

**PROPOSAL BASED ON GBL ACTIVITIES AS A TOOL FOR THE DEVELOPMENT
OF MEANINGFUL LEARNING IN ENGLISH SUPPORTED BY VLO FOR FOURTH-
GRADE STUDENTS AT JOSÉ EDMUNDO SANDOVAL SCHOOL**

Presented by:

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Jhoan Camilo Urbano Cifuentes

Lida Magaly Vergara Díaz



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Santander de Quilichao, December 16th

Signatures

Adriana Idrobo Hurtado

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Judge 1

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Judge 2

Date

Acknowledgement

My endless gratitude to God who has been guide through the development of this work.

A deep sincere thanks to Magister Adriana Idrobo for her valuable professional guidance, timely advice, knowledge, and patience in the achievement of this study.

To my classmate Juan Pablo, my never-ending gratefulness for extended his hand to me when I needed and allowed me to be part of this rewarding road.

To Camilo and Diego, it has been a privilege share with you this beautiful time.

To my friend Cesar Torres, who is always next to me sharing my triumphs and failures

Nonetheless, this dream would have been possible, not having my mommy Lucelly aid, my fundamental strength, for their confidence and unconditional support during this whole learning process, because I could achieve with success this study phase, and I begin a new one as a professional person.

Last but not least, I want to express a genuine thankfulness to all people who have contributed of one way or another to the development and culmination of this research work and to my professional training.

LIDA MAGALY VERGARA DIAZ

I want to thank the tutor who guided us in this research, thank the educational institution Jose Edmundo Sandoval, its teachers and coordinator for providing us with their assistance and help to carry out this project, thank my parents who have given me the possibility of being able to study and give me a good education in such a glorious institution that is the university of Cauca.

JHOAN CAMILO URBANO CIFUENTES

At the outset I want to thank God for having guided me through the course of this grade work. In addition to giving me the wisdom and resilience that helped me cope with all the situations that were presented in this project.

I thank my parents and my siblings who were unconditionally in this process that at times became complicated and highly complex, without them none of this would have been possible.

I want to thank our thesis advisor Adriana Idrobo Hurtado greatly for having guided us in this work of degree since both she and I knew the degree of complexity that demanded the same. Without your knowledge and important corrections, it would not have been possible to achieve this project. Thank you very much.

I also want to thank my colleagues for having believed in my leadership as a group leader and for having accompanied me during this long research project that put each of us in difficult times, that we were able to solve together.

JUAN PABLO GÓMEZ GUTIÉRREZ

Dedication

Firstly, I want to dedicate this proposal to God, who leads things with wisdom and give me the pleasure of becoming a teacher, to my lovely mother Lucelly who has been my pillar of strength, I feel so fortunate that she exists in my life; to my sister Marlen for their unconditional love, support, encouragement, and patience which made possible to achieve my goal; to my grandmother Maria Glady who was a great woman to admire; despite, she is no longer in this world.

I would like that the present work serves to generate meaningful learning using GBL in next projects.

LIDA MAGALY VERGARA DIAZ

I want to dedicate this project primarily to my parents and siblings who have been my greatest support during my professional development, as they know how hard it has been to achieve this achievement and the great help, they have given me.

JUAN PABLO GÓMEZ GUTIÉRREZ

Abstract

The purpose of this research work was to propose ABJ activities for the development of AS in English in fourth grade students at the José Edmundo Sandoval public school in Santander de Quilichao, Norte del Cauca.

Thanks to the exhaustive analysis carried out by the research group, the structure of the theoretical framework was defined based on three fundamental variables, which were ABJ, AS, and OVAS, with the aim of generating significant learning of English with the population of students to investigate. At the same time this proposal sought to energize the classes of graduate and undergraduate teachers who are in charge of guiding the subject, seeking to motivate students to learn by playing, making use of an OVA created by the research group, Based on ABJ as a teacher support tool.

Finally, it is important to add that, the degree project was developed within the qualitative approach with the type of research of a projective nature. In turn, the technique used was the semi-structured interview. Similarly, the instruments chosen to conduct the interview were the questionnaire and the audio recorder.

Keywords:

GBL: Game-Based Learning

ML: Meaningful Learning

VLO: Virtual Learning Object

Resumen

El presente trabajo de investigación tuvo como propósito proponer actividades ABJ para el desarrollo del AS en inglés en estudiantes del grado cuarto en la escuela pública José Edmundo Sandoval en Santander de Quilichao, Norte del Cauca.

Gracias al análisis exhaustivo realizado por el grupo investigador, se definió la estructura del marco teórico basado en tres variables fundamentales, las cuales fueron ABJ, AS, y OVAS, con el objetivo de generar aprendizaje significativo del inglés con la población de estudiantes a investigar. Al mismo tiempo esta propuesta buscó dinamizar las clases de los docentes licenciados y no licenciados que tienen a su cargo orientar la asignatura, buscando motivar a los estudiantes para que aprendan jugando, haciendo uso de un OVA creado por el grupo investigador, Basado en ABJ como herramienta de apoyo al docente.

Para finalizar es importante añadir que, el proyecto de grado se desarrolló dentro del enfoque cualitativo con el tipo de investigación de carácter proyectiva. A su vez, la técnica utilizada fue la entrevista semiestructurada. Del mismo modo, los instrumentos elegidos para llevar a cabo dicha entrevista fueron el cuestionario y el grabador de audio.

Palabras claves

ABJ: Aprendizaje Basado en Juegos

AS: Aprendizaje Significativo

OVA's: Objeto Virtual de Aprendizaje

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1. Introduction

With the present research proposal, based on Game-Based Learning (GBL) activities as a tool, it was sought to develop meaningful learning (ML) in English supported by Virtual Learning Objects (VLO) aimed at fourth-grade students from the José Edmundo Sandoval school, also it served as support material for licensed and non-licensed teachers who will oversee the English course; in that way, the teachers are the intermediary users between the VLO's and the final users, the fourth-grade students. This research idea was based on the projection of the Ministry of National Education through guide N ° 22: Basic Standards of Competences in Foreign Languages: English (2006), whose purpose was not only to promote the learning of English but also improve teaching strategies to achieve better performance in the language; considering that (MEN, 2018) established that “Since 1994, the General Education Law recognized the importance of learning a foreign language. Thus, in the definition of the compulsory areas of basic and middle school, it included: Humanities, Spanish and foreign languages ” (p.1).

As previously mentioned, the research sought to contribute to the development of the ML of English based on GBL activities supported by VLO's aimed at fourth-grade students; Since, the world ranking English Proficiency Index (EFI, 2018) showed that Colombia showed a low level in the language, and thanks to an observation process, it was possible to identify the lack of motivation of the children in front of the English classes; furthermore, the strategies GBL and VLO's have not been included in the institution's study plans. Now, in the framework of the health, economic and social emergency caused by the Covid-19 pandemic and in line with the measures adopted by the National Government such as the suspension of face-to-face academic activities, among others; It was decided to use the VLO's technological tools.

Therefore, the objectives and the research question were announced, which together were the goals that were desired to be achieved during the development of this proposal. Likewise, the different concepts and authors were exposed, which supported the theoretical bases that explained the importance of the GBL and VLO's strategy in times of remote learning or from home.

On the other hand, the research approach of this proposal was of a qualitative nature, which facilitated the interpretation of the proof-of-concept proposal based on GBL activities as a tool for the development of ML in English supported by VLO's aimed at fourth-grade students at the José Edmundo Sandoval school, which would be carried out by teachers from transition to fifth grade and the coordinator of the Institution, through a semi-structured interview.

2. Rationale

The purpose of this preliminary draft proposal was to contribute to the development of ML in English through GBL activities supported by VLO's as a tool aimed at fourth-grade students, belonging to the José Edmundo Sandoval school, attached to the Technical Institute Educational Institution, in the municipality of Santander de Quilichao, Norte del Cauca. This Institution proposed as an institutional vision "to train students capable of being autonomous and competent inside and outside the classroom, through principles and values, thanks to a pedagogical model that helps to comply with it", in search of this autonomy, the learning English is the appropriate instrument for students to be autonomous in their training process. In this measure, Mercau (2009) alluded that: "the world is presented to us as the global village where English is the lingua franca of business and knowledge, which serves as an aid to break through to the job market and success personal" (p. 43). In this way, it is pertinent to refer to the report of the EF English Proficiency Index (2018) which stated that, Colombia presented low levels of proficiency in the English language, with 48.90% in relation to their command of the language compared to the other Latin American countries, thus ranked 60th in the world ranking.

It is important to mention that, the National Government issued through Decree 637 of May 6, 2020, in which the State of health emergency is declared due to the Coronavirus, Covid-19 in search of adopting measures to deal with the virus, said measures had repercussions on productive activity, employment and the economy in general, for this reason, it forced President Iván Duque Márquez, current president of Colombia, with the signature of all the ministers, ordered the state of economic, social and ecological emergency, through Decree 417 of May 6, 2020. It is pertinent to mention that it could only be decreed once for 30 days, and it could be

extended up to 90 days per year. It is worth saying that the mandatory preventive isolation was in effect until September 1.

Consequently, the evident fact that was presented at the global, national, and local levels, led to a rethinking, and therefore, the proposal based on GBL activities was chosen as a tool for the development of ML in English supported by VLO's aimed at fourth-grade students at the José Edmundo Sandoval Teaching Center. It was necessary to clarify that, not only during the health emergency caused by Covid-19, this tool could be used, but also that it could be used in times of academic presence. Similarly, this material would serve as support and contribution for the teachers, intermediary users, of the educational institution licensed and not licensed in English.

3. Problem statement

Over the years, Colombia has promoted the learning of the foreign language, English, seeking to project students towards the cultural, social, and economic fields; thus involving, a breakthrough in the implementation of new models that promote their educational progress; therefore, the MEN proposed to achieve a bilingual country through the National Plan for Bilingualism (NPB) between the years 2004-2019, with the intention that citizens should have a command of a foreign language such as English, in other words, “to achieve citizens able to communicate in English, so that they can insert the country in the processes of universal communication, in the global economy and cultural openness, with internationally comparable standards” (MEN, 2006, p. 6).

Currently, in Colombia, specifically in the Department of Cauca, in the south-west of the country, in public primary education institutions, it is evident that the objectives proposed in the NPB have not been met; since, in the article on Social Representations, versus English learning, (Camacho et al, 2014) state that:

The National Bilingual Program has failed in its purpose of strengthening English as a foreign language. This is shown by the results of the Saber 11 Tests of 2013 where 87.72% of students from public institutions do not reach the basic level of performance in the foreign language English (p. 4).

Concerning the above, this problem that is evident within the Department of Cauca, are also presented in the municipality of Santander de Quilichao, negatively affecting the learning of English in the student community. This problem was perceived in the José Edmundo Sandoval Educational Institution, through a process of observation carried out before the pandemic by

Covid-19, giving as findings, little use of innovative strategies that promote ML by teachers and that the resources allocated by the National Government are scarce; ultimately, affect motivation, performance, capacity, proficiency, and interest of students versus ML in English.

In addition to the above, both at the global level and the national and local levels, the new Coronavirus pandemic, Covid-19, is currently emerging, which has unleashed the health emergency in the world, leading Governments to take measures that can address the virus. Such measures range from preventive isolation or quarantine to the total freezing of economic, social, and educational activities, among others, in countries that are the focus of the pandemic. In this regard, the following question arises: How does the proposal based on GBL activities as a tool contributing to the development of the English ML supported by VLO's aimed at fourth-grade students of the José Edmundo Sandoval school?

4. Objectives

4.1 General objective

To propose GBL activities as a tool to develop meaningful learning of English supported by VLO aimed at fourth-grade students of the José Edmundo Sandoval Educational Institution.

4.2 Specific objectives

To determine the topics to be developed in GBL activities from the English Learning Meshes to fourth grade.

To elaborate lesson plans with their respective themes, objectives, and activities based on GBL for the development of meaningful English learning.

To design VLO based on GBL activities carried out as a strategy to develop ML in English aimed at fourth-grade students of the José Edmundo Sandoval Institution.

5. Frame of references

5.1 Previous studies

5.1.2 International studies. The University of Chile, Campos, et al. (2006) implemented: “El juego como estrategia pedagógica: una situación de interacción educativa, Seminario para Optar al Título de Educadora de Párvulos y Escolares Inicial”, which was an investigation that aimed to propose the game, from a pedagogical perspective with boys and girls of 7 and 8 years at the E-10 Cadet Arturo Prat Chacón School, applying the mixed methodological design of exploratory type with two stages, The first, categorization with semi-structured observation records and individual interviews, analyzed qualitatively. The second stage was the collection of data through tests (pre-and post-test), checklists, observation records, anecdotal and plenary records; the analysis was quantitative and qualitative, Considering the before and after the application of the pedagogical proposal, finish, the proposed objectives were achieved; since the game was identified, proposed, and redefined as a pedagogical strategy within the guidelines of the subsector of Mathematical Education. From the above, it can be concluded that this strategy not only brings benefits when learning a foreign language but also, with other areas of study, which is enriching and significant.

Similarly, at the University of La Granada, Spain, Higuera, L. (2019) proposed the game as a didactic resource in initial teacher training, research work aimed at strengthening the training of primary school teachers through play as a teaching resource, thus motivating students to achieve meaningful learning; this project was proposed from the design of qualitative-phenomenological research. The information collection tools were social networks, technical documents, and in-depth interviews. It can be concluded that the objectives were achieved since teachers and

students consider the game as a significant learning tool. This research is related to the present proposal of grade work; since, the game was used as a vehicle to motivate students of educational institutions, leaving, as a result, significant learning in English classes.

5.1.3 National studies. It can be evidenced implemented works that have some relation with the present proposal; among which is “VLO for the learning of English in the sixth grade of the Educational Institution San Juan Bautista de la Salle” prepared by Duque Manrique and Romero Alarcón (2018), of the Cooperative University of Colombia. This postgraduate thesis seeks to motivate students, strengthening the basic vocabulary in the English language, through interactive and innovative tools such as the ova, doing away with the monotony in learning and teaching. This proposal is qualitative-experimental based on the ADDIE instructional model. The instruments for collecting information include observation, diagnosis, and survey. This research proposal is related to this proposal because it aims to improve the motivation and vocabulary of students through VLO.

