioned that professional competencies “Permitirán ...

atender situaciones y resolver problemas del contexto escolar, del currículo de la educación obligatoria, de los aprendizajes de los alumnos, de las pretensiones institucionales asociadas a la mejora de la calidad,... .”, in other words, they are those that as teachers we must put into practice through the knowledge about methods and strategies to improve the quality of learning that is expected to be obtained in students.

The first competence to be taken up is :

- “Utiliza conocimientos de la lengua inglesa y su didáctica para hacer transposiciones de acuerdo con las características y contextos de los estudiantes a fin de abordar los contenidos curriculares de los planes y programas de estudio vigentes.”

The sub-competency to be achieved is

- *Caracteriza a la población estudiantil con la que va a trabajar para hacer transposiciones didácticas congruentes con los contextos y los planes y programas.”*

This is considered one of the main steps to develop, during the first day of observation, we began to propose and implement some instruments that would allow a better knowledge of the study group, it is worth mentioning that these instruments applied are based on English level and tastes, as they are considered basic elements for the creation of teaching resources that allow the teaching of English as a second language, however I need to know what I can do to know more in detail about them, for that reason I will also take in consideration next competence:

- Diseña los procesos de enseñanza y aprendizaje de acuerdo con los enfoques vigentes de la lengua inglesa, considerando el contexto y las características de los estudiantes para lograr aprendizajes significativos.
- ❖ “Reconoce los procesos cognitivos, intereses, motivaciones y necesidades formativas de los estudiantes para organizar las actividades de enseñanza y aprendizaje.

This last sub competence is closely linked to the development of instruments that allow to know more about the students, however it is something that is not easy to do since it is first needed to know what is wanted to know about them and try to collect that data, also something that is linked to this is direct observation, which requires me to be more objective and attentive to the small behaviors that students demonstrate in the classroom and investigate the reasons for these.

This next sub competency is related to the main topic of this work since it states that it is necessary to:

- *Propongan situaciones de aprendizaje del Inglés, considerando los enfoques del plan y programa vigentes; así como los diversos contextos de los estudiantes.*

This is related to the tasks that are planned according to their basic needs so that they can express themselves in a basic and concrete way, for this reason I need to know my students and think about what kind of situations can be contextualized so that they are able to develop their speaking.

1.5 Structure of the report of practice

It is intended that with this modality an improvement is seen in the students and in the teacher's practice, taking into account an Action Plan carrying out an action-research that during its application, the students get to solve the problems or situations that arise in class.

According to the DGESUM in the Academic Orientations for the Elaboration of the Degree Work established in the Study Plans (2018) it mentions the sections:

Cover page

Shows data identifying the institution, the title of the report, author, advisor, date, etc.

Table of contents

Indicates the different sections of the report.

Introduction

Describes the place where the professional practice was developed. Justifies the relevance of the topic, the group of participants, objectives and motivations. Identifies the competencies that were developed during the internship, as well as a concise description of the content of the report. Describes in a general way the content of the whole report.

Action plan

It contains the description and focus of the problem. It includes the analysis of the context in which the improvement is carried out, describing the interaction practices in the classroom.

Development, reflection and evaluation of the improvement proposal.

This section describes and analyzes the implementation of the action plan considering the relevance and consistency of the proposals, identifying curricular approaches, competencies, sequences of activities, resources, follow-up procedures and evaluation of the improvement proposal. Its elaboration requires a careful review of the results obtained in each of the activities carried out.

Conclusions and recommendations

The conclusions and recommendations arise from the different moments in which the actions carried out were evaluated. They also allow us to point out the scope of the proposal according to the subjects, the context, the approaches, the areas of knowledge, the material conditions, among others.

References

This refers to the bibliographic, hemerographic, electronic, etc., sources used during the improvement process and which were used to support, argue and analyze each of the proposals.

Annexes

This section includes all kinds of illustrative material that was used and generated during the process (tables, photographs, testimonies, tests, designs, evidence of student learning, logs, examples of diaries, among others), which can be used for eventual consultation.

Chapter 2

2. Action Plan

It is intended that during the following classes the Action Plan will be put into practice, will consist of putting into practice the TBL, as its name indicates, will be focused on tasks that will allow students to begin to develop their speaking skills and thus carry out the communicative approach.

2.1 Description of the problem

Step 1: Identifying an issue or problem the practitioner wants to explore.

Returning to the previous practices, it was observed that one of the most notable problems in class is the lack of practice of the "speaking" skill, which makes it difficult for students to express themselves and communicate with their classmates. Taking up the above, it was decided to carry out an approach that could be applied with students and check its effectiveness through the results that are thrown along the class interventions, where the implementation process will be observed, as well as the analysis of results.

Step 2: Gathering background information through a review of appropriate literature and existing research on the topic.

During the development of this research, different authors can be observed that will be of help for the information used to be truthful and to give a more authentic value to the document. Some of the most frequently mentioned authors are Willis, Freeman, Ellis, among others.

Step 3: Designing the study and planning the methods of collecting data.

In order to get to know the study group with which this proposal will be worked and approved, during the first day of observation, instruments were used to get to know their tastes (**Annex 1**) and to gather personal information about their tastes and interests I applied an "all about me" questionnaire that gave me a great variety of results regarding music, hobbies, food, animals, etc. For example, among their favorite animals the most mentioned were the cat, the dog and the bear. Among their hobbies they like listening to music, spending time with family, watching movies and playing sports (soccer and basketball). The most dominant musical genres were pop, rock, electronic and

reggaeton, and among their favorite subjects are English, Spanish and science. Another information gathering instrument was especially to know the *level of English (Annex 1)* in which it is concluded that most of them are between an A1 level and a few in A2. Another means that will be vital to give veracity to the document will be the *Practice Journal* in which an analysis of the practice periods is made, as well as the results obtained.

The information gathered above allowed to adjust the planning to the characteristics of the students in order to then implement the TBL approach.

Step 4: Collecting data

In order to correctly apply the TBL approach, we first sought to include TBI in the classroom sequence.

Step 5: Analyzing and interpreting data

The following section provides a more in-depth analysis of the results that were obtained during the application of the TBL.

Step 6: Writing, sharing, and implementing the findings

Conclusions will show the reflection of the practice, as well as the areas of opportunity and how they can be improved for the following practices.

2.2 Theoretical review

According with *Los Fines de la Educación en el Siglo XXI* in which mention is made of the section of *Transformación de la práctica pedagógica* according to ACEI syllabus "...la cultura pedagógica, que prevalece en muchas de nuestras aulas, se centra fundamentalmente en la exposición de temas por parte del docente, la cual no motiva una participación activa del aprendiz..." (SEP, 2017: 20) That is to say that this is also part of one of the main problems that does not allow the development of skills in students, that is to say that we should not leave them alone, but also as teachers we help them in the development of these skills, one way is in class planning, where from ACEI we can include part of the didactic guidelines, to achieve the

expected learning indicated and at the same time the social practice of language is fulfilled.

According to the Common European Framework of Reference for Languages (CEFR) which is used to measure the level of comprehension in a given language, students in the 2nd year of secondary school should have a B1 level of English in which “Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest presenting it as a linear sequence of points.”, however within the study group we can observe that most of the students are in level A1 and only 3 of them are in level A2 (**Annex 1**).

Figure 1
Spoken production.

