



UNIVERSIDAD AUTÓNOMA DEL  
ESTADO DE QUINTANA ROO

## DIVISIÓN DE HUMANIDADES Y LENGUAS

Learning Materials for Introductory English Level at  
Universidad Autónoma del Estado de Quintana Roo

**Monografía en la modalidad de informe pedagógico**

Para obtener el grado de  
**Licenciatura en Lengua Inglesa**

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Chetumal, Quintana Roo, México, agosto de 2024.



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Autónoma del Estado de Quintana Roo

Presenta:

**Geovany Elías Briceño Martínez**

Monografía para obtener el grado de Licenciatura en Lengua Inglesa  
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**ÁREA DE TITULACIÓN**

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## SUMMARY

This monograph addresses the problem of the lack of teachers' time to attend individual students' needs, since doing so would make it impossible to stick to the entire course program. On the other hand, there is a need for students to develop their competencies. Thus, the main objective of this work was to create learning materials for developing university students' generic, linguistic, and autonomous learning competencies in introductory English.

The theoretical framework was based on autonomous learning and scaffolding theories. Key references included studies on learner autonomy by Holec (1981), Vygotsky's (1978), on social development theories, and about educational scaffolding techniques discussed by Wood, Bruner, and Ross (1976). These theories were the basis for designing materials aimed at fostering student autonomy and independent learning.

The methodology involved a detailed description of the Institutional and Curricular Framework of the Introductory English Program at the *Universidad Autónoma del Estado de Quintana Roo*. This description provided a foundation for aligning the learning materials with the objectives and content of the course. Additionally, various autonomous learning scenarios were created by using digital platforms such as Educaplay, Wordwall, Wix, Powtoon, among others, incorporating multimedia to engage students dynamically.

As a result, a specific number of learning materials were designed on a theoretical and technological basis, which reflected a modern pedagogical approach, promoting student autonomy and effective interaction in an autonomous learning environment.

**Keywords:** learning materials, autonomous learning, scaffolding.

## INTRODUCTION

A growing number of educators are seeking alternatives to traditional lectures by utilizing various online educational platforms and mobile applications to enhance the teaching-learning process, making it more effective, motivating, and self-directed. In the present context, characterized by a constantly evolving educational landscape, learners must develop the ability to learn independently. This pressing need has been underscored by the recent pandemic, which has emphasized the critical necessity for learning materials that facilitate self-directed learning, enabling students to continue their education autonomously. In this regard, various platforms allow teachers to develop the ability to design materials tailored to their teaching context and level; one such platform is Educaplay.

Educaplay enables teachers to create and share activities with their students. It offers an extensive repository of games and activities, including riddles, word searches, memory games, among others. Teachers can design both synchronous and asynchronous challenges, fostering competitive and engaging environments. Educaplay also facilitates the maintenance of evaluation records for each student and allows activities to be shared on platforms such as Google Classroom, Microsoft Teams, Moodle, or embedded into websites or blogs. For students, Educaplay provides immediate feedback, the option to repeat activities, and the flexibility to complete them both in and out of the classroom.

In my experience as a student and future English teacher, I have observed that a significant challenge in achieving effective English language learning arises from large class sizes. Consequently, instructors often lack sufficient time to address individual students' needs, which makes it frequently impractical to meet the entire course curriculum. Therefore, students must develop self-learning skills supported by appropriate materials to enhance their understanding of various course topics. The current task involves creating these resources to ensure they are relevant and useful for students.

Hence, based on my experience as a pre-service English teacher and on the training I received in the major, I think that I can design valuable activities to enhance the four linguistic skills for students who are starting to learn English, while also promoting self-directed learning. Firstly, the courses I undertook during my bachelor's degree have provided me with a solid understanding of pedagogical theories and methodologies, enabling me to approach English teaching in a well-founded manner.

Secondly, my classroom experience has allowed me to directly interact with students of varying levels and needs, giving me practical insight into learning dynamics and the challenges that may arise in the process. Therefore, my ability to identify areas for improvement, design effective teaching strategies, and adapt to different situations can significantly contribute to the development of well-designed self-directed activities. Recent research (Jurado, 2022; Satorre et al., 2022) on the effectiveness of Educaplay in learning has shown that this platform promotes self-directed learning. Based on the encouraging results of Educaplay and other design tools such as Wordwall, Wix, and Powtoon, I have chosen to use them to design the learning activities.

Therefore, the interest in designing exercises for beginner students lies fundamentally in contributing to solving two typical problems of English learning in the Mexican context: on the one hand, the lack of time teachers have to teach all the topics included in the curriculum, which negatively affects the development of linguistic skills; on the other hand, the need to promote independent learning among students and to recognize the centrality of their role in their own learning. In this way, the creation of specific learning materials, adaptive learning strategies, and the promotion of self-reflection and self-assessment become key elements in overcoming these limitations and helping students strengthen their language competence.

The benefits of developing such work are manifold. First, the creation of high-quality learning materials for introductory English students is one of the prominent advantages of this pedagogical report. These materials will be specifically designed to meet the learning needs of the students, thus ensuring the effectiveness, relevance, and appropriateness of these resources. Therefore, their design and development are highly likely to significantly enrich the learning experience of the students.

Additionally, it is crucial to highlight that these resources aim to foster the development of critical and reflective learners. By providing students with a detailed analysis of their performance in the exercises, they could gain a deeper understanding of their learning progress and improve their proficiency in various language skills. In this regard, self-direction and self-reflection could promote commitment to the learning process and ultimately positively influence academic performance.

On the other hand, teachers are likely to experience substantial benefits by having access to an updated set of pedagogical resources grounded in Jerome Bruner's scaffolding theory (1976). This will enable them to incorporate these resources into their classes, allowing students to take

advantage of them independently, which could enhance the pace of learning, and the content learnt in regular sessions.

Moreover, these learning materials might be used as models to create their own resources. This could positively impact their academic journey, as using these materials as a starting point will enable them to leverage their creativity to customize and enhance their own material, thus creating new educational resources.

Lastly, the personnel of the *Centro de Enseñanza de Idiomas* (CEI, Language Teaching Center in English) could significantly benefit from having this series of materials at their disposal, which they can incorporate into the development of future programs to improve their quality. Similarly, teaching staff can adapt these resources to their methods, thereby enriching the students' learning experience. These resources include interactive exercises, authentic audio and reading material, as well as multimedia, all designed to promote autonomous and independent learning among students.

This final degree project in the “*Pedagogical Report*” submodality has the following objectives:

### **General objective**

Create relevant and innovative learning materials to contribute to the development of university generic, linguistic, and autonomous learning competencies of beginning English students as a foreign language at the *Universidad Autónoma del Estado de Quintana Roo*.

### **Specific objectives**

1. Describe the Institutional and Curricular Framework of the Introductory English Program, affiliated with the Language Teaching Center of the *Universidad Autónoma del Estado de Quintana Roo*.
2. Design relevant and feasible autonomous learning situations to strengthen the introductory English language skills of university students at the *Universidad Autónoma del Estado de Quintana Roo*, Chetumal campus.

The monograph is structured into three sections. First, the theoretical framework provides the foundation for developing learning materials, discussing key theories such as scaffolding,



autonomous learning, constructivism, and the zone of proximal development. These theories underpin the methodology and educational approach adopted, highlighting the importance of student participation and the necessary support to achieve autonomy in learning.

In the second section, the creation of the learning materials is detailed into three units. Each unit contains a specific number of materials aligned with the topics covered in these units. This section specifies the resources used, the objectives of each material, and the skills that are intended to be practiced. Additionally, other factors influencing the development of the materials are described, ensuring their suitability for the teaching-learning process.

Finally, the objectives established at the beginning of the monograph are reviewed, the achievement of these objectives is highlighted, and recommendations are offered for improving this project if implemented. These suggestions are aimed at optimizing the efficiency of the materials and guiding future projects based on this monograph.

## CHAPTER I: THEORETICAL FRAMEWORK

The scaffolding theory by Jerome Bruner has played a fundamental role in understanding how people learn and acquire knowledge. As a prominent psychologist and educator, Bruner developed this theory in the 1970s and it remains relevant in today's education. As Wood, Bruner, and Ross (1976) assert, scaffolding refers to the assistance provided by a more competent individual or a more experienced environment to support the cognitive development and problem-solving of a less expert learner.

With that said, it is essential to understand that scaffolding is based on the premise that learning is an active and constructive process (Vygotsky, 1978). In this theory, individuals are not seen as passive receivers of information, but as active participants in constructing their learning. Bruner (1985) notes that humans do not merely store information, but constantly organize and reorganize it as they encounter new experiences.

Furthermore, the central concept of this theory is defined as the Zone of Proximal Development (ZPD). This concept, as described by Vygotsky (1978), is the distance between the level of actual development, as determined by the ability to solve problems independently, and the level of potential development, as determined by problem-solving under teacher guidance or in collaboration with more capable classmates. In other words, the ZPD represents the space where guided learning and appropriate support can facilitate significant cognitive growth in the student.

In today's education, the scaffolding theory remains relevant and has been applied in multiple educational contexts. Student-centered pedagogical approaches, such as collaborative learning and project-based learning, incorporate scaffolding principles to promote the development of critical skills, autonomy, and problem-solving (Sawyer, 2005). Additionally, technology has enabled the creation of virtual learning environments that can offer personalized support to students, adapting to their individual needs and paces (Puntambekar & Hubscher, 2010).

Another important concept to outstand is autonomous learning, which is defined as a process in which individuals take responsibility for their education by setting their learning goals, selecting and managing their resources, and evaluating their progress independently. In addition, learner autonomy in language learning is crucial for the effective acquisition and long-term retention of

new languages (Najeeb, 2013). In this sense, this approach allows students to become active learners, developing skills such as self-regulation, self-motivation, and self-reflection.

Furthermore, according to Holec (1981), one of the pioneers in this field, autonomous learning implies that students have the capacity and willingness to make decisions about all aspects of their learning. As emphasized in previous paragraphs, autonomy in learning is supported by several educational theories such as the constructivist theory of Piaget and Vygotsky (1970; 1978), which emphasizes the importance of student participation in the construction of their knowledge.

In this way, to foster autonomous learning, it is essential to provide an educational environment that supports student autonomy. This can include the use of educational resources such as the integration of digital technologies that facilitate access to information and personalized learning, and the creation of learning activities that promote independent exploration and problem-solving. For example, according to Montesinos et al. (2024), the integration of Educaplay in the curriculum enhances student engagement and facilitates language acquisition. This digital tool provides interactive and engaging activities that can be adapted to various learning styles, thereby improving overall comprehension and retention.