“The game as a pedagogical strategy for the learning of English as a foreign language in the children of fifth grade, course “B”, of the CEDIT Jaime Pardo Leal” realized by García Caicedo (2007), of the University of La Salle. This paper presents a pedagogical proposal to enable the strengthening of grammatical and linguistic competencies. To make this proposal, three stages were considered: the first, a diagnostic-preliminary test to determine the level of students, to describe the problems; the second, the implementation of the proposal and the last, the re-evaluation of the proposal, through participatory action research design based on field diary, surveys, interviews, and the planning of leisure activities. By means of this proposal it was possible to demonstrate that the game as a pedagogical strategy is effective and significant to

favor the learning of English as a foreign language since it motivated eloquently, also contributed to teamwork both emotionally and psychologically; because it strengthens the ability to express and manage emotions; also stimulated the imagination, curiosity, concentration levels and reinforces the ability to solve problems in children from 10 to 12 years of the fifth grade of the B (5th) IED -CEDIT Jaime Pardo Leal. This thesis of degree is related to the present proposal, in the sense that games were used that contribute to the learning in English classes with selected population, this example was enough as a reference to illustrate that, through play, students are motivated, and learning is promoted; in the same way, as they are established for the present research proposal.

In the same way, Bernal Martínez I. (2015) with her research work on play and “play as a learning strategy in teaching English as a foreign language”, had the objective of articulating play and play in teacher training to acquire significant learning in the student population, making use of the qualitative methodological model. In short, this work of degree has some similarities with the present proposal of activities GBL, since the game is a facilitating means of learning.

5.2 Theoretical Framework

Game-based learning is a technique that has had a great boom in the educational field, due to its effectiveness within the teaching and learning process; since the use of games is intended to involve the student in a dynamic and functional environment, to motivate learning.

In this sense, Cordero and Núñez (2018) affirm that the GBL is a technique that provides teachers with opportunities to incorporate active learning into their teaching sessions since it promotes student motivation and commitment to the teaching process.

Similarly, Gee (cited by Cordero et al, 2018), refers that, apprentices within the process of leisure activity become authors of their own learning (p.197). In other words, apprentices take an active role during their process, leaving the teacher or teacher as a supervisor of the teacher.

For his part, Plato (n.d.) refers that: “A free spirit should not learn anything as a slave... The lesson that is forced into the soul will not remain in it, so do not spend violence with children and do, rather, that they are taught by playing”. Based on this phrase and following its philosophical guidelines, the use of play in classes should be a fundamental task for the teacher, who is responsible for guiding students to facilitate learning in small groups, couples, or individuals. Therefore, including the game in the classroom allows the development of activities to become attractive and motivating to capture the attention of students in any area of learning. Such games require concentration and interaction to motivate students, therefore, playful, and attractive environments allow each student to strengthen and acquire learning in a more meaningful way.

According to Ortega (as cited in López et al, 2002), the richness of a strategy like the GBL makes the game an excellent opportunity for learning and communication, learning is understood as a significant change that takes place through experience.

In addition, Cordero et al. (2018), refer that within the process of learning a foreign language it is necessary to use strategies such as play, whose objective is to allow a pleasant and valuable experience at the time of learning.

At the same time, the theory of significant learning raised in the book “Educational Psychology” written by Ausubel et al. (1993) alludes that such learning is that which is subordinated to a “prior cognitive” or “prior knowledge” which will subsequently be related to the new information, to the set of concepts, ideas that an individual possesses in each field of knowledge. Ultimately, such knowledge must be understood as “cognitive structure” (p.48).

In addition, (Ausubel, 1983) states that significant learning is divided into three types, which are:

Learning representations: It is the most elementary form that can be learned since meanings and familiar symbols are associated to understand reality.

Learning concepts: It is the association of symbols with abstract ideas from personal experiences.

Propositions learning: This is the most significant form of learning; because it requires more sacrifice, willingness, and dedication for scientific, mathematical, and philosophical tasks of greater complexity.

In this line of argument, Muñoz (quoted by Manga, 2008) refers to the learning of a foreign language when that language is not present in the community where the apprentice lives and provides as an example: An apprentice who aims to acquire the English language as a foreign language but who lives in a Spanish-speaking community, such an apprentice will face such an acquisition or learning process (p.3).

Similarly, motivation is both an intrinsic and extrinsic factor that can affect the individual, whether in a positive or negative way. “Motivation is necessary to ensure learning and to

evaluate an educational program when a student is motivated, the effectiveness of the activity increases”. (Contreras, 2016, p. 28).

In this regard, it is also necessary to say that, the game helps to preserve the motivation of the students during the whole teaching process - learning; which states that, advantages that favor the learning of the student are evident; within these, they can be distinguished “the applicability of the elements that make it up in real life, the improvement in concentration, the promotion of teamwork, adequate and timely feedback, and the improvement of the group and individual behaviors in the class”. (Cordero et al, 2018).

However, virtual learning objects are self-contained, reusable, and easily accessible digital resources or tools for educational purposes, designed to teach a specific skill, concept, or theme, such objects seek to stimulate thought, knowledge, and in some cases the motivation of a population, whether it is a student.

In addition to the above, MEN, 2007 (cited by Molano et al, 2018) defines such objects as, digital entities, self-contained and reusable, with a clear educational purpose, which are made up of at least three internal editable components, which are: content, learning activities, and contextualization elements.

Parallel to the virtual learning objects, it is important to mention the main paradigms or currents linked to learning such as constructivism, behaviorism, and cognitivism, which are strongly related to the process of teaching and design of educational materials.

In the first place, constructivism, according to Maldonado et al (2017) is sustained by the basic idea that learning is the process by which the meaning is assigned to the experience; that is,

what the individual learns is presented and incorporated from the “outside world”, such learning is reinterpreted based on his interaction with it and his previous experiences. Thus, what is learned is never a faithful copy of reality but the product that emerges from the restructuring of internal schemes from their activity.

Secondly, behaviorism can be appreciated, according to Castaño (2014) who argues that behaviorism is linked to traditional education which, in general, positions two subjects who are involved in the teaching-learning process. These individuals are in a vertical relationship in which one learns and the other teaches. The one who learns has a passive role that is only limited to being a receiver of information, while the one who teaches has an active role in the transmission of this information.

Finally, cognitivism according to Maldonado et al (2017), is centered on understanding learning and focuses mainly on the states, processes, and mental dispositions that originate these changes. The first approach that emerged with cognitivism was the theory of information processing, which studies internal processes by comparing the functioning of the human mind with that of a computer. The focus of research in cognitivism was the study of operations such as coding, storage, retrieval, and transfer of information.

5.3 Conceptual framework

In this section, the concepts that will help the readers to understand the subject matter that revolves around this proposal are broken down.

5.3.1 Game-Based Learning (GBL): Consists of the use of games as vehicles and tools to support learning, assimilation, or evaluation of knowledge. It is an innovative methodology that offers both students and teachers a different and practical educational experience that can be applied to a subject or theme or integrate several subjects. (Advantages of game-based learning, n.d.).

5.3.2 Meaningful learning: According to Ausubel, (1968), “it is a type of learning in which a student relates new information with the one he already possesses; readjusting and recasting both statements in this process”; so, it is the new learning that is generated based on the one already possessed, given the case that the students previously acquired certain knowledge in the English language from a teacher. In the same way, Ausubel (1982) states that “Meaningful learning involves the acquisition of new meanings and, conversely, these meanings are a product of it. That is the emergence of new meanings in the student that reflect the consummation of a process of significant learning” (p.48). Therefore, is the learner's ability to attribute meaning to a concept through assimilation and restructuring.

In addition, Ausubel (quoted by Moreira, n.d.) argues that:

Meaningful learning is the process through which new information (new knowledge) is related in a non-arbitrary and substantive (non-literal) way to the cognitive structure of the learner. During meaningful learning, the logical meaning of the learning material is transformed into psychological meaning for the subject.

5.3.3 Strategies: Charria de Alonso et al. (1993) report that strategies “are intended to stimulate and promote learning through a series of systematic activities based on design,

planning, and execution. All framed in the contributions of science and new technologies” (p.67). Following the same line, Charria de Alonso et al., (1993) refer that, “each one of the strategies has a series of characteristics that assign it its share within the educational process” (p.74).

5.3.4 Motivation: Nereci (cited by Castellano et al, 2014) mentions that motivation is the process that provokes a certain behavior, maintains the activity, or modifies it, and predisposes the student toward what he wants to teach; it is to lead him to actively participate in schoolwork. Likewise, to motivate is to lead the student to strive to learn, whether by trial, error, imitation, or reflection. In other words, motivation is the cause and at the same time the reason why a student performs a certain activity in a conscious and subconscious way.

5.3.5 Virtual Learning Object (VLO): MEN (2006) states that “A virtual learning object is a set of digital resources, self-contained and reusable, with an educational purpose and consisting of at least three internal components: Content, learning activities, and contextualization elements” (p.121). Likewise, the MEN has defined the VLO’s as “all material structured in a significant way, associated with an educational purpose (...) and that corresponds to a resource of a digital nature that can be distributed and consulted through the Internet (...)” (MEN, 2012). In addition to the above, the VLO’s are designed to promote learning as an entertaining tool that has a great influence on education, since, based on activities and games, they make it easier for teachers, teaching, and students to learn.

5.3.6 Constructivism: It is the current of the psychology that is sustained of the basic idea that learning is the process by means of which meaning is assigned to the experience; that is to say; that that that the individual learns is presented/displayed to him and incorporated from

“outer world”, this learning is reinterpreted on the basis of its interaction with the same one and its previous experiences (Maldonado et al, 2017).

5.3.7 Behaviorism: It is the current of the psychology that is based on the observation of the behavior or conduct of the being that is studied and that explains the same one like a set of relations between stimuli and answers (Castaño, 2014).

5.3.8 Cognitivism: Maldonado et al (2017) affirm that “The cognitivism is the current of the psychology centered in understanding the learning and which focuses on the states, processes and mental dispositions that originate these changes” (p. 20).

5.3.9 Design: According to Wents et al 2014; Creswell 2103a; Hernández-Sampieri et al 2013 and Kalaian, 2008 (cited by Sampieri et al, 2014) a design is a plan or strategy to be followed by the research group to obtain the information or results desired to respond to the problems presented in the project or research work.

5.3.10 Learning activity: According to Penzo et al (2010) the word learning activity is a set of actions and/or functional resources that have the purpose of facilitating and obtaining specific knowledge of a given area (p.9). Therefore, they are the starting point for the development of the programmatic contents of a subject since it is the transmission of knowledge through know-how.

5.3.11 English as a foreign language: It refers to the learning of English as means of communicative and competent development of a speaker within a social and cultural context does not own this language, to have the dominion of the English language without being born or being in a country of English speech.

5.3.12 Intermediary users: The José Edmundo Sandoval school's teachers and coordinator, who will eventually be the teachers of the fourth grade and will teach the English subject, for that reason, it's so important that they know the present proposal because they will be the link between the proposal and the students.

5.4 Contextual framework

This research proposal was carried out in Colombia, which is composed of 32 departments, among them, the department of Cauca, which is located in southwestern Colombia, with a great geographical, cultural, animal, and plant diversity, consists of 42 municipalities, and in turn the capital, Popayan. In this municipality is located the University of Cauca, which is a public institution of higher education with 193 years of history. It also has an office located in the municipality of Santander de Quilichao, northern Cauca, which for 7 years has provided all the northern Cauca and surrounding populations, a quality education.

In addition, within the Faculty of Human and Social Sciences is the Program of bachelor's degree in Modern Languages English - French, whose mission is to train graduates in modern languages, capable of developing in school as stated in the Program's Educational Project (PEP, 2017). For this reason, the Orientation of the Educational Process (OEP) is included in the curriculum of the degree. These practices were the input to select the age group for this research proposal, through an agreement between the University of Cauca and the Educational Institute Technical Institute at its José Edmundo Sandoval campus, where this proposal was presented for evaluation. The Educational Institution in question is in the municipality of Santander de Quilichao, in the El Jardín neighborhood, at Carrera 13 #19-33. The Educational Institution

offers its services in the morning and afternoon, under the technical-industrial modality, belonging to the A calendar and of public character.

The institution has 1 library, 1 cafeteria, 1 micro soccer and basketball court, 6 classrooms, 1 teacher's room, and coordination, the total number of students who are enrolled in the institution was 384.

6. Methodology

6.1 Methodological Approach

This proposal was framed in the qualitative approach, which helped teachers and the Institution's coordinator carried out the proof of concept; due to teachers are the intermediary users between the VLO's and the final users, the fourth-grade students, because the researchers have not the opportunity to have contact with the students due to Coronavirus pandemic.

The proof of concept about GBL activities as a tool to develop ML in English supported by VLO; because the qualitative approach is subjective and open, this allowed the evaluators to provide information related to the VLO in a detailed and precise way regarding the experience lived by the educators and the coordinator of the institution in the moment of observing and using the resource created.

First, it is important to expose that in the qualitative method, Sampieri, et al. (2014) exposed that, it facilitates a broad interpretation of information, since it is subjective, of an open, holistic, and inductive nature, it allows flexibility and dynamism to acquire more information practically and closer to what is intended at the time of data collection.

Second, the projective research, in which Hurtado (2000) stated that it consists in the elaboration of a proposal or a model, as a solution to a problem or need of practical type, either of a social group or an institution, in a particular area of knowledge, from an accurate diagnosis of the needs of the moment, the explanatory or generating processes involved and future trends (p.325).

The characteristics of the phases of projective research are made known throughout the development of the investigative process of this proposal; which include: exploratory phase, presentation of the context to be modified with the problem encountered; descriptive phase, the objectives of the research are stated; comparative phase, causal elements and preliminary studies; analytical phase, the theories are ordered according to the contexts where they were developed; explanatory phase, explanations of the proposal (justification) predictive phase, the feasibility of the project, financial, human and technological resources; projective phase, project design (methodology and schedule of activities); interactive phase, instrument application; confirmatory phase, analysis and conclusion of the proposal. evaluation phase, shows the scope and recommendations of the project (Rodríguez, 2019).