SPOKEN PRODUCTION	
OVERALL SPOKEN PRODUCTION PROSIGN	
C2	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple mainly isolated phrases about people and places.
Pre-A1	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).

Note: overall spoken production, emphasizing in A1 and A2 level. Source: (CEFR, 2001)

Syllabus (2017) explain that:

"El propósito general de la asignatura Lengua Extranjera. Inglés es que los estudiantes desarrollen habilidades, conocimientos, actitudes y estrategias de aprendizaje para participar e interactuar en prácticas sociales del lenguaje, orales y escritas, ..., con hablantes nativos y no

nativos del inglés ", "Usar la lengua extranjera como medio para expresar ideas y pensamientos con confianza y eficacia hacia personas de otras culturas".(265-266)

In other words, within education, the development of speaking is a fundamental part of the student's learning process, which is why alternatives are sought to help the development of this skill.

One of the main approaches is the communicative approach, (Richard, 1997: 3) mention that this approach is mainly used for learning a second language (English) and focuses mainly on improving the communicative ability, which is in charge of producing and understanding when it is necessary to use English. (Retrieved, 2010), mentions some principles related to this approach which refer to effective communication, learning through communication, the correct use of its meaning, as well as the use of didactic materials.

It also highlights the importance of the speaking skill within this work, since it is the main objective that we want to reach, for this reason it is important to know why it is important, according to (Bueno, Madrid, and McLaren. 2006: 321) say that speaking is the most important skill, and sometimes no matter how long you are studying this second language, you will always have to improve it in the new world where it is characterized by being competitive. . It should be emphasized that there are authors who consider it very important to know the needs of the students so that the teacher can look for techniques that allow him to put into practice and learning this skill, as (Rao S. P. 2018) says to take into account the needs and interests so that the student works more in his learning process.

The alternative to the problem is the use of TBL which according to (Willis & Willis, 2007) mentions that doing activities with real contexts making use of the language is a great way to teach another language. Since it allows them to relate the words to their native language, it is easier and necessary for

the solution of these tasks, therefore it is necessary that they are prepared for these situations. Taking up Prabhu (1987) who is considered the first to develop task-based learning, he says that a learner learns another language if it is task-focused.

Other authors who emphasize this approach mention that in order to deepen the meaning of the tasks it is important that they allow the sharing of messages through the use of the communicative approach Bygate, Skehan and Swain (2001). As the previous authors mentioned, this is the main key of this approach, since it is sought that through these activities the students feel attracted to look for an alternative.

According to (Willis. 1996) there are two types of tasks:

1. The pedagogical tasks are specially designed for classrooms that require the use of interactional strategies as well as the use of a type of language (skills, grammar, vocabulary).
2. Real-world tasks are tasks that reflect real-world uses of language, and which might be considered a rehearsal for real world tasks (e.g., role plays).

Pedagogical tasks will be the main focus of this research since they will be carried out during classes with the objective of developing speaking. Through the planning and implementation of these tasks we intend to make use of communicative language as a tool to promote this skill.

2.3 Task-Based Learning Models

(Ellis, 2003) presented a model that focuses on meaning and real-world activities that demand learners to process language for real situations:

Table 1

TBL framework by Ellis

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Note: A framework for designing task-based lessons. Source: (Ellis, 2003)

Another task-based model was outlined by Willis (1996: 38), who used the format of Pre-Task, Task Cycle and Language Focus.

Table 2

Task-based lesson plan model by Willis

Pre-task		
Introduction to topic and tasks		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task cycle		
Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.	Students exchange or present report. Teacher listens and then comments.
Language focus		
Analysis		Practice
Students examine then discuss.		Teacher conducts practice of new words.

Note: Phases that compose the Task-based. Source: (Willis, 1996: 38)

Taking the previous table as a reference, it is important to mention that Willis in his chapter 8 titled "TBL for beginners and young learners" makes

mention of proposals for activities with young learners and beginners, "In a beginner's classroom we need to provide opportunities and motivation for natural language use in a supportive environment" (Willis, 1996, 117) that is to say that first we have to create an environment of trust among students where they are able to share their ideas, without the need to be pressuring them to participate first, helping them to build their own learning, and that sometimes it will not be necessary that the student requires the use of much syntax, but sometimes just using words or small grammatical structures students can begin to develop their skills.

Considering another key point "... beginners may feel more vulnerable and shy when attempting to use the new language in front of other students ... Work in pairs and small groups helps to reduce this fear" (Willis, 1996: 118), taking up this point in some of the classes, it is likely that students may feel more confident working with their peers, for this reason it is sought that through tasks that integrate collaborative work is a source to encourage communication.

2.3.1 Task Based-learning

According to (Willis, J., 1996) an important feature of TBL is that learners are free to choose whatever form of language they wish to convey, what they want to say, in order to meet the task objectives.

Likewise, through the development of these tasks, in case they are relevant to the learner they allow the need to communicate strongly to emerge, making learners find a way around words or forms they do not yet know or cannot remember.

If, for example, learners at a very elementary level want to express something that happened in the past, they can use the base form of the verb, and the teacher is responsible for monitoring from a distance and at the same time they should be encouraged to all attempts to communicate in the target language.

In later stages of the task framework accuracy does matter, but it is not as important in the task stage. We must make learners see their mistakes in a positive way, making them normal within the learning process. Make them see that the mistake is okay, as well as the attempt, regardless of whether they were completely right, which refers to the learner remaining silent as they are less likely to learn.

2.3.2 Task and skills practice

According to (Willis, J., 1996) some approaches to language teaching speak in terms of four separate skills: listening, speaking, reading and writing. These skills lessons are designed primarily to improve a single skill and often complement grammar instruction.

If a task-based cycle is followed, combinations of skills are naturally encouraged depending on the task. And as we know skills are an important part of achieving a communicative approach, they are also an integral part of the process of achieving the task objectives.

2.3.3 SLA (Second Language Acquisition)

As mentioned above, TBL requires meaningful communicative activities, which at the same time are accompanied by strategies that are related to the theory of second language acquisition (SLA), always accompanied by communication or instruction, carried by language processes that are derived from the learner's motivation and these carried by examples of language that will be accessible to learn.

2.3.4 TBI (task-based instruction)

To carry out a good management of TBL it is important to consider the TBI emphasizing interactive processes in the classroom, i.e. promoting a communicative approach, these oriented to problem solving, completing projects and making decisions. This is intended so that the main objective of the task depends on communication or the use of grammatical structures is important.

For a good task resolution, it is necessary to know the characteristics that the task must fulfill, which according to Willis (1996) are:

- Learners carry it out using their existing linguistic resources.
- The outcome does not relate solely to language learning, however this may occur as the learner performs the task.
- The focus is on meaning.
- Those tasks involving two or more learners require the use of communication strategies and interaction skills on the part of the learners.

Through a class in which students practice TBL, Freeman analyzed and made observations towards the activity highlighting principles that make it possible to carry out a correct TBL. According to Freeman (2000) the principles of TBL are:

1. The class activities have a perceived purpose and a clear outcome.
2. A pre-task, in which students work through a similar task to one that they will later do individually, is a helpful way to have students see the logic involved in what they are being asked to do. It will also allow the language necessary to complete the task to come into play.
3. The teacher breaks down into smaller steps the logical thinking process necessary to complete the task. The demand on thinking made by the activity should be just above the level which learners can meet without help.
4. The teacher needs to seek ways of knowing how involved the students are in the process, so she can make adjustments in light of the learners perceptions of relevance and their readiness to learn.

