Total Physical response (TPR) Method to foster English Speaking through task-based learning in seventh grade students at Brighton High School in Pamplona Norte de Santander, Colombia; An Action Research Design

Gerson Duvan Roa Sierra

University of Pamplona

Education Faculty

Languages and Communication Department

Foreign Languages Degree English-French

Practicum

Pamplona

2020-1

Total Physical response (TPR) Method to foster English pronunciation in seventh grade
students at Brighton High School in Pamplona Norte de Santander, Colombia; An Action
Research Design

Gerson Duvan Roa Sierra

Mentor:

Mónica Tatiana Maldonado García

University of Pamplona

Education Faculty

Languages and Communication Department

Foreign Languages Degree English-French

Practicum

Pamplona

2020-1

DEDICATORIA

En primer lugar, le quiero dar gracias a Dios por permitirme llegar a esta etapa de culminación de mi carrera como profesional. En segundo lugar, agradezco a mi madre Ana Ceila Sierra y a mi padre Jaime Roa, quienes me apoyaron siempre para que nunca flaqueara y dejara de insistir por este sueño. Así mismo, agradezco a mis hermanas Neivy Roa y Nury Sierra que me apoyaron en lo que estaba a su alcance. Agradezco a mis pastores Nelly y Euclides quienes en sus oraciones siempre encomendaban mi vida y salud para que siguiera avanzando en este arduo camino.

Seguidamente, quiero agradecer a mis amigos Yesid Gutiérrez, Sebastián Gelvez, Federico Bernal, Naren Vita, Diego Oses, Alex Cárdenas y Adrián González quienes durante estos años se convirtieron en hermanos de otros padres, siendo así cómplices de muchas aventuras y experiencias. Así mismo, a mis amigos docentes Iván Vargas y Favio Sarmiento los cuales se convirtieron en amigos dentro y fuera del aula.

Dedico también este logro a mi compadre Jean Carlos Rodríguez quien siempre me daba voz de aliento en los momentos difíciles y me animaba a seguir en todo momento y a mi amigo Nelson Navarro (NECA) quien fue ese hermano, consejero, compinche, mejor amigo en todo momento, el que siempre sacaba un momento para escucharme cuando tenía momentos difíciles.

Finalmente, agradezco a mi tutora Tatiana García quien me guio y orientó en el desarrollo de este proyecto y dedicó de su tiempo y paciencia para ayudarme en mi formación. También agradezco a todas aquellas personas, profesores y familiares que de una u otra manera ayudaron en mi proceso de formación.

APPROVAL NOTE

_____

_____

_____

_____

_____

_____

Practicum Committee Signature

_____

Cooperative Teacher Signature

Content

Table of Tables

Table of figures

Table of Appendixes

Presentation

This proposal is divided into four chapters as follows: the first one consists of the pedagogical component in which the purpose is presenting to the reader the way that teachers follow to teach the English class inside of the classroom, besides, showing some pedagogical strategies used by teachers in order to carried out a dynamic class.

In addition, the second part of this component is about the training of practitioners' reflective spirit, a research conducted by some experimented teachers. This research allows us to know how the reflection process is carried out with the use of different tools that allow data collection, and how that help to improve the process of teaching the language in students.

The third chapter, which is based on the process that pre-service teachers use to teach the English language in primary school, since there is a lack of strategies used in this context to catch students attention about English as foreign language.

The fourth chapter presents the administrative component, which has the institution in which this proposal is to be developed. In addition, it shows the role of the teacher in the school and in his academic day helping students to create and perform different events, presentations during the period of classes.

It is worth mentioning that these four components provide information on how a teacher works in the school context, and also helps the pre-service teacher to be in the school environment in his final stage of training.

Introduction

In Colombia, education is defined as a process of continuous, personal, cultural and social formation based on an integral conception of the human person, his dignity, his rights and his

duties. For this reason, those in charge of transmitting knowledge to students must be sufficiently prepared to contribute to their successful development.

According to recent studies, they find that English is the most spoken language in the whole world and, moreover, it has an important role in this new era of globalization, as it allows global communication with different people around the world. Therefore, the development of communicative competence in foreign language learners leads to better interaction with other cultures, and in the same way an atmosphere of interest and development as a nation can be created.

Thus, teachers who teach English as a foreign language face a major challenge, as they must seek strategies that can generate creative and dynamic learning environments in the school context, since, according to the Ministry of Education, English is a priority in Colombia because it helps to form competent citizens capable of creating an interaction with different cultures.

It is for this reason that through a non-participating observation carried out at Brighton School, it became evident the need to look for different strategies to be able to lead the class, because when the teacher uses a dynamic methodology it tends to bore the students, since they do not feel interested in learning and working on the study material. Moreover, the learning of a foreign language must be in an interactive environment where the apprentice can express himself freely and develop his knowledge in a participatory manner.

Thanks to the two weeks of observation at the Bethlemitas Brighton educational institution, it was possible to identify that seventh grade students have some difficulties in the moment of learning English in the classroom, because for them, this class is not very fun and dynamic since they have to work for two hours with a book completing exercises and activities that they do not like.

For this reason, by implementing the TPR method as a strategy during the learning process of students, they can be motivated to learn because they feel more free and stress-free in the classroom, In addition, this would create an environment of comfort and relaxation in children as it stimulates their physical activity in a very different context than usual.

In this sense, the teacher must be a guide and moderator of knowledge, employing multiple strategies so that the student feels involved in the real context, where the use of the foreign language becomes necessary. This is where this project can be carried out in an interactive way, with the aim of reinforcing grammar, pronunciation and vocabulary acquisition in students, through TPR activities, using the outstanding book as study material.

It is important to mention that due to the Covid-19 pandemic that affected the world, this project had to adapt new strategies to continue with its development. The strategies were in virtual platforms in which the pre-service teacher designed material to implement with students in all this process. The common platforms used for this project were E-mail, webcolegios and whatsApp because most of the students had not technology devices or a good internet connection.

Justification

This research proposal was carried out at Brighton School in Pamplona Norte de Santander in seventh grade students.

The learning of English as a foreign language is of vital importance today, as much of the knowledge is in this language. However, the process of acquiring and learning English in schools has become a major challenge, since children and young people do not want to learn it because they are not interested in its entirety and/or the methodology implemented by the teacher does not seem pleasant to them.

Therefore, the implementation of this proposal that has as a strategy the TPR method to motivate students in the classroom while they are learning, can help students learn English in a different way than usual, In addition, this allows for a creative and participatory environment among all students.

On the other hand, this proposal not only concerns secondary school students, but also allows the practitioner to create strategies that help primary school students learn English in a more dynamic and didactic way, since they do not have a professional in the area of English, and this makes your interest in this language not so efficient.

Objectives

General Objective

- To foster English Speaking in seventh grade students at Brighton High School, using TPR activities as strategy inside the classroom.

Specific Objectives

- To implement a strategy for teaching English in a primary school
- To promote the critical development of the pre-service teacher which allows him to analyze his pedagogical work in a real educational context.
- To allow pre-service teachers to be in a real educational context teaching English at a public school.
- To integrate the different administrative and extra-curricular activities developed in the Bethlemitas Brighton School.

General conclusions of the project

This project had two strategies of implementation, classroom and virtual. In the first, the pre-service teacher did not implemented all the instruments for achieving the goals, and the participants were not chosen for implementing the workshops.

However, in virtual classes the teacher had to adapt the project to the necessity of the students, that is why the pre-service teacher created a webpage to poste the virtual material and workshops that students and participants had to work.

Institutional observation

This section presents information about the educational institution Bethlemitas Brighton in which I did my practicum stage as a pre-service Teacher in sixth and seventh grades.

In this sense, important aspects concerning the institution were be presented, such as: the topographical location, the educational authorities that represent the institution, the institutional educational project (IEP); likewise, the mission and vision, its shield, relevant aspects of the coexistence manual, the organizational chart, the distribution of the physical plant, and their respective proposed calendars.

Topographical School's location

The educational institution Bethlemitas Brighton is located at str 4 N°6-84 in downtown area in Pamplona, Norte de Santander. On April 13, 1896, the first Bethlemitas Sisters arrived in Pamplona, and on the 17th of the same month they settled down and took care of the Institution under the name of "ASILO DE LA SAGRADA FAMILIA BRIGHTON". The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school, primary and secondary levels. This institution belongs to the calendar A and its character is full-time for all its educational

levels corresponding to Transition, Basic Primary, Basic Secondary and Intermediate Technical.

Educative authorities

This public institution is under the direction of the sister Flor Elba Torres Miranda. Additionally, there are two main school coordinators one in primary school Luz Dary Solano Villamizar and other in high school Maria Socorro Jauregui Torres and the psychologist Gladys Parada.

The School Government in this educational establishment is composed of the following bodies: The managing board, with the participation of the community, educational, academic and administrative orientation of the institution. The academic council, as a higher participation in the pedagogical orientation of the establishment. The principal, as representative of the establishment face to the educational authorities and he is the executive to make decisions in school government. The representative bodies will be elected for annual periods; they must continue in their functions until they are replaced. On vacancy, its replacement will be chosen for the rest of the period.

Educative Institutional Project - (EIP)

The challenges of Globalization, including technological, scientific, social, and cultural advances, have led to a rediscovery and appreciation of the Bethlemitas education which are expressed in the following principles:

The Bethlemitas education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all the potential at a personal, social and transcendent level and interdependence with the environment.

The Bethlemitas education is based on the Christian anthropology that conceives the person as "being unique and unrepeatable".

The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlemitas education invigorates from the curricular development so that students achieve the academic excellence.

General Objective

- To establish the route to invigorate the administrative, pedagogical processes of the Quality Management System of integral formation, based on the principles and values of the Gospel, in accordance with the provisions of the MEN, the charisma and the Bethlemitas spirituality and according to the Institutional Horizon to meet and guarantee high levels of educational excellence.

Specific Objectives

- To strengthen the Pastoral of Human Development from the integrality of the person and achieve a harmonious development of each one of its dimensions (corporal, communicative, sociopolitical, cognitive, aesthetic, affective, spiritual and ethical) to train people committed to their personal development and the renewal and change of society according to the values of the Gospel.

- To strengthen the Quality Management system to guarantee continuous improvement in the educational service, thus fulfilling the expectations of the educational community.

- To invigorate the educational vision of the institution through the pedagogical model which allows students to achieve meaningful learning considering dimensions, processes, performances and competencies.

- To determine the guidelines for making rational use of human, physical and economic for the welfare of the Educational Community.

- To set the criteria for the adoption and implementation of the Holistic Pedagogical Model with the Collaborative, as well as the monitoring and evaluation of the impact of said model.

- To make the Institutional Improvement Plan a tool that allows improving the quality of education according to the educational needs and expectations of the students.

- To strengthen the capacity of the educational institution to advance training processes that promote values and develop individual and group competences to exercise democracy, interact on the basis of respect for their own human rights and of others, handle conflicts appropriately, and participate in alternatives to solve the problems that affect the environment and the educational community.

- To promote the consolidation of an institutional culture that transforms the relationships between pedagogical aspects, participation in school management and relations with the community, in opportunities to learn to coexist in a constructive and peaceful way.

- To contribute to the construction of an inclusive, equitable, just and peaceful society.

- To form Bachelors Technicians in Informatics, in coordination with the SENA to offer a greater possibility for entry into the world of work.

Mission

We are an Educational Institution that in the light of the Bethlemitas philosophy seeks the participation, update and the service in evangelization. We contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental principles. We have the strength of God and the legacy of the Saint Founders, the policies of the state and the commitment of the educative community.

Vision

The Bethlemitas Educational Institution Brighton will be recognized in society as an entity with projection towards the leadership in educational innovation, investigative, pedagogical and technical inclusive nature consolidated in its highly qualified training processes people.

School Shield

FIGURE 1 school shield

The coexistence handbook

The coexistence handbook is a tool for the institution to determine rules, criteria, principles and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

Its principles are:

- Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.

- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.

- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.

- Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

- Learn to take care of yourself.

- Do not attack the other

- Learn to communicate

- Learn to interact

- Learn to work in group

- Learn to take care of the environment

- Learn to value social knowledge.

Finally, we can find some aspects related to each chapter:

Chapter I. Generalities, justification, objectives and legal basis

Chapter II. Philosophy and institutional symbols

Chapter III. Obligations, duties and responsibilities of the institution.

Chapter IV. Organizations of participation

Chapter V. Rules of personal hygiene and public health

Chapter VI. Student profile, rights and requirements of the students, stimuli for the students, procedures and protocol

Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy and environment care.

Chapter VIII. Inclusion process

Chapter IX. Educational community, rights and parents' responsibilities, profile of graduates, rights and requirements of graduates.

Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic, and games room and chapel.

Physical distribution

The educational institution counts with two establishments; one of them is the main establishment located in the Brighton neighborhood where the primary school levels, from pre-scholar to fifth grade operate. In this establishment, every classroom has a Smart TV which is used for educational purposes, additionally, there are specific bathrooms for each academic level: for 1st, 2nd, 3rd, 4th 5th grade students and one for teachers. Likewise, regarding the secondary school headquarter, where the 6th, 7th, 8th, 9th, 10th and 11th grades operate, there are also a Smart TV for each classroom, however there are no specific bathrooms for the academic levels, except for the teachers.

In the second establishment where the sixth to eleventh grades operate, they have different spaces in which they enjoy. This section has a sports center for students, in addition, there is a cafeteria that is open from the first hour of the day, there is a school chapel, a spacious library, a classroom adapted for teaching English and there is a computer room. There are two playgrounds, in which students can enjoy their leisure time.

Institutional organization
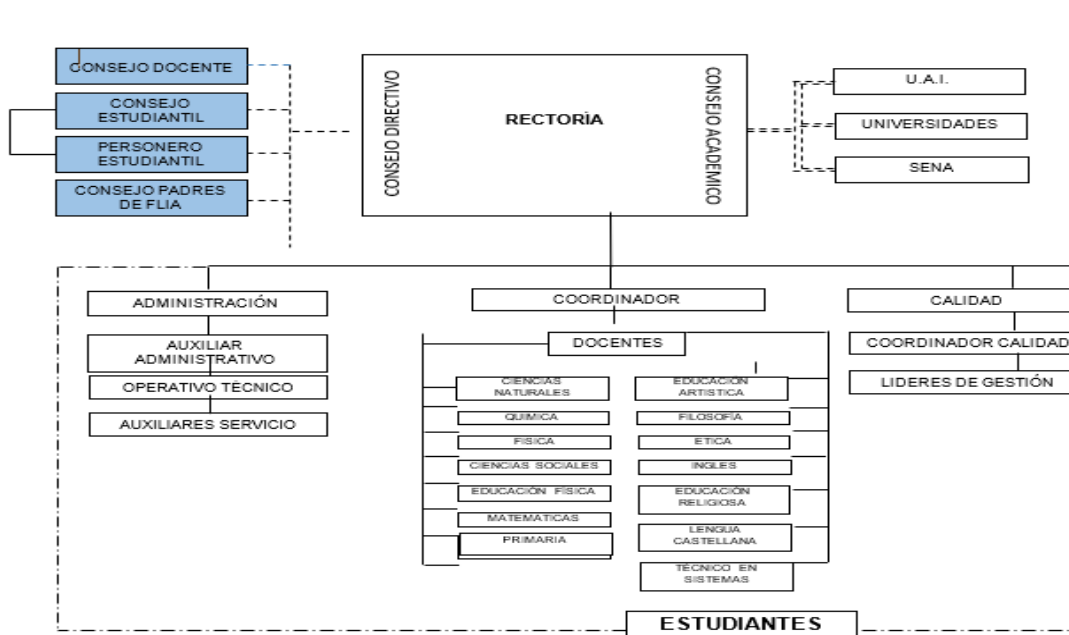
FIGURE 2 Institutional Organization

Secondary and Technical Mean Values

Bethlemitas Brighton School, in its desire to teach and inculcate values in students proposes to work a monthly value that is linked to the holistic model of the institution; for this reason, the order in which these values are established per month is as follows:

in February, faith; March, strength; April, goodness; May, authenticity; June, self-realization; July, Dialogue; August, reparation; September, comprehension; October, Critical sense; November, Compassion.

It should be mentioned that English teachers must present these monthly values in English, and it is also presented in Spanish.