In other words, projective research is the type of study that proposes a model, in this case, the GBL supported VLO as a tool, to solve the low dominion of English evidenced in the ranking of the English Proficiency Index in 2018.

In third place, there were the semi-structured interviews, those interviews were conducted with the teachers and the coordinator of the José Edmundo Sandoval School for them to give their personal perspectives of the VLO oriented in GBL activities for the development of the ML of fourth-grade students towards the English language, this interviews offered the

researchers a considerable possibility to survey the intermediary teachers in a detailed and complete manner; due to the previously supplied information, in addition to maintaining the basic structure of the interviews. Even if it was a guided conversation between researchers and interviewers, considering the structure, the researchers were able to follow any ideas or develop any type of additional questions to creatively take advantage of the entire interview.

Finally, the instruments used in the research were: firstly, the questionnaire, it was the set of questions according to the VLO proof of concept about GBL activities as a tool for the development of ML in English, to obtain relevant information to the specific objectives of the research. Then, the audio recorder made it possible to store and collect the exact information provided by the Institution's teachers when they give their personal perspective the VLO designed from the GBL activities as a tool to develop ML in English. the fact of being able to save and collect accurate information was very important during the data collection as it prevented researchers from forgetting any important data or information outside the proposal.

6.2 Moments of the investigation

Below, it's included a detailed guide of the steps followed by the researchers for the design and proof of concept about GBL activities as a tool to develop ML in English for fourth-grade students supported by VLO is described specifically.

6.2.1 Moment 1: THE PLANNING. The previous approach, before the health emergency of Covid-19, demonstrate whether the Educational Institution made use of both, the GBL strategy and use of VLO to contribute to the meaningful learning of students. The first planning moment was carried out at the José Edmundo Sandoval school, through a process of observation by the different classrooms, it was possible to evidence especially in the fourth grade that the

knowledge of the students did not correspond to the achievements established by the Basic Standards for Competences in Foreign Languages: English designed for the fourth grade of primary school, because there was a lack of student interest in learning English in the first place because the classes were a bit monotonous, the didactic resources were scarce, and the teachers who guided the subject were not graduates in languages. Based on the above, it was considered that a strategy that would generate motivation for learning in this student population should be considered and the best option was Game-Based Learning; since it is a method that facilitates learning and allows students to be active in their learning when they play, that is, they learn by playing. In addition to this grade of schooling, students have already developed the physical motor skills necessary and, it is possible to use games with them.

6.2.2 Moment 2: SELECTION OF THEMES. In the second moment of the investigation, the determination of the topics to be developed during the GBL sessions that sought to develop ML took place, from the review of the Learning Mesh, the Basic Learning Rights, the Basic Standards for Competences in Foreign Language: English and the curriculum suggested by the educational institution José Edmundo Sandoval, attached to the Instituto Técnico, the information of the course was denoted; what students must know how to do and be able to do to demonstrate mastery of A2. 1 (basic 1) following the Common European Framework, MEN (2006) Basic Standards for Competences in Foreign Language: English (p. 10). Also, these selected topics correspond in turn to the basic learning needs of the students; and, according to the meaningful learning theory developed by David Ausubel, to achieve meaningful learning, prior knowledge is necessary to reinforce subsequent knowledge. This type of learning involved is a priority to be developed by the research proposal.

It was decided to work on these topics because they are part of the real context in which the fourth-grade students at the José Edmundo Sandoval School develop, and it is sought that the vocabulary, grammar, and phonetics addressed in the class sessions based on the strategy GBL to develop meaningful learning in English that are functional in their daily life.

Next, the 10 topics to be developed during the GBL sessions were classified and each one of them was assigned striking names. (See table 1).

Table 1. Topics for GBL activities.

#	Topics for GBL activities	GBL Sessions names
1	Greetings and Farewells	How good is it to say Good Morning?
2	The colors	Coloring my world
3	The numbers	Count and learn
4	Food	I eat healthily
5	The days of the week	My schedule
6	My body	Getting to know my body,
7	The animals	Let's go to the zoo
8	Occupations	What I want to be.
9	Feelings and emotions	How do I feel today?
10	The family	My family tree

6.2.3 Moment 3: ELABORATION OF LESSON PLANS. The 10 lesson plans were developed from the pre-selected topics in English, which the criteria to be considered during each GBL session were involved to contribute to the development of the ML. Such as name, number, objective, and time of the GBL session, vocabulary, grammar, the Basic Standards for

Competences in Foreign Languages: English, procedure (Warm-Up, explanation of the topic to be discussed, development of the GBL activity), tips to achieve meaningful learning, suggestions or feedback to the teacher and the materials which contain images, associations of words, songs. The development of the activities in each GBL session is also the games that the researchers considered relevant for the ML in English. (See table 2-11).

Table 2. How good is it to say good morning?

SESSION GBL NUMBER AND NAME			
<i>GBL Session #1</i> <i>How good is it to say Good Morning?</i>			
Session's objective	<ul style="list-style-type: none"> To increase the vocabulary of greetings and farewells using the verb "To be", practicing listening and speaking. To recognize and understand the greetings and goodbyes worked during the session. To participate in short and simple conversations through greetings and goodbyes. 		
Time	120 min		
Basic standards for competences in foreign languages: English	<ul style="list-style-type: none"> Greetings and farewells. I recognize familiar words and phrases in immediate contexts. I understand when someone says hello or goodbye. I identify related words on topics that are familiar to me. 		
Vocabulary	Good morning, good afternoon, good night, good evening, Good-Bye, hello, hi, bye, bye-bye, see you soon, thank you, nice to meet you, have a good day, what do we say when...? etc.		
Grammar	<ul style="list-style-type: none"> Formal and informal Greetings 		
Activities development			
Time	Name of the activity	Activity description	Resources

5'	Beginning of class	The teacher will greet the students and will talk a little about the topic to be worked on in the session that will be carried out through Game-Based Learning (GBL).	Teacher's voice.
It is important to add that, at the beginning of the main activity, the children will be given a word search with all the vocabulary related to greetings and farewells, and this will be filled out by the children during the three moments of the video.			Word search
10'	Good morning song	The teacher will start with a small snack. He will play and sing "The Good Morning Song."	Teacher's voice. https://www.youtube.com/watch?v=TFVjU-dsIM8
15'	Introduction to vocabulary to work	The teacher will go to the repository on the WordPress website and there he will emphasize the keywords and expressions that he will later find in the video.	Repository WordPress
30'	Playback of the video developed by the research group	The teacher will play the video about "Greetings and farewells" found in the repository. He will seek to generate a good explanation of the subject, with the help of Mike, Jane and the Teachers Lida and Diego.	Morning, afternoon, and night posters. https://www.youtube.com/watch?v=6-ecpsHHhOI
30'	Video course	As the video progresses, the teacher with the help of the alphabet soup found in the video, repository, Mike, Jane, and the teachers Lida and Diego, will begin to play in order to generate significant learning from the Greetings and farewells. During the video, there will be three stages where expressions such as: good morning, good afternoon, good night, etc. will be explained.	Morning, afternoon, and night posters. https://www.youtube.com/watch?v=jNpCeXYHksY
20'	Complementary activities.	Having finished watching the video where the "Greetings and Farewells" are explained through the game, the teacher will proceed to develop the complementary activities found in the repository.	Complementary activities.

10'	Farewell song	The teacher and the students will say goodbye singing a song that will help them reinforce the theme seen above, related to Greetings and Farewells.	voice https://www.youtube.com/watch?v=gVIFEVLzP4o
Teacher suggestions or comments			
<ul style="list-style-type: none"> • Give feedback at the end of the class with the help of the materials provided by the research group • Participation. During the class, try to ask questions about the discussed topic to student's group. • If time allows, connect with students individually and in groups so they feel like you are playing with them too, or look for workspaces other than the classroom. 			
Meaningful learning			
<ul style="list-style-type: none"> • Start the discussion, introducing the central theme of the new learning content requesting the participation of the students on what they know about it. • Encourage a good number of students, so that others listen and become actively involved. 			

Table 3. Coloring my World.

SESSION GBL NUMBER AND NAME <i>GBL Session #2</i> <i>Coloring my World</i>	
Session objective	<ul style="list-style-type: none"> • To encourage students to develop an awareness of color through observation classifying objects in their environment. • To promote meaningful learning of English using the game to identify the vocabulary of colors
Time	120 minutes
Basic standards for competencies in foreign languages: English	<ul style="list-style-type: none"> • I carefully follow what my teacher and my classmates say during a game or activity. • I memorize and follow the rhythm of popular songs from English-speaking countries. • I follow and give basic instructions when playing familiar games. • I ask and answer about the physical characteristics of familiar objects
Grammar	Primary colors: yellow, blue, red, white, and black Secondary colors: green, orange, gray, pink, brown, and purple.

Vocabulary		Blue, black, yellow, green, red, orange, brown, pink. What is that color? This is how you spell... This is the color...	
Activities development			
Time	Name of the activity	Activity description	Resources
5'	Brief feedback	When starting the ABJ session, the teacher will try to give a little feedback on the past topic "Greetings and Farewells", for example, he will greet the students in English and ask them how they are doing.	Teacher's voice
5'	Introduction of the topic	To introduce the theme of colors, the teacher will go to the repository where the theme of colors "Coloring my world" is located, there the teacher will expose the vocabulary and keywords found in it. Looking to give a prelude to the subject to work on the video.	Keywords and expressions from the repository in WordPress.
25'	Explanation of primary colors and their mixtures.	The teacher will play the video where the colors are explained with the help of Mike, Jane, and Teacher Camilo. At the same time, he will pause the video in the moments where they are explained, their mixes, and what are the colors that come out of there	Teacher's voice Video
25'	Spelling out colors	In the second part of the video, the teacher will emphasize the spelling of colors and their pronunciation, with the help of Mike, Jane, and teacher Juan Pa who will help students understand more about colors.	Teacher's voice Video
20'	Playing with the color lottery	After having learned a little more about colors and their way of spelling in English, the teacher, with the help of Mike, Jane, and teacher Juan Pa, will play with the color lottery again, seeking to develop meaningful learning.	
15'	Complementary activities	The teacher will proceed to use the complementary activities found in the repository so that the students can complement the learning acquired during the explanation of the video.	Complementary activities of the repository.
5'	Class completion	The teacher and the students will finish the class, but not before giving final feedback on the colors seen in the video and the repository.	Voice
Suggestions to the teacher or feedback			
<ul style="list-style-type: none"> • Use easy to spell colors like blue, red, green, black. • Know the pronunciation of primary and secondary colors in English. 			

<ul style="list-style-type: none"> Recognize colors using objects in the classroom or at home.
Meaningful Learning
<ul style="list-style-type: none"> In class, you should develop open-ended questions that require more than an affirmative or negative answer and give students time to respond. For example, bring objects that have a specific color.

Table 4. Count and learn.

GBL SESSION NAME AND NUMBER: <i>GBL session # 3</i> <i>Count and learn</i>			
Session's objective	<ul style="list-style-type: none"> To reinforce the vocabulary of numbers through association and writing. To practice, recognize, order, and count the numbers from one to ten. To contribute to meaningful learning taking as a theme the numbers supported by VLO 		
Time	120 minutes		
Basic standards for competencies in foreign languages: English	<ul style="list-style-type: none"> I recognize when someone speaks to me in English, and I react verbally and non-verbally I actively participate in games and rounds I answer questions about people, objects, and places around me. 		
Vocabulary	One, two, three, four, five, six, seven, eight, nine, ten.		
Grammar	"It is the number" or "What is that number?", How many and how much are ...?		
Activities development			
Time	Name of the activity	Description of the activity	Resources
5'	Presentation and introduction of the topic	The teacher will start the session by greeting the students and then they will talk a little about the topic to be worked on during the session	Teacher's voice Student

10'	Socialization of keywords and expressions	The teacher will go to the WordPress repository where the topic of the numbers is located, then he will explain the keywords and expressions to work on the video.	Voice WordPress repository
20'	Explanation of the numbers	The teacher, Mike, Jane, and the teacher Lida, will work on the explanation of the numbers and their pronunciation in English from 1 to 10. It is important that the teacher pause the video if they deem it necessary.	Voice Video
30'	Playing "Matching the correct word"	After having finished explaining the numbers, the teacher, Mike, Jane, and the teacher Diego will play to choose the correct number depending on the image found in the video. The teacher will pause the video when she deems it necessary.	Voice Video
30'	Playing "How many objects are there?"	When the game is over, the teacher, Mike, Jane, and the teachers Lida and Diego will play "How many objects are there? The game is about identifying how many objects they can see and so on answering correctly.	Voice Video
20'	Complementary activities.	After the video and the games, the teacher will use the complementary activities to reinforce the learning previously acquired through the videos.	Repository activities
5'	Class completion	The teacher will say goodbye to the students thanking them for paying attention	Voice

Suggestion to the teacher or feedback

- The teacher will have to be very attentive and active when playing these games since he must answer each question that the student asks him and answer it in the best way that he can understand it.
- The teacher must find the best strategy to represent the topic and capture the student's attention.
- Put into practice the experience of the family environment such as dialogue, observation to count and learn at the same time.

Meaningful Learning

- Teach your students to connect a concept with another concept previously worked on in their respective sessions. You can even go further and try to connect one concept in your topic with another concept in a different topic.
- Encourage students to also ask questions about the answers they hear from their classmates.

Table 5. I eat healthily.