Such teacher-class negotiation ensures that as many students as possible in mixed ability class grasp the nature of the activity.

5. The teacher does not consciously simplify her language; she uses whatever language is necessary to have students comprehend the current step in the pre-task. Here she switched from an abbreviated wh-question to a yes/no question.

6. This switch is a natural strategy that proficient speakers use when interacting with less proficient speakers inside and outside of the classroom.

7. The teacher supplies the correct target form by reformulating or recasting what the students have said.

8. This jigsaw task, where students have to listen to different parts of a total set of information they need to complete a task, gives them plenty of opportunity to engage in authentic speaking and listening and provides opportunities to develop their comprehension and speaking skills.

9. Students should receive feedback on their level of success in completing the task. The overall focus is on meaning.

10. Students have input into the design and the way that they carry out the task. This gives them more opportunity for authentic and meaningful interaction.

Chapter 3

3.Methodological model

3.1 Action research

This methodology was chosen with the purpose of being able to carry out an inquiry for as a teacher in training in the improvement of practice to help students in their learning process.

It was mainly considered to modify, change and improve the teaching-learning process, as well as to grow professionally, self-evaluate and take responsibility for their own practice.

Among its main characteristics are:

- Constructivist: i.e. being a generator of knowledge based on their knowledge.
- Situational: based on the knowledge of their students.
- Practical: this research is mainly based on the professional areas of interest of the researcher, making the results obtained relevant for their improvement in practice.
- Systematic: to obtain reliable and significant results.
- Cyclical: that is, it starts with a research question and ends with the application of the proposal, giving rise to new research cycles.

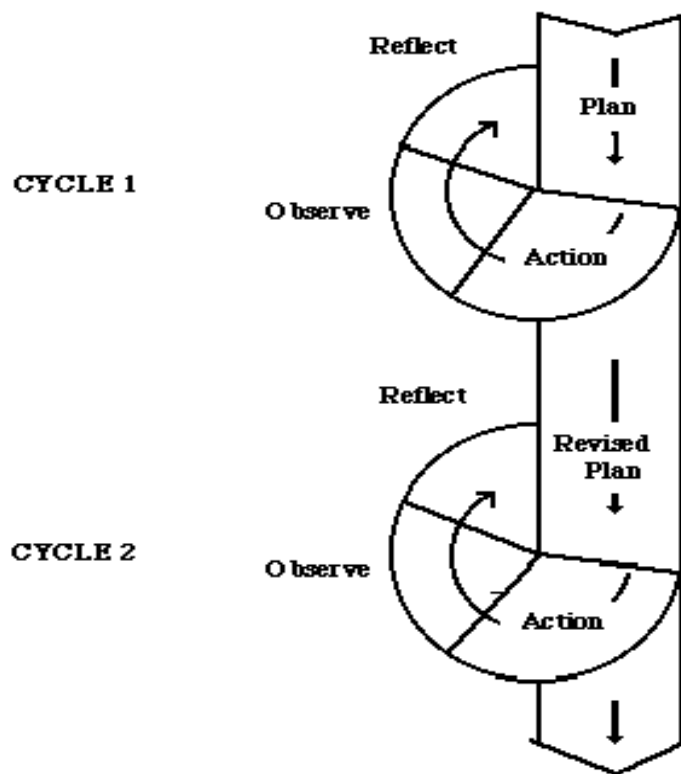
It is important to mention that the Elliott model (Hopkins, 1993) will be considered, among its characteristics:

- Initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of interventionary strategy. (*The Reconnaissance & General Plan* .)
- Then the intervention is carried out . (*The Action in Action Research*)

- During and around the time of the intervention, pertinent observations are collected in various forms. (Monitoring the implementation by *Observation*.)
- The new interventional strategies are carried out, and the cyclic process repeats, continuing until a sufficient understanding of (or implementable solution for) the problem is achieved (*Reflection and Revision*).

Figure 2

A representation of an AR protocol by Kemmis



Note: Action Research Protocol after Kemmis. Source: (cited in Hopkins, 1985)

With the help of action-research, it is intended to undertake a study to investigate how to improve practice and foster professional growth by understanding students, solving tasks and developing one of their skills, i.e. their speaking.

Tabla 3

Timeline

Activity	2022					2023						
	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l i o
Search of a topic of interest for research work and definition of a degree modality.	■											
Elaboration and application diagnostic instruments. (English level and about them).	■											
Diagnostic analysis.		■										
Proposal of diagnostics focused on titulation work.			■									
Justification and theoretical framework of the problem.				■								
Research on information about the subject of the degree, competencies to be achieved, methodology to be implemented.					■							
Presentation of the topic in the forum.						■						
Completion of the theoretical framework and beginning of tasks planning						■						
First intervention, changes if necessary, journal entry and research document.							■					
Second intervention, changes if necessary, journal entry and research document.								■				
Presentation of the 2nd forum									■			
Third intervention, changes if necessary, journal entry and research document.										■		
Reflection of the practice and final conclusions. Correction of observations issued by the degree committee Delivery of the final version of the degree document, already corrected, to the degree committee.											■	
Qualifying Examination												■

Chapter 4

4. Development, reflection, and evaluation of the proposal

4.1 First Action Cycle

During the practice intervention, from January 30th to February 24th, the SPL "Express complaints about a product" was put into practice and the final product was a Role-play. To achieve this product, different activities were carried out that contributed to the necessary acquisition of knowledge so that the student could carry out the final activity, which according to ACEI syllabus within the Expected Achievements (EA) is intended to:

- Listen and review complaints about products.
- Interpret general sense, main ideas of complaints.
- Make oral complaints.

For the following analysis, the main author is (Willis. 1996), referring to his book "A framework for Task-Based Learning", especially in chapter 8 entitled "TBL for beginners and young learners", recalling that second grade students are between an A1 and A2 level of English.

To read the complete LP with the activities mentioned in the analysis you can go to **Annex 2**. To start the topic, it began by giving an example of a complaint, in which the students could infer the topic of the class by themselves, as a result, at the beginning it was a little confusing for the students to understand, then when it was repeated it was observed that most of the group guessed the main topic.

In her book, (Willis. 1996) mentions that in order to expose beginners to the target language, some activities can be carried out with the help of the teacher as a guide, taking into account that TBL should be more related to beginners and young learners, it can be considered a good strategy to implement listing activities, for example a brainstorming through which they can identify what a complaint is, so that later they can give situations in which it is common to make complaints, that is to say that from the beginning they begin to develop a communicative activity, and also to be able to use this activity to perform the closing activity of the class, since this was very related.

Before exposing them to the grammatical part where they could learn expressions that will help them to build their final product, they were asked to share cases in which they have made complaints, in which some students participated to share their experiences, it is worth mentioning that they used their L1 to participate, since they still did not have enough grammatical elements to do it in their L2.