TABLE 1 Schedule activities

		FEBRUARY 2020				
< Janu 2020				March 2020>		
SUN	MON	TU	WED	THURS	FRI	SAT
						1
2	3 VALUE LAUNCH: FAITH AFTERNOON: PEDAGOGICAL DAY PREPARATION OF ACTION PLANS, ACTIONS, AREAS.	4 VALUE LAUNCH: FAITH SOCIALIZATION REQUIREMENTS FOR STUDENTS ASPIRING TO BE COURSE REPRESENTATIVES AND CONCILIATORS	5 7:00 ACADEMIC COUNCIL: LOCALE AFANADOR	6 MEETING OF STUDENTS WITH DISCIPLINARY COMMITMENT AND PARENTS. MEETING OF STUDENTS WHO RESTART THE SCHOOL YEAR	7 ACTIVITIES: A HEALTHY LIFESTYLE	8
9 FAMILY EUCHARIST. ELEVENTH GRADE BETHLEMITAS	10 SENSIBILIZATION SCHOOL GOVERNMENT AFTERNOON: 4:00 MEETING PARENTS OF SECONDARY	11 SENSIBILIZATION SCHOOL GOVERNMENT AFTERNOON: 4:00 MEETING PARENTS OF PRIMARY	12 INDUCTION AND ORGANIZATION OF SOCIAL WORK, TENTH GRADE	13 SENA INDUCTION	14 ELECTION OF GROUP REPRESENTATIVES AND CONCILIATORS. ENCOUNTER WITH CHRIST ELEVENTH GRADE	15
16 FAMILY EUCHARIST TENTH GRADE 01	17 LAUNCH OF THE CAMPAIGN TO: LEGAL STATUS, COMPTROLLER, PRESIDENT, STUDENT COUNCIL	18	19 MEETING OF STUDENT REPRESENTATIVES AND CONCILIATORS	20	21 ENCOUNTER WITH CHRIST TENTH O1 GRADE	22
23 FAMILY EUCHARIST TENTH GRADE 02	24 AFTERNOON: NOTIFICATION TO PARENTS	25 DAY OF ATONEMENT AFTERNOON: NOTIFICATION TO PARENTS MEETING WITH ALUMNI	26 ASH WEDNESDAY	27 FLAG RAISING, ELEVENTH GRADE	28 ENCOUNTER WITH CHRIST, TENTH 02 GRADE DELIVERY OF ADAPTED LEARNING MESHES FLAG-RAISING, FIFTH GRADE	29

Hour/day	Monday	Tuesday	Wednesday	Thursday	Friday
1	7-01	8-02		8-02	8-03
2	7-01	8-02		8-02	8-03
3		7-02	7-01	8-01	
Break					
4		7-02	7-01	8-01	
5	8-01	6-02	8-03	6-02	7-02
6	8-01	6-02	8-03	6-02	7-02

TABLE 2 English class Schedule

Supervisor: Viviana Katherine Rueda Carrillo

Timetable

Preservice-teacher: Gerson Duvan Roa Sierra

Hour/day	Monday	Tuesday	Wednesday	Thursday	Friday
1	7 -01				
2	7 -01			2 -03	
3		7 -02	7 -01		2 -03
B R E A K					
4	1 -03	7 -02	7 -01		
5	1 -03	6 -02		6 -02	6 -02
6		6 -02		6 -02	6 -02

TABLE 3 Pre-service teacher schedule

Key pedagogical aspects observed

Taking into account two weeks of participant observation at the Bethlemitas Brighton institution in the sixth and seventh grades with the aim of knowing how the classes were developed by the teacher in charge and what was her teaching method, it was found that the teacher uses different strategies to teach English to students, and also she implements the outstanding book as a support material in the class, an important aspect observed is that each

classroom has a TV which works perfectly and can project any type of material and thus makes the class more dynamic, and it is a good resource to use.

In order to collect the information, the practitioner took into account the reflective journals and a grid of observation that allowed him to take the most important aspects observed in the class and the full development of each of the proposed objectives.

Planning

The teacher used the planning format proposed by The Ministry of Education in the English Kits. In this design, the teacher must include the lesson he/she is going to develop with students; the teacher has to describe the standards and objectives relate to class. Once these aspects are described, the teacher mention the three axes that students will work.

LESSON PLAN : TASK		
PROFESOR	**GRADO :**	**DURATION :**
NOMBRE DE LA TAREA:		
ESTÁNDARES		
OBJETIVOS		**FUNCIONES DE LA LENGUA**
INDICADORES DE DESEMPEÑO		
SABER	**SABER HACER**	**SABER SER**
TRANSVERSALIDAD CONVIVENCIA CIUDADANA:		
CONTENIDOS		
THE TASK		
1.**INTRODUCCIÓN DEL TASK**		
2.**PRÁCTICA**: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)		
LSITENING		
LENGUAJE		
3.**TAREA PEDAGÓGICA:** INSTRUCCIONES, PLANEACIÓN Y REPORTE		
INSTRUCCIONES		
PLANEACIÓN		
REPORTE		

EVALUACIÓN DE LA TAREA: RÚBRICAS PARA EVALUAR ENCUESTA
MATERIALES REQUERIDOS: COMPUTADOR, VIDEO BEAM, MARCADORES, TABLERO, VIDEOS, CELULARES, TABLETS, CÁMARAS.

TABLE 4 Planning format

Students' behavior

I observed that the students did not have a good behavior, since teacher had to use an observer notebook to catch students' attention and control the discipline in the classroom. This is perhaps because they are students of 6th and 7th grade.

A strategic that the teacher used to control discipline in the classroom was to identify the most disorderly and witty students, because they were all the time talking aloud, and they did not pay attention to the class.

CHAPTER I - PEDAGOGICAL COMPONENT

Total Physical response (TPR) Method to foster English pronunciation in seventh grade students at Brighton High School in Pamplona Norte de Santander, Colombia; An Action Research Design

Introduction

Teaching English in Colombian institutions has become a challenge for both teachers and students every day, as English is not a topic of interest to students and considered it irrelevant to their lives. Rajathurai, N, states that "English is necessary if we want to come up in life. It is the major window of the true where the advanced countries have opened their doors for recruiting technically qualified people" (2018). In addition, English is a language spoken throughout the world, making it an official language in many countries, as it serves as a link in important business and dialogue across the world.

The ministry of education in Colombia has seen the need for English in institutions, and it established levels at which students must acquire at the end of each year. Therefore, this

becomes a great challenge and also the search for strategies that allow a good language learning in students.

Thanks to the popularity of English, multiple forms have been created for the teaching and learning of this language which attracts children's attention because they want to learn it, however, they do not understand it in its entirety and because of that they consider it impossible to learn.

It is from there that teachers must work hard to teach this language in a didactic and creative way, involving students and demonstrating that they can learn it from an early age. In addition, teachers face a rigorous work of training these children as competent citizens in today's world, where English has become a necessity in any field. Therefore, the apprentice must know that English is a language that allows him to know and exchange with other cultures. Rajathurai, N, mentions that "English is the most commonly spoken language in the world. And out of five people can speak or at least understand English" (2018).

For this reason, when creating pedagogical strategies in the classroom, it is possible to interest the student to learn English in a different way than the traditional one, because the student's learning is as a challenge for the teacher, since he/she is the one who accompanies this learning process by implementing tasks and activities that involve the students' physical movement and creativity inside the classroom.

Nevertheless, due to the pandemic the project had to adapt and create pedagogical strategies to fulfill the goals established at the beginning. This new proposal included the creation of a virtual platform that contained the tasks, workshops and activities related to the project, but it had to be implemented in the future by other teachers.

This platform had a username and password that was sent to the supervisor in order to use it and implement the material designed by the pre-service teacher. The suggestions and

recommendations of the webpage were in an e-mail with all the instructions for implementing it and achieving the goals for each one.

The information in this pedagogical component is presented in six sections such as statement of the problem, justification, objectives, theoretical framework, literature review and methodology, development of the practicum in classroom and virtual form.

Problem Statement

Taking into account the observations carried out during two weeks at the Brighton School in Pamplona, it was possible to analyze that students do not have the English level established by the Ministry of Education in Colombia, in which proposes that seven graders need to have a B1 level according to the CEFR.

The seven grade students at Bethlemitas do not have this English level due to the fact the they feel little motivated to learn English in the classroom, since the teacher who guided the class used all the time a study book, which each student had to buy for the fulfillment of each of the activities that took place in class; for this reason, students find learning English very boring and frustrating because they do not have a good knowledge of some grammatical concepts and structures that are present in the book.

Wright, Betteridge, & Buckby, (2005) establish that teaching English pronunciation through TPR can motivate students inside the classroom, because they can express themselves and participate actively during the class. Besides, implementing task based learning as an approach, students can be involved in all the activities and this helps the student to systematize the topics learned and put the vocabulary into practice by a correctly pronunciation of each word.

The aim of this proposal is to continue working with the study book because it is required in the institution, but to do it in a different way in which different TPR activities can be

involved, and thus allow students to express themselves freely without fear of error, in addition, these activities involve the physical activity of students, who are at an age where they enjoy games and interactive classes.

Guiding questions

➢ How the use of TPR activities can improve the English pronunciation in seven graders?
➢ How the Task based learning approach can motivate students to participate actively in the classroom?
➢ How do we motivate seven grade students through creative activities?

Justification

Considering learning English is a bit tedious process for students, this project looks for a different form of teaching English than the current one, in which the TPR strategy implemented can make the classroom a dynamic environment allowing students to participate and explore this language.

It should be noted that the institution in which this proposal was developed has a teaching model in which the OUTSTANDING book must be taken into account, which is a book given by the Ministry of National Education and follows the standards that students in each grade must have at the end of the scholar year. For this reason, the current teachers of this institution use a little interactive and dynamic pedagogy, since there are few pedagogical strategies to implement with this type of material.

According to Hernández, E. the learning of a language should be in a quiet environment and similar to the process of learning the mother language because this is in an unconscious process and requires multiple strategies that help the student to train in a real context. (2015).

In this sense, following a little didactic method in the classroom leads to the student being bored and losing interest in learning, however, if we change the rigorous and monotonous

methods that are held, the knowledge and performance of students can increase, because it would allow them to develop their knowledge in different ways from the usual one.

That is why this project was addressed to the seventh grade students of Bethlemitas Brighton School where was identified the need of a didactic method to foster the English speaking in students.

OBJECTIVES

General Objective

- To foster students' English speaking using TPR method through task-based leaning (TBL) approach

Specific Objectives

- To implement workshops to improve the students' speaking skill
- To use of oral comprehension and oral production as a whole
- To analyze the improvement of speaking skills in seventh grade students

Theoretical Framework

In this section of the study, it is important to know the definitions of the concepts that will be indispensable for the development of this study. Key concepts such as: TPR, speaking and listening skill be taken into account to allow the reader to have a complete understanding of the topic of study.

It is necessary to mention that these concepts will be classified from the most general to the most specific.

In the first instance, it will address what different authors express about the TPR concept.

Pronunciation

Pourhosein, G. Define pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. That is why when learners start learning pronunciation, they make new habits and overcome the difficulties resulting from the first language (2016). Thanks to pronunciation it is possible to make a mental representation of the phonemes emitted by the emitter whereby, the better a word is pronounced, the better it will be understood.

Speaking

Speaking is considered as an interactive process of constructing meaning that involves producing, receiving and processing information (Burns & Joyce, 1997; Brown, 1994. The mastery of speaking skill in English is seen as a priority for many EFL learners across the world and learners are consequently evaluated on the success of their language learning as well as the effectiveness of their English course based on how well they feel they have improved their spoken language skill. Many approaches have been implemented in order to increase the performance of the speaking skill in EFL learners. Students should bear in mind that speaking is a very complex competence, as it requires a very thorough combination, because it is necessary to know how to communicate and at the same time, to be fluent enough to be comprehensible. Burns and Joyce, (1997) mention the process for evaluating the speaking, in which there are four steps; the first is the research and preparation, in this the students look for topic and prepare the information; the second step is writing your speech, here the students are going to organize and write the information that they are going to share; the third is the practicing, in which students practice the speech and finally they have the Criteria, that is all the aspects that must be included and evaluated.

Total Physical Response (TPR)

Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning. TPR involves having students listen to a command in a foreign language and immediately responding with the appropriate physical action (Asher, 1964). The physical aspect of TPR learning process makes it possible to integrate physical exercise and play into language teaching quite naturally and to enhance children's physical activity and engagement outside classes, contributing not only to their linguistic, but also to their physical development and movement.

Task-Based Learning

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

Communicative approach

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. Chomsky, N., (1960).

In the Communicative Approach, learners are at the center of instruction. That means that the teacher's role has changed when compared to previous methodologies such as

Audiolingualism and the Direct Method. The teacher is now seen as a facilitator in the learning process.

Literature Review

In this part, there will be presented previous studies carried out based on the implementation of TPR method to booster English speaking skills.

The Effect of Using TPR Method in Young Learners

This research entitled *Total Physical Response (TPR) Activities in Teaching English to Young Learners* aims to understand the potential of TPR activities as a strategy to know the skills that have to be developed when learning a foreign language at school, since the author considers the movement and physical activity a priority when teaching or learning a foreign language. The researcher mentions that children are active beings and it is necessary to keep them moving, taking advantage of their dynamism, so that they learn by doing, in a stress-free environment.

This study shows different strategies that must be taken into account when teaching English to children, since at an early age child has greater abilities and can develop different competences without any effort, if you know how to stimulate their learning. The author proposes that physical activity can be developed according to each lesson, since they are interested in playing and being active.

As a result it is shown that the activities on which TPR can work are included in the Warm up, in the introduction of a topic, or in the middle of the class, when students feel bored or not dynamic.

This study *entitled The Effect of Using Total Physical Response (TPR) on EFL Young Learners' Vocabulary and Speaking Fluency* was made with the aim of knowing the effects

when using TPR for teaching vocabulary in children, since it is a strategy that involves the physical activity of children, and stimulates their learning from a very early age.

At the same time, the author wanted to explore and learn about the attitudes that children present when learning vocabulary to using TPR, because this is a great challenge that teachers must face when teaching English in primary school.
For this reason, the author mentions that the teacher must become familiar with this method because it allows them to develop different strategies that can create a creative atmosphere in the classroom and that the student really enjoys.

TPR Activities for Teaching English in Students

Pujiningsih, N. (2010). Conducted a research entitled total physical response activities to enhance the pronunciation in public school, with the aim of knowing if the TPR strategy could help the acquisition of vocabulary in children, and at the same time, to know the advantages that TPR has in the process of learning vocabulary in students at school.

This research was carried out in MI UN Manafiul Ulum Kudus, and had a running time of 7 months in which the researcher analyzed the use of TPR in the classroom. The author used a phase in which he was guided to observe the different stages of this strategy. In the first instance, the author identified the problems in the room; 2, he planned the action in which the strategy would be developed; 3, the implementation of the action; 4, observation of the effect this action had on the students; 5, finally, the author analyzed the process that was carried out and showed the result.

The researcher took into account the observation, diaries, videos and interviews that he implemented during the process as an instrument of data collection. These instruments were analyzed through 5 stages, 1) extending the analysis by raising questions, 2) connecting findings with the personal experience, 3) seeking the advice of critical Friends, 4)

contextualizing findings in the literature, and 5) turning to the theory in which they demonstrated that TPR method can boost the learning of vocabulary in students, in addition to spelling, pronunciation and the use of much of the vocabulary in a real context.

The research the use of total physical response method in English preposition teaching was carried out on students of 5th grade in Semarang, where Savić, V. (2014) analyzed if the Total Physical Response method is more effective in improving students' achievement in learning English preposition.

For this reason, the author used a pre and post-test method to be able to arrive at a result in his research, the population were 33 students who at the beginning of the research presented a pre-test to analyze the starting point at which the students were, and after 4 meetings during the investigation the author implemented a post-test, in which he was able to give results to his proposed objective.

This result showed that the students had an improvement in their knowledge of English during the process of implementing the TPR method, since in contrast to the Pre-test implemented the participating students obtained a score of 68,03 and after having participated in the 4 meetings the students had a score of 89.96 which indicated that there was a big difference between the results, after having implemented the TPR method.

Methodology

The methodology proposed for this project was not implemented due to the epidemic that is affecting the world nowadays. This fact inhibited the development of the activities and strategies planned by the teacher for fulfilling it inside the classroom with students. However, this project will be conducted through virtual platforms using the same design and population.

This is a qualitative research design that aims at showing how a teacher behaves in real context, and also presenting different situations that we as pre-service teachers can perceive in an educational institution. According to Creswell a "Qualitative data collection is more than simply deciding on whether you will observe or interview people. Five steps comprise the process of collecting qualitative data. You need to identify your participants and sites, gain access, determine the types of data to collect, develop data collection forms, and administer the process in an ethical manner" (2002). Thus, it allows us to interact with people and also, we can significantly take advantage of all those behaviors, relationships and experiences they can offer to us, as experiences, understandings, among others.

In addition, this study adopted an action research design, according Creswell, J. "Action researchers explore a practical problem with an aim toward developing a solution to a problem". (2002) Thus, an action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. In other words, this design allows to teacher to collect information during a process of learning and teaching.

This proposal includes an action research about the implementation of TPR method as strategy to foster English Pronunciation at Bethlemitas Brighton School.

Participants

The participants of this study are five students of Bethlemitas Brighton School from 7-02 grade. They are around 11-14 years. Those students have a normal English level, but they participate actively in class.