GBL SESSION NAME AND NUMBER: <i>GBL session # 4</i> <i>I eat healthily</i>			
Session's objective	<ul style="list-style-type: none"> • To improve the vocabulary related to fruit, meat, and vegetables by practicing a shopping exercise to broaden the students' knowledge. • To get familiar iwth the vocabulary of food in English in a didactic way. • To identify the different foods in English through didactic games. 		
Time	120 min		
Basic standards for competencies in foreign languages: English	<ul style="list-style-type: none"> • I identify the names of foods in English. • I understand the different types of food in English • I understand when they ask about food in English. • I actively participate in the games, and they can understand the greetings and orders given by the teacher. 		
Vocabulary	apple, onion, bread, eggs, milk, cheese, etc.		
Grammar	Where does the food go? This is... that is.... That food is used for ...		
Activities development			
Time	Name of the activity	Activity description	Resources
5'	Introduction of the topic	The teacher will greet the students and then enter the explanation	Voice Students

10'	Vocabulary socialization	The teacher will go to the WordPress repository where they will find the key words and expressions that will be socialized with the students.	Voice WordPress repository
25'	Food explanation	The teacher will play the video where Mike, Jane and the teacher Camilo will explain some of the most consumed foods.	Voice Video
35'	Let's go to the supermarket	In the video, a shopping list will be delivered, wherewith the help of Mike, Jane, and teachers Juan Pa and Camilo, they will have to look inside the boxes for the food that will be ordered in it. At the end of the purchase, they will say what they like and what they don't like. To better know what foods are needed, the teacher will have the list in the repository and, in turn, can pause the video whenever they want.	Images students Attention Voice Supermarket list
20'	Game "where does the food go?" or "Where does it go?"	After finishing the part of the market list, the teacher, Mike, Jane, teacher Juan Pa, and the students will play, where the product goes. In the video, several products from the market will be appreciated and, in the sections, where these products could go, the students must classify the food in the correct section. The teacher can pause the video whenever she wants.	Voice Videos
20'	Complementary activities	At the end of the video, the teacher will use the complementary activities to reinforce the students' knowledge	WordPress repository activities
5'	Class completion	The teacher will say goodbye to the students	Voice
Suggestions to the teacher or feedback			

- The teacher must be aware of the activities and pay close attention to each activity and know the vocabulary.
- The teacher must motivate the students to look for and show different types of food to cheer up the class.
- The teacher must give feedback on the taste of each student with her favorite food to develop meaningful learning.
- The teacher should use the thumbs up to say like and happy mood; In addition, the teacher should use the thumb down for dislike and upset mood.

Meaningful Learning

- Encourage students to also ask questions about the answers they hear from their classmates.

Table 6. My schedule.

<i>SESSION GBL NAME AND NUMBER:</i> <i>GBL session #5</i> <i>My schedule.</i>			
Session's objective	<ul style="list-style-type: none"> • To get vocabulary about the days of the week by talking about your daily routines using the present simple. • To contribute to a meaningful learning topic about the days of the week supported by VLO. 		
Time	120 min		
Basic standards for competences in foreign languages: English	<ul style="list-style-type: none"> • I identify and pronounce the days of the week. • I put it into practice in daily life. • I improve my pronunciation through videos and games. 		
Vocabulary	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, I wake up, I get up, I brush my teeth, etc.		
Grammar	Time preposition (on), Daily routine, Present simple.		
Activities development			
Time	Name of the activity	Activity description	Resources

5'	Class introduction and presentation of the topic	The teacher will begin with a short introduction of what will be the session, the days of the week.	Voice Students
10'	Socialization of keywords and expressions.	The teacher will go to the WordPress repository to share with the students the keywords and expressions that they will find in the video.	WordPress repository
20'	Explanation of the days of the week and hours	The teacher will play the video where Mike, Jane, and teacher Diego will explain the days of the week in English, both weekdays and weekends using the preposition "ON". At the same time, during the explanation, some sentences in the present simple can be found related to the daily routine.	Vocabulary cards
20'	My schedule.	Using the table above from the video, the teacher will further explain the schedule where the children will talk about the activities of the daily routine with the days of the week. First, the teacher will make an example by talking about what he does in the morning and using some structures such as: "I wake up at 8:00 am, I get up at 8:30 am, etc."	Voice Video
20'	Exercise of filling the schedule with the days of the week	Suddenly in the video, in the schedule, the words of the days of the week will fall from your site. It is there that the teacher, Mike, Jane, and the teacher Lida will ask the students to rearrange the days of the week in the appropriate box.	Voice Video
25'	Playing with Jane's routine crossword	After they have finished rearranging the days of the week, the teacher, Jane, and teacher Lida will play with the crossword puzzle about Jane's routine. The solution of the crossword and their explanation will be found below	Voice Video

20'	Complementary activities	After the video, the teacher will use the complementary activities found in the repository to reinforce the students' knowledge.	Complementary activities from the repository
5'	Class completion	The teacher will say goodbye to the students.	Voice
Suggestions to the teacher or feedback			
<ul style="list-style-type: none"> • The teacher should make a brief explanation only if the students do not understand the sound, describe the days of the week with a calendar. • Help students create sentences if they can't. for example, when they are going to say what they do during the week. • The teacher must put the topic into practice by creating conversation to practice speaking and reading in class to awaken motivation. • Put into practice the schedule with the daily routine to develop writing skills during class. 			
Meaningful Learning			
<ul style="list-style-type: none"> • Change the role of the student in classes and turn him into a teacher for a few minutes. Changing the role that the student plays in the classroom is a magnificent resource since with it your students work on oral expression and learn to lose their fear of speaking in public. Well managed, the role change is a very considerable injection of self-esteem for any student. 			

Table 7. Getting to know my body.

GBL SESSION NAME AND NUMBER <i>GBL session #6</i> <i>Getting to know my body</i>	
Session's Objective	<ul style="list-style-type: none"> • To make students identify and write some of the most common parts of the body. • To generate meaningful learning by taking the parts of the body as a theme supported by VLO.
Time	120 min
Basic foreign language proficiency standards:	<ul style="list-style-type: none"> • I actively participate in word games. • I learn the parts of the body in English.

English	<ul style="list-style-type: none"> I follow attentively what my teacher and classmates say during a game or activity. 		
Vocabulary	Eyes, nose, mouth, teeth, face, neck, head, ears, stomach, shoulders, knees, fingers, etc.		
Grammar	This, that, those, these, what is that part of the body, where does it go in the puzzle, what is this part, what is this part?		
Activities development			
Time	Name of the Activity	Description of the activity	Resources
5'	Presentation	The teacher will give a brief introduction to the topic and then address the theme of body parts during the session.	Teacher's voice
5'	Body parts' song	The teacher will sing the song Head Shoulders Knees and Toes	Teacher's voice https://www.youtube.com/watch?v=RuqvGiZi0qg
10'	Review of keywords and expressions	To begin, the teacher will go to the WordPress repository, under the topic "Parts of the body" and teach the students the keywords and expressions found in the video to give a previous explanation of the vocabulary.	Teacher's voice

20'	Video, filling in the first puzzle of the parts of the face	The teacher will play the video found in the repository and in turn, will play with the puzzle containing parts of the body where students must identify, learn, and recognize the vocabulary of the subject. In the video, they will be able to meet the "Teachers" Camilo and Juan Pa, who will accompany them in the teaching process. To comply with the above, the teacher can pause the video whenever he/she wishes.	Voice Video
20'	Filling in the video's full-body puzzle	The video will end with a final puzzle that will help students learn more body parts, nurture their vocabulary, and play and have fun in the process.	Voice Video

15'	Guess what touched me	The teacher will explain to the students that he will point out a part of their body and they will have to guess, the one who guesses must touch another part of the body and the one who guesses another, and so on.	Attention Body
15'	Complementary activities	The teacher after having watched the video and played the game with the puzzles in the video will do the complementary activities to reinforce vocabulary and meaningful learning about the parts of the body.	Repository activities
5'	End of class	The teacher will end the class by saying goodbye to the students.	Voice

Suggestions to the teacher or feedback

- Use body parts to start with the activity such as the face, eyes, nose, mouth, nose, teeth, face, ears, etc. Ask students easy questions, they may not understand what you are asking.
- The teacher should do activities, for example, Simon says or "Simon says" in English before starting the class or activities to remember or reinforce the vocabulary of the parts of the body. Depending on how the teacher wants to develop the class.
- The teacher should perform activities with movement and rhythm of the song to identify the parts of the body more easily. This can be done with the help of the following video:
- Play during the class Wordsearch to develop different skills.

Meaningful Learning

- Solving allows the teacher to see that it has gone beyond mere rote learning of teaching. The problem of problems is one of the most significant aspects of a student's learning because through the resolution the student not only shows you that you have learned what you have taught him, but that he has been able to find an application or resolution for a certain problem.

Table 8. Let's go to the zoo.

GBL SESSION NUMBER AND NAME <i>GBL Session # 7</i> <i>Let's go to the zoo</i>			
Session's Objective	<ul style="list-style-type: none"> - To recognize and identify the animals at the Zoo through their sounds and habitat. - To learn the English names of the animals that live in the Zoo. 		
Time	120 min		
Basic foreign language proficiency standards: English	<ul style="list-style-type: none"> • I describe some of the characteristics of the animals and their habitats using familiar vocabulary. • I actively participate in word games. • I easily identify animals in English through their characteristic sounds. 		
Vocabulary	Turtle, snake, crocodile, lion, tiger, snake, monkey, zebra, elephant, etc.		
Grammar	What animal is this? This animal is... This animal is very, what animal makes this sound? What is the habitat of this animal?		
Activities development			
Time	Name of the activity	Description of the activities	Resources
5'	Introduction	The teacher will welcome the students and then introduce the topic to learn about zoo animals in English.	Voice

10'	Socialization of the vocabulary to work on in class.	The teacher will go to the WordPress repository, where the topic of animals is located. There, he/she will show the keywords and key expressions that will be found in the video	Voice Repository
30'	Let's go to the zoo	The teacher will play the video and introduce the two characters that appear in the video, Mike and Jane, and the "Teachers" Lida and Diego. These characters will talk about the experience they had at the zoo. In the video, the students will learn about the animals in English and some important characteristics of each of them. The teacher can pause the video at will.	Voice Video
30'	The game of guessing the animal by sound	The teacher with the help of "Teacher" Diego will continue with the video and will find the following game: "Guessing the animal by the sound" or "Guessing the animal by the sound". The sounds of the animals will be played on the video. Students must try to guess what that animal is and then say it in English.	Animal sounds Attention Motivation Students
25'	Put the animal in the correct habitat.	The teacher and Teacher Lida will ask the children in the class to help put the animals in their correct habitat. They will show some animals to the students to help them find their habitats.	Voice Video
15'	Development of complementary activities	To finish the teacher will work with the students on the complementary activities found in the WordPress repository.	Repository activities
5'	End of class	The teacher will end the class by saying goodbye to the students.	Voice
Suggestions to the teacher or feedback			

- The teacher should be attentive to each activity, be very precise and knowledgeable when explaining the activity, should be attentive to the students and support them in sentences different from those used in class (sentences with adjectives or things like that), especially the material that is of good quality so that there are no inconveniences.
- The teacher can use slides, pictures, videos because this strategy helps to identify sounds that students can learn in a more meaningful way.
- The teacher can use different tools such as Duolingo, Kahoot Learn English kids to improve the skills of each student in English class.

Meaningful Learning

- Have your students define the concepts you have taught them in your detective session. Look for definitions that are not based on memorization, but on understanding the concept.

Table 9. What I want to be.

GBL SESSION NAME AND NUMBER <i>GBL Session # 8</i> <i>What I want to be</i>			
Session's Objective	<ul style="list-style-type: none"> • To enrich meaningful learning by teaching professions what students would want to be when they grow up from the GBL supported by VLO. • To be able to learn about different community helpers who work to provide service to others. • To help students identify the verb "To be" through the vocabulary of occupations. 		
Time	120 min		
Basic foreign language proficiency standards: English	<ul style="list-style-type: none"> • I can answer simple questions about myself and my close context verbally or nonverbally. • I recognize when someone speaks to me in English. • I actively participate in games. 		
Vocabulary	Doctor // Singer // Fireman // Police officer // Butcher // Baker // Teacher // etc.		
Grammar	I want to be // I won't be // I would like to be a...		
Activities development			
Time	Name of the activity	Description of the activities	Resources

5'	Presentation.	The teacher will warmly welcome the students and then address the topic of professions to work on in the session.	Voice Students
10'	Socialization of the vocabulary of professions in English.	The teacher will go to the WordPress repository where he/she will find the topic on professions, there he/she will socialize the keywords and expressions.	Voice WordPress repository
20'	Introducing the professions.	The teacher will have the pleasure to introduce the types of professions in English to the students with the help of his friends Mike and Jane, and the teachers Camilo and Juan Pa. The teacher will also explain more in-depth about the topic so that the students can choose the profession they like the most.	Voice Students' Attention
30'	The guessing game.	The teacher, Mike, Jane, and Teacher Camilo will use the guessing game to go more in-depth with the professions, making very detailed descriptions so that students can identify the correct profession.	Voice
30'	Other professions and their pronunciation	The teacher, Mike, Jane, and Teacher Juan Pa, will show pictures of other professions for the students to repeat and learn the vocabulary.	Voice Students' Attention

15'	Supplementary activities	After finishing the video, the teacher will go to the part of complementary activities where he will develop such activities with the students.	WordPress Activities
5'	End of class.	The teacher will end the class by saying goodbye to the students.	Voice
Suggestions to the teacher or feedback			
<ul style="list-style-type: none"> The teacher must be very active and attentive to each activity so that the children can understand it for there to be meaningful learning. It is important to think and imagine with the students in class, asking open-ended questions, for example, what would you like to be in life? then, students could use more imagination and learn new vocabulary. 			
Meaningful learning			
<ul style="list-style-type: none"> You can and should learn from errors. Showing mistakes to a learner about a given piece of content is another excellent tool to address learning consolidation. 			

Table 10. How do I feel today?

GBL SESSION NUMBER AND NAME <i>GBL Session # 9</i> <i>How do I feel today?</i>	
Session's Objective	<ul style="list-style-type: none"> To encourage students to explore feelings and emotions as an important part of human beings by recognizing them in faces. To recognize feelings and emotions through emojis or mimics.
Time	120 min
Basic foreign language proficiency standards: English	<ul style="list-style-type: none"> I actively participate in games, and they can understand greetings and commands given by the teacher. I use common expressions I express feelings and moods. I answer questions about how I feel.