A Gap-fill worksheet was applied to them **Figure 3**, making use of an audio so that not only the grammatical part was worked on, but also the listening part, since we must remember that the main skill to reinforce is speaking, therefore these two skills are closely related, during the observation it was identified that for some of them it was a little complicated to solve. **(Take from Practice Journal) (Annex 3)**

Figure 3

Gap-fill worksheet

How to complain

Making complaints:

- I'm _____ to say this but.....
- I'd like to _____ a complaint about ...
- I'm afraid I'd like to _____ about.....
- Excuse me, but I'm _____ not happy with.....
- Excuse me, but there is a _____
- There seems to _____ a problem with
- That's just _____ acceptable
- _____ a disgrace

Requesting something:

- I was really hoping / I _____ really hoping that...
- I'd rather _____ or I'd rather get.
- Do you _____ you could?
- _____ needs to be done about this.
- Wouldn't it be a _____ idea if/to...?

Positive Responses:

- I'm _____ sorry to hear that.
- I'm sorry to hear there's a problem.
- _____ accept my (sincere) apologies.
- I'll _____ what I can do immediately.
- I'll do everything that I can to sort it out.
- I'll sort it out immediately.

Negative Responses:

- I'm sorry, there's nothing _____ can do about it.
- It's out of our _____/control.
- That's really beyond/out of my control.
- I'm afraid there's nothing I can do at the _____.

Note: expressions to make complaints. Source: Own elaboration.

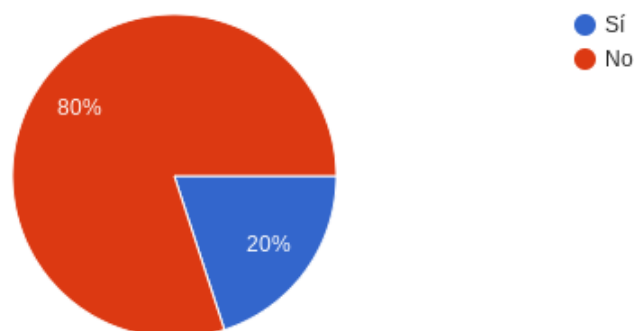
To evaluate the effectiveness of this worksheet as well as the rest of the exercises that were used to help students to make a complaint, a google form was applied to the young learners (**Annex 4**) the students evaluate how useful the activities were to build their final product (Role-play), where it is observed that out of 10 students who answered the survey, 2 of them already knew how to make a complaint before the class **Figure 4**, however for all of them this exercise was useful, since among the comments some of the following are observed “Me ayudó a guiarme y a si saber las pronunciaciones”, “Me ayudó bastante, antes de saber acerca de este tema estuve un poco perdido; gracias a la miss, entendí algunas palabras y como hacer esas oraciones, me sirvió mucho para mi proyecto final” , among others, which shows that it was very useful for the students, according to the TBL Framework it can be observed that mainly activities related to learning new vocabulary are more focused on the Pre-task phase.

Figure 4

Pie chart on prior knowledge to file complaints.

¿Consideras que antes de tener las clases sobre "Complaints" ya sabias hacer una queja en inglés tú solo?

10 respuestas



Note: Number of students who consider themselves able to make a complaint on their own before having complaints classes. Source: Own elaboration.

In **Annex 5** you can consult some of the students' work from the Gap-fill worksheet mentioned above.

The objective of the following activity **Figure 5** was for students to first individually write down the advantages and disadvantages of making face-to-face and telephone complaints, so that later they could share it as a group and the rest of the group would complete their chart if necessary, during the review of this work there was great participation by students, however most of the students did it in their L1, only those with a higher level were able to say more complete participations, the teacher acts as a facilitator for any vocabulary doubt, because the students still did not have enough vocabulary to participate in English.

Figure 5
Advantages and disadvantages of making telephone and face-to-face complaints

	Advantages	Disadvantages
Face-to-face	<ul style="list-style-type: none"> You can use body language to get your point across more clearly. It is harder to refuse to help a customer in person. 	<ul style="list-style-type: none"> If you're shy, it can be difficult to talk face-to-face. The person they want or need to talk to is not there.
On the phone	<ul style="list-style-type: none"> It is quicker since you do not have to waste time getting there. You can talk to anyone no matter where you are. 	<ul style="list-style-type: none"> Your message can be misinterpreted if the other person can't see you. There might be technical difficulties with the call.

Note: This chart is a model of the students' activity on the advantages and disadvantages of making complaints. Source: Yes, we can! 2 SB, pag. 86.

During the development of this table, it was observed that there was participation, however this activity could have been adjusted to work in pairs, before sharing their answers as a group, where through interaction students can discuss and solve it, making use of their speaking skills to complete it, since as Willis mentions (1996) "... beginners may feel shy when they have to use their new language in front of other students." i.e. working in pairs or small groups will help them to reduce their fear of making mistakes.

According to the google form **Annex 4** the students consider that it was a good activity since it helped them to find vocabulary that will allow them to make their final product “Me ayudó a saber las palabras clave para hacer una queja”, “Pq hay ya tenía como q varios consejos para poder saber cómo sería la queja q aria”, among others, which in the end allowed the students to interact in their L1 considering that their level of English does not allow them to create sentences, such activity can be considered as part of the Task cycle of the TBL Framework, to see the students' work done with this activity you can see **Annex 6**.

The following activity **Figure 6** consisted of a chart in which students discuss and write down possible reasons and solutions to make a complaint about a service or product using flashcards, for which the teacher monitors and helps the students in case they have doubts.

Figure 6

Reasons and solutions to make a complaint about a service or product.

Delivery	Food	Items you buy
<ul style="list-style-type: none"> • The product arrived too late. • I got the wrong item. • The food was cold when I received it at home. • The battery charger was not in the box. 	<ul style="list-style-type: none"> • There was an insect in my soup. • The coffee/tea was cold. • This is the worst cake ever! • I told you I was allergic to almonds and you included them! 	<ul style="list-style-type: none"> • The battery charger is broken. • The coffee maker doesn't heat water. • The heel of the boot broke off after the first use.

Note: This chart is a model of the students' activity. Source: Yes, we can! 2 SB, pag. 87.

During the realization of this exercise we can see that the students carry out a communicative approach, where among themselves they discuss and answer the activity that is indicated to them, however as their vocabulary is not yet very extensive the students resort to use their L1, according to Willis (1996) “... we need to give them a lot of exposure to the new language, and to make that exposure comprehensible.”

For this reason, it is important to give them the necessary vocabulary so that they do not have problems with the final product. Although the

communicative approach is not very clear and has not been in their L2, at the moment of sharing it as a group we tried to solve the doubts of vocabulary so that the students could know new words, which was noticeable in the following activities to be analyzed, likewise we can see that due to the complexity of the task such activity can be considered as part of the Task cycle of the TBL Framework.

Taking into account the google form **Annex 4**, it is possible to observe that this activity was helpful to them in making their final product, since among the students' comments in response to the following question ¿Consideras que esta actividad contribuyo para que tu pudieras realizar al final tu queja? ¿Por qué? we can find some of these “Si ya que nos ayudo a desembolvernors y hablar o leer el las frases más fluidas y identificar las expresiones”, Si pq este cuadro me ayudó a ver cómo plantear mis quejas”, among others, i.e, providing them with this vocabulary allowed them to better structure their complaint. To see the work done by the students in this activity you can see **Annex 7**.

As a final activity to make their final product (Role-play), two tables **Figure 7** were made in which, based on what was learned in class and with the vocabulary seen in previous classes, the students had to choose a problem, give a solution, write down the people involved and the emotion they feel (previously seen).

Figure 7
Complaints

Complaint

Problem	
Solution	
People involved	
Emotions	

Note: Model to create complaints with previously seen vocabulary. Source: Own elaboration.