Jerome Bruner's theory (1976) can make a significant contribution to the presented issue. For example, scaffolding advocates for transitioning students into a more independent role in their learning process. Therefore, because of the limited time teachers have in the classroom, the designed materials can assist students in learning autonomously, enabling them to use these resources and learning strategies on their own.

In addition, the materials developed with this approach can serve as significant resources for students in addressing specific difficulties. In other words, these materials can present information in a structured and accessible manner, acting as scaffolds to support students' understanding and mastery of the topics. In the same way, with these resources students will be able to learn to assess their progress and linguistic performance, which will help them develop the ability to self-direct their learning, taking advantage of their time outside the classroom.

## **CHAPTER II: PRESENTATION OF THE INTRODUCTORY ENGLISH PROGRAM AND DESIGNED MATERIALS**

In this section, the design of learning materials focused on introductory English students is addressed. These resources have the main purpose of facilitating the acquisition of the content through self-learning. Therefore, the adopted methodology is based on the scaffolding principle, thus promoting participation and significant learning for the student. Based on this, each unit is structured so that students can gradually progress in their understanding and use of these materials, integrating both receptive and productive skills. Lastly, for each of these materials, essential aspects such as the necessary resources for their implementation, the estimated time for each activity, the evaluation instruments, among other aspects, that will be detailed below, are considered.

### **Specific summary of the materials**

**Objective:** The main objective of the material is clearly defined, establishing what students are expected to achieve after finishing it.

**Skills:** Two key skills are identified: the emphasized skill, which receives the most attention during the activity, and the complementary skill, which is reinforced simultaneously.

**Content:** The thematic content in which the material is located within the course program is described, detailing the concepts, topics, and vocabulary that will be addressed.

**Theoretical argumentation:** The theoretical basis that supports the material design is presented, clearly mentioning the parts where the chosen theories will be applied.

**Resources:** The necessary resources to carry out the exercise are described, including technological resources.

**Time:** The required time to complete the exercise is estimated, considering both its length and complexity, as well as the students' autonomous work.

**Expected learning outcome:** The expected learning outcomes are defined, specifying the knowledge, skills, and attitudes that students must develop after completing the material.

**Evaluation:** The assessment tools that will be used to measure the achievement of the expected learning outcomes are described.

**Collaborative work:** It is indicated whether the learning material allows for collaborative work, specifying in some cases the activities and strategies that can be carried out to promote teamwork.

## **Presentation of the Institutional and Curricular Framework of the Introductory English Program**

In this section, I accomplished the first objective of this pedagogical report, which is to describe the Institutional and Curricular Framework of the Introductory English Program, affiliated with the Language Teaching Center of the *Universidad Autónoma del Estado de Quintana Roo*. This information was obtained from the university website (<https://www.uqroo.mx>).

### **General information of the program**

The introductory English program at the *Universidad Autónoma de Quintana Roo*, Chetumal campus, is designed for the Southern Zone and is taught at the Chetumal Bahía campus. This program is part of the AFB/AG formative block and is developed by the Language Teaching Center. It is not linked to a specific educational program, and it has a total duration of 96 hours.

### **Objectives and competencies**

The general purpose of the introductory English course is to establish the foundations of English learning as a foreign language, promoting a first approach to English culture through meaningful learning experiences and a competency-based approach. The aim is for students to communicate in English in an oral and written form, with respect and empathy at an A1 level, according to the Common European Framework of Reference for Languages. This will be essential to strengthen their integral formation, professional profile, and interpersonal skills, as well as to promote cultural diversity and develop their sense of autonomy.

### **Teacher-student-content relationship**

According to the introductory English program (Mendoza, 2022), a code of conduct is established for students and teachers, promoting punctuality, respect, and proactivity. Teachers

must diversify the methods and techniques of learning assessment, while students must proactively participate in classes and complete the course activities.

### **Structure of the course**

The course is structured into six main thematic units:

#### **1. Unit I: A wonderful person**

- Objective/competency: The student introduces himself and others, requests personal information and respects individual differences.
- Topics: Alphabet, numbers, countries and nationalities, verbs in simple present, possessive adjectives, among others.
- Teaching strategies: Modeling and role-playing.
- Learning strategies: Autonomous and collaborative learning.
- Learning evidence: Mind maps, writing short texts, and performance in dialogues.

#### **2. Unit II: Home, sweet home**

- Objective/competency: The student describes his family and home, mentioning the relationships between members and their physical and personal characteristics.
- Topics: Family relationships, physical and personality descriptions, rooms and furniture, places in the city, among others.
- Teaching strategies: Modeling and role-playing.
- Learning strategies: Autonomous and collaborative learning.
- Learning evidence: Family tree, writing short texts, descriptions of their home, and audio presentations.

#### **3. Unit III: My precious time**

- Objective/competency: The student talks about his free time, musical tastes, and hobbies, showing agreement or disagreement respectfully.
- Topics: Musical genres and instruments, hobbies, likes and preferences, among others.
- Teaching strategies: Modeling and role-playing.
- Learning strategies: Autonomous and collaborative learning.

- Learning evidence: Characterized photograph, writing descriptive texts, and performance in dialogues.

#### **4. Unit IV: This is my wonderful life**

- Objective/competency: The student describes his daily routine, indicating the activities he performs and showing interest in the activities of others.
- Topics: Parts of the day, daily routines, adverbs of frequency, transport, among others.
- Teaching strategies: Modeling and role-playing.
- Learning strategies: Autonomous and collaborative learning.
- Learning evidence: Weekly schedules of their routine, writing short texts, and routine descriptions with audio.

#### **5. Unit V: I am . . . know me**

- Objective/competency: The student describes, in an oral and writing way, the events experienced by an important person to him, indicating personal qualities, places, and date of birth.
- Topics: Personal qualities, prepositions, verbs in simple past, sports, among others.
- Teaching strategies: Modeling and role-playing.
- Learning strategies: Autonomous and collaborative learning.
- Learning evidence: Writing short texts and performance in dialogues.

#### **6. Unit VI: It all started with...**

- Objective/competency: The student narrates, both in an oral and writing way, past situations using time adverbs and connectors, appreciating the influence of events, happenings, people, and inventions in his life from a reflective standpoint.
- Topics: Dates, animals, connectors, talking on the phone, among others.
- Teaching strategies: Modeling and role-playing.
- Learning strategies: Autonomous and collaborative learning.
- Learning evidence: Writing short texts and creating a documentary video.

## **Designed materials of unit 4: This is my wonderful life**

This section describes learning materials for unit 4 of the introductory English course, focused on enhancing students' autonomous learning skills. To achieve interactive and dynamic learning, various digital tools such as Educaplay, Wordwall, Wix, and Powtoon were employed. These platforms were selected for their capacity to create engaging and innovative educational activities that not only facilitate linguistic knowledge acquisition but also promote participation and student engagement.

The decision to work individually or collaboratively on activities was made based on their complexity. For activities that require deep and detailed analysis, individual work was suggested to encourage personal reflection and autonomy in learning. On the other hand, for activities that benefit from the exchange of ideas and peer collaboration, teamwork was promoted. Finally, it is important to mention that the decision to start with unit 4 instead of the first unit was made because another classmate was focusing his monograph on the first three units of the introductory English course.

### *1. Daily activities*

**Objective:** The objective of this activity is for students to practice the parts of the day by associating them with the corresponding daily activities. This strengthens their comprehension of the topic and helps them expand their vocabulary to communicate about their daily routines.

**Emphasized skill or sub-skill:** The activity is focused on the skill of concept linking, which involves discriminating which activity is carried out in which part of the day by understanding those parts and connecting them with the provided daily activities.

**Complementary skill or sub-skill:** The complementary skill is vocabulary recall since students apply the vocabulary learned in class related to the parts of the day and daily activities.

**Content covered:** The content covered for this activity includes the parts of the day (morning, afternoon, and evening) and the most common daily activities such as “having breakfast,” “taking a nap,” and “having dinner.”



**Theoretical argumentation (Scaffolding and Cognitive level):** Scaffolding is implemented by providing visual images that represent the activities. This helps students visually relate concepts and better understand the content. Regarding the cognitive level, the activity is focused on the comprehension and analysis level since students must relate concepts, discriminate, and identify suitable activities for each part of the day.

**Required resources:** For this activity, access to the Educaplay platform is required. In this sense, students need devices with internet connection to complete the activity.

**Required time:** The time to complete this activity is between 3-5 minutes approximately.

**Expected learning outcome:** The expected learning outcome is for students to complete the exercise by correctly linking the parts of the day with the daily activities. Additionally, it is expected that they put into practice their understanding of this topic.

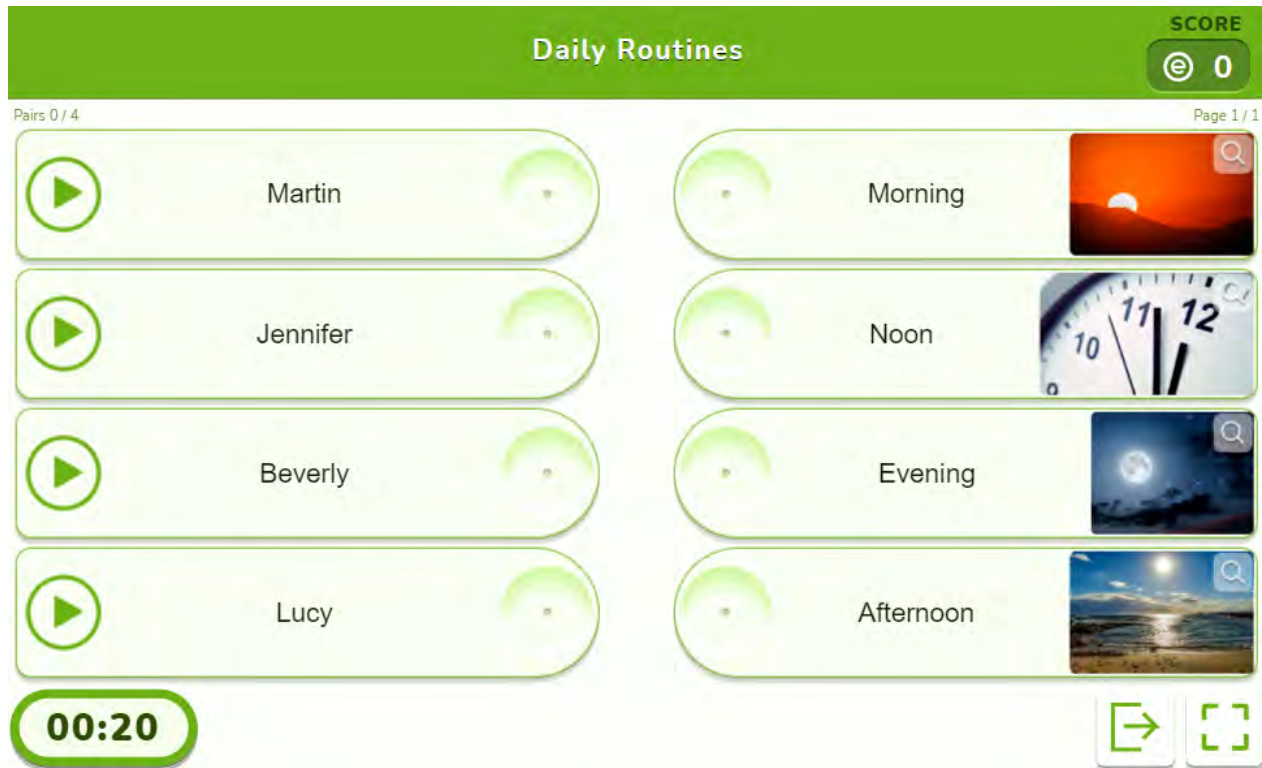
**Evaluation instrument:** The evaluation consists of the automatic review of students' answers within the same activity. The feedback is immediate, so they will know if their answer is correct or not and can modify it.