Vocabulary		Happy, sad, tired, angry, surprised, confused, scared.	
Grammar		How do you feel today? What is the importance of feelings? How are you? I am, she is, you are, etc.	
Activities development			
Time	Name of the activity	Description of the activities	Resources
5'	Session introduction.	The teacher will start the class by talking about how important feelings and emotions are for human beings.	Voice
10'	Socialization of vocabulary.	The teacher will go to the WordPress repository where the keywords and expressions related to the video and the topic "feelings and emotions" can be found. This vocabulary will be socialized for a better understanding and learning.	Voice WordPress Repository
15'	Explanation of emotions.	The teacher will play the video where Mike, Jane, and Teacher Lida will explain the most common feelings and emotions in English. The teacher will pause the video to generate a more detailed explanation.	Voice Video
30'	The "charades" activity.	The teacher, Mike, Jane, and teacher Diego will play Charades with the students. With this activity, they will try to get the students to guess the feeling or emotion through the representation correctly.	Voice Video
30'	Recognize the feeling or emotion.	The teacher, Mike, Jane, and the teacher Lida and Diego, will play one last game with the students in the video. They will associate the feelings and emotions they find in a bag with the corresponding images.	Voice Video

15'	Complementary activities.	After finishing the video, the teacher will do the complementary activities found in the repository with the students.	Voice Repository activities
5'	End of class.	The teacher will end the class by saying goodbye to the students.	Voice
Suggestions to the teacher or feedback			
<ul style="list-style-type: none"> • Perform reinforcement of the topic explained through ABJ activities if necessary. • Try to make comments before, during, and after class. • Invite students to make a journal with everyday emotions, so they can use "post-it notes" and stick them in their bedroom. 			
Meaningful learning			
Discuss with your students whether what you have taught makes sense, has full or partial application in real life. Dialogue is an excellent resource for understanding content.			

Table 11. My family tree.

GBL SESSION NAME AND NUMBER <i>GBL session # 10</i> <i>My Family Tree</i>	
Session's Objective	<ul style="list-style-type: none"> • To learn to talk about their families using vocabulary for family members and some of the most used possessive adjectives. • To be able to describe what they already know about families by sharing relevant details and facts about their own families. • Encourage students to think about families and the diversity of families. • To generate meaningful learning by taking family members as a theme supported by VLO.
Time	120 min
Basic foreign language proficiency standards: English	<ul style="list-style-type: none"> • I actively participate in games, and they can understand greetings and commands given by the teacher. • I answer questions about my close context.

Vocabulary	Mom, dad, brother, sister, aunt, uncle, cousin, grandfather, grandmother, etc....		
Grammar	She is my, he is me, they are.		
Activities development			
Time	Name of the activity	Description of the activities	Resources
15'	Introduction	The teacher will make a summary of everything they have learned during all the sessions and then introduce the last topic of the session.	Voice
10'	Socialization of vocabulary.	The teacher will go to the WordPress repository where he/she will show the keywords and expressions that will be worked on in the class session regarding the family tree	Voice WordPress repository
30'	Introducing Mike and Jane's family	The teacher with the help of Teacher Camilo will present the family tree of Mike and Jane's family in a very detailed and complete way to the students. In order to make the explanation clearer, the teacher can pause the video at any time.	Voice Video
40'	Filling out and playing with the family tree.	The teacher, Mike, Jane, and the teacher Juan Pa, will play the game called "turn the wheel", a wheel that contains the images to fill in each corresponding space of the family members. It is important that each time the wheel is turned there is a time to guess the family member and put it in the correct space.	Voice Video
20'	Development of the complementary activities.	After the video, the teacher will finish with the complementary activities found in the repository.	Activities in the repository
5'	End of class.	The teacher thanks all the students for their dedication and participation in all the activities.	Voice
Suggestions for the teacher or feedback			

- The teacher must be very active, be in movement all the time and give a good explanation of the subject, on the other hand, each material he/she elaborates on must be well prepared for the ease of understanding of the students.

Meaningful learning

- Make your students interact, participate constantly in the session to generate meaningful learning, cooperative with the activities designed by the research group.

6.2.4 Moment 4: VLO DESIGN. VLO design of GBL activities to develop meaningful learning of English in the fourth grade.

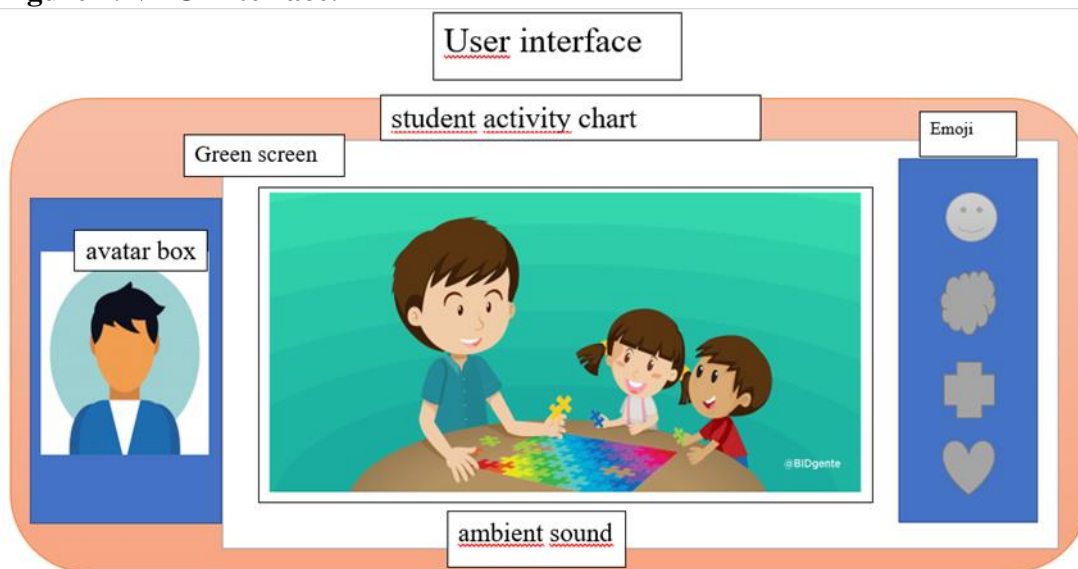
The activities planned for this research were composed of 10 VLO (videos) of the GBL sessions, in which a specific topic was developed in each of them; at the end, the teachers were carried out the evaluation, which showed if the tool developed by the research group manages to develop the AS of the students. (See table 12).

Table 12. VLO Storyboard.

Design of GBL activities supported by VLO	
Population:	Fourth-grade students from the school José Edmundo Sandoval
Course:	English
Time of the VLO	5-8 Minutes
The problematic:	The problem that this proposal solved was the low domain of English exposed by students from the school José Edmundo Sandoval
Purpose of the VLO:	To develop Meaningful Learning (ML).

Topics to work:	<i>“Greetings and Farewells, The colors, The numbers, Food, The days of the week, My body, The animals, Professions, Feelings, and Emotions, and the family”</i>
Title of the GBL activity supported by VLO	<i>How good is it to say Good Morning? Coloring my world, Count and Learn, eating healthy, my schedule, getting to know my body, Let’s go to the zoo, What I want to be! How do I feel today? And My family tree.</i>
Strategy to develop	Game-Based Learning This problem has been solved through the implementation of GBL activities supported by VLO
Approach	Constructivist, Behaviorist, and Cognitivist.
Technological design	Type of pedagogic video: Procedural/ conceptual.
Free applications for the creation of the VLO	Filmora, Picsart, PowToon, Adobe premiere, Virtual DJ, Magic video, Html, Zlush, etc.

Figure 1. VLO Interface.



6.2.5 Moment 5: DRAFTING THE SCRIPT FOR THE VIDEOS. Drafting of the libretto that was used in the design of the ten videos, in which aspects such as the sequences of the

scenes, the plane in which the scene was captured, the images, the audio, the dialogues, sound, session number, title of the session and time, were specified in detail. (See table 13 to table 22).

Table 13. Script Greeting and Farewells: How good is it to say Good Morning?

<i>Script's GBL video session #1 Greetings and farewells: How good is it to say Good Morning?</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		
		<i>Sound</i>	<i>Text</i>	<i>Time per Scene</i>
First scene, Avatar green screen	Introduction of the topic scene. Long shot.	Didactic ambient sound	Avatar: "Hi Guys, welcome to our first class in which we are going to learn Greetings and Farewells. I'm teacher Lida and here we go!"	30' seconds
Second scene, explanation of the whole activity.	Explaining the first moment, The good morning stage. Long shot.	Didactic ambient sound	Avatar: Ok guys, I'm teacher Diego and firstly we are going to learn about greetings and farewells with the three stages of the day, and we are going to be playing with The Word search. So come on guys, let's start with the first stage and the good morning stage.	2' Minutes
Third scene, the good morning stage.	Developing the explanation and the new vocabulary	Didactic ambient sound	Avatar: Guys, but first, say hello to our two new friends Jane and Mike, they are going to help us in the three stages to learn English. Firstly, the good morning stage, look at them. They woke up some minutes ago. look at the clock, it's 8 AM. Mike and Jane, what do we say when we wake up?	50' Seconds

			<p>Mike and Jane: ;Good morning!</p> <p>Avatar: Excellent guys! and when we meet someone what do we say?</p> <p>Mike and Jane: ;Hello!</p> <p>;Nice to meet you!</p> <p>Avatar: something else guys?</p> <p>Mike and Jane: How are you?</p> <p>Avatar: really good! Guys, this is how we use some greetings and farewells in the morning.</p> <p>Let's continue with the word search, let's play with it.</p>	
Fourth scene Crossword.	Playing with the lottery, long shot.	Didactic ambient sound	<p>THE WORD SEARCH GAME</p> <p>Ok children! let's find some words in the word search we learned in the first stage:</p> <p>“Good morning”</p> <p>“Hello”</p> <p>“Nice to meet you”</p> <p>“How are you?”</p> <p>Amazing kids let's continue with the second stage, the good afternoon stage.</p>	1' Minute

<p>Fifth moment. the good morning stage</p>	<p>Learning new words and how we use them in the second stage, the good afternoon stage. Long shot</p>	<p>Didactic ambient sound</p>	<p>Avatar: great guys, here we are. look at the clock, it's 2 pm and it's a sunny day.</p> <p>oh, wait for a second, where are Mike and Jane?</p> <p>Look, here they are, we can continue.</p> <p>Mike and Jane, what do we say when we meet someone in the afternoon?</p> <p>Mike and Jane: Good afternoon!</p> <p>Avatar: Great guys!</p> <p>Now we are going to our house. Guys help me, what can we say in this situation?</p> <p>Mike and Jane: goodbye!</p> <p>Have a nice day!</p> <p>Avatar: thank you, Mike, and Jane!</p> <p>Guys, let's move to the next stage, the good evening stage, see you later.</p>	<p>40' Seconds</p>
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Sixth moment, the good afternoon stage.	Playing with the crossword, long shot.	Didactic ambient sound	<p>Kids let's continue with some other words we learned, and we can see in the word search.</p> <p>“Good afternoon”</p> <p>“Goodbye”</p> <p>“Have a nice day”</p> <p>“Thank you”</p>	40' Seconds
Seventh scene Good evening stage.	Singing the good evening and goodnight song in the good evening stage. Long shot.	Good evening song	<p>Avatar: Children continue with the next stage, the good evening stage.</p> <p>Guys, it's 8 pm is too late for us but where are Mike and Jane again!</p> <p>Ok, here they are!</p> <p>Mike and Jane, what do we say in the evening to other people?</p> <p>Mike and Jane: ;Good evening!</p> <p>Avatar: Amazing Mike!</p> <p>It's time to sleep kids I know you are tired.</p> <p>Mike and Jane, what do we say when we are going to sleep?</p> <p>Mike and Jane: ;Good night!</p> <p>Avatar: Excellent Mike and Jane, Bye. - bye, see you.</p>	40' Seconds

Eighth scene Completing the Word search	Playing with the lottery, third-person shott.	Didactic ambient sound	Guys help me to know what words are in the word search. “Good evening” “Good night”. “Bye-bye” “See you.”	1’ Minute
Ninth scene Last scene	Completing the Crossword with some other words and saying goodbye!	Didactic ambient sound	Guys, that was all for today, Bye! See you in the next class.	1’ Minute

Table 14 Script The colors: Coloring my world.