Instruments

In this action research it is remarkable to define the data collection instruments that were used as the way of gathering the data. Hence, the data collection instruments were:

Non-participant Observation

Non-participant observation was selected since interaction with care- givers and children may influence behaviors (Williams, 2008). This method allowed us to unobtrusively observe caregiver mediation of books: how caregivers choose books and read books with their children. (Williams, 2008). For this project two non-participant observations were carried out with the aim at identifying the atmosphere of the class.

Participant observation

According to Roulet, T. J., Gill, M. J., Stenger, S., Gill, D. J. (2017) assert that participant observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspectives held by study populations. The researcher not only observes the research participants, but also actively engages in the activities of the research. In this project, this instrument was used to identify the problems students had when learning English as a foreign language.

Journals

Tuval-Mashiach, R. (2017) states that self-reflective journals is a strategy that can facilitate reflexivity, whereby researchers use their journal to examine "personal assumptions and goals" and clarify "individual belief systems and subjectivities".

The pre-service teacher uses journals as an instrument to observe the relevant aspects in the class. This instrument offers the opportunity to write down all the facts that are consider important and necessaries for the research.

Interview

(Check & Schutt, 2012, p. 160). Establishes that interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies.

Oral production

The researcher observes if the participants use the vocabulary learned. That is producing an oral text for one or more listeners, for example giving information to an audience in a public address. This may involve reading a written text aloud, speaking from notes, acting out a rehearsed role, speaking spontaneously or improvising.

Data analysis

For this process, pre-service teacher is going to use a particular method to analyze data. Bearing in mind that teacher knows the purpose of the project, he is going to use the inductive analysis method.

Hatch (2002) states that an inductive data analysis "consist of organizing the particular pieces of evidence with the purpose of finding relations among them in order to arrive to analytical frameworks and generalization, which allows to give a meaning to those phenomena under study". In this term, using this data analysis method, researcher can underline the relevant aspects from each instrument, and using it, he can create some codes in order to create a possible result of the research.

INSTRUMENTS/WEEKS	1	2	3	4	5	6	7	8	9	10	11	12
NON-PARTICIPANT OBSERVATION	X	X										
PARTICIPANT OBSERVATION			X	X	X	X	X	X	X	X	X	X
JOURNALS			X	X	X	X	X	X	X	X	X	X
INTERVIEWS												X
ORAL PRODUCTION							X				X	

TABLE 5 schedule for data collection

Taking into account these instruments mentioned before the pre-service teacher did not implement the interviews and the oral productions because of the lack of time and the participants could not participate through virtual platforms, and there were a lot of activities of other subjects that students had to solve.

Pedagogical Methodology

This project had a methodology proposed by Frost (1997) in which the students had to develop different tasks during the learning, however, for carrying out this method it is necessary to have a contact with the population, but because of the epidemic Covid-19, it was impossible to implement the tasks and activities for achieving the objectives of the project. Nevertheless, the teacher created some tasks in order to implement them through a virtual platform or inside the classroom by other teachers in the future. The tasks planned by the teacher followed the pedagogical methodology for TPR activities.

The project was not developed in its totality because there were not participants selected and the instruments had specific objectives to analyze the students' perceptions about implementing TPR as strategy to foster English speaking, however, two workshops were

designed to implement in virtual platforms in the future, and the results will be analyzed depending on it.

The steps for the methodology are: pre-task, task cycle and post-task. In the first step the teacher will play an audio file or video about the topic, once it finishes the teacher will ask some questions of it. The teacher will use flash cards or images to present the vocabulary that students will learn. This vocabulary has to be used during the class using the physical responses.

During second step, the teacher will explain the main activity the students have to overcome, in this section the teacher will focus on the writing skill and he will use the writing the steps. The students or participants have to write a speech or dialogue using a structure gave by the teacher. The activity is about speaking because they have to pronounce all the words learned in the previous step. The speaking activities will be oral presentations, role-plays, dialogues, among others and these have to follow a short structure gave by the teacher in order to guide them.

In the third step, the teacher will give a corrective feedback about the previous activity, and he will use a body-error, or rubric with the mispronunciation of the words. He will also give some comments the encourage them to continue the learning process.

The activities planned by the teacher are technology devices and school supplies. In the first workshop, students will use the infinite form of the verbs and also the gerund form, the teacher will play an audio file twice and he will ask closed questions about it, and he will also paste some flash cards on the wall, this vocabulary will be implemented in each activity during the class. The main activity for this workshop is a role-play presentation, the students have to present the technology device they prefer and also mention the use of technology devices in the world.

In the second workshop, the students will learn vocabulary related to school supplies and the grammatical section is the use of there is and there are. For developing this task, students will watch (listen to) a video without images, and they have to identify the objects they listen to. The teacher will ask some closed and specific questions. After that, he will show the video and students will correct by themselves watching the images.

The teacher will put some images face-down and students will choose from the floor and pronounce it according to the video. Each image will be pasted on the board, and the teacher will ask some commands to students in order to stimulate their physical movements. At the end, the teacher will propose a dialogue describing the school supplies that students have in their bags. Also they have to describe the classroom they observed in the video.

The workshops planned for this project were posted in WIX an online webpage. The teacher created a personal site in which students, teachers and parents can log in to find the activities. This webpage has information about the research project and the main objectives by implementing the tasks with students to foster their English vocabulary. The user and password will be delivered to the teachers in order to implement it in the future through ICT platforms.

Possible Results

Through the implementation of the workshops and activities students can acquire and foster their English vocabulary. For this reason, it will be important to implement the tasks following the steps propose for having an increase in English pronunciation in students. Besides, with TPR method students stimulate their physical activity and enjoy their English classes learning in a different way.

The steps proposed for each workshop planned allow the students to memorize and practice specific vocabulary during all the class, moreover students can learn grammar and foster their English speaking in different way than the traditional one. These workshops had linguistic, communicative and sociocultural objectives to involve the students in real English context. These objectives motivate students to create great educational environments inside the classroom and thus they participate actively in the activities.

Recommendations

This pedagogical component aims to foster students' speaking skills through TPR method. It is a strategy in which students can participate actively, and they involve their physical responses inside the classroom. The TPR methodology established by Richard Frost (1997) has to follow and specific order to encourage students to participate and to do the physical movement or action.

The implementation of the TPR workshops and activities posted in the web-page has to be guided by an English teacher because they are designed with a correct order and specific methodology that encourages the speaking skill in students. Besides, the platform has five items that help students and teachers to understand the use of it.

There are some links to download the material designed and loaded in Google drive, these workshops are just for English teachers in order to implement inside the classroom.

The steps and methodology followed for designing and planning these workshops are:

TBL methodology

Ellis, R. (2006) proposes a TBL methodology in which the teacher has to follow an order to teach to the students. For this reason, by implementing this sequence students will be able to learn the English as a foreign language in a didactic and creative way.

Pre-task

This first raises consciousness Introduction to subject and task. Thorough introduction to topic by teacher Use of pictures, posters and demonstrations. In this part, students are going to follow the Listening steps (brown, 1994). The pre-listening, while-listening and post-listening.

When designing the workshops, the teacher used videos and audio files to work on listening steps and he used some flash cards to show the vocabulary that students have to learn. It was the first and the most remarkable step, because students practice the correct pronunciation of the words.

Task cycle

Working with and using the target language: Activities like pair work, group work Exercises like information gap activities Gradual increase in the importance of Planning, Report, Presentation. The teacher is going to implement the oral production steps establish by Byrne (1991). The steps are: the research and preparation, speech writing, the practicing and the criteria.

Post-task

Selecting, identifying and classifying common words and phrases. Practice of language and phrases in classroom. Building personal dictionaries. At the end of this task, the teacher is going to give a corrective feedback of the oral productions and also he/she can use a body of errors to help students to encourage their English pronunciation.

First Workshop

The first workshop planned by the pre-service teacher was about technology devices. This workshop has a grammar tip about the use of gerunds and infinitive form of the verbs. The

workshop was loaded in a webpage and teachers can download and implement it in their classes.

The workshop designed by the teacher was the following:

GROUP: Seventh 01-02	LEVEL: A.1	DATE: _____ ▆▆ 2020
LINGUISTIC OBJECTIVE To learn the use of infinitive form of verbs The learn the gerund	**COMMUNICATIVE OBJECTIVE** To talk about your favorite technological devices	**SOCIOCULTURAL OBJECTIF** To know the disadvantages of technology in the world
TASK Students are going to describe four devices they have in their houses and they have to use the correct grammatical structure of infinitive verbs and the gerund.	**MATERIALS** listening Slides Computer T.V. Board Markers	**TOPIC** Technology everywhere

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Introduction of the project		Teacher is going to greet the students and he is going to say to them that they are going to work with a research project that aims at implementing Total Physical Response as a strategy to foster English speaking. Teacher is going to mention that he is going to work with all the group but he needs a specific sample to gather data. Teacher is going to clarify that it is not extra activities but workshops implemented during their classes in order to learn English in a different way.
Pre-Task	**Listening**	The teacher is going to present a listening about technology. **Pre-listening:** The teacher is going to say to students that they are going to listen an audio file twice about technological devices,

and they have to identify some devices mentioned in the audio.

Once the listening finishes, the teacher is going to ask the students some questions about the key aspects they listen.

Questions:

Who speaks in the audio?
a) *A woman*
b) *A man*
c) *A boy*
d) *A girl*

What is the tittle of the audio?
How many characters did you hear?
e) *one*
f) *two*
g) *four*
h) *three*

Do we use the computer to play games?
Do you enjoy technology?
Do you have a smart phone?

Students have to answer according the audio file, and they can use their mother tongue if they do not know the words.

After that, the teacher is going to paste on the board some word cards with some specific vocabulary about the audio. Teacher is going to repeat these words and he is going to mention that students have to use this vocabulary during the class.

		While-listening: The teacher is going to play the audio twice and, in this time, students are going to write on their notebook specific aspects.
The teacher is going to ask some closed questions to the students.

Later, teacher is going to ask some open questions about the most relevant aspects that students listen to the audio, and he is going to ask to those students who are less participative inside the classroom. (it is to know if students feel comfortable talking about a subject in front of their classmates)

Why do you use the computer?
a) To paint
b) To send e-mails, and play games
c) To draw
d) To watch tv.

Why do you use a pickaxe?
a) To make holes in the ground
b) To listen to music
c) To drive
d) To learn English

What does lupita like to do on weekends?
a) Watch tv
b) Read history books
c) Painting
d) Playing video games

Post-listening: the teacher is going to say the students that they have to open their workbook in page 24 and there they can find the audio script, and they have to analyze if the answers were correct. The teacher is going |

		to say the correct answers and explaining why.
Task cycle	**Speaking**	The teacher is going to propose a speaking activity.
		Explanation of Task
		This task consist of presenting a short role play including the vocabulary about technology. First, students are going to think about the topic they have to talk about, later, they have to write a short speech that they are going to present. Once the students finish it, they are going to know the criteria about the role play; finally, they are going to present it in front of the class.
		The students are going to follow this order to prepared the task:
		Research and preparation: The teacher is going to say to students they are going to work in pairs, because they have to present a role play about the information they listened from the audio file.
		Teacher is going to give some examples about the process of preparing a role play, he is going to write on the board a short structure of his speech. The teacher is going to pronounce it and saying it as he was acting in front of them.
		The students have to include this expressions *(hello, today we are going to talk about the _____, it was created in _____ its principal function is (are) _____ its disadvantages are _____)*
		Writing your speech: The teacher is going to give to the students a piece of paper with a technological device and students have to write about it, they have to follow the teacher structure, and they have to implement to vocabulary learned during the class.

		Teacher is going to write on the board some expressions that students can use when writing their speech. **Practicing:** The teacher is going to tell to students the criteria they have to bear in mind. (The teacher is going to evaluate the pronunciation, the use of the vocabulary learned, correct sentences and the key aspects about the device they have. **Putting together:** The teacher is going to ask to students to come to front and present their role play. Students have to say it without using their notebooks or other type of material, because that is considered an oral production and it is not accepted.
Post task		**Feedback:** once students finish their role play presentation; the teacher is going to give a collective corrective feedback about their presentations. The teacher is going to mention the general errors about the speaking part, and he is going to say the right pronunciation of the mispronounce words and he is going to congratulate students for their participation.

Appendix 1 first workshop (technology devices)

Second workshop

| GROUP: Seventh 01-02	LEVEL: A.1	DATE: _____ ▊ 2020

LINGUISTIC OBJECTIVE
 	
   To learn 10 school supplies
   To learn the use of there is and there are
	COMMUNICATIVE OBJECTIVE
	
	   To say what is in your bag through a descriptive dialogue
		SOCIOCULTURAL OBJECTIF
		
		   To know the difference between an American classroom and a Colombian classroom

TASK	**MATERIALS** Slides	**TOPIC** Classroom objects

Students are going to write and present a short dialogue describing an American classroom and a Colombian classroom. At the same time, they are going to describe the school supplies they have in their bags.	Videos Images Flash cards https://youtu.be/41cJ0mqWses	

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Pre-Task	**Listening**	The teacher is going to show a video about classroom objects. **Pre-listening:** the teacher is going to show a video (https://youtu.be/41cJ0mqWses) to the students about classroom objects, and he is going to say that they are going to watch the video without sound twice in order to identify some of the objects. Once the students watch the video, he is going to ask some questions about it. Questions: *What is the video about?* *a) Technology* *b) School supplies* *c) A virus* *d) Education* *How many objects did you watch?* *a) four* *b) six* *c) seven* *d) ten* *Which of the following classroom objects did you watch from the video?* *a) Pencil, ruler, sharpener* *b) Ruler, notebook, bag* *c) Sharpener, colors, board* *d) Pen, pencil, eraser, ruler, sharpener* These questions are according to the video they watched, and they have to answer it using the correct words for each object.

Later, the teacher is going to put some images face down on the floor. These images are related to the video.

The teacher is going to call some students to spin some images and he is going to pronounce each one of the tiles correctly.

The teacher is going paste it on the wall, because students have to use it during the class.
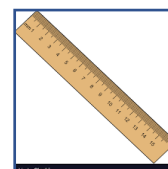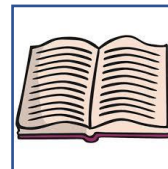
While-listening: the teacher is going to show the video one more time but in this time with no sound, and students have to read aloud each object. Once the video finishes, they have to write it down on their notebooks.

After this, the teacher is going to ask some open questions about the video. These questions must be answered personally.

1. Which are your favorite classroom objects?
2. Do you prefer a blue or black pen? Why?
3. How many pencils do you have?
4. What of these ten classroom objects do you have in your bag?

Post-listening: The teacher is going to ask to the students to open their notebooks and write

|		down their answers and also make a draw of their favorite classroom object learned before.
Task cycle	**Speaking**	In this part, the teacher is going to explain to the students the purpose of the activity they have to do. **Explanation of Task** Students are going to write and present a short dialogue describing an American classroom and a Colombian classroom. At the same time, they are going to describe the school supplies they have in their bags. Once they get the objects they are going to write a short text or description of each one. The teacher is going to establish the criteria that they have to follow. He is going to mention that they have only to talk about the objects learned in class. **Research and preparation:** the teacher is going to prepare the students to the activity. He is going to explain that they have just to read and describe their objects, in order to pronounce it correctly as the video. The teacher is going to give them an example how they have to present it. He is going to write on the board a short text describing what he has in his bag. *Today, I'm going to describe an American classroom in which there are digital boards and each one has a TV and a computer. The students have many colors, pencils in their bags. Most of them like to use agendas for taking notes.* *"in my bag THERE IS a pencil, there are twelve colors, there is an eraser, there are four pens, there are six books, there is a sharpener, and there is an agenda"* **Writing your speech:** the teacher is going to demand to the students to write their short description on their notebooks. They have to follow the structure of there is and there are gave by the teacher, besides, they do not have to describe other objects that are not on the wall.

		Practicing: the teacher is going to mention that the students only have to describe what they have in their bags, no matter if they have just two objects. Also, he is going to mention that the pronunciation of each object is going to be evaluated and the use of the structure gave by him. **Putting together:** the teacher is going to use the list to name the students and to read their descriptions. They have to read aloud to all their classmates. It is important to pronounce correctly to have a better understanding of the objects.
Post task		**Feedback:** after the students' presentation, the teacher is going to mention the common mistakes that he listened to their descriptions. He is going to congratulate all the students for participating during the class and the activities.

Appendix 2 second workshop (school supplies)

Conclusions

The purpose of this study is to determine if TPR method can be implemented in seven graders where a lack of English learning and acquisition exists. Through this tasks and workshops students will display positive attitudes to the TPR activities because it will stimulate their participation and physical movements inside or outside the classroom.

By implementing this type of learning students will accept it due to the fact they will feel involved in their classes, moreover, this method will help to gain knowledge not only in

speaking skill but also in writing and listening skills. According to Ellis, R. (2006) the TPR activities increase the students' knowledge about vocabulary, pronunciation and speaking.