**Possibility of collaborative work:** This activity can be adapted to collaborative work if students work in groups. They can discuss jointly to arrive at a single solution.

## *2. Daily routines*

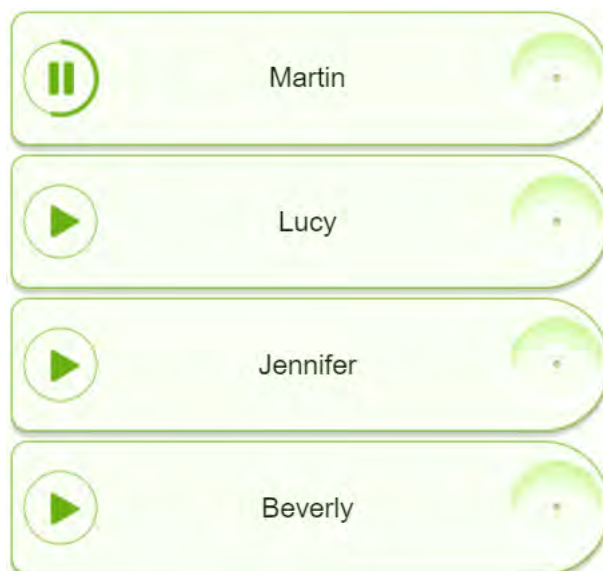
**Objective:** The objective of this activity is for students to practice their listening comprehension. They must relate daily routines of different people with the corresponding parts of the day. Besides, this enables them to enhance their listening and oral comprehension skills, as well as their knowledge of vocabulary related to routines and parts of the day.

**Figure 1.**  
**Activity “Daily Routines” in Educaplay**



**Emphasized skill or sub-skill:** The main skill in this activity is oral comprehension, students must carefully listen to the audio and understand the information presented.

**Figure 2.**  
**Audios of the activity**



**Complementary skill or sub-skill:** The complementary skill is vocabulary recall, they must remember the parts of the day and identify in which part of the day the described routines occur.

**Content covered:** The content covered includes parts of the day (morning, noon, afternoon, and evening), and the listening comprehension of some people describing activities of their routines (drinking coffee, doing exercise, cooking dinner, and taking a break).

**Figure 3.**

**Parts of the day**



**Theoretical argumentation (Scaffolding and Cognitive level):** Scaffolding is implemented in the exercise through audios that describe people's routines and their specific activities at different parts of the day, helping students relate concepts auditorily. For the cognitive level, the activity is focused on the levels of comprehension and analysis, as students need to listen, understand, and analyze the information to link routine descriptions with the corresponding parts of the day.

**Required resources:** For this activity, access to the Educaplay platform is required. Students need devices with speakers or headphones and internet connection to complete the activity.

**Required time:** The required time to complete this activity is between 5-10 minutes approximately.

**Expected learning outcome:** The expected learning outcome is for students to complete the activity after listening to each audio three times, relating routine descriptions to the corresponding parts of the day. Additionally, they must practice their listening comprehension and recall their vocabulary related to routines.

**Figure 4.**

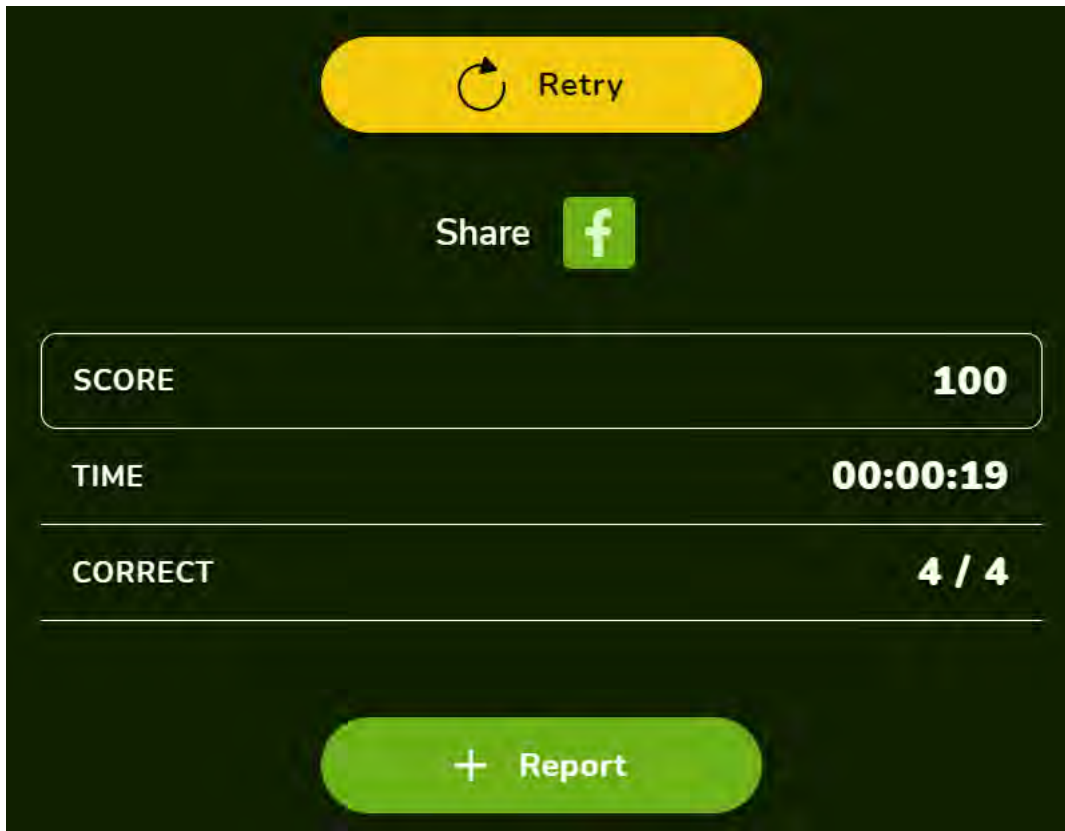
**Relations between routine descriptions and parts of the day**

The screenshot shows an online activity interface titled "Daily Routines". At the top right, it displays "SCORE 100". Below the title, it says "Pairs 4 / 4" and "Page 1 / 1". The main area contains two columns of items. The left column has four items, each with a play button icon and a name: "Lucy", "Jennifer", "Beverly", and "Martin". The right column has four items, each with a time of day and a corresponding image: "Noon" (clock image), "Afternoon" (sunset image), "Morning" (sunrise image), and "Evening" (moon image). Lines connect the names to the times: Lucy to Noon, Jennifer to Afternoon, Beverly to Morning, and Martin to Evening. At the bottom left, there is a timer showing "00:19". At the bottom right, there are navigation icons for back, forward, and search.

**Evaluation instrument:** The evaluation consists of automatically reviewing students' answers in the online activity. Students can check their answer to each item immediately after answering it.

**Figure 5.**

**Activity results**



**Possibility of collaborative work:** This activity can be adapted to be carried out collaboratively if students work in groups.

### *3. Routines*

**Objective:** The objective of this activity is for students to practice vocabulary related to daily routines. Through a video, students must put into practice their ability to use specific vocabulary on this topic.

**Emphasized skill or sub-skill:** The main skill of this activity is grammar. Firstly, students must watch the video to understand the vocabulary and structures used in the presented examples. Subsequently, through a fill in the blanks exercise, students must make use of the content presented in the video to answer the exercise.

**Complementary skill or sub-skill:** As a complementary skill, it is expected that students recall the vocabulary related to daily routines so that they can apply it in the exercise.

**Content covered:** The content covered includes the vocabulary of activities related to daily routines and the structure of the simple present tense represented by the examples in the video.

**Theoretical argumentation (Scaffolding and Cognitive level):** Scaffolding is implemented through the video where visual examples of daily activities are used. The provided examples serve as scaffolding to help students complete the fill in the blank's sentences. For the cognitive level, the activity focuses on the levels of comprehension and analysis, since students must watch the video, understand its content, and analyze what they have seen while completing the proposed exercise.

**Required resources:** For this activity, access to the Powtoon platform, where the video has been designed, is required. LearningApps is used by clicking a link at the end of the video. Therefore, students need devices with internet connection and speakers or headphones to view and listen to the content.

**Required time:** The required time to complete this activity is between 10-15 minutes approximately.

**Expected learning outcome:** The expected learning outcome is for students to complete the exercise correctly, demonstrating their understanding of the content as well as the vocabulary presented in the video.

**Evaluation instrument:** The evaluation consists of the automatic review of students' answers within the fill in the blanks exercise. The automatic evaluation is carried out by the tool of LearningApps where the exercise is hosted. Students can check their answers immediately after finishing it.

**Possibility of collaborative work:** This activity can be adapted for collaborative work if students work in pairs or groups. In this way, they can discuss and complete the exercise together.

#### *4. Sarah's daily routine*

**Objective:** The objective of the activity is for students to practice their reading comprehension, focusing on the topic of daily routines. Therefore, it is expected that students can read the text and understand the sequence of activities described in a routine.

**Emphasized skill or sub-skill:** The main skill in this activity is reading comprehension. Students must read the text in detail and understand the presented information.