<i>Script’s GBL video session #2 The colors: Coloring my world</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		
		<i>Sound</i>	<i>Text</i>	<i>Time per scene</i>
First scene, Avatar green screen	Introduction of the topic the colors, long shot	Didactic ambient sound	Avatar: Hey children! Welcome to our second class in which we are going to learn the colors. I'm the teacher Camilo and here we go!	30’ Seconds
Second scene, GBL activity developed by children.	Explaining and developing the activity. Long shot.	Didactic ambient sound	Avatar: Ok, guys. I am the teacher Juan Pa. Let's start with the explanation of the colors.	30’ seconds
Third scene. Explanation.	Explaining the colors. Long shot.	Didactic ambient sound	Avatar: Guys, today we're going to learn about colors. And here we are our friends Mike and Jane: Guys, colors are everywhere!	1’ Minute

			<p>Look around you.</p> <p>How many colors can you see?</p> <p>Do you know the names of those colors?</p> <p>Do you know how to spell the colors in the correct way?</p> <p>today we are going to learn all the colors and their mixes</p> <p>First, yellow, blue, and red are the primary colors.</p> <p>Black and White are neutral colors.</p> <p>When we mix some of those colors, we make the secondary colors.</p> <p>Please pay attention to the next mixings.</p> <p>The color yellow and blue makes green.</p> <p>When we mix yellow and red, we get orange.</p> <p>The combination of blue and red make purple</p> <p>Mixing red and white we get a result pink.</p> <p>The color red and green mixed make brown</p> <p>And the last mixing, the color black and white make grey</p>	
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			<p>Guys those were the colors and the way we can obtain them</p> <p>Mike and Jane thank you so much!</p>	
<p>Fourth scene. Spelling colors</p>	<p>Knowing the colors to spell them and finally move on to the next stage. Long shot</p>	<p>Didactic ambient sound</p>	<p>Avatar: Ok, let's continue with the next stage called: the spelling color, Jane, and Mike.</p> <p>Let's start</p> <p>This is how you spell. Blue</p> <p>B l u e</p> <p>This is how you spell. Yellow</p> <p>Y e l l o w</p> <p>This is how you spell. Red.</p> <p>R e d</p> <p>This is how you spell. Purple</p> <p>P u r p</p>	<p>50' seconds</p>

			<p>l e</p> <p>This is how you spell. Pink</p> <p>P i n k</p> <p>This is how you spell. Orange</p> <p>O r a n g e</p> <p>This is how you spell. Brown</p> <p>B r o w n</p> <p>This is how you spell. Green</p> <p>G r e e n</p>	
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<p>Fifth scene, knowing deeper about the topic</p>	<p>Developing the game, the color lottery game. Long shot</p>	<p>Didactic ambient sound</p>	<p>Avatar: THE COLOR LOTTERY GAME</p> <p>Ok, guys. We are going to continue using a color lottery to learn the colors.</p> <p>let's play with the color lottery</p> <p>Choose two flashcards</p> <p>that's the word blue and the color red</p> <p>Let's continue!</p> <p>guys, the word pink and the color green, but no, they're not a match.</p> <p>Oh, wait for a second, that's the word yellow and the color yellow.</p> <p>Good job children!</p> <p>Ok, let's continue!</p> <p>Oh wait, that's the word green and we know where is the color.</p> <p>Yes! That's the color green.</p> <p>Good job!</p> <p>The next one</p> <p>That's the color blue and we saw, where was the word blue</p> <p>Yes! That's the word blue.</p> <p>The next one</p>	<p>1' minute</p>
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			<p>The word red and I am pretty sure that you guys know where is the color red</p> <p>Good! That's the color red!</p> <p>Finally, guys, we have a couple of flashcards, let's see what are the colors?</p> <p>The color pink guys.</p> <p>Where is the word pink?</p> <p>Yes! It is the word pink. Excellent!</p> <p>Finally, the color purple and that is the word purple.</p> <p>Brilliant guys!</p> <p>It was amazing!</p>	
Sixth scene, saying goodbye to children.	Saying goodbye to children, long shot.	Didactic ambient sound	<p>Avatar: Excellent guys, we did it</p> <p>It was all for today.</p> <p>See you in the next class.</p>	15' seconds

Table 15 Script The numbers: Count and learn.

<i>Script's GBL video session #3 The numbers: Count and learn</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		<i>Time per Scene</i>
		<i>Sound</i>	<i>Text</i>	
First scene, Avatar green screen	Introduction of the topic scene. First-person shot.	Explaining and developing the activity.	Avatar: "Hi everyone, it's me teacher Diego again. Welcome to our third class. Today, we are going to count and learn. Time to start, come on!"	30' seconds
The second scene, Avatar green screen	Listening to the 1 to 10 numbers song	Singing the song with the children	Avatar: Ok guys, I am back, teacher Lida, let's start with the numbers from 1 to 10 Mike and Jane come around and help us to learn the numbers. 1 One 2 Two 3 Three 4 Four 5 Five 6 Six 7 Seven 8 Eight 9 Nine 10 Ten	30' seconds

<p>Third scene, GBL activity developed by children.</p>	<p>Explaining and developing “the matching game”</p>	<p>Didactic ambient sound</p>	<p>THE MATCHING GAME</p> <p>Avatar: Let’s play now guys</p> <p>In this game, we are going to match the correct word.</p> <p>Guys be careful, this is the vocabulary</p> <p>What is that number?</p> <p>-Excellent guys, that is the number</p> <p>Four</p> <p>Let’s continue with the game</p> <p>What is the next number?</p> <p>Great, this is the number</p> <p>Seven</p> <p>Let’s continue with another number</p> <p>What is the next number?</p> <p>Correct is the number</p> <p>Two</p> <p>So, the next number guys?</p> <p>Amazing, that is the number</p> <p>Eight</p> <p>Let’s continue with another number</p>	<p>1’ minute</p>
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			<p>What is the next number?</p> <p>Correct is the number</p> <p>Five</p> <p>The next one?</p> <p>it's the number</p> <p>One</p> <p>Let's continue with another number</p> <p>What is the next number?</p> <p>Correct is the number</p> <p>Three</p> <p>So, the next one?</p> <p>Amazing, that is the number</p> <p>Teen</p> <p>Let's continue with another number.</p> <p>What is the next number?</p> <p>Correct is the number.</p> <p>Six</p> <p>So, the last one guys?</p> <p>Amazing, that is the number.</p> <p>Nine</p> <p>Wonderful guys! Those were the numbers from 1</p>	
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			<p>to 10.</p> <p>One Two Three Four Five Six Seven Eight Nine Ten</p> <p>Let's finish with the last game.</p>	
Fourth scene, GBL activity developed by children.	Explaining and developing the activity "count me and put me where I have to go"	Didactic ambient sound	<p>GAME: HOW MANY OBJECTS ARE THERE?</p> <p>Now, guys, I am going to show you some objects, and you are going to tell me. How many things are there? and what are those things?</p> <p>Mike and Jane help the kids to win the game.</p> <p>Are you ready to count? Ok... let's start!</p> <p>Question #1. How many scissors are there?</p> <p>Excellent! There is one scissors.</p> <p>Question #2. How many pencils are there? Great, there are three pencils.</p> <p>Question #3. How many books are there?</p> <p>Excellent! There are five books.</p> <p>Question #4. How many colors are there? Great, there are six colors.</p>	1' minute

			<p>Question #5. How many bags are there?</p> <p>Cool, there are four bags.</p>	
Fifth scene, finishing the video.	After finishing the video, third person shot	Didactic ambient sound	<p>Question #6. How many erasers are there?</p> <p>Great, there are two erasers.</p> <p>Finally, guys. Question # 7. How many markers are there?</p> <p>Awesome, there are seven markers.</p>	30' sec
Sixth scene, saying goodbye to children	Saying goodbye. Long shot	Didactic ambient sound	Avatar: Excellent guys, it was all for today.	30' seconds

Table 16 Script Foods: I eat healthily.

<i>Script's GBL video session #4 Food: I eat healthily</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		
		<i>Sound</i>	<i>Text</i>	<i>Time per Scene</i>
First scene, Avatar green screen	Saying hello to children, introducing the topic. Long shot.	Didactic ambient sound	Avatar: Hey Guys, it's me again, the teacher Juan Pa, Welcome to our fourth class in which we are going to learn about food. Let's start!	30' Seconds
Second scene, GBL activity developed by children.	Explaining and developing the activity. First-person shot.	Didactic ambient sound	Avatar: Today, we are going to learn the different types of food	1' minute

			<p>Mike and Jane come here and help children to learn the food</p> <p>For example, the first type of food we are going to learn are:</p> <p>fruits and vegetables</p> <p>Really good Jane, this is an apple. It's delicious</p> <p>Wow, excellent Mike these are carrots. Those taste good!</p> <p>Cool Jane another fruit, these are oranges. Yummy!</p> <p>Mike, this is one I really like, the cucumbers. Really good!</p> <p>This food is amazing! I love pears. It's Flavorful.</p> <p>¡Good job Jane! That is an onion, it is used for salad and other things.</p>	
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			<p>Here are a lot of fruits and vegetables, we will learn about some other types of food.</p> <p>Let's learn about another type of food.</p> <p>Mike and Jane, what do you have in that shopping bag? Oh, ok I like them also.</p> <p>Those are meat, eggs, and fish. It's great,</p>	
Third scene going to the supermarket.	Explaining the activity, let's go to the Supermarket. Long shot	Didactic ambient sound	<p>Avatar: Did you get it? Guys. Now, it's our turn to find it in the supermarket.</p> <p>Are you ready kids?</p>	30' Seconds
Fourth scene. The supermarket activity. Fruits and vegetable section.	Explaining the supermarket activity Vegetable section, long shot.	Didactic ambient sound	<p>Avatar: Kids, I am going to give you a list of food that you have to get from the supermarket. Let's begin.</p> <p>That is the vegetable section.</p> <p>Do we need some vegetables?</p>	2' Minutes

			<p>That is a tomato, yes that is one of the lists, we use it to make salads.</p> <p>It is pineapple but is not on the list. we can do some juice or just eat it.</p> <p>A potato, and it is on the list, let's pick it up. With this, we can do different kinds of dishes.</p> <p>Look, that is a carrot and that is an onion, we need them, and they are on the list.</p> <p>Avatar: Kids, let's continue with the other food on the list.</p>	
<p>Fifth scene. Milk, eggs, cheese, and some others.</p>	<p>Picking some other foods. Long shot.</p>	<p>Didactic ambient sound</p>	<p>Avatar: Look at the list. What is the next food we need?</p> <p>Avatar: Hey! That is milk, a good source of calcium. it is important and is on the list.</p> <p>Look at this other, those are</p>	<p>2' Minutes</p>

			<p>eggs, we usually eat them at breakfast, they're also on the list also.</p> <p>There is the cheese, it is delicious, but we do not need it now.</p> <p>Finally, here we have the bread, sometimes we use it to make sandwiches.</p> <p>Avatar: kids, let's move to another section, come on!</p>	
Sixth scene. Meat section.	Going to the meat section. Long shot.	Didactic ambient sound	<p>Avatar: Guys look at the list, what is the food we need?</p> <p>Look at that box, that is a fish, it is good, but we don't need it today.</p> <p>Look at that, this is a steak, and it is on the list, let's put it in the bag.</p> <p>Avatar. Children, well done, we finish with the list.</p>	2' Minutes

<p>Seventh scene. Classifying the food on the pyramid.</p>	<p>Classification of the food into the pyramid. Third person shot and long shot</p>	<p>didactic ambient sound</p>	<p>Avatar: children, let's play the last game called: Where does it go?</p> <p>Where does the milk go?</p> <p>Excellent!</p> <p>Where does the steak go?</p> <p>Great!</p> <p>Where do tomatoes go?</p> <p>Amazing!</p> <p>Where does the cheese go?</p> <p>Cool!</p> <p>Where does the fish go?</p> <p>Wonderful!</p> <p>Where do carrots go?</p> <p>Amazing!</p>	<p>2' Minutes</p>
<p>Eighth scene Goodbye</p>	<p>Saying goodbye scene. First-person shot</p>	<p>Didactic ambient sound</p>	<p>Avatar: Guys that have been all, thank you! See you then!</p>	<p>30' Seconds</p>

Table 17 Script The days of the week: My schedule.

<i>Script's GBL video session #5 The days of the week: My schedule</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		
		<i>Sound</i>	<i>Text</i>	<i>Time per Scene</i>
First scene, Avatar green screen	Introduction of the topic scene. First-person shot.	Explaining and developing the activity. First-person shot.	Avatar: "Hello Everyone, It's teacher Lida, welcome to our class. Today, we are going to learn the days of the week and the schedule with our friends Jane and Mike. Here we go!	30' Seconds
Second scene, GBL activity developed by children	Explaining and developing the activity. Third person shot.	Didactic ambient sound	Avatar: Ok, guys It's teacher Diego and we are going to learn Mike and Jane's daily routine. Please, listen carefully!!! ALL WEEKDAYS this is the schedule (Monday Tuesday, Wednesday, Thursday, Friday) mike and jane usually They get up early They brush their teeth	1' Minute

			<p>They have a delicious breakfast</p> <p>They take a shower</p> <p>They get dressed</p> <p>They study</p> <p>The have lunch</p> <p>They watch tv</p> <p>They have dinner</p> <p>They go to bed early in the night</p> <p>ON WEEKEND</p> <p>(Saturday- Sunday)</p> <p>On Weekends this is their schedule</p> <p>They wake up late</p> <p>They brush their teeth</p> <p>They have breakfast</p> <p>They take a shower</p> <p>They get dressed</p> <p>They spend time with their friends on Whatsapp</p> <p>And finally, they go to bed late.</p>	
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<p>Third scene. Explanation</p>	<p>Explaining and developing the activity “What day is today”</p>	<p>Didactic ambient sound</p>	<p>ORGANIZING THE SCHEDULE GAME</p> <p>Avatar: Guys! I am very confused; Mike and Jane were playing with me and suddenly we disorganized my flashcards about Days of Week... please! Help me!</p> <p>ok, let's start with this...</p> <p>What is that day of the week and where does it go?</p> <p>oh, it's Monday and this day of the week goes in that space,</p> <p>What is that word and where does it go?</p> <p>ah yep, I remember It's Tuesday.</p> <p>And this word? Put in the correct space.</p> <p>Wednesday? ok....</p> <p>Next word, I don't remember where does it go in the schedule?</p> <p>Really? It's Thursday? well, next....</p> <p>What is that word and where does it go?</p> <p>Oh yes! it's Friday.</p> <p>What is this word?</p>	<p>2' Minutes</p>
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			<p>Saturday!</p> <p>And the last day of the week</p> <p>yes!!! Sunday!! it is the day that I am with my family.</p> <p>Thank you so much for having helped me!!</p>	
Fourth scene, developing the activity.	Explaining and developing the activity “My Schedule”	Didactic ambient sound	<p>THE CROSSWORD PUZZLE GAME.</p> <p>FILLING THE SCHEDULE.</p> <p>Guys, please help me to fill Jane's daily routine. The idea is to put the corresponding day in each sentence</p> <p>Let 's go!</p> <p>First, we're going to start with the down</p> <p>Listen carefully!</p> <p>1. On (day 6) she goes to the park ----- excellent! Saturday</p> <p>3. Jane studies Portuguese on (day 2) ----- Awesome! Tuesday</p>	2' Minutes

			<p>Now, we're going to continue with across.</p> <p>2. Jane studies English (day 5) ----- Super! Friday!</p> <p>3. She studies French (Day 4) ----- Wonderful! Thursday</p> <p>4. On (day 3) Jane plays tennis</p> <p>5. Jane visits her grandmother (day 1) ----- Amazing! Monday</p> <p>6. Jane does her homework on (day 7) ----- great! Sunday!</p>	
Fifth scene.	Explaining and developing the activity "to evaluate"	Didactic ambient sound	<p>Avatar: GUYS! I was thinking about the days of the week again and I decided that my favorite day is Saturday because I can play on my computer this day.</p> <p>Can you tell me what is your favorite day? and</p>	2' Minutes

			<p>why? I would like to know.</p> <p>.....</p> <p>Oh, that is interesting, I think that I would like to do it too.</p> <p>oh, it's very late to go to sleep, so goodbye and I hope you have a good night.</p>	
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Table 18 Script My body: Getting to know my body.