During the realization of this last activity it was observed that for most of the students it was easy to build their complaint, since they had enough vocabulary to work on it, therefore, so that the students could make their final product, they were placed in pairs so that between them they could choose a situation and do it as a conversation, and then present it in front of the group, however not many participated in front of the group and the only way for them to say it was motivating them by giving them an incentive (stamp).

(Willis, 1996) mentions that “not forcing them to speak at first if they prefer not to;” Since the students are young apprentices, it is common for them to be fearful when they pass, for this reason (Willis, 1996) mentions that “establishing a relaxed, anxiety-free atmosphere in the classroom;” In other words, they can be given the opportunity to practice their conversation among themselves and the teacher can only be an observer to verify that the students are making use of their L2.

Returning to the google form **Annex 4**, the students agree that it was a good activity because it allowed them to structure their Role-play faster ¿Consideras que esta actividad contribuyó para que tu pudieras realizar al final tu queja? ¿Por qué? Some comments were “Si, porque me ayudó a organizar la queja”, “Para formular bien una conversación entre ambas personas”, among others, also during some of the Role-plays it was possible to identify that some students had a good level of English, and in some others the pronunciation was difficult, however it was understandable. To see the tables of the complaint examples go to **Annex 8** and to see the final products go to **Annex 9**.

As a final question of the google forms to evaluate the effectiveness of the tasks previously performed, they were asked the following question ¿Consideras que después de tener las clases sobre "Complaints" eres capaz de lograr hacer una queja en inglés?, the results are shown in **Figure 8**, where half of the students who answered the form affirm that they can make a complaint by themselves, 4 of them say that maybe they can make a complaint and 1 of them affirms that they still could not make a complaint, however based

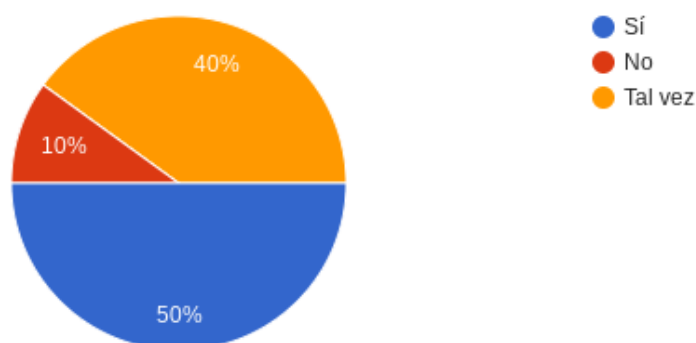
on the majority it can be said that the tasks performed were good for the students since it allowed them to make their final product and likewise they were left with some knowledge that allows them to carry out a complaint in real life.

Figure 8

Pie chart on the learning that students acquired to make complaints.

¿Consideras que despues de tener las clases sobre "Complaints" eres capaz de lograr hacer una queja en inglés?

10 respuestas



Note: Pie chart to verify if the students are able to make complaints on their own, after having completed the tasks. Source: Own elaboration.

4.2 Second Action Cycle

During the following intervention, from March 6th to March 17th, the Social Practice of the Language (SPL) was "Read short literary essays in order to contrast cultural aspects.

It is worth mentioning that in this practice it is carried out some principles established by Freeman (2000), where she makes special emphasis on TBI (task-based instruction). Especially principles 1,2,4 and 5 are used (**Annex 10**).

To start the topic and emphasizing cultural contrasts, it was decided to verify if the students had an idea of what a cultural aspect referred to, so the students were asked to give some cultural aspects of Mexico. In order to brainstorm ideas **5th principle**. In order to make the class more participatory, the students were contextualized with an example of a cultural aspect, which

increased participation, since many were mentioning cultural aspects of Mexico, generating a collaborative and communicative work environment.

Then an image related to the "Day of the Dead" was displayed for the young apprentices to discuss as a group what information they know about this tradition, as well as differences and similarities with other traditions (Halloween). Based on the participations and with the teacher's help, a comparative chart was made between these two cultural aspects so that they could recognize the structure of the work that they would later do in another class **2nd Principle**.

When talking about this tradition, it was easy for the students to tell the characteristics of this date and also to relate it to another similar tradition, where they identified differences, however, the participations are made in their L1, and at the same time it was easier for the students to participate in completing the chart, since the teacher clarified the meaning of the words into which the chart was divided, i.e. origin, when it is celebrated, how to celebrate it, etc.

Taking into account the TBL Framework by Willis (1996) you can see how this activity is part of the Pre-task helping them to understand task instructions.

Another activity that integrates the **4th principle** is through a game called "Hot potato" where random questions related to the essays were asked and the students themselves checked if their answers were correct.

Finally, the **1st principle** is related to a product of the students where through a research they test their skills to identify and contrast cultural aspects of Indian countries (**Annex 11**), as part of the Task Cycle, where they work in pairs to promote their speaking.

4.3 Third Action Cycle

During the following intervention from May 22nd to June 2nd the SPL “Paraphrase information to explain how a machine works”, It is important to mention that we only had 3 classes to give this practice since there were suspensions, however, we tried to provide the necessary resources so that the students could create their final product (exposition on the operation of a machine).

According to ACEI syllabus within the Expected Achievements (EA) is intended to:

- Select and review materials
- Read and understand information
- Write information

However, due to the total number of days that were available for this SPL, it was not possible to carry out these Expected Achievements (EA), so we tried to adapt the topics so that the students would not have any problem in completing their final product.

The analysis of the activities worked with the students that allowed them to reach their final product is presented, taking into account the TBL Framework by Willis (1996).

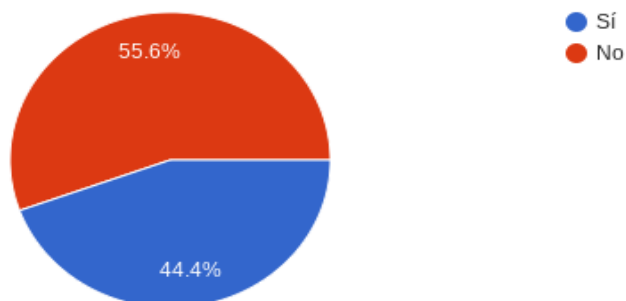
Consult the complete LP at (**Annex 12**) to verify the effectiveness of the tasks, a google form (**Annex 13**) was used in which the following question was asked “¿Consideras que antes de tener las clases sobre "Machines" ya sabías explicar el funcionamiento de una máquina en inglés?” This with the purpose of knowing if at the end of the tasks they are able to explain the operation of a machine, for which analyzing the results of **Figure 9** of the 9 students who answered the form it can be seen that 5 of them did not believe they were able to explain the operation of a machine and the other 4 students do believe they are able to do it.

Figure 9

Pie chart of sufficient prior knowledge to explain how a machine works.

¿Consideras que antes de tener las clases sobre "Machines" ya sabias explicar el funcionamiento de una maquina en inglés?

9 respuestas



Note: Pie chart where students answer if before performing the tasks they were already able to explain how a machine works. Source: Own elaboration.

As a first activity to introduce them to the topic, a brainstorming activity **Figure 10** was done on examples of machines they know, so it is important to mention that first the teacher gave them an example of a machine so that the students had an idea of what they were asked, thanks to this example it was easy for students to participate (Take from Practice Journal) however most of the machines were said in their L1, so the teacher provided the words in English for students to write it down as part of their vocabulary, as it was going to help them to make their final product.