**Complementary skill or sub-skill:** As a complementary skill, this activity also contributes to recall vocabulary related to routines and the structures of sentences in the simple present tense.

**Content covered:** The topic addressed in this activity is routines, including the use of verbs in the simple present tense (wake up, brush, eat, work, cook, etc.).

**Theoretical argumentation (Scaffolding and Cognitive level):** Scaffolding is incorporated into the exercise by presenting a text that provides students with the necessary information to solve it. On the other hand, the cognitive level is focused on comprehension and analysis, as students must understand the text and analyze the information to answer the multiple-choice questions.

**Required resources:** For this activity, access to the Google Forms platform, where the reading activity and multiple-choice questions are hosted, is required. Additionally, students need devices with internet connection to participate.

**Required time:** The time to carry out this activity is between 15 to 20 minutes, including reading and answering the questions.

**Expected learning outcome:** The expected learning outcome is for students to understand the content of the reading and answer the multiple-choice questions accurately, demonstrating their reading skill to solve the exercise.

**Evaluation instrument:** The evaluation involves the automatic review of students' answers within the exercise. Students can check their answers immediately after finishing the exercise. In this process, the accuracy of answers and comprehension of the presented reading is evaluated.

**Possibility of collaborative work:** This activity can only be done individually.

## *5. Present simple*

**Objective:** The objective of this activity is to put into practice the use of the simple present tense. Specifically, it aims to help students identify the appropriate verb for each sentence.

**Emphasized skill or sub-skill:** The main sub-skill in this activity is grammar use, students need to select the appropriate verb according to the context of the sentence.

**Complementary skill or sub-skill:** As a complementary skill, the activity contributes to vocabulary recall, students must understand the meaning of the words to identify the correct verb.

**Content covered:** The central content of this activity is the use of the simple present tense in affirmative sentences, including the conjugation of verbs in the third person singular and plural.

**Theoretical argumentation (Scaffolding and Cognitive level):** Scaffolding is incorporated through the presentation of sentences whose context facilitates the choice of the appropriate verb, helping students understand and analyze the simple present tense in different ways. In cognitive terms, it promotes comprehension and analysis, as students must analyze each item to complete the sentences correctly.

**Required resources:** The necessary resources for this activity include access to the Educaplay platform where the exercise has been designed. Additionally, students need devices with internet connection to participate.

**Required time:** The required time to complete this activity is between 10 to 15 minutes, including reading the sentences and selecting the verbs.

**Expected learning outcome:** The expected outcome is for students to be able to complete the sentences in the simple present tense with the appropriate verbs, demonstrating their ability to use this tense.

**Evaluation instrument:** The evaluation is the automatic review of the sentences completed by students. In this way, the choice of verbs in each sentence is evaluated at the end of the activity.

**Possibility of collaborative work:** This activity can be done individually, but it also lends itself to collaborative work if students work in pairs or groups.

## *6. Third person*

**Objective:** The main objective is for students to practice the use of the third person in simple present sentences. Specifically, the goal is for students to be able to reconstruct such sentences using the appropriate grammatical structures and putting into practice their competence in this aspect of the language.

**Emphasized skill or sub-skill:** The emphasized sub-skill in this activity is grammar use by reconstructing sentences in the simple present tense using the third person singular and plural in



questions, affirmative, and negative sentences. In this way, students must analyze the jumbled words and form coherent and grammatically correct sentences.

**Complementary skill or sub-skill:** As a complementary skill, the activity promotes the vocabulary recall of the simple present tense.

**Content covered:** The thematic content of this activity is the use of the simple present tense, specifically with the third person singular and plural. Therefore, students must practice forming sentences focusing on these aspects.

**Theoretical argumentation (Scaffolding and Cognitive level):** Scaffolding is implemented through the presentation of jumbled words that correspond to simple present sentences (affirmative, negative, and questions). In this sense, students have keywords, as well as the verb and the subject, which facilitate the reconstruction of sentences. In cognitive terms, it promotes comprehension and analysis, as students must analyze the jumbled words to reconstruct sentences according to the tense being used.

**Required resources:** The necessary resources for this activity include access to the Educaplay platform. Therefore, students need devices with internet connection to participate in the activity.

**Required time:** The required time to complete this activity is between 10 to 15 minutes approximately.

**Expected learning outcome:** The expected outcome is for students to be able to reconstruct sentences in simple present using the third person singular and plural in a coherent and grammatically correct way.

**Evaluation instrument:** The evaluation is the automatic review of the sentences reconstructed by students. In this way, they must check their answer to each item immediately after answering it.

**Possibility of collaborative work:** This activity can only be done individually.

## *7. Mark and Emily's daily routine*

**Objective:** The objective of this activity is for students to practice their listening comprehension, specifically concerning the hours in everyday conversations.

**Emphasized skill or sub-skill:** The main skill in this activity is listening comprehension. Students must practice their ability to listen and understand conversations, paying special attention to details related to the hours.

**Complementary skill or sub-skill:** As a complementary skill, the activity promotes writing since students can take notes about what they hear to answer the multiple-choice questions.

**Content covered:** The central content of this activity is the use and understanding of the hour as a key element in describing a routine. In this sense, students must practice identifying the hours in the conversation and expressions related to time.

**Theoretical argumentation (Scaffolding and Cognitive level):** In this activity, scaffolding is implemented through the provided conversation. In addition, students have answer options, which facilitate their comprehension of the audio and completion of the exercise. In cognitive terms, comprehension and analysis are encouraged, as students need to analyze specific information.

**Required resources:** The necessary resources for this activity are that students have devices with internet connection to access Wix platform where the audio and the questions designed with the tool of Quizizz are hosted.

**Required time:** The estimated time to complete this activity is between 10 to 15 minutes approximately.

**Expected learning outcome:** Students must listen to the audio three times and select the exact hour to answer the questions about an everyday conversation.

**Evaluation instrument:** The evaluation is the automatic review of students' answers to the multiple-choice questions. This evaluation is carried out with the support of Quizizz. In this way, they must check their answers immediately after finishing the exercise.

**Possibility of collaborative work:** This activity can be done individually, but it also lends itself to collaborative work if students complete it in pairs or groups. In this way, they can discuss the answers and help each other with listening comprehension.

## *8. Rebeca's daily routine*

**Objective:** The objective of this activity is to practice reading comprehension and frequency adverbs. Students must identify frequency adverbs through a reading about a person's daily routine.

**Emphasized skill or sub-skill:** The skill to work on this activity is reading comprehension, specifically the ability to understand and get specific information (frequency adverbs).

**Complementary skill or sub-skill:** As a complementary skill, the activity encourages the recall of vocabulary related to frequency adverbs, as students must determine the appropriate frequency adverb to complete the sentences coherently with the reading.

**Content covered:** The central content of this activity is the use of frequency adverbs (normally, frequently, sometimes, often, usually, never, and always). Students must practice these adverbs by solving an exercise related to daily routines.

**Theoretical argumentation (Scaffolding and Cognitive level):** Scaffolding is applied by providing a reading about a person's daily routine that includes frequency adverbs. In this sense, students must use this reading as a reference to complete the sentences with the appropriate adverbs. Comprehension and analysis are encouraged, as students must understand and analyze the frequency adverbs to determine which ones are appropriate to answer the exercise.

**Required resources:** Students need devices with internet connection to access the Educaplay platform where the exercise is hosted.

**Required time:** The required time to complete this activity is between 10 to 15 minutes approximately.

**Expected learning outcome:** The expected outcome is for students to be able to complete the exercise by using frequency adverbs properly in sentences related to routines.

**Evaluation instrument:** The evaluation consists of the automatic review of students' answers regarding the selected frequency adverbs for each of the sentences. In this way, they must check their answer to each item immediately after answering it.

**Possibility of collaborative work:** This activity can only be done individually.

## *9. Transportation*

**Objective:** The main objective of this activity is for students to recall the vocabulary related to means of transportation.

**Emphasized skill or sub-skill:** The emphasized skill in this activity is concept linking related to transportation. Students must practice their ability to identify and relate concepts with their respective visual representation.

**Complementary skill or sub-skill:** As a complementary skill, analysis and vocabulary recall are promoted. Students must remember the words corresponding to each means of transportation and apply this knowledge by matching them with the images.

**Content covered:** The central content of this activity is the vocabulary related to means of transportation. Students must recall and apply words associated with cars, airplanes, trains, bicycles, and other common means of transportation.

**Theoretical argumentation (Scaffolding and Cognitive level):** Images of the means of transportation are presented alongside the words to provide visual scaffolding that helps students associate the visual elements with their names. In cognitive terms, comprehension and analysis are encouraged as students must analyze the presented information through the relationship of terms with images.

**Required resources:** The necessary resources for this activity are that students have devices with internet connection to access the Wordwall platform where the exercise is hosted.

**Required time:** The required time to complete this activity is between 3 to 5 minutes, as it involves the observation of images and matching them with the corresponding words.

**Expected learning outcome:** The expected outcome is for students to accurately relate the images of means of transportation with their names.

**Evaluation instrument:** The evaluation is provided by the Wordwall exercise itself, which gives immediate feedback on students correct or incorrect answers after finishing it.

**Possibility of collaborative work:** Since it is a very brief activity, it can only be done individually.

### *10. How to show interest?*

**Objective:** The central objective of this activity is to encourage the application of expressions to show interest in conversations. Through the watching of a video designed in Powtoon, students must review some phrases to express interest. Subsequently, they must apply these learnings in

writing a text about their daily routine, effectively incorporating the expressions shown in the video.

**Emphasized skill or sub-skill:** The key skill in this activity is written expression. For this reason, students must pay attention to precise and coherent writing, focusing on their daily routine and incorporating the expressions presented in the video.

**Complementary skill or sub-skill:** As a complementary skill, emphasis is placed on the use of the grammar and vocabulary related to the topic. Students must access the rubric provided at the end of the video and ensure they address specific points to meet the established evaluation criteria.

**Content covered:** The central content of this activity is the students' expression of interest in their daily routine and the activities they perform in writing. In addition, students must apply the phrases seen in the video (I like, I love, I enjoy, I dislike, I hate, and I really don't like) to express interest in their writings about their daily activities, including details about what they do, when they do it, and how frequently.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical foundation of this activity is based on scaffolding, where the Powtoon video serves as initial support to introduce the expressions that must be used later in the activity. Furthermore, the provided rubric acts as a guide for students, offering a clear framework of expectations for their writing. In terms of cognitive level, the activity is situated at the application level, as students must apply previously learned expressions in their own writings.