<i>Script's GBL video session #6 My body: Getting to know my body</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		
		<i>Sound</i>	<i>Text</i>	<i>Time per Scene</i>
First scene, Avatar green screen	Introduction of the topic scene. First-person shot.	Explaining and developing the activity. Third person shot	Avatar: "Hi kids, it's me, the teacher Juan pa welcome to our class and I hope you are very happy today, we are going to learn the parts of the body. Here we go!"	30' Seconds

<p>Second scene, GBL activity developed by children</p>	<p>Explaining and developing the activity. Long shot.</p>	<p>Didactic ambient sound</p>	<p>Avatar: Guys, it's me teacher Camilo again, to begin with Mike, Jane, and I. We are going to show you a full-body image in which you are going to try to guess what part of the body we are pointing at, well let's start with the first one.</p> <p>What is this part?</p> <p>Yes, that is the "Face".</p> <p>Very good, the Next one.</p> <p>What is this part of the body?</p> <p>OH, that's right, it's the "Chest"</p> <p>Next...</p> <p>What is this part?</p> <p>Of course, it's the "Leg".</p> <p>Very good.</p> <p>One more.</p> <p>What is this part?</p> <p>Excellent, that is an "Arm"</p> <p>GREAT!!!! you know more about the body...</p>	<p>1' Minute</p>
<p>Third scene. The wheel activity.</p>	<p>Explaining first person shot</p>	<p>Didactic ambient sound</p>	<p>FILLING THE SKETCH GAME</p> <p>Avatar: Guys. Now, it's our turn to play. Are you ready??</p>	<p>2' minutes</p>

			<p>we are going to play and discover new parts of the body in a sketch</p> <p>Let's use the next vocabulary</p> <p>Let's start</p> <p>Guys, this is the sketch of the head let's put the correct word in the space</p> <p>The word "Eyes". Where does it go in the sketch? -Great!</p> <p>The word "Eyelashes". Where does it go in the sketch? -Really good!</p> <p>The word "Eyebrow". Where does it go in the sketch? -Amazing!</p> <p>The word "Forehead". Where does it go in the sketch? -Cool!</p> <p>The word "Cheek". Where does it go in the sketch? -Brilliant!</p> <p>The word "Mouth". Where does it go in the sketch? -Amazing!</p> <p>The word "Nose". Where does it go in the sketch?</p>	
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			<p>-Cool!</p> <p>Let's continue with the activity</p> <p>That is a full-body sketch, let's put the correct parts in the space</p> <p>Where does that part go?</p> <p>Good job!</p> <p>And that one?</p> <p>Great!</p> <p>Next word, where does it go in the sketch?</p> <p>Awesome!</p> <p>Where does that part go?</p> <p>Excellent!</p> <p>And that one?</p> <p>Cool!</p> <p>Where does it go?</p> <p>Awesome!</p> <p>Where that part goes</p> <p>Amazing!</p> <p>And that one?</p> <p>Cool!</p> <p>The last word guys, where does it go?</p> <p>Wonderful!</p> <p>Guys, we finished the activity.</p>	
Fourth scene. Finishing the class	Saying goodbye to the children. Long shot.	Didactic ambient sound	Avatar: Guys, today was an amazing class, see you in the next class.	30' seconds

Table 19 Script The animals: Let's go to the zoo.

<i>Script's GBL video session #7 The animals: Let's go to the zoo</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		
		<i>Sound</i>	<i>Text</i>	<i>Time per Scene</i>
First scene, Avatar green screen	Introduction of the topic scene. First-person shot.	Didactic ambient sound	Avatar: Hey, My friends!! Welcome to our class. It's a pleasure. Today, we are going to learn about animals. Here we go!	15' Seconds
Second scene, GBL activity developed by children.	Explaining and developing the activity "let's play the zoo"	Didactic ambient	Avatar: Hi! Guys! How are you today? I hope you are very well Mike, Jane and I, we want to tell you that yesterday we went to the zoo, and we saw a lot of animals. It was amazing. Today, we are going to show you some animals and you are going to tell me what animal is this? Nice!!! We are going to start. This is a crocodile This animal lives in the river, it has a big mouth, big teeth, and a long tail. A snake This animal has no leg.	3' Minutes

			<p>They are long and thin.</p> <p>A zebra.</p> <p>This animal is small and has black and white stripes.</p> <p>A monkey</p> <p>It is a small animal that comes in different sizes, shapes, and colors, it lives in trees and loves to eat bananas.</p> <p>An elephant</p> <p>This is the biggest terrestrial animal with big, long tusks and the color is grey.</p> <p>A lion</p> <p>This animal is very strong, and it is known as the king of the jungle.</p> <p>thank you for your help! Good job!</p>	
Third scene, GBL activity developed by children.	Explaining and developing the activity “sounds in the zoo”	Animal’s sound, didactic ambient sound	<p>THE GAME OF GUESSING THE ANIMAL BY THE SOUND</p> <p>Avatar: Guys!! I am here again with Mike and Jane. Today, we are going to guess the animal by its sound.</p> <p>Ok here we go.</p> <p>What animal makes this noise?</p> <p>-----</p> <p>Lion</p>	2’ Minutes

			<p>What animal makes this sound? ----- oh, it's a monkey</p> <p>What animal makes this sound? ----- Dolphin</p> <p>What animal makes this sound? ----- Snake</p> <p>What animal makes this sound? ----- Bear</p> <p>What animal makes this sound? ----- Eagle</p> <p>What animal makes this sound? ----- Parrot excellent!</p> <p>Nice job guys!!! thank you for your help.</p>	
Fourth scene activity developed by children	Explaining and developing the activity "put me in my habitat"	Didactic ambient	<p>Avatar: Guys! I have these animals (tiger, zebra, snake, shark, turtle, and crocodile) and I don't know where I can put them, can you help me? What is their habitat?</p> <p>well, we're going to start.</p>	2' Minutes

			<p>Can you tell me what is tiger's habitat? ----- yes! the tiger lives in the jungle!!!</p> <p>cool, can you tell me what is the zebra's habitat? ----- Yes, the zebra lives in the savannah!</p> <p>the snake's habitat? ----- yes, in the forest or jungle.</p> <p>Can you tell me what is Monkey's habitat is? ----- Awesome, in the jungle</p> <p>ok. shark 's habitat? ----- yes! in the sea crocodile's habitat? ----- yep, in the river!</p> <p>turtle's habitat? ----- yep, in the sea or in the river!!</p> <p>Thanks, it was amazing to work with you, see you in the next session. Bye!</p>	
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Table 20 Script Occupations: What I want to be.

<i>Script's GBL video session #8 The occupations: What I wanted to be</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		
		<i>Sound</i>	<i>Text</i>	<i>Time per Scene</i>
First scene. Introduction scene	Introduction scene. saying hello. Long shot.	Didactic ambient sound	Avatar: Hi guys. How are you today? Excellent. Today guys, I am going to teach you the jobs and professions. Let's go!	30' Seconds.
Second scene.	Introducing the professions scene. Long shot.	Didactic ambient sound.	Avatar: guys, I am pleased to introduce these types of professions with our friends Mike and Jane, we will explain more about this topic, and you can choose one of those. Ok. here we go! Guys... do you know what do you want to be when you grow up? maybe... A Teacher. A Doctor. A Dentist. A Carpenter. A Pilot. What about....? An electrician	3' Minutes

			<p>A nurse</p> <p>A soldier</p> <p>You could be whatever you want.</p> <p>Guys, there are some very interesting and fun professions that you can choose, so tell me...</p> <p>Which of those do you want to be?</p> <p>Doctor!</p> <p>Great! It is an excellent profession; I will consider that profession when I grow up too.</p> <p>Other professions?</p> <p>Wow! teacher Excellent idea, being a teacher is not easy, but I am sure you will love it.</p> <p>Next profession?</p> <p>Oh, dentist cool! ready to protect oral health, oral hygiene.</p> <p>Next profession?</p> <p>Carpenter??</p> <p>Excellent work, it consists of cutting, molding, and manufacturing pieces of wood for construction.</p> <p>Last profession?</p>	
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			<p>A pilot. Wow; it is a great idea to be a</p> <p>That was a good explanation about professions, thank you so much, Mike and Jane...</p>	
Third scene. The guessing games.	Developing the activity with the scene.	Didactic ambient sound	<p>THE GUESSING GAME.</p> <p>Avatar: Guys now for the next activity I'm going to give you a few clues so you can guess the profession</p> <p>Ok. here we go;</p> <p>The first profession is a very brave person, he wears a red suit, puts out fires, and drives a red car.</p> <p>Do you know who it is?</p> <p>Excellent is a firefighter!</p> <p>In the second profession, is a person who works in restaurants and cooks delicious dishes.</p> <p>Do you know what this profession is?</p> <p>Very good is a chef!</p> <p>In the next profession, he is a person in charge of maintaining public order and safety in the city.</p> <p>Amazing is a police officer.</p>	2' Minutes

			<p>Finally, this person builds houses, buildings, streets, and many more things.</p> <p>Do you know who this person is?</p> <p>Great, is a constructor!</p>	
Fourth scene. Completing the vocabulary.	Using flashcards to go deeper into the vocabulary. First-person shot. Long shot.	Didactic ambient sound	<p>Avatar: Let's finish with the vocabulary, I'm going to show you some images you will learn about the job, and we are going to repeat the occupation.</p> <p>Here we go!</p> <p>An artist, repeat after me, an artist.</p> <p>A baker, come on guys repeat! a baker.</p> <p>A babysitter, guys, a babysitter.</p> <p>A cook, again, a cook</p> <p>A Dancer, a dancer</p> <p>An engineer, again kids, an engineer</p> <p>A farmer, one more time kid, a farmer.</p>	2' Minutes
Fifth scene. Finishing the class	Finishing the class. First-person shot	Didactic ambient sound	<p>Avatar: Kids thank you for your attention, today was an amazing class, see you in the next class. Bye-bye!</p>	20' Seconds

Table 21 Script Feelings and emotions: How do I feel today?

<i>Script's GBL video session #9 Feelings and emotions: How do I feel today?</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		
		<i>Sound</i>	<i>Text</i>	<i>Time per Scene</i>
First scene. Introduction scene	Introduction scene. saying the importance of feelings.	Didactic ambient sound	Avatar: hi guys!! how are you? how do you feel today? Great!!! Today, we are going to learn the importance of these feelings. For example: Happy, Sad, Angry, Disgusted, in love, bored, Scared, and more other feelings. they are considered like a basic emotion of the human being.	30' seconds
second scene. Playing with a wheel.	Explaining and developing the activity "charades"	Didactic ambient sound	Avatar: THE CHARADES GAME guys, do you want to play with me? This game is called charades, guys, you have to guess the feeling true the mimic. Well, let's start! the first feeling is... yes, it's the feeling "happy". The next feeling is... this was so easy, yes, it's the feeling angry. let's continue with another	2' minutes

			<p>feeling...</p> <p>Good job, this is the feeling “sad”.</p> <p>Guys, what is the next feeling?</p> <p>Of course, this is the feeling “disgusted”.</p> <p>the last feeling guys...</p> <p>Excellent, this is the feeling “scared”.</p> <p>this was very funny, thank you for playing with me.</p>	
<p>third scene. Playing with a wheel.</p>	<p>Explaining and developing the activity “How do you feel when...?”</p>	<p>Didactic ambient sound</p>	<p>Avatar: Children, let’s finish with the last activity.</p> <p>Guys, we already know the feelings.</p> <p>let’s identify and put them in the correct place.</p> <p>Guys! what is the first word?</p> <p>what is the feeling in love?</p> <p>excellent guys!</p> <p>what is the next feeling?</p> <p>what is the feeling of disgusted?</p> <p>really good!</p> <p>Guys! what is that feeling?</p> <p>what is the feeling of bored?</p>	<p>2’ minutes</p>

			<p>excellent guys!</p> <p>what is the next feeling? what is the feeling of happy?</p> <p>good job!</p> <p>guys, what is the next feeling?</p> <p>what is the feeling of angry?</p> <p>excellent guys!</p> <p>what is that feeling guys?</p> <p>what is the feeling of sad?</p> <p>amazing!</p> <p>what is the last feeling?</p> <p>brilliant guys.</p> <p>Guys! that was all for today, see you in the next class.</p>	
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Table 22 Script The family: My family tree.