Figure 10

Examples of machines



Note: examples of machines that were given as vocabulary to the students.

This Listing activity is part of the activities that allow young learners to interact with the L2. According to Willis (1996) “gives good exposure to the target language in use, and illustrates the objectives of the task or games”, therefore following the TBL Framework this activity is part of the Pre-task phase where they are given an introduction to the topic. To see the list made with the students go to (**Annex 14**).

In order to evaluate the effectiveness of the activity according to the google form (**Annex 13**) they were asked according to the listing activity *¿Consideras que este vocabulario te ayudo a crear tu producto final (exposición y poster sobre una maquina)? ¿Por qué?*, by which some of the responses were “Si por que el vocabulario me dio algunas máquinas para que pueda hacer mi proyecto”, “ Si..... Por qué nos enseñó las partes de las máquinas y cómo funcionan y el pronunciamiento de cada de una de ellas”, among others, which shows that thanks to this vocabulary the students were able to make their poster where they had to first identify the machine to be exhibited, and it is worth mentioning that it was an activity that promoted their speaking and that is also part of the TBL Framework.

As a next activity, students were shown a series of flashcards **Figure 11** with the purpose of using this vocabulary to explain how a machine works, either through the preparation of a meal, or to describe how to use it step by step. During the vocabulary teaching, the students were first shown the image and then they inferred the meaning of each word, so it was easy for them to guess its meaning.

Figure 11
Vocabulary to explain how to use a machine



Note: Vocabulary to explain how to use a machine. Source: Own elaboration.

According to the google form (**Annex 13**), it can be seen that this activity was very helpful to the young learners, since when they answered the following question ¿Consideras que este vocabulario te ayudo a construir tu poster?¿Por qué? some of the comments obtained are “Si por que me enseñaba los pasos de una máquina y a si me podía guiar para hacer el mio”, “Si..... Por qué nos enseñan las palabras correctas para mostrar su funcionamiento de la máquina y para que se ocupa” this activity allowed them to use some vocabulary words so that they could write their final product. It is also part of a Pre-task where, according to the TBL Framework, images are shown that allow the student to relate the vocabulary to their previous knowledge.

Finally, the activity carried out with the students was to write in groups steps to say how a blender works with the help of the vocabulary previously seen, for which they made use of flashcards **Figure 12** showing steps to make a banana smoothie, for which with the help of the group they formulated the steps to follow.

Figure 12
Flashcards of “How to use a blender, preparing a banana milkshake?”



Note: Flashcards. Source: Own elaboration.

According to what was observed during this activity, first the students formulated the steps in Spanish and with the help of the flashcards (**Figure 11**) there was also a great deal of communicative interaction among the students, as they discussed among themselves which step came first and helped each other to formulate it in English. (Take from Practice Journal) This helps to achieve the main objective of this work, which is to help students develop their speaking skills. In addition.

This activity according to Willis (1996) falls into the Ordering and sorting classification, in which it says “... these tasks can initially be done, or at least begun, with the whole class, with the teacher leading”, that is to say that the way in which this activity was used was correct, since in a group way and with the teacher's help they constructed the steps, which allowed the use of the L2. In addition, it can be seen that this task falls into the Task cycle phase according to the TBL Framework.

For the evaluation of this activity, the google form (**Annex 13**) is taken into account, in which the students mention that it helped them to create their final product, since when they were asked the following question ¿Consideras que esta actividad te ayudo a contruir tu poster de la maquina para despues exponerlo? ¿Por qué? some of the responses were “Si por q sacamos ideas para nuestra exposición de ahí por ejemplo los pasos y las diferencias de el uso de las máquinas”, “Si me ayudó a construir mi máquina, pq entendí mejor como debía hacerlo”, among others, i.e, this activity served as a model for the students to have an idea of how to make their product.

4.2.1 Reflection

Likewise, so that the students could put what they had learned into practice, their final product consisted of a presentation on the operation of a machine, in which they made their presentation only in front of the teacher, which can be considered a factor that made the students feel more confident and not so pressured to present it in front of the rest of the group. As Willis mentions (1996) "work in pairs and small groups helps to reduce this fear", This allows the students to say without any problem the part they have to expose, also working in pairs allows them to do the work faster and to feel confident among themselves.

To see the final product, i.e. the posters they made on "How a machine works" go to **Annex 15** and to listen to the audios of some of the presentations go to **Annex 16**, in these evidences you can see the progress made by the students during the realization of the last product.

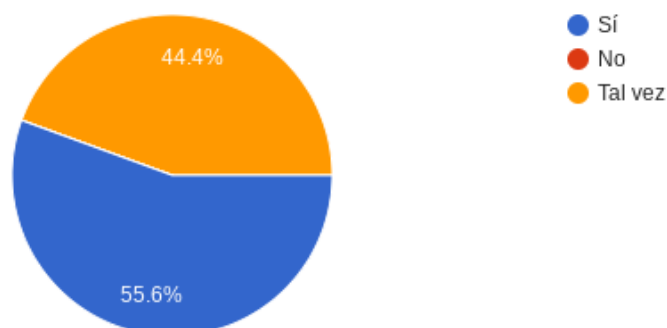
Finally, to verify if the tasks performed with the students were helpful and fulfilled the objective of helping the students to develop their speaking skills, in the google form (**Annex 13**) there is a last question, which reads as follows ¿Consideras que después de tener las clases sobre "Machines" eres capaz de lograr describir el funcionamiento de una máquina?, in which in **Figure 13** we can see that of the 9 students, 5 answered yes and the rest answered that maybe they could do it. This leads to the conclusion that since they had few classes, these were of great help, since they consider that with the vocabulary learned they can make use of their speaking.

Figure 13

Pie chart on your final learning of the theme "Machines".

¿Consideras que despues de tener las clases sobre "Machines" eres capaz de lograr describir el funcionamiento de una maquina?

9 respuestas



Note: The following pie chart shows the number of students who consider that they are able to explain the operation of a machine, after having completed the tasks of the topic "Machines". Source: Own elaboration.

A complete analysis between the first and third intervention shows that the students have been practicing their speaking, where from the first intervention the students already show a high level of speaking, compared to their English level results, and according to what was observed in the first and third intervention at the time they present their final product, the students in the third intervention are observed with more confidence at the time they expose, that is to say that by not having so many classes in the last SPL nor enough resources to perform their activity, it is observed that they make use of the content in class and also of the previous knowledge.

An important point to know is that when the final product of "Machines" was being made, a student commented that the activity of machines is similar to that of an instructive to prepare for a natural disaster, that is to say that they not only make use of the knowledge they were given of the topic, but also use their previous knowledge, which suggests that the students are making connections in the topics that allow them to develop their products with greater precision, as was the case of the products of the first and third intervention.

As can be seen at the end of each reflection of the activities proposed in both cycles of intervention, it is possible to see how some of these activities follow the characteristics mentioned by (Willis, 1996) in his chapter 8 entitled "TBL for beginners and young learners" in which he makes recommendations for activities to be carried out with the young apprentices. However, the activities proposed in some aspects do not follow the recommendations of Willis, or some do not follow the TBL Framework, because these LP (Lesson Plan) were modified according to the availability of the group and situations of the institution, but always focused on the main activity to develop which is speaking and through which you can see the favorable work done by students.