**Required resources:** The necessary resources for this activity include that students have devices with internet connection to access the Powtoon platform and watch the video, as well as the rubric. Additionally, students need paper and pencil for the writing of their texts.

**Required time:** The estimated time to complete this activity is 30 minutes approximately. This includes watching the video, writing the text, and reviewing it to ensure the inclusion of points in the rubric.

**Expected learning outcome:** Students must produce a coherent and structured written text about their daily routine, using the expressions to show interest seen in the video. Therefore, the final product must reflect the effective application of students' writing skills and the proper use of the provided expressions.

**Evaluation instrument:** Evaluation is carried out by using the rubric provided at the end of the video. Criteria includes the correct application of expressions to show interest, the structure and coherence of the text, as well as grammatical accuracy in writing.

**Possibility of collaborative work:** Although writing is an individual task, discussion and exchange of ideas about the written content among students are encouraged. This can be achieved through peer review activities or group discussions after completing the task.

## **Designed materials of unit 5: I am . . . know me**

This section presents the design of learning materials for unit 5 of the introductory English course, focused on enhancing students' autonomous learning skills. To achieve interactive and dynamic learning, various digital tools such as Educaplay, Wordwall, Wix, and Powtoon were utilized. The decision to work individually or collaboratively on activities was made based on their complexity. For activities that require deep and detailed analysis, individual work was suggested to encourage personal reflection and autonomy in learning. On the other hand, for activities that benefit from the exchange of ideas and peer collaboration, teamwork was promoted.

### *1. Personal qualities*

**Objective:** The main objective of this activity is for students to recall vocabulary related to personal qualities. The activity aims to put into practice their reading comprehension skills to associate descriptions of each quality with their corresponding name.

**Emphasized skill or sub-skill:** The emphasized skill in this activity is vocabulary recall since students must apply their ability to associate concepts with specific terms to solve the exercise. Besides, they must practice identifying and matching descriptions with their appropriate personal quality.

**Complementary skill or sub-skill:** As a complementary skill, reading comprehension is highlighted. Students not only associate descriptions with their names but also use their reading skills to read each description and determine the quality that best represents it.

**Content covered:** The central content of this activity is the vocabulary related to personal qualities. In this sense, students must work with qualities such as “generous,” “nice,” “hard-working,” “kind,” “joyful,” among others.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theory behind this activity is based on scaffolding. Through descriptions and the use of images, students can more easily relate these concepts. Likewise, descriptions are presented alongside a representative image of the quality, providing visual support that facilitates association. In cognitive terms, comprehension and analysis are promoted through the direct connection between the description of each quality and its corresponding term.

**Required resources:** The necessary resources for this activity include access to the Educaplay platform. Additionally, students need devices with internet connection to complete the exercise.

**Required time:** The estimated time to complete this activity is 20 minutes approximately. This includes the time dedicated to reading the descriptions and making the corresponding associations.

**Expected learning outcome:** The expected outcome is that students can accurately associate descriptions of personal qualities with their names, demonstrating a mastery of the vocabulary on this topic.

**Evaluation instrument:** Evaluation is conducted automatically upon completing the Educaplay exercise, providing immediate feedback on students correct and incorrect answers.

**Possibility of collaborative work:** This activity can only be completed individually.

## *2. Prepositions*

**Objective:** The main purpose of this activity is for students to practice and reinforce the use of prepositions through a fill in the blanks exercise, specifically focusing on “in,” “on,” and “at.” The

activity aims to put into practice their ability to use the appropriate preposition based on the context of the sentence.

**Emphasized skill or sub-skill:** The key skill in this activity is the use of English concerning prepositions. Students must focus on determining when to use “in,” “on,” or “at” accurately in each of the sentences.

**Complementary skill or sub-skill:** As a complementary skill, emphasis is placed on reading the sentences. Students not only select the correct preposition but also practice their reading comprehension with the sentences to choose the preposition accurately.

**Content covered:** The main content of this activity is the prepositions “in,” “on,” and “at.” Students must work with different examples to practice the use of these prepositions in various situations.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical foundation of this activity is based on the concept of scaffolding. Through the sentences, support is provided to students through certain details within them to better understand the use of prepositions. The involved cognitive level is focused on the practical application of grammatical rules to use prepositions correctly.

**Required resources:** The necessary source for this activity is Educaplay platform. They need devices with internet connection to participate in the activity.

**Required time:** The estimated time to complete this activity is 10 minutes approximately, including reading sentences, identifying the appropriate preposition, and completing the exercise.

**Expected learning outcome:** The expected outcome is that students practice their accuracy in selecting the prepositions “in,” “on,” or “at” in different sentences according to their context, demonstrating a more solid understanding of these.

**Evaluation instrument:** Evaluation is carried out automatically upon completing the exercise on Educaplay, providing immediate feedback on students correct and incorrect responses.

**Possibility of collaborative work:** This activity is carried out individually, as it involves the individual application of specific grammatical knowledge.

### 3. *Was / were*



**Objective:** The main objective of this activity is for students to practice the use of “was” and “were” through a fill in the blanks exercise. The activity aims to put into practice their ability to use each of these past forms according to the context provided in a short text.

**Emphasized skill or sub-skill:** The key skill in this activity is the application of the grammatical structure of the past forms “was” and “were.” Students must focus on identifying the appropriate form based on the information presented in the text.

**Complementary skill or sub-skill:** As a complementary skill, emphasis is placed on reading comprehension. Students not only fill in the blanks with the correct past form but also need to pay attention to the content of the text to respond appropriately.

**Content covered:** The central content of this activity is the past forms “was” and “were.” Therefore, students must work with sentences describing the organization of a party and experiences during the event, thereby practicing the use of these past forms.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical foundation of this activity involves scaffolding, which is implemented by providing support to students through contextual sentences to assist them in the application of “was” and “were.” In terms of cognitive level, the activity prompts students to apply their prior knowledge of these past forms, fostering the practical use of these in specific situations.

**Required resources:** The necessary resources for this activity are that students have access to Educaplay. For this reason, they need devices with internet connection to complete the exercise.

**Required time:** The estimated time to complete this activity is 15 minutes approximately. This includes reading the text, understanding it, and filling in the blanks with the forms of “was” and “were” correctly.

**Expected learning outcome:** The expected outcome is for students to demonstrate their ability to accurately use the past forms “was” and “were” in affirmative sentences, thereby enhancing their application of these grammatical structures.

**Evaluation instrument:** Evaluation is conducted automatically through the Educaplay platform, providing immediate feedback on students correct and incorrect answers at the end of the exercise.

**Possibility of collaborative work:** This activity is designed for individual work, allowing students to focus on reading the text and applying the past forms “was” and “were.”

#### *4. Past simple*

**Objective:** The main objective of this activity is for students to practice the use of the simple past of the verb TO BE (was and were) in its three forms (positive, negative, and question) through a sentence reconstruction exercise. The activity aims to enhance their ability to correctly structure past tense sentences and appropriately apply the verb TO BE.

**Emphasized skill or sub-skill:** The key skill in this activity is the use of English with the application of the grammatical structure of the simple past tense and the verb TO BE. Students must focus on analyzing disordered sentences and reconstructing them, thus practicing the correct use of these verbal structures.

**Complementary skill or sub-skill:** As a complementary skill, emphasis is placed on students recalling the grammatical structures of the simple past tense. They not only reorder words to form past tense sentences but also apply their knowledge to identify and implement specific grammatical rules related to this tense and the use of the verb TO BE.

**Content covered:** The central content of this activity is the use of the verb TO BE in the simple past tense. Students must work with examples involving both affirmative and negative sentences, as well as questions, allowing them to practice sentence structure in the past and the use of the verb TO BE in different situations.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical argumentation of this activity is based on the scaffolding concept. By presenting disordered sentences, support is provided with details such as the use of capitalization, periods, and commas, making it easier for students to restructure sentences. In cognitive terms, the analysis and comprehension of grammatical rules within sentences are promoted, encouraging the practice of these verbal structures.

**Required resources:** The required resources for this activity are the access to Educaplay. Students need devices with internet connection to complete the exercise.

**Required time:** The estimated time to complete this activity is 15 minutes approximately, including the analysis of disordered sentences, reconstruction, and review of verbal structures within the exercise.

**Expected learning outcome:** The expected outcome is for students to demonstrate their ability to reconstruct sentences in the simple past tense with the verb TO BE accurately, thus showing a more solid understanding of these grammatical structures.

**Evaluation instrument:** Evaluation is automatically conducted upon completion of the exercise in Educaplay, providing immediate feedback on the reconstruction of sentences by students.

**Possibility of collaborative work:** This activity is carried out individually, as it involves the individual application of specific grammatical knowledge.

## *5. Ordinal numbers*

**Objective:** The main objective of this activity is for students to practice the use of ordinal numbers through a crossword puzzle game. The activity aims to put into practice their ability to write these numbers correctly.

**Emphasized skill or sub-skill:** The key skill in this activity is the vocabulary recall and application of ordinal numbers. Students must focus on understanding sentences and writing the missing ordinal number, thus strengthening their knowledge of these numbers.

**Complementary skill or sub-skill:** As a complementary skill, emphasis is placed on reading and analyzing sentences. Therefore, students not only write ordinal numbers but also practice their reading comprehension by identifying the appropriate number based on the written support provided in each sentence.

**Content covered:** The central content of this activity is the ordinal numbers. Students must work with examples that allow them to practice the correct writing of these numbers within sentences.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical argumentation of this activity is based on the concept of scaffolding. By providing the number in parentheses as support, scaffolding is offered to facilitate students in identifying and writing ordinal numbers. In terms of cognitive aspects, the activity promotes the practical application of ordinal numbers, thus encouraging their retention and understanding.

**Required resources:** The required resources for this activity are the access to Educaplay. Students need devices with internet connection to participate in the crossword puzzle game.

**Required time:** The estimated time to complete this activity is 10 minutes approximately. This includes reading sentences, identifying ordinal numbers, and writing them within the crossword puzzle.

**Expected learning outcome:** The expected outcome is for students to practice their ability to recognize and correctly write ordinal numbers, demonstrating their knowledge of the topic.

**Evaluation instrument:** Evaluation is automatically conducted through the Educaplay platform. Upon completing the exercise, immediate feedback is given on the ordinal numbers written by students in the crossword puzzle.

**Possibility of collaborative work:** This activity is designed for individual work, allowing each student to practice the identification and writing of ordinal numbers in a personalized manner.

## *6. Sports*

**Objective:** The main objective of this activity is for students to recall vocabulary related to sports through a word search game. The activity aims to apply their ability to identify and recognize the names of different sports.