Thereby, for achieving the goals of this project I suggest that future teachers implement the TPR method and methodology in a properly way bearing in mind that students' behavior and attitudes are important during the teaching process. At the same time, it is necessary to identify that students have to learn in less-stressed environment in which they can participated actively in the activities propose in each class.

Development of the practicum

Classroom

During the two weeks in which the pre-service teacher could teach in the high school, he developed some activities and classes to encourage students to learn English. These activities were guide through the curriculum proposed by the MEN and also he used the workbook proposed for each grade.

The teacher planned two classes for two weeks, and also he created a workshop (Appendix 1) (Appendix 2) to reinforce the topics that students had worked in previous weeks. (Appendix 3) (Appendix 4)

Virtual practicum

Once the classes could not be worked inside the high school, the teacher had to work on virtual platforms (Appendix 5) to continue his practicum. He worked in different materials that supervisor asked him to facilitate the English learning in students.

The teacher used different platforms to keep the communication the students, he created whatsApp groups (appendix 6), emails to send and receive the tasks of students. It is important to mention that Bethlemitas Brighton High school has a platform to communicate with students (Appendix 7), and it was a useful tool to post the activities for each week. The

students could download and load the tasks, activities, tests, workshops in this platform, and they had a deadline for each activity proposed by the teacher.

The teacher followed a simple methodology to guide students, this consisted of loading and sending the activities through different platforms and he mentioned it to the students in whatsApp groups. There were some students that did not have an internet connection and for this reason he sent the material to a stationery to print it and deliver to those students.

The deadline for each activity was every Friday, but if any student could not send it, he had more time because of the educational flexibility.

The pre-service teacher designed some workshops to work with students. They had to solve this material using their outstanding workbook and their notebooks. Each workshop had two sections, in the first students found some activities and exercises that had to be completed and sent each Friday through the different platforms. Sometimes students sent it to the personal teacher whatsApp and he created the files to grade it in properly form.

Once the activities were graded, the pre-service teacher registered it on the platform and also he sent it to the supervisor. The supervisor checked all this formats and materials in order to guide the pre-service teacher.

ACTIVITIES AND MATERIAL

https://drive.google.com/drive/u/0/folders/1mosV5jkfTHAhax8czP1F6duju7H3j_Mx

TYPE OF MATERIAL	BRIEF DESCRIPTION OF THE MATERIAL	TOPIC	COURSE FOR THE IMPLEMENTATION	WAS IT CHECKED BY THE TUTOR OR SUPERVISOR?	WAS IT DELIVERED AND DEVELOPED BY THE STUDENTS?
Research worksheet	Students had to look for some specific concepts learned in class.	Greetings, months, colors, numbers.	Sixth grade students	Yes, the supervisor checked it before implementing.	No, because there were many tasks for students and the time was limited
Research worksheet	Students had to look for some specific concepts learned in class.	Formal and informal greetings, adjectives, nouns.	Seventh graders	Yes, the supervisor checked it before implementing.	No, because there were many tasks for students and the time was limited
Review Worksheet	Students had to review some exercises and grammatical structures in order to reinforce all the topics worked in class.	Greetings, alphabet, numbers, months of the year, family members.	Sixth graders	Yes, the supervisor checked it before implementing.	Yes, it was developed during a week because it would reinforce some topics.
Review worksheet	Students had to review some exercises and grammatical structures in order to reinforce all the topics worked in class.	Greetings, adjectives of equality, comparative and superlative adjectives.	Seventh graders	Yes, the supervisor checked it before implementing.	Yes, it was developed during a week because it would reinforce some topics.
Workshop	Students had to solve and answer some exercises using the grammatical structures and the	Formal and informal greetings, colors, alphabet,	Sixth graders	Yes, the supervisor checked it before implementing.	Yes, students developed it and they sent it through the platform.

	rules learned in class.	ordinal and cardinal numbers, family members and months of the year			
Workshop	Students had to solve and answer some exercises using the grammatical structures and the rules learned in class.	Greetings, verb to be, comparative and superlative adjectives.	Seven graders	Yes, the supervisor checked it before implementing.	Yes, students developed it and they sent it through the platform.
Quality test	Students had to solve a test composed of 15 questions. This test had two parts, grammar and reading comprehension	Greetings, alphabet, numbers, months of the year, family members.	Sixth graders	Yes, the supervisor checked it before implementing.	Yes, students developed it and they sent it through the platform.
Quality test	Students had to solve a test composed of 15 questions. This test had two parts, grammar and reading comprehension	Greetings, adjectives of equality, comparative and superlative adjectives.	Seventh graders	Yes, the supervisor checked it before implementing.	Yes, students developed it and they sent it through the platform.

Appendix 1 pre-service teacher activities

CHAPTER II

RESEARCH COMPONENT

Introduction

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

While there is a clear interest in the obvious need to understand and transform teaching practice, it is also true that most of the local studies especially focus on the problem of learning rather than teaching.

It was considered appropriate to formulate a project to set up in place a reflective approach to practice as a way of objectifying knowledge, behaviors, and attitudes that guide the work teachers; also as an exercise of internalization, dipping and conscious exploration of subjectivity own teaching practice, by asking questions and finding information for troubleshooting and even self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire about the knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

Problem

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and reflective spirit that contributes to improving their practices teaching, so that you, in turn, are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice, they evaluate themselves, from installing a critical and constructive look at his work in the teacher role. To start the following questions guiding this study are made:

How to implement reflection contributes in transforming own pedagogical processes of the development of integral practice?

How does the exercise of reflection on the development of critical thinking of pre-service teachers in the analysis of their pedagogical?

General objectives

- Implement reflection as a transforming tool's pedagogical processes of integral practice.
- Promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical.

Specific objectives

- Consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to take their teaching practice and inserted effectively in the institution.
- Identify and analyze the strategies that students used in their pedagogical practice.
- Implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.
- Analyze the beliefs that have on the work teacher and student questions.

<center>**Conceptual Framework**</center>

The theory of the teaching profession, reflection, reflective practice, and teaching practice, they constitute the conceptual framework of this study. To have greater clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

Teaching Profession

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus, we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, ie teaching practice requires not only ordering components to be learned by students but provide conditions of education in the educational context or outside it.

Reflection

Talk about reflection, involves addressing different conceptions of that notion. For this reason, to deepen their definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the means experience "a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would extract a new structuring situation".

The steps of the reflection process as the process appears at the following scheme:
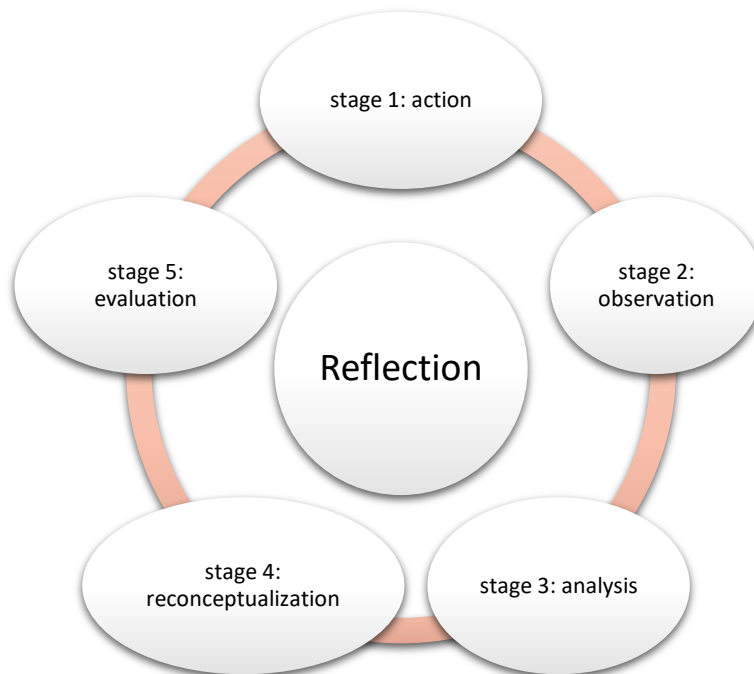
FIGURE 3 Reflection as process

As a thematic reflection

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al (2010) reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and

contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators said process is carried out; in the first instance is the action, context, colleagues and the person who reflects.

Reflective practice

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT 1986). In this context the problematic practice of classroom space requires special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and finding ways to address these phenomena, to effectively do schoolwork.

This study will provide participating teachers to reflect on their methodological processes in light reflection as the only rational and ethical way of intervention. (Sacristan 1999) According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom effective application of skills and expertise is given. Reflection is applied to the appropriate selection and use of teaching strategies that teachers will use.

On a second level, portal reflection on implicit assumptions in the specific practices of the classroom the consequences of the strategies adopted, curricula, practices then opt for the

application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed.

Van Maneen in a third establishes an exercise of critical reflection; this makes the most elaborate level reflection, a questioning of ethical criteria, normative and moral directly or indirectly related to the classroom is presented.

Pedagogical practice

For analysis and reflection on practice it is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose, the proposal Zeichner who has established various forms of practice and is assumed:

Academic practice

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

Practice of social efficiency.

This is to achieve effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic decision "to choose between the ranges of the available techniques, the one considered as the most efficient".

This is how the rational technique proceeds.

Development

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself and as a person.

Social reconstruction

Reflection objective aims at the social, economic and politic context; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

Generic

Programs refer to a generic reflection, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

Activators of reflection

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

Critic element on reflective thinking

This element of the reflective thinking makes reference to "all moral and ethical aspects of the compassion and social justice" such as Sparks-Langer and Colton 1991:39 suggest. The interest regards social justice and ethic in education.

These authors established classification categories of knowledge:

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational context.

7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective, subjective, and inter-subjective.

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it is proposed to implement the following instruments.

Reflective workshops.

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. These three reflective workshops helped us out to share all the thought we have on our minds and tell the experiences lived in the school.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.

- To socialize criteria, share ideas and directives to assume their pedagogical practicum.

- To qualify, facilitate and be set in an effective way to the school.

Data collection

Self-observation card.

The self-observation card has as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong.

Narrative.

The reflection exercise will allow students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life.

Class recordings.

To have evidence of what teacher students do in the classroom, will allow to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings will allow having an external and constructive view of their pedagogical practices. In this process, practicum students have to record a class of themselves in order to analyze and reflect about how was the process of teaching.

Context.

This proposal will be carried out in the educational institution Bethlemitas Brighton, it is located at str 4 N°6-84 in downtown area in Pamplona, Norte de Santander. The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school, primary and secondary levels. This institution belongs to the calendar A and its character is full-time for all its educational levels corresponding to Transition, Basic Primary, Basic Secondary and Intermediate Technical.

Socialization role.

This is about how youth learn about values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political an economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

Instructive role.

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that requires the labor market. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational role.

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

Population.

The total population of this study is constituted by thirty students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

The direct beneficiary population

Teachers in formation, teacher's supervisors, and student community of the centers of implementation of the Integral Practice.

Indirect beneficiary population.

It is composed of the teaching community of the Program and Foreign Languages, the results will re-feed the program agents' vision of their practices and the collective of Integral Practice.

Institutional units linked to the Project

- o Foreign Language Program
- o Department of Languages and Communication
- o Education Faculty

External institutions linked to the Project.

- Bethlemitas Brighton School

Chronogram

Timetable for data collection														
Weeks	**1**	**2**	**3**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**13**	**13**	**14**	**15**
	Feb 10-14	Feb 17-21	Feb 24-28	March 9-13	March 16-20	March 23-27	Rest time	April 6-10	Rest time	April 20-24	May 27-1	May 4-8	May 11-15	May 25-29
Narratives report			X					X			X		X	X
Reflective workshop						X								
Self-observation		X	X											

TABLE 6 chronogram for data collection (research component)

Narratives

When describing all the teaching experiences in my 5 narratives (Appendix 8), I had the opportunity to know several aspects that happen inside the classroom and also the students' behavior during this pandemic that is affecting the world. In all this narratives, I could describe the different perceptions I experimented as a teacher in the two types of contact with students, virtual and physical classes.

The most common issues were linked with virtual classes, in which students had to look for technology devices to continue their learning process, however, the teachers created different and didactic material to help students to overcome this difficulties.

Taking into account that this process as a teacher began 14 weeks ago, I as a pre-service teacher have realized one (Appendix 9) reflection which has helped me identify both

my weaknesses and my strengths when teaching. In the same way, I have reflected in these weekly reports everything that has happened to me, from the health problems that I have had as well as somewhat demotivating situations that make me rethink if I am really doing my teaching practice correctly.

Self-observation

The periodic self-observations would help us to identify specific guidelines as well as some situations that maybe we do not mention in the narratives stories. Those can be class planning, what topics are presented or how they are chosen in relation to the need we have. All these topics are chosen based on what is established by MEN. Likewise, the self-observation tries to know how we do the development of our classes and how they are presented to the students and if there is a mistake between what is presented to the students and the evaluation.

The class recording was not possible to carry out because there were just two weeks of classroom classes, and after that the pandemic covid-19 affected the developing of the project.

Results

For this component, Collection data instruments had an important role in pre-service teachers due to the fact practitioners can express through their personal reflection their teaching experiences, moreover, they can improve their skills in schools having a contact in real context as teacher.

Methodology

I consider that the methodology implemented in this component has been improved taking into account that I could perceive and realize the wrong aspects about my teaching thanks to the feedback given by my supervisor after observing my class considering that I did not have

enough experience teaching in high schools. In addition, the pedagogical component has helped to this improvement highlight the pedagogic methodology used.

Conclusions

How does the implementation of reflection contribute to the transformation of your practice?

Reflection in any field is the Thought or consideration of something with attention to study it or understand it well. For this reason, when a process of reflection is made of the practice that is being carried out in an institution, it allows the practitioner to think and analyze every aspect that he has developed and used in and outside the classroom. In addition, this allows the pre-service teacher to improve some of his techniques and strategies to create a more suitable space for students

For this reason, the pre-service teacher must follow a thorough reflection process that helps him to train as a capable professional in all fields. In the first instance, it is necessary to reflect from the first day in which he/she is part of the institution where he/she will develop the professional practices, since it is a first contact with a real context of an institution together with more teachers and students. Likewise, it is important to follow this process without being directly involved with students, but as an observer to see and analyze different ways of teaching in the classroom. During this observation the practitioner can feel more confident about his profession and his commitment to the institution as he/she must take responsibility.

Having as reference the collective reflection, it is important and necessary because it helps to share ideas and feelings acquired during the different stages as a practitioner, and for this reason it is very appropriate to follow the process of reflection and socialization of these

experiences, which helps to have other perspectives and experiences that other pre-service are facing.

It is necessary to mention that reflection has helped the training of each teacher, since there are more people involved and interested in knowing the feelings and frustrations that some practitioners are living and this motivates each of them to follow the process of practice and training as a teacher.

My Teaching Experience

Throughout this practice process it has had to deal with different factors that make it a little complex in the school and academic environment. However, these anomalies have not stopped this teaching process in the institutions, but have allowed the development of different ways of teaching students, in this case, virtual and technological education.

With regard to the methodology used for the development of classes, the work has been carried out on teaching and explanatory cards so that all students can access them electronically and physically. These worksheets and workshops are developed using the OUTSTANDING book, which each student acquires at the beginning of the school year.

At the beginning of the internship it was thought that due to the age of the student population there would be certain problems of communication and cooperation, but as we began to have contact with the students, they were taking on a sense of belonging by learning the foreign language.

At the beginning of the first period, it was presented with a detailed outline of the topics to be dealt with during the period, as well as the activities that would be developed during this time. The institution offers multiple ways to work with students, including each classroom has a HDMI-enabled TV and also an English room to work with worksheets and more material given by the Ministry of Education.

The rules are established at the beginning of each class, and the students also follow and respect the stipulations of the manual of coexistence in the session of rights and duties of the students. Each classroom has a notebook to make observations of the most undisciplined students or for those who affect the free development of activities. Teachers are very active in the institution, and each one plays a significant role in the institution as they take care of one value per month and expose it to students.

Finally, the transition from face-to-face to virtual classes was a bit difficult, as there were many students who did not have access to the Internet and this made it difficult for them to receive classes properly. Taking into account all the drawbacks, a strategy was sought that would benefit the entire population, in which the development of virtual and physical material was chosen, in which each teacher was responsible for working and getting all the material to the students without affecting their grades.

CHAPTER III

OUTREACH PROJET

Implementing Playful Games as a Strategy to Teach Elementary English Vocabulary in A Primary School

Introduction

This chapter presents the activities that would be developed inside one of the headquarters of the Bethlemitas Brighton School with the aim of incorporating the use of playful games with students in order to promote learners' motivation and extend student's vocabulary of English in the classroom. But this project could not be implemented in its totality because of the pandemic covid-19 and it inhibited the free development of all the activities.