As mentioned above, it can be observed that not all activities follow a TBL sequence, mainly the analysis of the "Language focus" phase is not visible in any of the intervention cycles. However, recalling (Willis, 1996: 155) in the TBL Framework, the Language focus phase is defined as the stage when "Teachers conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis", by which considering that the last cycle of intervention is related to activities where vocabulary is integrated, we can see that this phase is being carried out by practicing new words before and after making the final product, since during the pre and post elaboration it is necessary to use such vocabulary in order to include it in the final product.

Chapter 5

5. Conclusion

Based on the results and the reflection made in each cycle of intervention on the tasks carried out with the students, we can conclude that through the comments and evaluation of the students towards these activities, it is shown that there was a good impact of these tasks for the realization of their final products that are related to the main skill that was sought to reinforce, which is speaking.

Through the final products in **Annex 9 and 14** it can be seen that students have made great progress, not only in speaking, but also in other skills, where it can be seen that not only the theoretical classes, but those that also involve group interaction and in pairs and teams allows students to create an environment of interaction where one of the necessary characteristics to achieve this is making the classroom environment comfortable, either by working among themselves where they are not afraid to make mistakes in front of everyone.

Sometimes the barriers are placed by a teacher who does not teach them to work in a different way, where they are only conditioned to write and memorize, without considering that providing them with opportunities and motivations can make students change their way of learning, that is to say, make such learning meaningful.

It does not mean that all the activities presented here are the key to make the change in the way of teaching, however through these reflections you can see what you should or should not do, or simply adjust it to your group, since each student learns differently. TBL does not mean that it is an effective teaching method, however this depends on you as a teacher how you want to put it into practice with your students.

Something important to consider is that sometimes taking an English test to examine the level of the students will not show you 100% real results, but through the activities that you work on you can see how the students

improve as they work, such was the case in these interventions, since having low levels in the test and then working on the tasks with them, you can see that the students are able to do more things that require a higher level of English than they showed at the beginning of the test. That is to say that without having done the tasks it would not have been discovered what they are capable of (**Annex 13**).

The impact of these interventions can be seen thanks to the google form (**Annex 4 and 13**) through which the last questions show the impact that these tasks had throughout the classes and during the presentations of their final products, even though most of the students did not answer it, it is certain that a quarter of them achieved what was proposed at the beginning of this work, i.e., to develop their speaking.

Among the limitations we can find some that are sometimes out of the teacher's reach such as effective class hours due to school activities, however others that are controlled by the teacher and that were present in these intervention cycles were the classroom management which did not make it possible to carry out some activities and develop them as planned, Another limitation was time management which has also been an area of opportunity that has been present in some classes, for this reason some of the activities that are raised in the LP's (**Annex 2 and 12**) are indicated that were not carried out, however this did not prevent to continue with the tasks, but it does require further reinforcement in these areas for future classes

Some recommendations that are obtained after the work carried out in these intervention cycles are related to some ideas raised by (Willis. 1996), however, some important aspects that a teacher should consider are:

- Knowing the subjects with whom we are going to work, as well as their context, will allow class planning to be guided to solve or reinforce skills that are presented as areas of opportunity.

- For students to make use of their L2, it is important that they first feel they are in an environment of trust, where they are given opportunities to express themselves.
- Motivate students to learn new things, for this can be promoted through activities that require the student to always be active in class, for example games.
- Promote work among the students themselves, either in pairs or teams, this will help them to enter into an environment of trust.
- If your students are young learners or beginners, adapt the activities to their level, remember that they are not yet able to structure sentences, they only make use of key words, you can read the book by William (1996) A framework for task based learning, to be able to apply some activities and have a good TBL.

Some lines of research that can be found based on the conclusion are:

- What strategies can be implemented to carry out good time management in class?
- What strategies can be implemented to make students pay attention to the class?

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Annexes

Annex 1

	A1	A2	B1	Puntuación
Noe Guadalupe Flores González	4	3	2	9 / 36
Sara Dennis Villar Gonzales	10	9	6	25 / 36
Hyany Gisell García González	12	10	7	29 / 36
Victor Emilio Alvarez Díaz	8	3	2	13 / 36
Ricardo Garcia Vilchis	4	3	5	12 / 36
Gabriel alfonso garcia alvarez	5	6	1	12 / 36
Hubert Macedo Colin	7	6	3	16 / 36
Emma Esperanza Millan Velazquez	3	5	1	9 / 36
Armando Díaz Hernández	2	5	6	13 / 36
José Arturo contreras acosta	4	4	2	10 / 36
Santiago Burgos Aquino	5	4	4	13 / 36
Nina Fernanda Delgado Hernández	7	7	3	17 / 36
Cuál es tu nombre	7	7	3	17 / 36
Benjamin Molina Hinojosa	7	4	3	14 / 36
Isis Regina García Antolín	2	2	3	7 / 36
IRWING RAZIEL RODRIGUEZ PIÑA	9	9	4	22 / 36
Omar Alejandro Romero Muñoz	5	8	7	20 / 36
My name is Carol Lizbeth Mendiola Sánchez	9	4	5	18 / 36
ICKER ALEJANDRO JIMENEZ RENDÓN	8	8	4	20 / 36
Tania Itzel Serrano Ramos	7	4	3	14 / 36

Ximena Cruz	7	9	4	20 / 36
Juárez Barrientos Axelle Dayanne	10	6	6	22 / 36
Hugo René Cárdenas Cruz	7	7	4	18 / 36
Ian Erubey Mejia Becerril	7	4	4	15 / 36
Lisandro Alberto Becerril Bobadilla	7	7	5	19 / 36
Barbara zoe	3	6	4	13 / 36
Daniela Sanchez Hernandez	6	7	4	17 / 36
Ximena Pérez Ceballos	9	9	4	22 / 36
Enriquez Matias Regina Victoria	8	10	10	28 / 36
Jesús Alfredo Blanquel Lozano	6	3	4	13 / 36
Alexandra Quintos López	5	6	2	13 / 36
Carla Vianey	10	3	5	18 / 36

Annex 1: Number of correct answers for each level of the 32/47 students of 2nd "D" of the Official Secondary School No 0005 "Camerino Lara Castillo".

Annex 2



ESCUELA NORMAL N.º 1 DE TURKEY
 LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA
 PRÁCTICAS PROFESIONALES Y VIDA ESCOLAR
 SÉPTIMO SEMESTRE



School's Name: Escuela Secundaria Oficial No. 0005 "Prof. Camerino Lara Castillo"		C.C.T. 15EES0138C
Titular Teacher: Selene Alcantara Covarrubias		Trainee Teacher: Sairy Yareli Delgado Tapia
Grade(s), and group(s): 2º D		Program (Syllabus): Aprendizajes Clave para la Educación Integral. Lengua Extranjera. Inglés. Educación Básica. Plan y programas de estudio, orientaciones didácticas y sugerencias de evaluación.
Time and schedule:	1º: 2º: Tuesday 8:40-9:30, Wednesday 9:30-10:20, Friday 9:30-10:20 3º:	
Period of practices:	January 30th to February 24th	
Social Learning Environment (SLE):	Family and community	
Communicative Activity (CA):	Exchanges associated with the environment	
Social Practice of the Language (SPL):	Express complaints about a product	
Expected Achievements (EA):	<ul style="list-style-type: none"> • Listen and review complaints about products. • Interpret general sense, main ideas of complaints. • Make oral complaints. 	
Final Product (FP):	Making a complaint	

LP:

https://docs.google.com/document/d/15eGwREfVcUkpeaR4ItLKP26mRZ_ovaN/Q/edit?usp=sharing&oid=102657353493100439230&rtpof=true&sd=true

Annex 3



QR Code: Teacher Journal Practice

Annex 4

TBL to make complaints.