**Emphasized skill or sub-skill:** The key skill in this activity is the recall and identification of specific vocabulary. Students must focus on searching for and finding the names of sports within the word search, thus remembering vocabulary related to the topic.

**Complementary skill or sub-skill:** As a complementary skill, emphasis is placed on their visual recognition ability since they must search for sports in the word search. Besides, they must put into practice their knowledge of terms by identifying them in the provided reference list.

**Content covered:** The central content of this activity is sports. Students must work with a list of 10 specific sports that they have to identify in the word search, allowing them to practice vocabulary related to this topic.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical basis of this activity is grounded in the concept of scaffolding. Providing the list of sports as a reference, it serves as scaffolding to support students in identifying terms within the word search. In terms of

cognitive aspects, the activity focuses on the comprehension stage as students must recall learned vocabulary and use it to answer the exercise.

**Required resources:** The required resource for this activity is access to the Educaplay platform. Therefore, students need devices with internet connection to complete the word search.

**Required time:** The estimated time to answer this activity is 15 minutes approximately. This includes the time dedicated to searching for and identifying sports within the word search.

**Expected learning outcome:** The expected outcome is that students can recognize and remember the names of sports, thereby strengthening their vocabulary on this specific topic.

**Evaluation instrument:** Evaluation is carried out automatically through the Educaplay platform. At the end of the exercise, the number of sports found within the word search is verified.

**Possibility of collaborative work:** This activity is designed for individual work, allowing each student to participate in a personalized manner in the search and identification of sports.

## *7. There was / there were*

**Objective:** The main objective of this activity is for students to practice the appropriate use of “there was” and “there were” through a placement exercise using Wordwall platform. The activity aims to put into practice students' precision in choosing the correct form based on the context of each sentence.

**Emphasized skill or sub-skill:** The key skill in this activity is the use of English through the application of grammatical structures “there was” and “there were.” Students must focus on categorizing sentences into two groups: “there was” or “there were.” In this way, they must choose the appropriate group for each sentence.

**Complementary skill or sub-skill:** As a complementary skill, emphasis is placed on reading and understanding sentences. Before placing them in their corresponding group, students must read them carefully to understand their context and determine the correct form of “there was” or “there were.”

**Content covered:** The central content of this activity is the use of “there was” and “there were.” Students must work with 10 different sentences, thus practicing the application of these grammatical structures in past situations.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theory behind this exercise is based on the concept of scaffolding. According to the structure of the sentences, students can identify the key elements that can support them in correctly classifying the sentences. In cognitive terms, the activity encourages the comprehension stage, allowing students to use their knowledge to answer the exercise.

**Required resources:** The resources needed for this activity are that students have devices with internet connection to access the Wordwall platform and participate in the placement exercise.

**Required time:** The estimated time to complete this activity is 20 minutes approximately, including the time dedicated to reading the sentences and classifying them with their appropriate grammatical form.

**Expected learning outcome:** The expected outcome is that students demonstrate their ability to use “there was” and “there were” correctly in different contexts, helping them practice their understanding of these grammatical structures.

**Evaluation instrument:** Evaluation is carried out automatically through the Wordwall platform. At the end of the exercise, immediate feedback is provided on the correct or incorrect classification of sentences.

**Possibility of collaborative work:** This activity is designed for individual work, allowing each student to participate independently in the classification of sentences into their corresponding group.

## *8. Adjectives of opinion*

**Objective:** The main objective of this activity is for students to practice the use of adjectives of opinion through a reading related to a personal experience. The activity focuses on putting into practice students' ability to identify and understand the meaning of adjectives used to describe personal experiences.

**Emphasized skill or sub-skill:** The key skill in this activity is reading comprehension. Students must pay attention to the content within the reading to answer the multiple-choice questions, thus strengthening their ability to recognize specific information.

**Complementary skill or sub-skill:** As a complementary skill, vocabulary related to adjectives is emphasized. Students not only answer multiple-choice questions about adjectives of opinion but also practice their knowledge and vocabulary on this topic.

**Content covered:** The central content of this activity is the adjectives of opinion. Therefore, students must work with a series of adjectives used to describe a personal experience, allowing them to apply their vocabulary on this topic.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theory behind this activity incorporates scaffolding by presenting the reading as a context for the application of these adjectives. Students receive structured support to identify and understand such adjectives in the context of a specific experience. Moreover, at the cognitive level, the activity fosters the comprehension of the topic by relating adjectives to experiences and opinions.

**Required resources:** The necessary resources for this activity are devices with internet connection to access the Wix platform where the text and the questions designed with the tool of Wordwall are hosted.

**Required time:** The estimated time to complete this activity is 15 minutes approximately, including reading the text and answering the multiple-choice questions.

**Expected learning outcome:** The expected outcome is that students practice their ability to recognize these adjectives of opinion within the text, thereby demonstrating their ability to apply these terms in specific situations.

**Evaluation instrument:** Evaluation is carried out automatically through the Wordwall platform, providing immediate feedback on students correct and incorrect answers to the multiple-choice questions.

**Possibility of collaborative work:** This activity is designed for individual work, allowing each student to focus their attention on reading and understanding the adjectives of opinion independently.

## *9. Modifiers*

**Objective:** The central objective of this activity is to put into practice students' knowledge of using modifiers within sentences, specifically: “a bit,” “very,” “really,” and “quite.” Through the Educaplay platform, students must practice completing sentences by selecting the appropriate answer to consolidate their understanding of using these modifiers according to their intensity.

**Figure 6.**  
**Activity “Modifiers” in Educaplay**



**Emphasized skill or sub-skill:** The key skill is the use of English. Students must focus on choosing the correct modifier based on the intensity indicated in the sentence. Therefore, this activity allows them to practice and reinforce their ability to use these modifiers accurately.

**Complementary skill or sub-skill:** As a complementary skill, an emphasis is placed on reading comprehension. Students not only select the correct modifiers but also read each sentence and understand the level of intensity within each one. Additionally, images are used as visual support to help strengthen the connection between the sentence's intensity and the choice of modifier.



**Figure 7.**  
**Another sentence example**



**Content covered:** The central content of the activity is the modifiers: “a bit,” “very,” “really,” and “quite.” Students must practice their application in sentences, thus consolidating their understanding of how these modifiers affect the meaning and intensity of sentences.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theory behind this activity is based on the concept of scaffolding. In this regard, images are provided as visual support, facilitating students' identification and application of modifiers. Regarding cognitive level, the activity focuses on the analysis and comprehension stage, where students must use their prior knowledge to answer the exercise.

**Required resources:** The necessary resources for this activity include access to the Educaplay platform. Therefore, students need devices with internet connection to participate in the exercise.

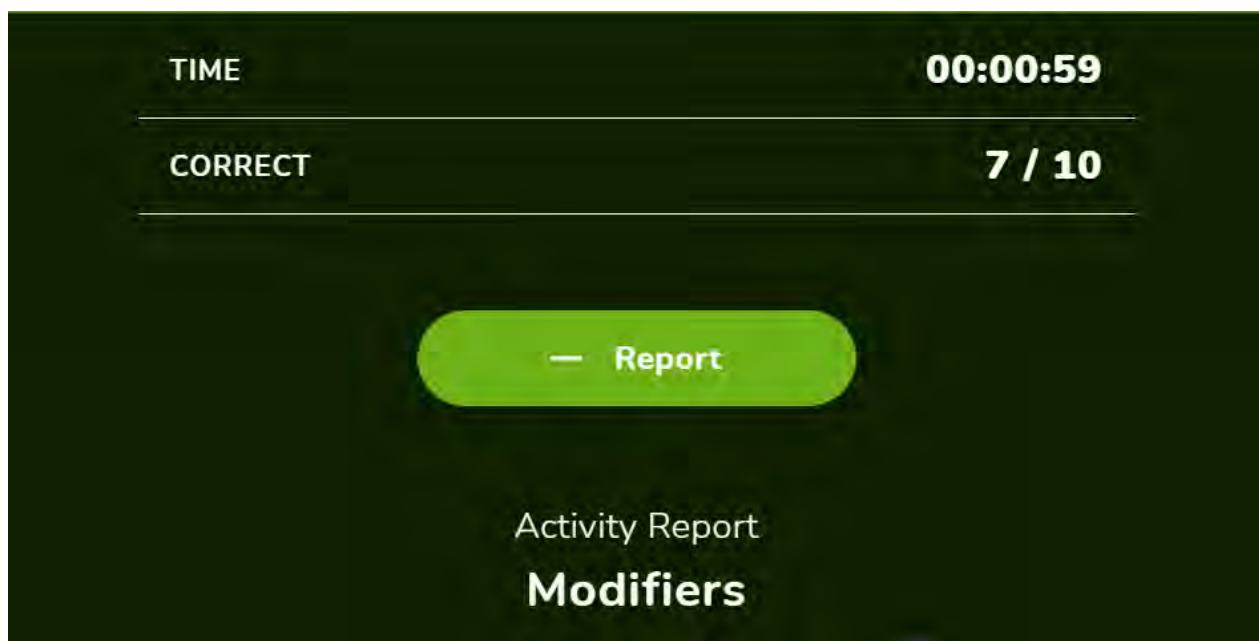
**Required time:** The estimated time to complete this activity is 15 minutes approximately. This includes reading the sentences, choosing the modifiers, and receiving feedback provided by the platform.

**Expected learning outcome:** Students must practice and apply their ability to use the modifiers “a bit,” “very,” “really,” and “quite” in specific contexts, thus demonstrating a more solid understanding of these.

**Evaluation instrument:** Evaluation takes place automatically through the Educaplay platform. At the end of the exercise, immediate feedback is provided on the options selected by students.

**Figure 8.**

**Activity report**



**Possibility of collaborative work:** This activity is designed for individual completion, focusing on the individual application of knowledge about modifiers.

*10. Giving and asking for opinions*

**Objective:** The central objective of this activity is for students to recall and identify expressions for giving and asking for opinions through an interactive matching pairs exercise. The activity

focuses on using students' knowledge to appropriately connect the expressions used in questions with their corresponding answers.

**Emphasized skill or sub-skill:** The primary skill in this activity is recalling expressions for asking and giving opinions. Students must focus on identifying and associating these expressions within questions and answers, practicing their ability to relate both parts in the activity.

**Complementary skill or sub-skill:** As a complementary skill, an emphasis is placed on reading comprehension of both questions and their answers. Students not only match questions with answers but also analyze the context of each expression used to make the corresponding connection between both parts.