Learning a new language not only involves linguistic skills but also communicative skills which are bounded in order to have an accurate and fluent remark. Considering this information, learning vocabulary plays an essential role when communication happens, this is due to vocabulary links to the four communicative competences, speaking, listening, reading and writing all together. (Thanh and Thu, 2003). Besides, for the communicative proficiency of English language (EL), learners must store in their minds an adequate number of words and they should make use of them correctly.

This project aims at implementing playful games inside and outside the classroom as a strategy to teach elementary vocabulary, then using a variety of games promotes the use of the language in different contexts before, during and after the activity (Wright, Betteridge, & Buckby, 2005).

Besides, the acquisition of new vocabulary is linked to other skills such as speaking, listening, reading and writing Lee, & VanPatten (1995). Thus, the implementation of playful games will enhance students' English level due to the different ways in which they can be worked. It is important to mention that the development of linguistic and communicative competences will increase at the same time bearing in mind that the use of playful games for language teaching arouse students' interest to some topics that they might not find very attractive.

Justification.

This project focuses on the implementation of playful games as a strategy to teach elementary English vocabulary, a method that allows the acquisition of new knowledge through ludic and didactic resources in an academic context.

This current project proves how learning and teaching vocabulary can be worked through ludic games facilitating EFL students' interactive skills likewise, providing a new teaching and learning strategy to encourage them to practice English as a second language.

Consequently, the use of playful games inside and outside the classroom can be used as a tool during the learning process, that is why, the main goal of this project aims to implement and analyze the impact of applying this strategy in a primary school when teaching elementary English vocabulary.

Problem

In the learning process of English Language (EL) in primary schools, students know the importance of vocabulary when learning EL, however, they learn this essential skill in a passive way on account of their disinterest in learning English. Besides, developing the learning EL process inside a classroom tends to be boring for learners. Besides, pronounce a new word or memorize it tend to be a difficult and boring task for students, and this difficulty increases when occasionally, there is not a teacher in charged mainly in his own field (the teaching of English).

In Bethlemitas Brighton School located in Pamplona, the learning EL process tends to be tedious and passive because sometimes there is only a teacher in charged in teaching not only English but also other subjects stipulated in the academic curriculum. For those reasons, outreach project focuses mainly on the implementation of playful games inside and outside the classroom as a strategy to teach elementary English vocabulary. Likewise, playful games add in a huge way an improvement in other abilities that are linked to the vocabulary acquisition process. Additionally, to follow Communicative Language Teaching (CLT) approach helps students be more active in real life situations through the means of individual pair or group work activities.

Objectives

General objective

- To implement playful games to teach English vocabulary in primary school

Specific objectives

- To design didactic and colorful material to encourage students to practice English as a foreign language.

- To encourage students to practice English vocabulary through playful games

- To develop communicative competences through playful games

Questions

- o How does the implementation of playful games help students to acquire new vocabulary?

- o What are the weaknesses and strengths students present when using playful games to learn new vocabulary?

- o What are the outcomes of using playful games in the learning process of new vocabulary?

Theoretical Framework.

In the teaching and learning process, the communicative competences play an important role in the didactics of English as a foreign language (EFL) because, they are focused on production and comprehension skills such as speaking, listening, writing and reading. Students use these competences to communicate and transmit a message to others. However, when we make reference to those communicative skills, the vocabulary plays a fundamental role in their proficiency. Considering the importance of vocabulary learning; Schmitt (2000)

states that "Lexical knowledge is central to communicative competence and to the learning of a second language" additionally, Alqahtani (2015) emphasizes that "it is almost impossible to learn a language without words". In the same order of words, Kazemi and Nikoopour (2014) highlight that "vocabulary knowledge constitutes an important aspect of language development and a fundamental part of learners' general proficiency in a second language (L2)". Nevertheless, the teaching and learning process of Elementary English Vocabulary can be worked inside and outside the classroom through playful games.

To Huyen and Nga (n.d) "to learn and retain new words, learners should participate in different task-based activities inside and outside the classroom" for developing them, they propose a guessing task, a describing exercise or a conversation making. Students learn English as a foreign language through a traditional method which is not profitable for them. According to Wright, Betteridge and Buckby (1984) "with the use of games, teachers can create various contexts where students communicate, exchange information and express their own opinions by learning new words". In adjustment, To Huang & Liou (2007) states that "learning through games could encourage the operation of certain psychological and intellectual factors in students". To learn through playful games, allow students to be interested in learning a new language. To Huang & Liou (2007) this interest could facilitate students' communication heightened self-steem, motivation and spontaneity, besides, it allows students to reinforce their learning, improve intonation and building confidence.

Finally, Uberman (1998) observed the students' enthusiasm when students learn through games, and she considers that these ludic activities are a way to help students not only enjoy and entertain with the language they learn, but also, practice incidentally.

To sum up, games are a strategy to encourage students to learn a new language. To learn vocabulary, games tend to be a great tool to make lessons more interesting, enjoyable and effective (Huyen and Nga, n.d).

Limitations

As Creswell (2012) stated ¨limitations are potential weaknesses or problems with the study identified by the researcher". When conducting a research project several limitations will appear which will avoid the development of some activities. The first is time, this limitation obeys to the implementation of playful games, and these activities might interfere with teachers' schedule and sometimes with other scholar activities. The second one is the lack of interest from part of the students, when implementing the activities students may do not want to participate.

Ethical Considerations.

When carrying out a research project it is important to consider some aspects respecting to students' participation during the study. Aspects such as: the protection of participants' privacy, in this case when collecting the evidences (photos) students face will not appear as well as their names; presenting a clear information about the project to the stuff school, what the researchers aim to, the methodology they will use among others.

Population

Bearing in mind the objectives of this project is to implement playful games to teach elementary English vocabulary, the students of two different courses (first grade and second grade) of a primary school will be the participants to develop this outreach project, the activities will be developed Bethlemitas Brighton school inside and outside the classroom depending on the activities.

Methodology

A set of activities were conducted throughout this outreach project in two different primary courses in which students used different kind of material created by the teacher (Appendix 9). It is important to highlight that the activities will be focus on the improvement of English vocabulary through playful games such as: puzzles, lotteries, crosswords, word search, TPR activities among others. In order to carry out all the activities.

Most of the activities created for this component were asked by the teacher in charge of the course and it followed the curriculum established for the primary school.

During the two weeks of normal classes, the teacher created some worksheets (Appendix 10) and activities to implement in the classroom; it was impossible to create playful games for achieving the objectives of the project because of the time and inside the classroom there were not enough space.

In virtual classes the teacher tried to created didactic material (appendix 11) to show the students, and also some online games to engage students with the learning. However, the teacher had a contact with students all the time in order to motivate them to continue this learning process.

Schedule

In order to carry out this project, the pre-service teacher developed some activities in each grade, throughout this process the teacher aim to achieve the purpose of the project and to solve the possible issues when developing the activities. Thereby it is the schedule in which the pre-service teacher is going to develop this outreach project.

Hour/Day	Monday	Thursday	Friday
1			
2		203	
3			203
BREAK			
4	103		
5	103		

TABLE 7 schedule for primary students

Topics to be taught

Week	Date	Topic	PLAYFUL GAMES
3	March 2nd	Fruits	
4	March 9th	Vegetables	
5	March 16th	Body parts	
6	March 23rd	Animals	HOT POTATO, INDOOR OBSTACLE COURSE, FOAM LETTER ALPHABET HUNT.
7	March 30th	Food	
8	April 6th	Professions	
9	April 13rd	Wild animals	
10	April 20th	Colors	
11	April 27th	Numbers (20-100)	
12	May 4th	Months	

TABLE 8 English topics

Conclusions

As conclusion about this component, the pre-service teacher established that the work done with the child population in the two ways classroom classes and virtual classes has begun to bear significant results since the students begin to use all the vocabulary worked in the virtual classes and activities. In turn, it is inferred that the work is being carried out properly since, both teachers and students, have been pending sessions and with the enthusiasm to learn more. Likewise, the institution expresses its gratitude and its relief since the concern on the part of the principal's thoughts about the fact that they did not have

enough English teachers in primary school to support the students during this pandemic of covid-19.

This pandemic allowed to the pre-service teacher to be prepared in two context in which education is involved, the classroom and the virtual. These settings were strategies that teachers and students adapted to continue with the teaching and learning process. However, in virtual classes children need more interaction with teachers because it is essential to help them in this process.

Reflective question

In which way to meet this need, whether in primary school or with tutoring, has it contributed to the pedagogical practice?

The fact of being able to contribute to areas where a teacher is needed in English is something that helps in training process, not only of the teacher but also of being a human being, since this experience helps to show that children are much more grateful than students of major courses are. This motivates me as teacher to continue promoting these spaces of academy. Likewise, the fact of being able to help teachers who are not specialists in this language already promotes a collaborative work, which it will be reflected in future classes and in the children's results.

PRIMARY ACTIVITIES

TYPE OF MATERIAL	BRIEF DESCRIPTION ABOUT THE MATHERIAL	TOPIC	COURSE FOR THE IMPLEMENTATION	WAS IT CHECKED BY THE TUTOR OR SUPERVISOR?	WAS IT DELIVERED AND DEVELOPED BY THE STUDENTS?
Worksheet	Students had to work on a worksheet using vocabulary related to sports.	Sports	First graders	Yes, the teacher check it and he proposed some corrections.	Yes, the students work on it during a class.
Workshop	Students had to work on numbers, and they had to solve some exercises using the right number for each exercise	Numbers	First grade	Yes, the teacher check it and he proposed some corrections.	Yes, the students work on it during a class.

TABLE 9 primary activities

CHAPTER IV

Administrative Component

Introduction

This component corresponds to the administrative and pedagogical activities conducted by

teachers at Educative Institution Bethlemitas Brighton. The aim of this component is to

engage student- teachers not only to take part in the classroom activities but also to

participate in every event or activity promoted by the educational community during the stage

in order to learn more about the institution and to understand the context in which the practicum takes place.

General objective

- To know the inner working of the educational institution's system.

Specific Objectives

- To be part of the extracurricular activities proposed by the educational institution.

- To take the role of an active member of the institution.

- To immerse in the educational context of the institution.

Methodology

For achieving the main objective of being effectively involved with administrative activities and events proposed by the school, the pre-service teacher will fulfill some other functions such as participating in events organized within the educational institution such as religious celebrations, discipline alignment before classes, discipline supervision during breaks, flag-raisings, and school government election.

The pre-service teacher was part of the following activities, and he organized a flag-raising once during the process of practicum in the school.

The pre-service teacher also was part of a process of grading quality test as a requirement asked by the supervisor, he had to design a rubric with different components to show all the questions and a feedback for each student. The aim of this rubric was to avoid possible

complains by the parents and students because it was developed in a virtual form. This rubric

had this form:

RUBRIC FOR GRADING

WORKSHOP #1 (20-04-20)				
NOMBRE	**NOTA**	**RESPUESTAS CORRECTAS**	**RESPUESTAS INCORRECTAS**	**FEEDBACK**
BECERRA CONTRERAS OSVALDO ESTIVEN		1: (4) 2: (5) 3: B, C, D, E 4: A, B, D, E 5: 1,2,3,5,6 6: A, B, C 7: 2, 3, 4, 5, 6 8: (6) 9: OK	4: C 5: 4, 6: D 7: 1,	¡BUEN TRABAJO! Es necesario repasar la estructura de los comparativos y superlativos, así mismo, estudiar los adjetivos irregulares
NOMBRE	**NOTA**	**RESPUESTAS CORRECTAS POR EJERCICIO**	**RESPUESTAS INCORRECTAS POR EJERCICIO**	**FEEDBACK**
CONDE COELLO NELSON ANDRES		1: (4) 2: (5) 3: B, C, D, E 4: A, C, D, E 5: (6) 6: A, B, D 7: (5) 8: (6) 9: OK	4: B, 6: C 7: YOUNGEST	¡BUEN TRABAJO! Se le recomienda repasar la estructura de los comparativos y superlativos.
NOMBRE	**NOTA**	**RESPUESTAS CORRECTAS POR EJERCICIO**	**RESPUESTAS INCORRECTAS POR EJERCICIO**	**FEEDBACK**
FABIÁN ALBEIRO CAÑAS RICO		1: (4) 2: (5) 3: A, B 4: A, D 6: A 7: (4)	3: C, D 4: B, C, E 5: CORREGIR 6: B, D 7: (2) BEST 8: CORREGIR	¡BUEN TRABAJO! Se le recomienda corregir los puntos 5 y 8, los cuales no siguen el ejemplo dado. En el punto 5 debe escribir la forma comparativa de los adjetivos, y el punto 8, debe escribir antónimos de los adjetivos
NOMBRE	**NOTA**	**RESPUESTAS CORRECTAS POR EJERCICIO**	**RESPUESTAS INCORRECTAS POR EJERCICIO**	**FEEDBACK**
FARID JAVIER VILLAMIZAR RUIZ		1: (4) 2: (5) 3: C, D, E 4: A, B, C, D, E 5: (6) 6: A, B, C, D 7: (6) 8: (6) 9: OK	3: B	¡BUEN TRABAJO! Es necesario trabajar los temas visto en clase, y reforzar conocimientos sobre el uso de superlativos y comparativos

NOMBRE	NOTA	RESPUESTAS CORRECTAS POR EJERCICIO	RESPUESTAS INCORRECTAS POR EJERCICIO	FEEDBACK
FLOREZ MONSALVE BRIAN FABIAN				¡BUEN TRABAJO!
NOMBRE	NOTA	RESPUESTAS CORRECTAS POR EJERCICIO	RESPUESTAS INCORRECTAS POR EJERCICIO	FEEDBACK
FREDDY ANDRÉS GONZÁLEZ PARADA CRISTHIAN / ADOLFO GONZÁLEZ PARADA				¡BUEN TRABAJO!
NOMBRE	NOTA	RESPUESTAS CORRECTAS POR EJERCICIO	RESPUESTAS INCORRECTAS POR EJERCICIO	FEEDBACK
JUAN SEBASTIAN JAIMES CARVAJAL				¡BUEN TRABAJO!
NOMBRE	NOTA	RESPUESTAS CORRECTAS POR EJERCICIO	RESPUESTAS INCORRECTAS POR EJERCICIO	FEEDBACK
MARIAJOSE CONTRERAS ALVAREZ				¡BUEN TRABAJO!
NOMBRE	NOTA	RESPUESTAS CORRECTAS POR EJERCICIO	RESPUESTAS INCORRECTAS POR EJERCICIO	FEEDBACK
MARTINEZ ROZO KAROL NATHALIA				¡BUEN TRABAJO!
NOMBRE	NOTA	RESPUESTAS CORRECTAS POR EJERCICIO	RESPUESTAS INCORRECTAS POR EJERCICIO	FEEDBACK

TABLE 10 rubric for grading

ACTIVITIES FOR THE PRE-SERVICE TEACHER

The pre-service teacher will fulfill some other functions such as participating in events

organized within the educational institution

FIGURE 4 school schedule activities

Pre-service teacher responsibilities'

The teacher participated actively in different administrative and academic activities that were linked with the school. Some of the activities were during the virtual classes that teacher had to take the responsibility with the students.

Activities like grading quality tests, preparation of worksheets, workshops, among others. Creation of grids and rubrics for grading the students and motivating them to continue the learning process.

Conclusion

In this section, the pre-service teacher realized that the tasks to maintain the proper functioning of an educational institution are several in order to have a harmonious environment. Similarly, the practitioner recognized that students and parents sometimes did not recognize the sacrifice that teachers must make to fulfill their duties and institutional events and most exactly in this period where the covid-19 is affecting the educational settings and population. And talking about this last factor, the practitioner, thanks to the duality that he has as a direct and indirect actor in the process, realized that parents need to get more involved with their children because if they do not do it themselves, then they will start to blame teachers.

References

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. International journal of teaching and education, 3(3), 21-34.

Anh, N. T. C., & Ho, P. V. P. the effect of using total physical response (tpr) on efl young learners'vocabulary and speaking fluency.

Asher, J. J. (1964). Technique of Learning, 253–262.

Creswell, J. (2012). Research design.

Ellis, R. (2006). The methodology of task-based teaching. *Asian EFL journal*, *8*(3).

Hernández Chérrez, E. (2015). *El B-learning como estrategia metodológica para mejorar el proceso de enseñanza-aprendizaje de los estudiantes de inglés de la modalidad semipresencial del departamento especializado de idiomas de la Universidad Técnica de Ambato* (Doctoral dissertation,)

Huang, H. T., & Liou, H. C. (2007). Vocabulary learning in an automated graded reading program. Language Learning & Technology, 11(3), 64-82.

Huyen, N. T. T., & Nga, K. T. T. (2003). Learning vocabulary through games. Asian EFL Journal, 5(4), 90-105.

Lee, J. F., & VanPatten, B. (1995). Making Communicative Language Teaching Happen. Volume 1: Directions for Language Learning and Teaching. McGraw-Hill, Inc., 860 Taylor Station Rd., Blacklick, OH 43004-0545; toll-free: 800-722-4726.