Este formulario evalúa las actividades realizadas durante la PSL "Expresa quejas sobre un producto" que te permitieron llegar al producto final (Role-play).

ytapia751@gmail.com [Cambiar cuenta](#)



Se registrarán la foto y el nombre asociados con tu Cuenta de Google cuando subas archivos y envíes este formulario. Solo el correo electrónico que ingresas forma parte de tu respuesta.

* Indica que la pregunta es obligatoria

Correo electrónico *

Tu dirección de correo electrónico

Nombre completo *

Tu respuesta

Link google forms: <https://forms.gle/sGe91CfF2UwfvpfJ8>



QR Code: student responses to the google forms.

Annex 5



QR Code: Student work from the Gap-fill worksheet.

Annex 6



QR Code: Student work from the chart of advantages and disadvantages of making telephone and face-to-face complaints

Annex 7



QR Code: Chart "Service you can claim"

Annex 8



QR Code: Complaints chart

Annex 9



QR Code: Role plays.

Annex 10



LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA
PRÁCTICAS PROFESIONALES Y VIDA ESCOLAR
SÉPTIMO SEMESTRE



School's Name: Escuela Secundaria Oficial No. 0005 "Prof. Camerino Lara Castillo"		C.C.T. 15EES0138C
Titular Teacher: Selene Alcantara Covarrubias		Trainee Teacher: Sairy Yareli Delgado Tapia
Grade(s), and group(s): 2° D		Program (Syllabus): Aprendizajes Clave para la Educación Integral. Lengua Extranjera. Inglés. Educación Básica. Plan y programas de estudio, orientaciones didácticas y sugerencias de evaluación.
Time and schedule:	1°: 2°: Tuesday 8:40-9:30, Wednesday 9:30-10:20, Friday 9:30-10:20 3°:	
Period of practices:	march 6th to march 17th	
Social Learning Environment (SLE):	Literary and Ludic	
Communicative Activity (CA):	Understanding oneself and others	
Social Practice of the Language (SPL):	Read short literary essays in order to contrast cultural aspects.	
Expected Achievements (EA):	<ul style="list-style-type: none"> Review short literary essays Read and understand general meaning, main ideas and details of literary essays Describe and compare cultural aspects 	
Final Product (FP):	A comparative chart	

LP:

<https://docs.google.com/document/d/1NMkO9xjXG4Q6nuuD5R1uyNoSjB2GeB9I/edit?usp=sharing&oid=102657353493100439230&rtpof=true&sd=true>

Annex 11



QR Code: Chart of India's cities.

Annex 12



PRÁCTICAS PROFESIONALES Y VIDA ESCOLAR
SÉPTIMO SEMESTRE



School's Name: Escuela Secundaria Oficial No. 0005 "Prof. Camerino Lara Castillo"		C.C.T. 15EES0138C
Titular Teacher: Selene Alcantara Covarrubias		Trainee Teacher: Sairy Yarell Delgado Tapia
Grade(s), and group(s): 2° D		Program (Syllabus): Aprendizajes Clave para la Educación Integral. Lengua Extranjera. Inglés. Educación Básica. Plan y programas de estudio, orientaciones didácticas y sugerencias de evaluación.
Time and schedule:	1°: 2°: Tuesday 8:40-9:30, Wednesday 9:30-10:20, Friday 9:30-10:20 3°:	
Period of practices:	may 22nd to June 2nd	
Social Learning Environment (SLE):	Academic and Educational	
Communicative Activity (CA):	Search and selection of information	
Social Practice of the Language (SPL):	Paraphrase information to explain how a machine works.	
Expected Achievements (EA):	<ul style="list-style-type: none"> • Select and review materials • Read and understand information • Write information 	
Final Product (FP):	poster	

LP:

<https://docs.google.com/document/d/1daWnKeXr8ltapZ63SRy13SMNTs wf9nlm/edit?usp=sharing&oid=102657353493100439230&rt pof=true&sd=true>

Annex 13

TBL to explain how a machine works.

Este formulario evalua las actividades realizadas durante la PSL "Parafrasear información para explicar el funcionamiento de una máquina" que te permitieron llegar al producto final (Poster y presentación oral de cómo funciona una máquina).

Correo electrónico *

Correo electrónico válido

Este formulario recopila correos electrónicos. [Cambiar la configuración](#)

Nombre completo: *

Texto de respuesta breve

¿Consideras que antes de tener las clases sobre "Machines" ya sabías explicar el funcionamiento de una máquina en inglés? *

Sí

No

Actividad 1: Primero realizaron de forma individual una lista de máquinas, después grupalmente lo compartieron, con la finalidad de conocer vocabulario. *

¿Consideras que este vocabulario te ayudó a crear tu producto final (exposición y poster sobre una máquina)? ¿Por qué?

Link google forms: <https://forms.gle/LxHYjh6smgCBXYiN9>



QR Code: student responses to the google forms.

Annex 14



QR Code: Listing activity

Annex 15



QR Code: machine posters

Annex 16



QR Code: audios presentation of machine posters.

Asunto: Se asume responsabilidad.

Toluca, Méx., 10 de julio de 2023

**H. CUERPO DE SINODALES
P R E S E N T E**

Quien suscribe C. SAIRY YARELI DELGADO TAPIA estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: Developing Speaking Skill Through TBL in Secondary School, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Informe de prácticas profesionales; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

A T E N T A M E N T E



C. SAIRY YARELI DELGADO TAPIA

Toluca, México 12 de julio de 2023.

Dra. Ana Laura Cisneros Padilla
Secretaria de la Comisión de titulación
PRESENTE

El que suscribe MTRA. JAYIME GEORGINA MEJIA BLANCO Asesor del(a) estudiante SAIRY YARELI DELGADO TAPIA matrícula 191527100000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado Developing Speaking Skill Through TBL in Secondary School en la modalidad de Informe de Prácticas Profesionales; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

ATENTAMENTE



Asesor de Titulación
Mtra. Jayime Georgina Mejía Blanco

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México".


Toluca, Méx., 30 de junio de 2023

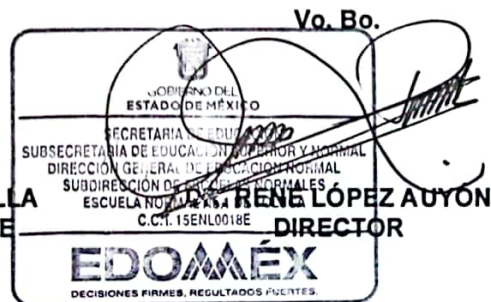
**C. DELGADO TAPIA SAIRY YARELI
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Informe de Prácticas Profesionales intitulado: Developing Speaking Skill Through TBL in Secondary School, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envió un cordial saludo.

ATENTAMENTE


DRA. ANA LAURA CISNEROS PADILLA
SECRETARIA DE LA COMISIÓN DE
TITULACIÓN



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