**Content covered:** The main content of this activity is the application of expressions for giving and asking for opinions in different situations. Therefore, students must work with a series of questions and answers that incorporates these expressions, allowing them to recall what they have learned in class through these small interactions.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical foundation of this activity is based on the concept of scaffolding. In this sense, contextual support is provided to students by relating questions to answers. In the same way, key expressions for giving and asking for opinions are highlighted for students to rely on. Moreover, the involved cognitive level focuses on the comprehension stage, as students must recall previously learned content and use this knowledge to answer the exercise.

**Required resources:** The required resources for this activity are that students have devices with internet connection to access the Educaplay platform where the exercise is hosted.

**Required time:** The estimated time to complete this activity is 10 minutes approximately, considering both the analysis of sentences and the pairing of questions and answers.

**Expected learning outcome:** The learning outcome is that, through their ability to correctly match questions and answers, students demonstrate a good mastery of vocabulary related to opinions.

**Evaluation instrument:** Evaluation is carried out automatically through the Educaplay platform, and feedback is provided immediately upon completing the exercise.

**Possibility of collaborative work:** This activity is designed for individual work, as it involves the individual application of specific knowledge on the topic.

## Designed materials of unit 6: It all started with...

This section presents the design of learning materials for unit 6 of the introductory English course, focused on enhancing students' autonomous learning skills. To achieve interactive and dynamic learning, various digital tools such as Educaplay, Wordwall, Wix, and Powtoon were employed. The decision to work individually or collaboratively on activities was made based on their complexity. For activities that require deep and detailed analysis, individual work was suggested to encourage personal reflection and autonomy in learning. On the other hand, for activities that benefit from the exchange of ideas and peer collaboration, teamwork was promoted.

### *1. Dates*

**Objective:** The purpose of this activity is for students to practice using dates through a series of audio clips. By using the matching pairs exercise within the Wordwall platform, the aim is to put into practice students' ability to precisely link the auditory information provided by different audio clips with the mentioned dates.

**Emphasized skill or sub-skill:** The key skill in this activity is listening comprehension. Students focus on listening to and understanding specific information related to dates.

**Complementary skill or sub-skill:** As a complementary skill, vocabulary recall of dates during the listening of the audio clips is emphasized. In addition to listening comprehension, students must practice associating specific information with the corresponding dates. Therefore, this involves applying knowledge of the structure of dates.

**Content covered:** The main content of this activity is the use of dates. Students must work with several audio clips in which different people mention events along with specific dates.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theory behind this activity is supported by the concept of scaffolding. Through this, dates are provided in written form for students to rely on when listening to the audio clips. The involved cognitive level focuses on

the comprehension stage, as students must apply their knowledge of the topic to relate the dates mentioned in the audio clips.

**Required resources:** The necessary resources for this activity include access to the Wordwall platform. Therefore, students need devices with speakers or headphones and internet connection to participate in the exercise.

**Required time:** The estimated time to complete this activity is 20 minutes approximately, including listening to the audio clips and associating the information with the correct dates.

**Expected learning outcome:** The expected outcome is that students practice their precision in linking auditory information through dates, thus they may demonstrate an increased competence in orally interpreting dates in different contexts.

**Evaluation instrument:** Evaluation is carried out automatically through the Wordwall platform. At the end of the activity, immediate feedback is provided on the relationships made by students.

**Possibility of collaborative work:** This activity is designed to be completed individually, as it involves the individual application of listening skills and understanding presented information.

## *2. Animals*

**Objective:** The main purpose of this activity is for students to recall the vocabulary related to animals through a memory game. The activity aims to test their ability to associate images with words, thus practicing their lexical knowledge on the subject.

**Emphasized skill or sub-skill:** The key skill focused on this activity is for students to recall the learned vocabulary of animals. In this way, they must practice the skill of relating images of animals to their names, contributing to the reinforcement and consolidation of this vocabulary.

**Complementary skill or sub-skill:** As a complementary skill, the correct association of both images and names of animals is highlighted. Relating images and names contributes to strengthening students' associative memory, allowing them not only to remember words in isolation but also to contextualize them visually.

**Content covered:** The central content of this activity is the vocabulary of animals. Students must work with images of animals along with their names, allowing them to remember and memorize the words corresponding to each animal.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theory supporting this activity is based on scaffolding. Therefore, a set of images to visually associate with the names of the animals is provided. On the other hand, the involved cognitive level focuses on the comprehension stage, allowing students to apply their knowledge of the subject to connect images with words effectively.

**Required resources:** The necessary resources for this activity are that students have devices capable of connecting to the internet, thus being able to access the Educaplay platform where the exercise is located.

**Required time:** The time needed to complete this activity is between 5 to 10 minutes approximately. This includes the time dedicated to viewing the cards, associating images and words, as well as feedback from the game.

**Expected learning outcome:** The expected result is for students to apply their knowledge and vocabulary to visually associate images of animals with their names effectively.

**Evaluation instrument:** Evaluation is carried out automatically through the Educaplay platform, and feedback is provided immediately on the correct and incorrect associations made by students.

**Possibility of collaborative work:** This activity can be performed collaboratively, either in pairs or small groups.

### *3. Past simple*

**Objective:** The main purpose of this activity is for students to apply their knowledge of the simple past tense in affirmative sentences through a fill in the blanks exercise. Therefore, the aim is to practice their ability to conjugate verbs in this tense accurately, contributing to strengthening their grammatical skills regarding it.

**Emphasized skill or sub-skill:** The key skill to work on this activity is the grammatical conjugation of verbs in the simple past tense. Students must focus on filling in the blanks with the

correct verb form to complete the sentences, allowing them to practice the grammatical rules associated with this tense.

**Complementary skill or sub-skill:** As a complementary skill, reading comprehension is highlighted. Students must also understand the complete meaning of each sentence. This enables them not only to apply grammatical rules but also to comprehend the sense of the sentences to answer the exercise.

**Content covered:** The content addressed in this activity is the simple past tense. Students must conjugate several verbs in this tense, practicing how these are used to describe past actions in different contexts.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theory behind this activity relies on scaffolding. Therefore, the exercise presents sentences in their base form, allowing students to apply acquired knowledge in a guided manner. In cognitive terms, this activity is situated at the comprehension level, as students must put into practice their knowledge of the tense being worked on.

**Required resources:** The only required resource is for students to have devices with internet connection to access the Educaplay platform.

**Required time:** The estimated time to complete this activity is 15 minutes approximately, including reading the sentences and conjugating verbs in the simple past tense.

**Expected learning outcome:** As a result of this activity, students must work on their ability to conjugate verbs in the simple past tense, effectively applying the grammatical rules learned in class.

**Evaluation instrument:** Evaluation is carried out automatically through the Educaplay platform. Upon completion of the exercise, immediate feedback is provided regarding the conjugation of verbs by students.

**Possibility of collaborative work:** This activity is designed to be carried out individually, focusing on the individual application of grammatical knowledge about the simple past tense in affirmative sentences.

#### *4. Pronunciation of past simple regular verbs*

**Objective:** The main goal of this activity is for students to practice applying different pronunciations with the “-ed” ending in the past simple form. The activity focuses on grouping a set of verbs according to their specific pronunciation.

**Emphasized skill or sub-skill:** The key sub-skill in this activity is pronunciation as part of the speaking skill. Students must put into practice their ability to identify ending variations of each verb by pronouncing and associating them correctly with their corresponding group.

**Complementary skill or sub-skill:** As a complementary skill, the listening to ending sounds is emphasized. Students must use the information learned in class to drag and drop words into the correct groups, thus practicing the connection between pronunciation and the written representation of verbs in the past simple form.

**Content covered:** The central content of this activity is the different endings with “-ed” based on the pronunciation of verbs in the simple past tense. Students must work with verbs that follow the three common pronunciations of –ED: “-d,” “-t,” and “-id,” thus practicing their ability to distinguish these endings.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theory behind this activity is based on scaffolding, as students' pronunciation of verbs supports them in practicing their pronunciation and, in turn, classifying verbs into each of the groups. In cognitive terms, the levels of analysis and comprehension are promoted, as students must analyze each verb and its pronunciation, applying their prior knowledge to group them according to their “-ed” ending.

**Required resources:** The only required resources are devices with internet connection to access the Wordwall platform.

**Required time:** The estimated time to complete this activity is 15 minutes approximately.

**Expected learning outcome:** The expected outcome is that students apply their skills to identify and classify verbs in the simple past tense based on their pronunciation with the “-ed” ending.

**Evaluation instrument:** Evaluation is carried out automatically through the Wordwall platform immediately upon completing the exercise.

**Possibility of collaborative work:** This activity can be adapted for collaborative work, allowing students to discuss and classify verbs together.



## 5. Last / ago

**Objective:** The main objective of this activity is to reinforce students' understanding of the terms “last” and “ago” through a fill in the blanks exercise. Students must read sentences carefully, analyze contextual details, and select the correct term (last or ago) to complete each sentence accurately.

**Emphasized skill or sub-skill:** The key skill in this activity is the use of English. In this way, students must focus on determining the correct grammatical application of “last” and “ago” based on the provided information.

**Complementary skill or sub-skill:** As a complementary reading skill, emphasis is placed on contextual analysis. In this way, students not only fill in the blanks but also delve into the understanding of each sentence to select the correct answer.

**Content covered:** The central content of this activity revolves around the use of “last” and “ago.” Students must work with sentences that require the application of these temporal expressions, providing them with practical exercises for their use.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical foundation of this activity employs the concept of scaffolding. Based on this, contextual details are provided to support students in choosing the temporal expressions. Regarding the cognitive level, the activity is aligned with the levels of analysis and comprehension, requiring students to apply their prior knowledge of “last” and “ago” in different contexts.

**Required resources:** The only resource required for this activity is access to the Wordwall platform. Therefore, students need devices with internet connection to complete the exercise.

**Required time:** The estimated time to complete this activity is 10 minutes approximately. This duration covers reading the sentences, selecting the temporal expressions, and receiving feedback from the platform.

**Expected learning outcome:** The expected learning outcome is that students apply the terms “last” and “ago” accurately in the provided sentences, demonstrating a stronger understanding of these temporal expressions.

**Evaluation instrument:** Evaluation is carried out automatically through the Wordwall platform, providing immediate feedback on students' answers upon completing the exercise.

**Possibility of collaborative work:** This activity is structured for individual completion, focusing on the independent application of knowledge about the temporal expressions “last” and “ago.”