Misyuarni, D., & LESTARI, F. (2016). The Use of Total Physical Response (TPR) plus Writing in Improving Students' Writing Procedural Text Ability DIANA MISYUARNI. 107010027 (Doctoral dissertation).

Nikoopour, J., & Kazemi, A. (2014). Vocabulary learning through digitized & non-digitized flashcards delivery. Procedia-Social and Behavioral Sciences, 98, 1366-1373.

Nugrahaningsih, N. (2007). The Use of Total Physical Response (TPR) Method in English Preposition Teaching (to the fifth grade students of the academic year 2006/2007 sdn Tajuk I getasan kab. Semarang) (Doctoral dissertation, Universitas Negeri Semarang).

Nuraeni, C. (2019). Using Total Physical Response (TPR) Method on Young Learners English Language Teaching. Metathesis: Journal of English Language, Literature, and Teaching, 3(1), 26-34.

Pourhossein Gilakjani, A. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, *1*(1), 1-6

Pujiningsih, N. (2010). IMPROVING STUDENTS'ENGLISH VOCABULARY BY USING TOTAL PHYSICAL RESPONSE. Unpublished BA Thesis, University of Surakata.

Rajathurai, N., (2018). Important of learning English in today world. Volume-3 DO - 10.31142/ijtsrd19061 JO - International Journal of Trend in Scientific Research and Development.

Révész, A. (2014). Towards a fuller assessment of cognitive models of task-based learning: Investigating task-generated cognitive demands and processes. *Applied Linguistics*, *35*(1), 87-92.

Savić, V. (2014). Total Physical Response (TPR) activities in teaching English to young learners. U: A. Ignjatović & Ž. Marković (ur.), Fizička kultura i moderno društvo, str, 447-454.

Schmitt, N. (2000). Vocabulary in language teaching. Ernst Klett Sprachen.

Thomas, M., & Reinders, H. (Eds.). (2010). *Task-based language learning and teaching with technology*. A&C Black.

Uberman, A. (1998, January). The use of games for vocabulary presentation and revision. In English Teaching Forum (Vol. 36, No. 1, pp. 20-27).

Wright, A., Betteridge, D., & Buckby, M. (1984). GamesforLanguageLeaming.

Wright, A., Betteridge, D., & Buckby, M. (2005). Games for Language Leaming.

In the following link you will find a file with all the activities and material created during

the teaching process of the pre-service teacher.

https://drive.google.com/drive/folders/14Fgi_F0i8k5OTobxO1q-R5bqhkBX-pda?usp=sharing

Appendix 1

https://drive.google.com/drive/folders/1ArRqM9wWmdNN6VlfRvdZLQIQRQ7S4mWn?usp=sharing

LESSON PLAN: The alphabet/colors #1		
TEACHER: Gerson ROA	GRADE : 6th 01	DURATION : 4 hours
NOMBRE DE LA TAREA: The alphabet/colors		
ESTÁNDARES		
OBJETIVOS To learn the alphabet To learn colors To talk about common objects in real life To know the psychology of colors through famous brands		FUNCIONES DE LA LENGUA To stablish a communication and interaction in an academic context
INDICADORES DE DESEMPEÑO		
SABER Students Will learn vocabulary related to the alphabet and colors	SABER HACER Students Will be able to spell words Students will be able to represent their emotions and feelings through colors	SABER SER Students will be able to behave in the classroom while learning English
TRANSVERSALIDAD CONVIVENCIA CIUDADANA:		
CONTENIDOS: Alphabet Colors		
THE TASK		
1.INTRODUCCIÓN DEL TASK		

The teacher is going to greet students and he is going to stablish some rules about the teaching process in which he is going to be part. He is going to mention that each student has to bring a dictionary, because it is going to be evaluated each English class.

2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)

LSITENING	READING ACTIVITY.
	Teacher is going to say that they are going to work in pairs. They have to work with a reading exercise proposed in the book. Teacher is going to mention that each pair has to answer these questions: (how do you choose the color of your clothes? Did you know that the color of the objects conveys a specific message about it? What are the "warm" colors? What are the "cold" colors? Do you think the meaning of colors changes from culture to culture?
	Once students finish answering the questions, teacher is going to ask some students to share their opinions about the questions and he is going to give some personal examples about his own perception.
	After that, teacher is going to propose another question that students have to answer in the same pairs, what is your favorite color, and why? students have to mention if this is a warm or cold color, and explain why they like this color.
	When students finish the task, teacher is going to present a slide with some famous brands around the world, and he is going to mention that each brand has a representative color, because it has a special meaning, and it is considered as the psychology of colors for many people.
LENGUAJE	The teacher is going to ask the students this question; do you know the alphabet? And the teacher is going to say the first letter of the alphabet "A", he is going to ask some students to continue saying the other letters until "z".
	After that, teacher is going to use a slide presenting the alphabet, students have to write down the letters of the alphabet with its pronunciation in their notebooks, they can use some colors to write it.
	Later, the teacher is going to show some slides with images about some objects in which he is going to ask to some students to pronounce it correctly taking into account the alphabet. *(these words are in the students' outstanding book, page 16, exercise 14)*
	After finishing this activity, the teacher is going to say that he is going to show a short video (APPENDIX 1), in which they are going to watch some colors and their pronunciation. The teacher is going the show it twice, in the first time they have to watch it and identify the colors they know. In the second time, he is going to ask the students to

	write down the colors, and they have to draw something that represents the color (animals, objects, fruits).
	When they finish this activity, teacher is going to ask the students to complete a wordsearch about the colors, they have to write the word in front of each letter.

3.**TAREA PEDAGÓGICA**: INSTRUCCIONES, PLANEACIÓN Y REPORTE	
INSTRUCCIONES	To use the English language inside the classroom To bring English dictionary To respect classmates
PLANEACIÓN	The teacher is going to ask the students this question; do you know the alphabet? And the teacher is going to say the first letter of the alphabet "A", he is going to ask some students to continue saying the other letters until "z". After that, teacher is going to use a slide presenting the alphabet, students have to write down the letters of the alphabet with its pronunciation in their notebooks, they can use some colors to write it. Later, the teacher is going to show some slides with images about some objects in which he is going to ask to some students to pronounce it correctly taking into account the alphabet. *(these words are in the students' outstanding book, page 16, exercise 14)* After finishing this activity, the teacher is going to say that he is going to show a short video (APPENDIX 1), in which they are going to watch some colors and their pronunciation. The teacher is going the show it twice, in the first time they have to watch it and identify the colors they know. In the second time, he is going to ask the students to write down the colors, and they have to draw something that represents the color (animals, objects, fruits). When they finish this activity, teacher is going to ask the students to complete a wordsearch about the colors, they have to write the word in front of each letter. READING ACTIVITY. Teacher is going to say that they are going to work in pairs. They have to work with a reading exercise proposed in the book. Teacher is going to mention that each pair has to answer these questions: (how do you choose the color of your clothes? Did you know that the color of the objects conveys a specific message about it? What are the "warm" colors? What are the "cold" colors? Do you think the meaning of colors changes from culture to culture? Once students finish answering the questions, teacher is going to ask some students to share their opinions about the

	questions and he is going to give some personal examples about his own perception.
	After that, teacher is going to propose another question that students have to answer in the same pairs, what is your favorite color, and why? students have to mention if this is a warm or cold color, and explain why they like this color.
	When students finish the task, teacher is going to present a slide with some famous brands around the world, and he is going to mention that each brand has a representative color, because it has a special meaning, and it is considered as the psychology of colors for many people. Then the teacher is going to ask the students if they consider that colors impact when creating a business?
	HOMEWORK
	Teacher is going to say to the students that they have to describe the favorite color of two family members, and say what is it important for them?
REPORTE	

EVALUACIÓN DE LA TAREA: Students Will have a homework for next class
MATERIALES REQUERIDOS: computer, T.V, slides, markers, board, outstanding book.

Appendix 3 SIXTH planning 1

LESSON PLAN : Ordinal/cardinal numbers – months of the year		
PROFESOR: Gerson Roa	**GRADO :** sixth graders	**DURATION :** 4h
NOMBRE DE LA TAREA: Ordinal/cardinal numbers – months of the year		
ESTÁNDARES Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.		
OBJETIVOS To learn ordinal and cardinal numbers To learn the months of the year To talk about birthday date		**FUNCIONES DE LA LENGUA** To allow students to communicate inside the classroom, and to interact with teacher asking questions about relevant aspects of the topic.
INDICADORES DE DESEMPEÑO		
SABER Students Will be able to write and say ordinal and cardinal numbers	**SABER HACER** Students Will be able to talk about their lucky number	**SABER SER** students will be able to congratulate their classmates on their birthday

Students will be able to write months and their birthday date.	Students will be able to say their birthday date	

TRANSVERSALIDAD CONVIVENCIA CIUDADANA:

CONTENIDOS:
How old are you?
Numbers
Months

THE TASK

1.INTRODUCCIÓN DEL TASK

Lucky numbers
Favorite number
Video about ordinal and cardinal numbers
Months
Birthday dates

2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)

LISTENING	Students are going to watch a video about these types of numbers. Teacher is going to show the video twice, in the first they are going to identify which are the ordinal and cardinal numbers from the video, and teacher is going to ask some questions about it.
	They are going to listen an audio file about some numbers previously mentioned, and they have to write it correctly.
	The teacher is going to put an audio file proposed by the workbook, and he is going to mention that it is a conversation between two people, and they are going to mention some important dates.
	Students have to listen to the audio file twice, they have to say when laura birthday and Gerard birthday is.
LENGUAJE	Teacher is going to ask the students to open the workbook in page 18, there students have a list with different ordinal and cardinal numbers. Teacher is going to teach numbers until 20, and he is going to mention some strategies to learn it in a very easy way.
	After that teacher is going to ask some students to come to the front to write some numbers.
	Teacher is going to say to students they have to work with the exercise 7, in which they have to answer the questions with information previously said.
	The teacher is going to mention to students that they have to work on exercises propose in page 20. Students have to

	complete all this charts with the correct writing of numbers and dates.
3.**TAREA PEDAGÓGICA**: INSTRUCCIONES, PLANEACIÓN Y REPORTE	
INSTRUCCIONES	To use the English language inside the classroom To bring English dictionary To respect classmates To work with their personal workbook
PLANEACIÓN	The teacher is going to greet the students and he is going to grade the use the dictionary inside the classroom. Before starting the class, teacher is going to ask the student if they have a lucky number, no matter if they do not play the lottery, and teacher is going to mention what is his lucky number and why it is considered as his favorite number. Once teacher finish it, he is going to mention that they are going to work in an interesting subject, about numbers, in which they are going to learn ordinal and cardinal numbers. Teacher is going to say that they are going to watch a video about these types of numbers. Teacher is going to show the video twice, in the first they are going to identify which are the ordinal and cardinal numbers from the video, and teacher is going to ask some questions about it. The teacher is going to play the video again and, in this time, students have to write down in their notebooks some key concepts. Teacher is going to ask the students what is the difference between ordinal and cardinal numbers and he is going to ask some examples about it. Teacher is going to ask the students to open the workbook in page 18, there students have a list with different ordinal and cardinal numbers. Teacher is going to teach numbers until 20, and he is going to mention some strategies to learn it in a very easy way. After that teacher is going to ask some students to come to the front to write some numbers. Later, teacher is going to mention that they are going to listen an audio file about some numbers previously mentioned, and they have to write it correctly. Once students complete it, teacher is going to write on the board a tittle "months of the year", and he is going to say that they are going to learn how to use the numbers when saying their birthday date. And teacher is going to ask some

	students when your birthday date is? And he is going to mention his birthday date.
	The teacher is going to put an audio file proposed by the workbook, and he is going to mention that it is a conversation between two people, and they are going to mention some important dates.
	Students have to listen to the audio file twice, they have to say when laura birthday and Gerard birthday is.
	The teacher is going give some students examples in order to put in practice these structures.
	Teacher is going to say to students they have to work with the exercise 7, in which they have to answer the questions with information previously said.
REPORTE	As a homework, the teacher is going to mention to students that they have to work on exercises propose in page 20. Students have to complete all this charts with the correct writing of numbers and dates.

EVALUACIÓN DE LA TAREA: workbook

MATERIALES REQUERIDOS: computer, TV, board, markers and workbook

Appendix 4 SIXTH planning 2

LESSON PLAN : Family members		
PROFESOR: Gerson Roa	**GRADO :** sixth	**DURATION :** 4h
NOMBRE DE LA TAREA: Family members		

ESTÁNDARES
Describe with simple sentences a person, place or object that are familiar,
family members. If I required, I rely on notes or my teacher.

OBJETIVOS	FUNCIONES DE LA LENGUA
To learn vocabulary related to family members To represent a family tree To describe their family	To allow students to present their family members inside the classroom, besides, to interact with other students about their family.

INDICADORES DE DESEMPEÑO		
SABER	**SABER HACER**	**SABER SER** Students Will be able to remember their family

Students Will be able to talk about their family members using the family tree.	Students Will be able to describe their family members. Students will be able to develop their own family tree to present their family	members and put it on a family tree.

TRANSVERSALIDAD
CONVIVENCIA CIUDADANA:

CONTENIDOS
My family
Verb to be

THE TASK

1.INTRODUCCIÓN DEL TASK

During this class students are going to work on:

Short quiz about the reading book "what's that on your face?" (5mn)
Questions about the reading book (10mn)
Family members (15mn)
Creating of a family tree (20mn)
Oral presentation about family members (30mn)
Exercise number 14, page 22 (10mn)
Activity in pairs, page 22 exercise 15 (10mn)
Activity maths, page 23 (20mn)
Homework (5mn)

2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)

READING	The teacher is going to ask some questions about the book "what's in your face?". It is to know if students read the book and to motivate students reading this book at home. Once the answer these questions and sharing ideas about the book.

LENGUAJE	Students are going to work on family members. The teacher is going to write this tittle on the board and he is to explain different family members using some slides to show them. Once students know this vocabulary, the teacher is to ask students to write down these words in their notebooks.
	    The teacher is going to ask students to work on a family tree, but before that they start working on it, he is going to present his family tree and he is going to explain each member in order to clarify students in which order they have to draw it.
	    The teacher is going to mention that they have to follow a right family tree, starting by their grandparents, parents,

	aunts, uncles, cousins, brothers, sisters, nephews, and so on. Students have to draw it in their notebooks, and the teacher is going to help them with the words they do not know.
3.**TAREA PEDAGÓGICA**: INSTRUCCIONES, PLANEACIÓN Y REPORTE	
INSTRUCCIONES	The teacher is going to present his family tree with all the members, he is going to explain each member and after that he is going to tell the students that they have to create their own family tree. It is going to be an oral presentation at the end of the class.
PLANEACIÓN	The teacher is going to greet the students and he is going to mention them that they are going to work on the reading book. The teacher is going to explain the purpose of the reading activity. First of all, he is going to implement a short quiz about the unknown vocabulary the found during the reading. This quiz has six words, and he is going to grade the correct five. After that, the teacher is going to ask some questions about the book "what's in your face?". It is to know if students read the book and to motivate students reading this book at home. Once the answer these questions and sharing ideas about the book. The teacher is going to write on the board the next pages they have to read for next week and the activities they have to solve. Finishing this activity, the teacher is going to continue the class. He is going to mention that they are going to work on family members. The teacher is going to write this tittle on the board and he is to explain different family members using some slides to show them. Once students know this vocabulary, the teacher is to ask students to write down these words in their notebooks. The teacher is going to ask students to work on a family tree, but before that they start working on it, he is going to present his family tree and he is going to explain each member in order to clarify students in which order they have to draw it. The teacher is going to mention that they have to follow a right family tree, starting by their grandparents, parents, aunts, uncles, cousins, brothers, sisters, nephews, and so on. Students have to draw it in their notebooks, and the teacher is going to help them with the words they do not know. Once they finish it, they have to present it as an oral production to the class. Students have to mention which are their grandparents, their parents, their brothers, etc. After this activity, the teacher is going to demand students to open their workbook in page 22, and they have to

	complete the exercise number 14, in which they have to answer some questions about the PEDRO'S personal information.
	Once students complete this exercise, they have to work with a partner to create a conversation, it is on page 22 exercise 15. Each student has to write the information of his/her classmate and read it aloud once they complete it.
	After that, the teacher is going to ask the students if they like maths, and he is going to explain why is it important and how they can use it in English. He is going to explain the four main mathematical operations and he is going to give an example of it.
	During this explanation, students have to pronounce correctly the numbers they learn in previous class and also, they are going to solve some mathematical expressions.
REPORTE	HOMEWORK
	Students have to complete the exercise number 16 in page 22. They have to paste a photograph of a classmate and write the information asked.

EVALUACIÓN DE LA TAREA: workbook
MATERIALES REQUERIDOS: computer, board, marker, TV.