## 6. Connectors

**Objective:** The main objective of this activity is to practice the application of connectors such as “and,” “but,” “because,” and “so.” Students must carefully read the sentences, analyze the provided context, and determine which connector makes the sentence meaningful in an appropriate manner.

**Figure 9.**

### Activity “Connectors” in Wordwall

0:20

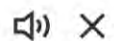
◀ 1 of 10 ▶



I wanted to go to the park,  
 it started raining.



Submit Answers



**Emphasized skill or sub-skill:** The main skill of this activity is the use of English. Students focus on determining the correct connector based on the meaning and context of the provided sentences.

**Complementary skill or sub-skill:** As a complementary reading skill, there is an emphasis on contextual analysis. Therefore, students not only identify the suitable connector but also delve into the understanding of each sentence to arrive at the correct answer.

**Content covered:** The central content of this activity revolves around connectors. In this way, students must work with sentences that require the application of “and,” “but,” “because,” and “so,” providing practical examples for using these connectors appropriately.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical foundation of this activity involves the concept of scaffolding. Contextual details are provided to support students in choosing the connectors. On the other hand, in terms of cognitive level, the activity is aligned with the analysis and comprehension levels, as it requires students to analyze sentences and apply their knowledge of connectors in different contexts.

**Required resources:** The only resource required for this activity is access to the Wordwall platform. Therefore, students need devices with internet connection to complete the exercise.

**Required time:** The estimated time to complete this activity is 15 minutes approximately. This duration includes reading the sentences, selecting the connectors, and feedback provided by the platform.

**Expected learning outcome:** The expected learning outcome is that students effectively apply the connectors “and,” “but,” “because,” and “so” within sentences, demonstrating a solid understanding of their application in some contexts.

**Figure 10.**

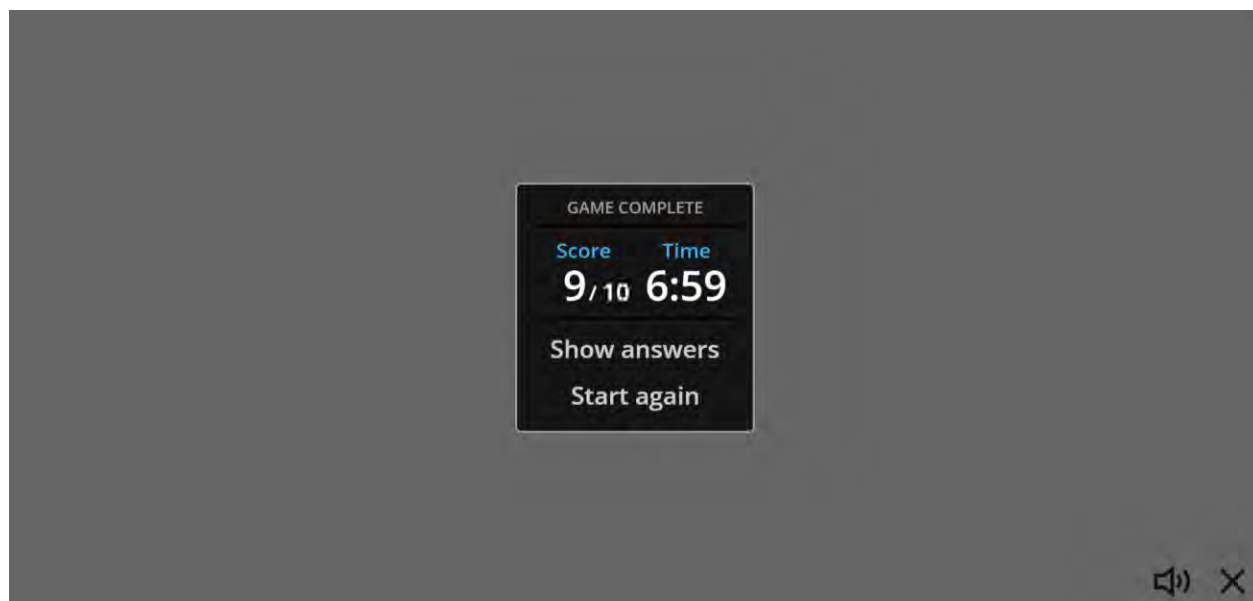
**Example of the exercise**



I wanted to go to the park,  
**but** ✓ it started raining.

**Evaluation instrument:** Evaluation is carried out automatically through the Wordwall platform. At the end of the exercise, relevant feedback on the connectors used by students is provided.

**Figure 11.**  
**Exercise results**



**Possibility of collaborative work:** This activity is designed to be completed individually, focusing on the independent application of knowledge about these connectors.

### *7. My grandfather's story*

**Objective:** The main objective of this activity is to engage students in a paragraph sequence exercise by using a short story about a person's life. Through the Educaplay platform, students must carefully read the unordered parts of the story and connect them chronologically to give coherence to the narrative.

**Emphasized skill or sub-skill:** The key skill in this activity is reading comprehension. Students must concentrate on reading each paragraph carefully to organize the different parts of the story in chronological order, putting their reading skills into practice.

**Complementary skill or sub-skill:** As a complementary sub-skill, emphasis is placed on the vocabulary related to specific phrases. Students not only organize the different parts of the story

but also delve into understanding details such as the context of the paragraphs and the connectors used to determine a chronological order.

**Content covered:** The central content of this activity revolves around events, happenings, people, and revolutionary inventions. Consequently, students must work with a narrative that includes several of these elements to understand and organize them in chronological order.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical foundation of this activity involves the concept of scaffolding. Thus, contextual details and connectors are strategically placed to assist students in organizing the narrative chronologically. In terms of cognitive level, the activity is aligned with the levels of analysis and comprehension, as it requires students to analyze and understand each paragraph to arrive at a logical sequence.

**Required resources:** The only resource required for this activity is access to the Educaplay platform. Therefore, students need devices with internet connection to complete the exercise.

**Required time:** The estimated time to complete this activity is 20 minutes approximately. This duration includes reading the different parts of the story, making chronological connections between paragraphs, and receiving feedback provided by the platform.

**Expected learning outcome:** The expected learning outcome is for students to successfully sequence the parts of the story to create a coherent narrative. This puts into practice their ability to organize events and happenings logically and understand the chronology of a narrative.

**Evaluation instrument:** Evaluation is carried out automatically through the Educaplay platform. Feedback is provided at the end of the activity, assessing the accuracy of the chronological sequence created by students.

**Possibility of collaborative work:** Although the activity is designed to be completed individually, there is the possibility of collaborative discussion or team work to read and understand its content collaboratively.

## *8. Talking on the phone*

**Objective:** The main objective of this activity is to practice the parts of a telephone conversation and the vocabulary used in this context. By focusing on a written conversation about a phone call,

students must apply their ability to analyze the context and meaning of the conversation, enabling them to choose the appropriate words to fill in the blanks.

**Emphasized skill or sub-skill:** The central skill in this activity is vocabulary. Due to the nature of this exercise, students must apply their vocabulary skills to analyze and comprehend the meaning of the missing words in the phone conversation.

**Complementary skill or sub-skill:** As a complementary skill, there is an emphasis on reading comprehension. Students not only fill in the blanks but also carefully read the written conversation, identify details, and comprehend the context to select the correct words that coherently complete the blanks.

**Content covered:** The core content of this activity revolves around the topic of “talking on the phone.” Through the written conversation, students must practice vocabulary related to and common expressions used during a phone call.

**Theoretical argumentation (Scaffolding and Cognitive level):** The theoretical foundation of this activity is based on the scaffolding concept. Providing the missing words in a box within the exercise, as scaffolding, this guides students to determine the meaning of the phone call. Regarding the cognitive level, the activity is situated at the comprehension stage, as students must apply their prior knowledge to appropriately fill in the blanks.

**Required resources:** The necessary resources for this activity include access to the Educaplay platform. Therefore, students need devices with internet connection to participate in the exercise.

**Required time:** The estimated time to complete this activity is 15 minutes approximately. This includes reading the conversation, selecting the missing words, and reviewing the exercise through the platform's feedback.

**Expected learning outcome:** Students must practice their reading comprehension and vocabulary skills by correctly filling in the blanks of the phone conversation. Upon completing the exercise, the final product is a coherent and understandable conversation based on the words chosen by students.

**Evaluation instrument:** Evaluation takes place through the Educaplay platform. Feedback provides students with information about the correctness of their answers, evaluating their comprehension of the content and the appropriate use of vocabulary. This process is carried out immediately after students finish the exercise.

**Possibility of collaborative work:** Although the activity is designed for individual completion, collaboration can be encouraged through group discussions after finishing the exercise. In this way, students can compare their answers, discuss the meaning of the words used in the conversation, and reinforce their learning collectively.

## CONCLUSIONS

The general objective of creating relevant and innovative learning materials to contribute to the development of university generic, linguistic, and autonomous learning competencies was satisfactorily achieved. The designed materials not only reflect a modern pedagogical approach but also promote student's autonomy and capacity to effectively interact within an autonomous learning environment.

Regarding the specific objectives, the Institutional and Curricular Framework of the Introductory English Program, affiliated with the Language Teaching Center of the *Universidad Autónoma del Estado de Quintana Roo*, was clearly described. This description provided a solid basis and a clear context for the development of the learning materials, allowing for precise alignment with the objectives of the subject and the corresponding topics.

Furthermore, relevant and feasible autonomous learning situations were designed and created, aimed at strengthening the introductory English language skills of university students at the Chetumal campus. These materials were designed under an approach that promotes participation, meaningful learning, and the application of acquired competencies. Various pedagogical strategies and technological resources were utilized, facilitating a dynamic and engaging learning environment for the students.

Finally, the objectives of the monograph were fully achieved, resulting in the production of 28 innovative and effective learning materials that support the integral development of students in the context of autonomous English learning. The recommendations offered below provide valuable guidance for future research or projects based on this monograph:

**Promote autonomous learning:** Students must understand the importance and benefits of autonomous learning before using the designed materials. It is suggested to dedicate class time to discuss this educational approach and provide them with the necessary tools to work independently with these resources.

**Communication between teacher-students:** Teachers must take time to dialogue with students after they have completed all the exercises. This will provide them with the opportunity to determine the usefulness of the materials, discuss students' experiences, and inquire if they have been helpful in reinforcing the topics covered in class. Through this feedback, the effectiveness of these materials can be improved and adjusted according to students' needs.



**Expand the reach of the designed resources:** The materials designed for introductory English units must have a broader reach by extending to other units at the same level or even to higher levels. Additionally, these resources must be available for anyone wishing to practice autonomously, whether within or outside the formal educational context.

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