Appendix 5 SIXTH planning 3

LESSON PLAN: Comparatives and superlatives #1		
PROFESOR: Gerson Roa	**GRADO : 7th 01-02**	**DURATION : 4 hours**
NOMBRE DE LA TAREA: Comparatives and superlatives		
ESTÁNDARES		
OBJETIVOS **To describe some Colombian facts** **To learn the use of comparative and superlative adjectives** **To practice adjectives** **To interact with students inside the classroom**		**FUNCIONES DE LA LENGUA:** **To stablish a communication and interaction in an academic context**
INDICADORES DE DESEMPEÑO		
SABER	**SABER HACER**	**SABER SER** **Students Will be active beings inside the classroom**

Students Will learn the use of comparative and superlative adjectives	**Students Will be able to describe their family members.** **Students will be able to compare their friends**	

TRANSVERSALIDAD
CONVIVENCIA CIUDADANA:

CONTENIDOS:
Comparatives
Superlatives
Adjectives

<div align="center">

THE TASK

</div>

1.INTRODUCCIÓN DEL TASK

The teacher is going to greet students and he is going to stablish some rules about the teaching process in which he is going to be part. He is going to mention that each student has to bring a dictionary, because it is going to be evaluated each English class.

2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)

LSITENING	An audio file about Colombia. Students are going to listen this audio once and after listening it, the teacher is going to ask the students what they listened and which aspects catch their attention? A reading part about Colombia information, Students have to look for the unknown vocabulary and write it in their notebooks. The teacher is going to start reading the first part of the text, and later he is going to ask some students to continue the reading. When they finish reading it, he is going to ask some relevant information about the text in order to know if students understood the text. Later on, teacher is going to ask some questions and students have to answer it if this is true or false: Colombia is not as big as South Africa? Colombia exports coffee as good as that of other countries? Salsa is the most popular music in Cali? Chicamocha cable-car is longer than many others? James Rodriguez is the most expensive player in the world?
LENGUAJE	The teacher is going to present some images about comparatives and superlatives and students have to say what and superlative adjective is? And what a comparative adjective is? Students have to answer according to the images or their previous knowledge about the topic. The teacher is going to paste some flash cards of the comparative and superlative rules and he is going to give some examples of it.

	I AM MORE TALENTED THAN MY SISTER *MY BROTHER IS TALLER THAN MY COUSIN* *I AM THE MOST TALENTED IN MY HOUSE* *MY BROTHER IS THE TALLEST STUDENT* After this explanation, teacher is going to ask the students to complete the exercise propose in page 22, in which students have to write the comparative and superlative form of the adjectives. Once students complete it, teacher is going to observe if it is correct and he is going to ask some students to share it. Later, students have to complete de second exercise propose in the same page 22, in which they have to put the correct adjective of equality, comparative or superlative forms.
3.TAREA PEDAGÓGICA: INSTRUCCIONES, PLANEACIÓN Y REPORTE	
INSTRUCCIONES	To use the English language inside the classroom To bring English dictionary To respect classmates
PLANEACIÓN	Teacher is going present a slide with the South America map, students have to identify different countries and where Colombia is located, after that, students have to mention what is the capital of Colombia. The teacher is going to ask questions about Colombian culture, habits, food, clothes, music, touristic places, singers, players, sports. Once students mention different aspects about Colombia, teacher is going to demand students to open their outstanding book, and they have to fill a chart (page 18, exercise 2) with facts they know about Colombia, and also those facts they want to know in the future. The teacher is going to ask some students to share their opinions, and their experiences in Colombia. Then, teacher is going to say to students that they are going to listen an audio file about Colombia. Students are going to listen this audio once and after listening it, the teacher is going to ask the students what they listened and which aspects catch their attention? After that, teacher is going to propose a reading part about Colombia information. Students have to look for the unknown vocabulary and write it in their notebooks. The teacher is going to start reading the first part of the text, and later he is going to ask some students to continue the reading. When they finish reading it, he is going to ask some relevant information about the text in order to know if students understood the text. Later on, teacher is going to ask some questions and students have to answer it if this is true or false: ✓ Colombia is not as big as South Africa?

	✓ Colombia exports coffee as good as that of other countries? ✓ Salsa is the most popular music in Cali? Chicamocha cable-car is longer than many others? ✓ James Rodriguez is the most expensive player in the world? After this task, teacher is going to present some images about comparatives and superlatives and students have to say what and superlative adjective is? And what a comparative adjective is? Students have to answer according to the images or their previous knowledge about the topic. The teacher is going to paste some flash cards of the comparative and superlative rules and he is going to give some examples of it. *I AM MORE TALENTED THAN MY SISTER* *MY BROTHER IS TALLER THAN MY COUSIN* *I AM THE MOST TALENTED IN MY HOUSE* *MY BROTHER IS THE TALLEST STUDENT* After this explanation, teacher is going to ask the students to complete the exercise propose in page 22, in which students have to write the comparative and superlative form of the adjectives. Once students complete it, teacher is going to observe if it is correct and he is going to ask some students to share it. Later, students have to complete de second exercise propose in the same page 22, in which they have to put the correct adjective of equality, comparative or superlative forms. HOMEWORK. Teacher is going to demand students to complete the exercise number 10th at home, in which they have to put the correct information about comparative and superlative information. This task has to be done in their notebooks.
REPORTE	

EVALUACIÓN DE LA TAREA: Teacher is going to demand students to complete the exercise number 10th at home, in which they have to put the correct information about comparative and superlative information. This task has to be done in their notebooks.

MATERIALES REQUERIDOS: Computer, TV, slides, audio file, outstanding book, markers, board.

Appendix 6 SEVENTH planning 1

LESSON PLAN : DEVICES/INFINITIVE FORM AND GERUND FORM OF VERBS		
PROFESOR: Gerson Roa	**GRADO :** Seventh	**DURATION :** 4H

NOMBRE DE LA TAREA: DEVICES/INFINITIVE FORM AND GERUND FORM OF VERBS	

ESTÁNDARES

Write a short text about me, my family, my friends, my environment or facts that are familiar to me.

OBJETIVOS To learn the use of infinitive form of verbs To learn the use of gerund form of verbs To describe a technological device	**FUNCIONES DE LA LENGUA** To allow students to interact with their classmates and the teacher about technology.

INDICADORES DE DESEMPEÑO		
SABER Students Will be able to learn different verbs used in the infinitive and gerund form. Students will be able to talk about different devices.	**SABER HACER** Students Will be able to write sentences describing technological devices.	**SABER SER** Students Will be able to recognize the most common technological devices and its uses.

TRANSVERSALIDAD
CONVIVENCIA CIUDADANA:

CONTENIDOS
We use an iPod to listen to music:
Infinitive form
Gerund form

THE TASK		

1.INTRODUCCIÓN DEL TASK

During this class is going to be implemented the proposal carried out by the teacher. The teacher is going to develop is as follow:

Exercise number 1 in page 24. Filling the chart (5mn)
Explanation of the grammatical part (infinitive and gerund form) (15mn)
Put in practice list of verbs (10mn)
Listening an audio file about technology is everywhere (15)
Answering some questions about the audio (5mn)
Reading the audio script (10mn)
Writing speech for a role play (15mn)
Role play presentation about technology (30mn)
Feedback (5mn)
Homework (5mn)

2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)	
LISTENING	The teacher is going to say to students that they are going to listen an audio file twice about technological devices, and they have to identify some devices mentioned in the audio. Once the listening finishes, the teacher is going to ask the students some questions about the key aspects they listen.
LENGUAJE	The teacher is going to give a definition of the infinitive form of verbs, and he is going to give some examples that students have to write on their notebooks. Later he is going to give them a list of verbs that they can use with infinitive form, but he is going to explain the difference between infinitive and gerund. For this reason, he is going to give a definition of gerund form, and he is going to give some examples of it and a list of verbs that can be used with this. Once students identify and learn this grammar, the teacher is going to propose and activity related to his proposal, in which they have to work in page 24, exercise 4.
3.TAREA PEDAGÓGICA: INSTRUCCIONES, PLANEACIÓN Y REPORTE	
INSTRUCCIONES	The teacher is going to say to students they are going to work in pairs, because they have to present a role play about the information, they listened from the audio file. Teacher is going to give some examples about the process of preparing a role play, he is going to write on the board a short structure of his speech. The teacher is going to pronounce it and saying it as he was acting in front of them.
PLANEACIÓN	Teacher is going to greet the students and he is going to say to them that they are going to work with a research project that aims at implementing Total Physical Response as a strategy to foster English speaking. Teacher is going to mention that he is going to work with all the group but he needs a specific sample to gather data. Teacher is going to clarify that it is not extra activities but workshops implemented during their classes in order to learn English in a different way. After that, the teacher is going to start the class, and he is going to explain the students a new topic about infinitive and gerund form of the verbs. The teacher is going to say the students that fill the charts in page 24 exercise 1. It is about three type of verbs. Students have to complete it according to the verb and the action.

After that, the teacher is going to give a definition of the infinitive form of verbs, and he is going to give some examples that students have to write on their notebooks. Later he is going to give them a list of verbs that they can use with infinitive form, but he is going to explain the difference between infinitive and gerund.

For this reason, he is going to give a definition of gerund form, and he is going to give some examples of it and a list of verbs that can be used with this.

Once students identify and learn this grammar, the teacher is going to propose and activity related to his proposal, in which they have to work in page 24, exercise 4.

The teacher is going to present a listening about technology.

Pre-listening: The teacher is going to say to students that they are going to listen an audio file twice about technological devices, and they have to identify some devices mentioned in the audio.

Once the listening finishes, the teacher is going to ask the students some questions about the key aspects they listen.
Questions:
Who speaks in the audio?
e) A woman
f) A man
g) A boy
h) A girl

What is the tittle of the audio?
How many characters did you hear?
i) one
j) two
k) four
l) three

Do we use the computer to play games?
Do you enjoy technology?
Do you have a smart phone?

Students have to answer according the audio file, and they can use their mother tongue if they do not know the words.

After that, the teacher is going to paste on the board some word cards with some specific vocabulary about the audio. Teacher is going to repeat these words and he is going to mention that students have to use this vocabulary during the class.

While-listening: The teacher is going to play the audio twice and, in this time, students are going to write on their notebook specific aspects.

The teacher is going to ask some closed questions to the students.

Later, teacher is going to ask some open questions about the most relevant aspects that students listen to the audio, and he is going to ask to those students who are less participative inside the classroom. (it is to know if students feel comfortable talking about a subject in front of their classmates)

Why do you use the computer?
a) To paint
b) To sent e-mails, and play games
c) To draw
d) To watch tv.

Why do you use a pickaxe?
a) To make holes in the ground
b) To listen to music
c) To drive
d) To learn English

What does lupita like to do on weekends?
a) Watch tv
b) Read history books
c) Painting
d) Playing video games

Post-listening: the teacher is going to say the students that they have to open their workbook in page 24 and there they can find the audio script, and they have to analyze if the answers were correct. The teacher is going to say the correct answers and explaining why.

The teacher is going to propose a speaking activity.
Explanation of Task

Research and preparation: The teacher is going to say to students they are going to work in pairs, because they have to present a role play about the information they listened from the audio file.

Teacher is going to give some examples about the process of preparing a role play, he is going to write on the board a short structure of his speech. The teacher is going to pronounce it and saying it as he was acting in front of them.

	Writing your speech: The teacher is going to give to the students a piece of paper with a technological device and students have to write about it, they have to follow the teacher structure, and they have to implement to vocabulary learned during the class.
	    Teacher is going to write on the board some expressions that students can use when writing their speech.
	
	    Practicing: The teacher is going to tell to students the criteria they have to bear in mind. (The teacher is going to evaluate the pronunciation, the use of the vocabulary learned, correct sentences and the key aspects about the device they have.
	
	    Putting together: The teacher is going to ask to students to come to front and present their role play. Students have to say it without using their notebooks or other type of material, because that is considered an oral production and it is not accepted.
	
	    Feedback: once students finish their role play presentation; the teacher is going to give a collective corrective feedback about their presentations.
	    The teacher is going to mention the general errors about the speaking part, and he is going to say the right pronunciation of the mispronounce words and he is going to congratulate students for their participation.

REPORTE	Students are going to describe four devices they have in their houses and they have to use the correct grammatical structure of infinitive verbs and the gerund.

EVALUACIÓN DE LA TAREA: workbook and a grip about key aspects of the activity.

MATERIALES REQUERIDOS: computer, board, marker, flashcards, word-cards, TV.

Appendix 7 SEVENTH planning 2

LESSON PLAN : comparative/superlative adjectives and technology		
PROFESOR: Gerson Roa	**GRADO :** Seventh graders	**DURATION :** 4h
NOMBRE DE LA TAREA: comparative/superlative adjectives and technology		
ESTÁNDARES: Describo con oraciones simples a una persona, lugar u objeto que me son familiares, aunque, si lo requiero, me apoyo en apuntes o en mi profesor.		

OBJETIVOS	FUNCIONES DE LA
To learn the comparative and superlative structure	**LENGUA**
To write short sentences using adjectives	To allow students to
To describe family members	describe family members and things they have.

INDICADORES DE DESEMPEÑO

SABER	**SABER HACER**	**SABER SER**
Students Will be able to use different comparative and superlative adjectives	Students Will be able to write short sentences using the comparative and superlative adjectives.	Students Will be able to use accurate comparative adjectives to describe their classmates
	Students will be able to describe their family members and their classmates.	Students will be able to respect their classmates in and out of the classroom

TRANSVERSALIDAD: spanish

CONTENIDOS
BOGOTA IS THE MOST CROWED CITY IN COLOMBIA:
Superlative and comparative adjectives
Verb to be

THE TASK

1.INTRODUCCIÓN DEL TASK

During this class students are going to develop different activities proposed by the outstanding book.
These are the activities:
Explanation of grammatical structure for writing comparative and superlative sentences (15)
Exercises of comparative and superlative adjectives (20mn)
Filling activity (20mn)
Oral production (30)
Reading activity (20)
Answer true and false questions (20)
Review the homework

2.PRÁCTICA: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)

READING	students have to identify where are the comparative and superlative adjectives in the exercise 13, page 23. once students finish doing it, teacher is going to read it with students.
	Students have to fill a chart in exercise 12 about the information they previously read, in this chart, students have to write in their workbook the comparative or the superlative adjective they identify in the text, but they have to write a synonym of each adjective and in front of it, they have to write the sentence that corresponds to the adjective.

LENGUAJE	Students have to complete the exercise 11, in which they have to organize a sentence using the comparative and superlative form, students have to use the given information to write it. Once students finish this part, teacher is going to socialize the possible sentences that students wrote about it, and he is going to correct the wrong questions.
3.TAREA PEDAGÓGICA: INSTRUCCIONES, PLANEACIÓN Y REPORTE	
INSTRUCCIONES	Teacher is going to demand students to write a short paragraph describing a family member using the comparative and superlative adjectives. this activity will be collected at the end of the class to verify if the students understood the subject matter worked.
PLANEACIÓN	The teacher is going to greet the students and he is going to grade the dictionary in class. The teacher is going to use the board and he is going to write down some sentences using comparative and superlative adjectives. He is going to mention the importance of using the grammatical structure worked in the previous class. After that, teacher is going to say to students they have to work with the book, in page 22 exercise 11, in which students have to complete 7 exercises using the comparative and superlative form, students have to use the given information to write it. Once students finish this part, teacher is going to socialize the possible sentences that students wrote about it, and he is going to correct the wrong questions. Later, teacher is going to say to students that they have to think about their family or friends in order to do an activity proposed in page 22 exercise 12. In this activity students have to write a name of someone that match with the question. Students have to present it as an oral production that is going to be graded at the end of the class. Finishing this oral production activity, teacher is going to mention that students have to work on a reading activity, and students have to identify where are the comparative and superlative adjectives in the text, once students finish doing it, teacher is going to read it with students. Students have to fill a chart about the information they previously read, in this chart, students have to write the comparative or the superlative adjective they identify in the text, but they have to write a synonym of each adjective and in front of it, they have to write the sentence that corresponds to the adjective.

	The teacher is going to demand to some students to share their answers and the synonyms they wrote of each adjective. After that, teacher is going to ask some true and false questions to students about the text. Students have to complete these answers and teacher is going check it. Teacher is going the demand the workbook to students in order to grade the homework gave last class.
REPORTE	Students have to develop an activity as a homework. This homework is about some true and false questions about text read in class.
EVALUACIÓN DE LA TAREA: grammatical structure, coherence, use of the comparative and superlative adjectives.	
MATERIALES REQUERIDOS: computer, TV, board, markers and workbook.	

Appendix 8 SEVENTH planning 3

WORKSHOPS

Appendix 3 https://drive.google.com/drive/folders/14Fgi_F0i8k5OTobxO1q-R5bqhkBX-pda?usp=sharing

FIGURE 5 sixth workshop

Appendix 4

NAME_____

DATE_____

REVIEW SHEET (SEVENTH GRADE)

Esta ficha cuenta con ciertos ejercicios que permitirán que usted pueda reforzar algunos temas vistos durante el segundo periodo. Los ejercicios le servirán para practicar cada tema.

1. The articles A and AN are used always in singular and we use **A** with consonants and **AN** with vowels.

Example:

- It is **A** Car
- It is **AN** Orange

Write A or AN in the gaps. (Escriba A o AN en los espacios)

a) It is _____ bag
b) It is _____ elephant
c) It is _____ table
d) It is _____ apple

THERE WAS / THERE WERE

2. There was and there were are used with countable nouns.

Example:

- **There was a** train
- **There were some** banks

Complete the following sentences using THERE WAS or THERE WERE. (complete las oraciones usando there was o there were).

a) _____ a bicycle
b) _____ some books
c) _____ a house
d) |_____ some chairs

- There was **NOT** a desk
- There were **NOT** any pencils

Write the negative form in these sentences. (Escriba la forma negativa en las oraciones)

a) _____ any rulers
b) _____ an eraser
c) _____ a sharpener
d) _____ any colors

❖ In interrogative sentences you place **WAS** or **WERE** before THERE.

Example:

- **WAS** there a TV?
- **WERE** there many computers?

Write the interrogative form in the following sentences. (Escriba la forma interrogativa a las siguientes oraciones)

a) _____ a teacher?
b) _____ Many doctors?
c) _____ Lawyers?
d) _____ a nurse?

PAST CONTINUOUS

3. The past continuous is used to express actions that were happening in a specific moment in the past. We use the verb to be as auxiliary and we add ING at the end of the verb

Example:

- She **was** painting the house
- They **were** driving a car

Complete the sentences using the correct form of the past continuous with the verbs in the parentheses. (Complete las oraciones usando el pasado continuo con los verbos

FIGURE 6 seventh workshop
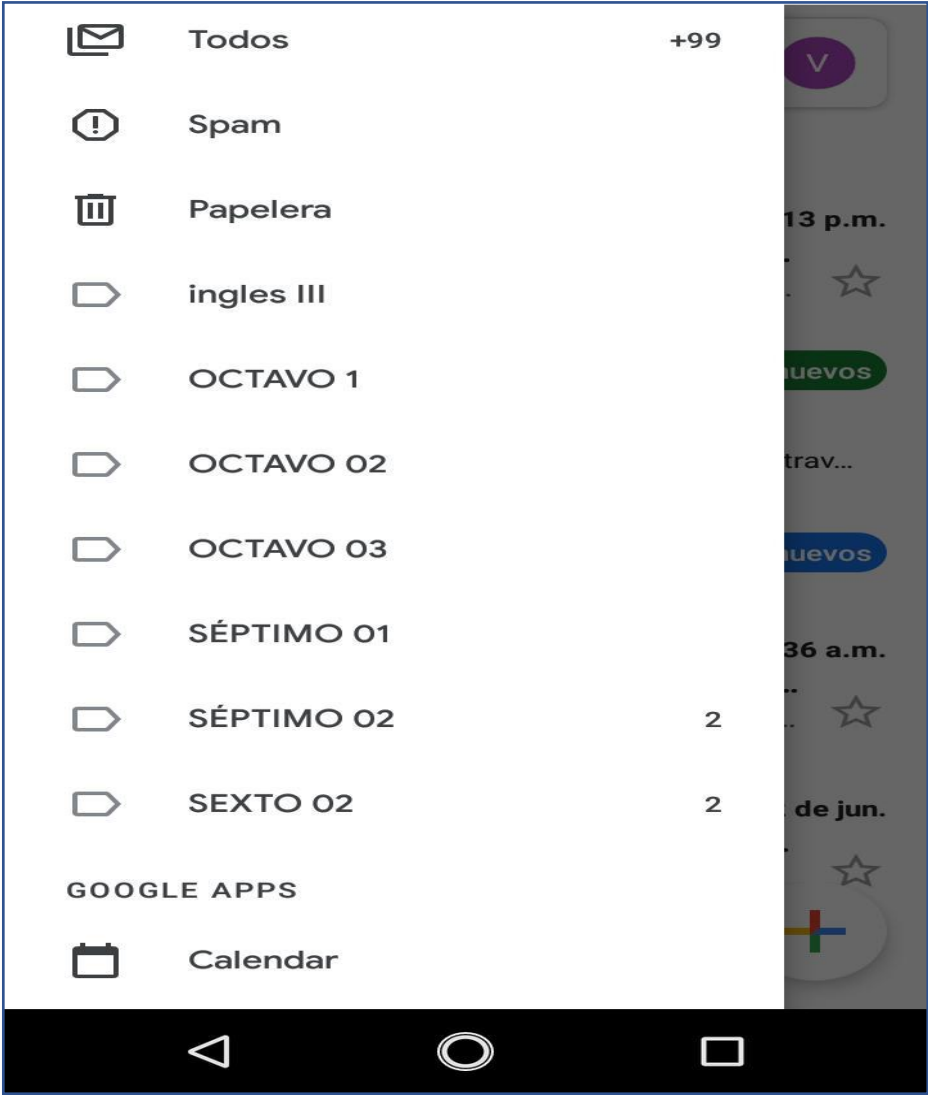
VIRTUAL PLATFORMS
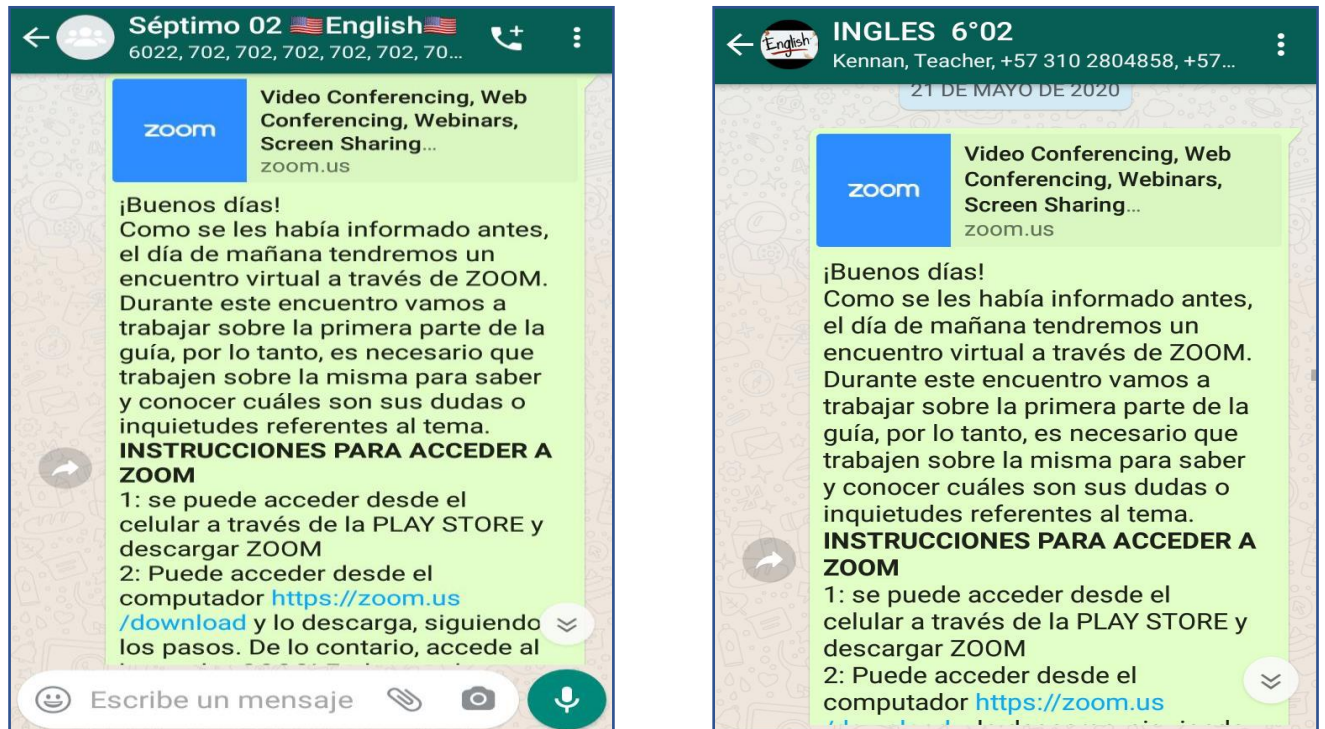
Appendix 5

FIGURE 7 Gmail groups and material
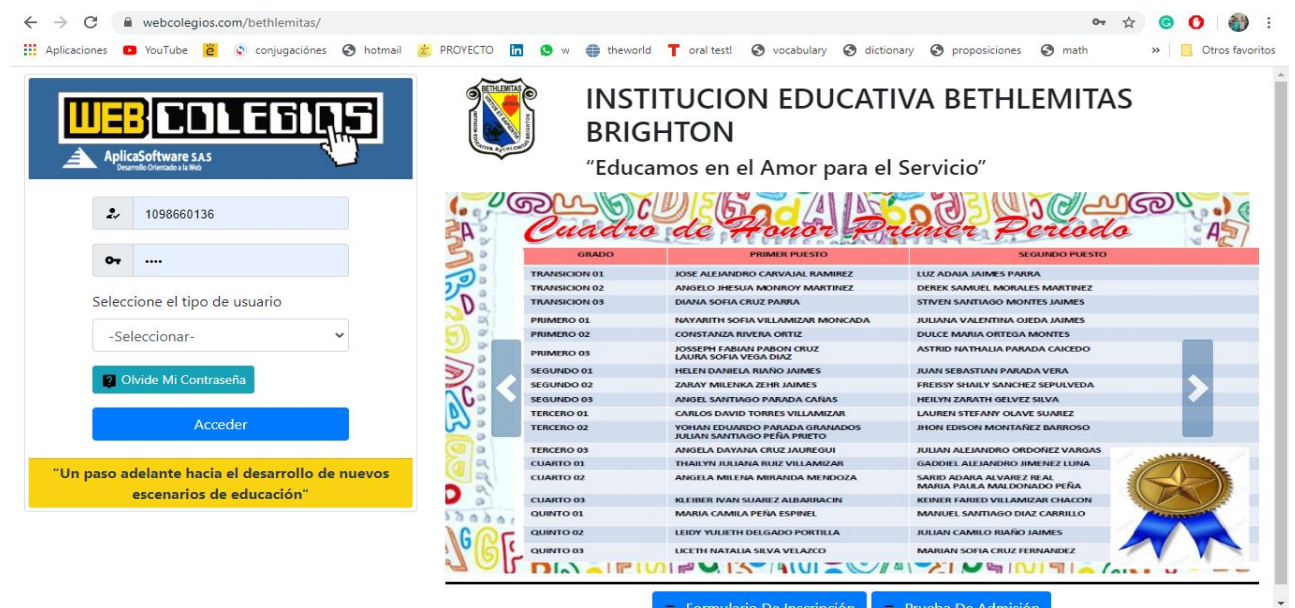
FIGURE 8 whatsApp groups

School platform

FIGURE 9 school platform

NARRATIVES

Appendix 8

Link: https://drive.google.com/drive/folders/17Dp7miaBgHS3KBisTes07TRTPTIhZg-
w?usp=sharing

Narrativa 4

Gerson Duvan Roa Sierra

¿CUÁL ES EL ROL DE DOCENTES, ESTUDIANTES Y PADRES DE FAMILIA EN TIEMPOS DE PANDEMIA?

El virus Covid-19 ha sido algo inesperado que ha impactado y afectado a la población mundial puesto que ha traido consigo un gran cambio en muchos campos. Uno de ellos es el campo de la educación, donde se tuvieron que buscar y optar por estrategias que permitieran continuar con el proceso educativo y de aprendizaje de los estudiantes.

Fue a raíz de estas estrategias que se ha venido trabajando de forma virtual en muchas instituciones donde se puede y tiene las herramientas necesarias para recibir clases de una forma no presencial. Por lo tanto, con este estilo de educación se han delegado diferentes responsabilidades y compromisos a los docentes, estudiantes y padres de familia para que pueda funcionar, de lo contrario no sería posible.

En lo que concierne a la responsabilidad que tienen los docentes durante esta nueva modalidad de enseñanza-aprendizaje es bastante compleja, ya que deben buscar estrategias y formas de incluir a todos los niños para que continúen con su aprendizaje, además, deben ser flexibles con cada una de las responsabilidades académicas que se dejen puesto que no todos los niños tienen acceso a una red WIFI que les permita acceder a un material virtualmente. Sin embargo, este no solo es un compromiso de los docentes, sino de los niños, quienes deben trabajar desde sus casas de forma autónoma y con recursos limitados, obedeciendo a los protocolos dados por el ministerio de educación.

FIGURE 10 narrative design

Primary material

Link: https://drive.google.com/drive/folders/1y22V66EX-55GRJFFS4oaE7eKh4_62WbP?usp=sharing

FIGURE 11 primary worksheet

2: slides

FIGURE 12 primary activities

Appendix 11

Flashcards — Fruits 2 — © www.kids-pages.com

pineapple | raspberry | strawberry
coconut | apricot | watermelon
plum | mango | grapefruit
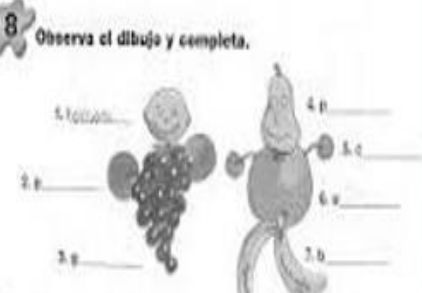

7 Busca la fruta y completa.

1. lemon
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___

```
B A N A N A W X G
N P F H K U K B R
O P H B P E A R A
R L A M L A S C P
A E J X U H F W E
N C T U M L S C S
G O N Y H C K N P
E W U C H E R R Y
V D L E M O N F Q
```

8 Observa el dibujo y completa.

1. tomato
2. g___
3. g___
4. p___
5. c___
6. g___
7. b___

Match the pictures with the right number and colour them.

Fruits

Fruit
1. cherries
2. watermelon
3. apple
4. kiwi
5. orange
6. pear
7. peach
8. banana
9. coconut
10. strawberry
11. plum
12. grapes

Vegetables

Vegetables
1. tomato
2. garlic
3. potato
4. carrot
5. pepper
6. onion
7. broccoli
8. artichoke
9. pea
10. cabbage
11. pumpkin
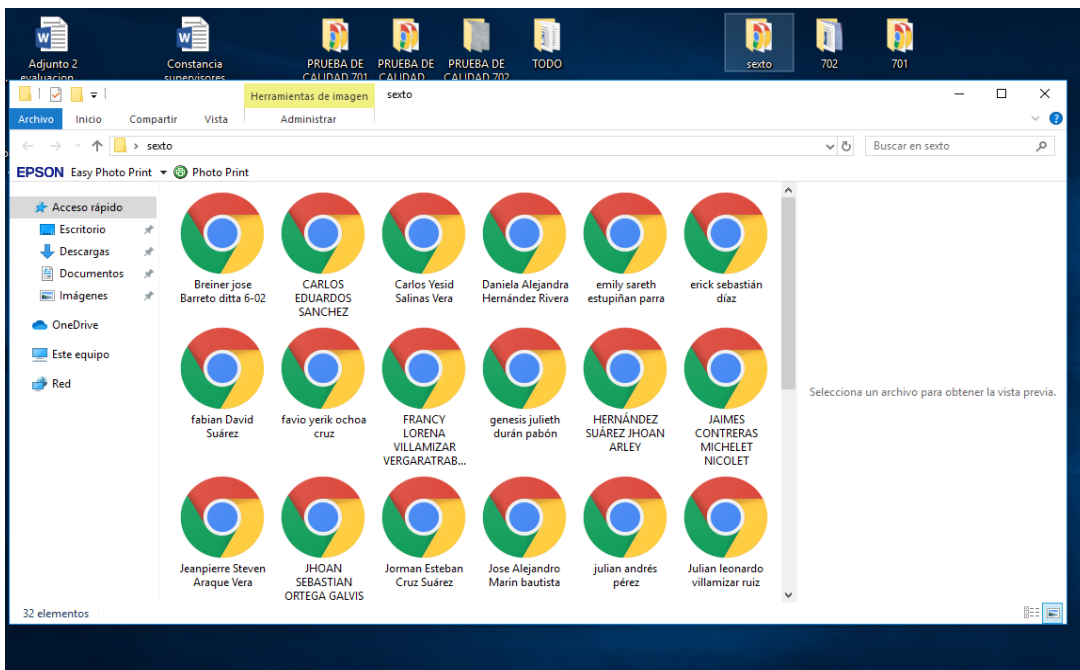12. eggplant

ORGANIZATION OF VIRTUAL MATERIAL

FIGURE 13 virtual material organization

FIGURE 14 students' virtual material