<i>Script's GBL video session #10 The family: My family tree</i>				
<i>Scene sequence</i>	<i>Type of plane and scene</i>	<i>Audio</i>		
		<i>Sound</i>	<i>Text</i>	<i>Time per Scene</i>
First scene. Introducing the activity	Introduction scene. saying hello to the students. Long shot.	Didactic ambient sound	Avatar: Hi guys, it's teacher Juan Pa again, it's amazing to think that we have learned a lot. Today is our last class, let's finish with the last topic, the family.	30' seconds
Second scene. Introducing Mike and Jane's family	Introducing Mike and Jane's family.	Didactic ambient sound	Avatar: Guys, it's teacher Camilo, as well you know our friends Mike and Jane have a family as everybody. Mike and Jane today are going to present us with their family. Firstly, Mike and Jane are "Siblings", and they have parents he is Mike and Jane's Father or Dad and she is Mike and Jane's Mother or Mon obviously, Mike and Jane's parents have their parent's and for Mike and Jane they are their grandparents Mike and Jane's grandparents didn't have just one child, they had more, those other children are Mike and Jane's aunts and uncles.	1' minute

			<p>The uncles and aunts of Mike and Jane had children, and they are the cousins of Mike and Jane and so the families grow and grow</p> <p>If Mike had children, they would be called children or kids.</p> <p>And that is the family tree, let's see if in the next activity you learned the family members. Let's go!</p>	
Third scene. Playing with the sketch of the family tree.	Filing the sketch. Long shot.	Didactic ambient sound.	<p>Avatar: Well kids, firstly, we are going to spin the wheel of images, each space of the wheel of images will have the image of one of the members of the family in the family tree, you are going to introduce it in the family tree space that corresponds correctly let's go guys.</p> <p>Avatar: the first image is the ----,</p> <p>Excellent that is the chest of the mother, just look at the picture.</p> <p>The next image in the wheel is, the uncle, where does the uncle go?</p> <p>Amazing that is the uncle.</p> <p>Let's continue with another one, the grandfather.</p> <p>Great! That is the chest of the grandfather.</p> <p>The next image in the wheel of images is...</p> <p>Excellent, the father!</p> <p>Ok, guys let's continue with another image of the wheel.</p>	3' Minutes

			<p>Brilliant, that is the grandmother!</p> <p>So, guys, what is the next image and where does it go?</p> <p>Cool, is the aunt and it goes in that place. The last one kids, the cousin.</p> <p>Wonderful! That is the space in the tree for the cousin.</p> <p>Good activity!</p>	
Fourth scene. finishing the class	Finishing the class. Long shot.	Didactic ambient sound	Avatar: Kids it has been all, thank you so much for having been here all the time, I hope you have enjoyed the whole class, Bye.	30' Seconds

6.2.6 Moment 6: THE EVALUATION REQUEST. The research group processed the evaluation request, the quorum was signed by the teachers and coordinator of the institution, who participated in the proof of concept as intermediary users of the proposal GBL activities as a tool for the development of meaningful learning in English supported by VLO. This proof of concept consisted of a semi-structured interview that sought to obtain the most detailed information about the VLO's previously observed and used by teachers and school's coordinator. Their participation was very important because this tool was very useful to develop the learning of English in an active, dynamic, creative and at the same time motivating way for the students generating such learning using this tool. (See appendix A).

6.2.7 Moment 7: PROOF OF CONCEPT. The VLO's proof of concept was based on GBL activities as a tool to develop ML in English aimed at fourth-grade students in José Edmundo

Sandoval school, with the participation and collaboration of teachers and the coordinator, as intermediary users of it. The research group conducted this proof of concept through semi-structured interviews which had as the central axis of the questionnaire formulated, the general, academic, and multimedia aspects of the VLO's designed, to obtain more detailed and concrete information on the use of these by teachers and the coordinator. It is important to mention that for the design of the VLO's questionnaire, (see appendix B) it was used the tool assessment of the quality of virtual learning objects (CODA), from this tool, it was taken into consideration the most important criteria: objectives and didactic coherence, content's quality, innovation, interactivity and adaptability, reusability, motivation, format and design, usability, accessibility, and interoperability to the VLO's assessment.

Finally, it is important to clarify that the proof of concept's interviews was carried out a videoconference platform after having given the VLO based on GBL along with the 10 Spanish lesson plans, considering that teachers are the intermediate users of this proposal, and it is necessary that they understand all; so, to guarantee a great understanding was convenient to provide the lesson plans in Spanish. (See appendix C - L).

In this way, the achievement of the results of the research was possible thanks to the proof of concept.

6.2.8 Moment 8: VLO's CREATION. Firstly, based on each one of the scripts, 10 videos were designed on the virtual platform PowToon, edited, and exported in the free use application Wondershare Filmora 9.

At the moment of designing the PowToon animation in the virtual platform, subsequently, it was important to take into account the process of collecting multimedia material in order to have didactic and eye-catching resources that generates a clear explanation of the topic and an amusing development of the game during the slides.

After having done that process, the designers took all the materials and started with the design of the animations in the virtual platform PowToon. In the first step, it was relevant to choose the appropriate background in which the animation was developed, then avatars were chosen and placed in the timeline depending on the structure's script. In addition, texts were established also to follow the scenes slides and if it was necessary images, sounds and forms were added.

Soon after having finished and established, not only the background and the avatars but also the texts and some extra resources in the corresponding moment and scene, the animations were exported getting as a result, the core animation of the final content.

As soon as all the animations of the 10 scripts were finished, the investigation group proceeded to record the dialogues written on the scripts. At this point and finished the recording process, the investigation group had all the materials to edit and export the final content with all the multimedia resources.

Finally, all those materials were sent to the free use application Wondershare Filmora 9 in which were placed corresponding to the script's structure and accompanied with some other multimedia materials like the ambient sound, the introduction picture, filters, effects, more texts, and effect transitions.

In conclusion, the collecting material process, the design of the animations, the edition, and the exportation of the multimedia materials took an average of 30 hours in which all investigation group's efforts were aimed to create content that developed meaningful learning in fourth-grade students from José Edmundo Sandoval school by using VLO. (See appendix M-V).

6.2.9 Moment 9: CREATION OF KEY WORDS AN EXPRESSIONS. After finishing the creation of the ten videos based on the GBL and the scripts, to support previous content for intermediary users and students, images of key words and expressions were created. In short, the images fulfill the purpose of complementing the vocabulary and expressions worked in the video, in addition to being able to clarify any possible doubt regarding the possible not knowing of the vocabulary. the teacher may use them as he or she wishes.

6.2.10 Moment 10: CREATION OF KEYWORD AND EXPRESSIONS AUDIOS.

To support the creation of keywords and expressions, audios or podcasts were created where is found the pronunciation of the same, in order that students, teachers and the public can listen and understand more fully how to pronounce such words and expressions.

6.2.11 Moment 11: “LET'S PLAY” ACTIVITIES. The guides “Let's play” were the game reinforcement activities to do after class or at home. These guides were designed for each lesson plan, with their respective name, objective, coats of José Edmundo Sandoval school and the University of Cauca.

As part of the design of the activities guides, games were chosen to complement the class and the student's previous knowledge.

This didactic material is a simple guide, easy to develop in the classroom or outside the classroom by the teacher or parent; the activities “Let’s play” can be used collectively or individually, adaptable for the presence or virtual modality mediated by Information Communication Technology (ICT's) it is open to modifications, designed exclusively for fourth-grade students at the José Edmundo Sandoval School.

The main ideas of these guides are reinforcing the knowledge and serving as support for the teacher and for the students about what was learned in class so that meaningful learning is achieved.

It is necessary to clarify that to make the learning guides, the students must have a tutor, either the teacher or parents. (See appendix W-FF).

6.2.12 Moment 12: CHANNEL YOUTUBE CREATION. To create the YouTube channel from scratch, first, it’s necessary to enter the YouTube platform and click on access at the top right, then click on more options and then on create an account, right there we fill in all the required data and the google account is ready.

Then click on go to YouTube and click on the newly created profile, then in creator studio, it appears to create a channel and click on use company name; so, we put the name of the channel: learning significantly playing with VLO's finally, click on the panel and customize channel to change the profile picture. The idea of this channel is to store the VLO’s, for that reason, each VLO name is attached with its respective link, it is focused on the public. (See table 23).

Table 23. YouTube channel VLO's content.

YouTube channel VLO's content	
1. First Video, Greetings, and farewells:	https://www.youtube.com/watch?v=X36AMJWIiGY
2. Second Video, Coloring my world:	https://www.youtube.com/watch?v=dW0ql8QcQvE
3. Third Video, Count and learn:	https://www.youtube.com/watch?v=FSKgbN6kdo8
4. Fourth Video, I eat healthily:	https://www.youtube.com/watch?v=PTcTBwflLeDM
5. Fifth Video, My schedule:	https://www.youtube.com/watch?v=E1O1R_6fTh4
6. Sixth Video, getting to know my body:	https://www.youtube.com/watch?v=oeJL-qefptY
7. Seventh Video, Let's go to the zoo:	https://www.youtube.com/watch?v=zEA724uf8M8
8. Eighth Video, What I wanted to be:	https://www.youtube.com/watch?v=4QXI-JtyHj8
9. Ninth Video, how do I feel today?	https://www.youtube.com/watch?v=QSDloIm33V8
10. Tenth Video, My family tree:	https://www.youtube.com/watch?v=T_5Yp6QXIgE

6.2.13 Moment 13: REPOSITORY CREATION. After having finished the creation of the content, the repository of the proposal based on GBL activities to develop meaningful learning was made in the platform Wordpress.com. In this moment of the investigation, It was important to see some YouTube tutorials to learn how to create the website. In these YouTube tutorials, the research group was able to see how to design the structure of the repository, theme and appearance, font, colors, tags, entries, main pages, insertion of links and widgets to the design of the page, addition of images and the process for its publication. That was important because the repository is the place where the investigation group uploaded all the material created for intermediary user and students at the José Edmundo Sandoval school.

On each one of the entries of VLO's repository, there is an introductory sentence followed by the name and objective of the VLO, the key words and expressions, the video, the Let's play

activities, the lesson plans in both English and Spanish versions, and the recommended links for further practice.

It is important to consider that Automattic Inc is the company founded by Matt Mullenweg in 2005 and Wordpress.com is one of their products; Automattic Inc. hosts and supports all Wordpress.com sites ensuring that there is continuous and strategic development of the software available to its users. WordPress.com is an open-source software, which is written, maintained, and supported by thousands of independent contributors worldwide; with it is possible to create beautiful websites and blogs for free. (See appendix GG).

Table 24. WordPress repository's content.

WordPress repository's content	
Principal website's pages	
Propuesta basada en ABJ/ Proposal based on GBL	https://learningsignificantlybyplayingwithvlo.wordpress.com/
Blog	https://learningsignificantlybyplayingwithvlo.wordpress.com/blog/
About us	https://learningsignificantlybyplayingwithvlo.wordpress.com/about/
Contact	https://learningsignificantlybyplayingwithvlo.wordpress.com/contact/
Content	
1. How good is it to say Good Morning? / ¿Qué tan bueno es decir: "Buenos días"?	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/greetin-gs-and-farewells-saludos-y-despedidas/
2. Coloring my world / Coloreando mi mundo.	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/the-colors-los-colores/

3. Count and Learn / Cuento y aprendo.	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/the-numbers-los-numeros/
4. I eat healthily / Como saludablemente .	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/the-food-la-comida/
5. My schedule / Mi horario.	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/the-days-of-the-week-los-dias-de-la-semana/
6. Getting to know my body / Conociendo mi cuerpo.	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/the-parts-of-the-body-las-partes-del-cuerpo/
7. Let's go to the zoo / Vamos al zoológico.	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/the-animals-los-animales/
8. What I wanted to be? / ¿Qué quería ser?	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/the-occupations-las-ocupaciones/
9. How do I feel today? / ¿Cómo me siento hoy?	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/feeling-s-and-emotions-los-sentimientos-y-emociones/
10. My family tree / Mi árbol genealógico.	https://learningsignificantlybyplayingwithvlo.wordpress.com/category/the-family-la-familia/

6.2.14 Moment 14: PROPOSAL's EVALUATION. An official letter was sent to the Coordinator of the José Edmundo Sandoval Teaching Center inviting her and her teachers to the presentation of the Proposal based on GBL Activities. (See appendix HH).

6.2.15 Moment 15: EVALUATION'S RESULTS. At this point in the investigation, the meetings were held through the Google Meet app, with the teachers of the Educational Institution to determine the quality of the VLO and identify actions or suggestions that could contribute to the content developed by the research group. To obtain the necessary information that contributes to it, an interview was made, which was answered by the teachers and the coordinator of the School José Edmundo Sandoval, showing that the GBL activities presented through the VLO effectively contribute to the development of meaningful learning, Therefore, they affirmed that would implement the proposal in their next English classes and in addition, the following were his additional reactions to the presentation of it:

First, teacher #1 alludes that, the proposal causes a certain degree of difficulty; since she does not handle certain types of skills in English proficiency and handling digital platforms to teach classes, supports the proposal but stresses that there would be difficulty in implementing the content of the proposal with the students of the institution, due to their insecurity and fear for not pronouncing well.

Second, teacher #2 expresses and expresses her good impression to the work that has been done, on the other hand, she gives suggestions on training teachers to be able to manage and know well in depth about the thematic content of the platform, In addition, she stresses that she would like to see the pronunciation of the vocabulary within the content, as in this way she would feel safer to teach, if she has that support.

In third place, the teacher # 3 says that she is very grateful to the university and to the interns who have done a great job in the Jose Edmundo Sandoval School, highlights that the interns have had a very good performance and that they emphasize a lot in the pronunciation. on the other

hand, the teacher says that she had some doubts when she explained the material and more when it was said that it is only for fourth grade, she states that she felt calmer when she saw the topics of the activity that some of those are in line with those of grade 1° and 2°, then it would be easy for him to approach them. Finally, he gives his point of view of the work that he finds very good that it is crafted a very good platform and a way to teach virtually easier.

Fourth, Professor #2 asks the following question: *"Can we share that link with the students? Is it not a problem that they also get involved and explore? because the idea is not to keep things, but that the idea is that the student... give to the student, so that the student also goes reviewing, looking, because I can do the activities, but many times even the same students tell us look, teacher is here or is here. So, you can give it to the students?"* to which one of the researchers replied that the link can be shared with the students, that with the content teachers can guide a class in a simple way and that he himself created by the researchers is public and easily accessible for any type of population.

Next teacher #2 asks again: *"Just as you showed us the parts of the body the pronunciation appears, just as you showed us now in the colors; that is, in each activity will the pronunciation appear?"*

In this regard, one of the researchers told him that for each topic there were vocabulary and expressions to contextualize what was said and understand better.

Sixth Professor #4 notes that: *"I was looking there at the blog, which needs a little part that has to do with stories, because the children really like everything that has to do with the stories,*

and it would be very interesting if you have the opportunity to annex that part. Rest, super well everything, a thousand congratulations!"

In seventh place Professor #5 states that: *"I would like more another meeting, well, just like we were the students, and we developed a class on any of those topics that they knew and that we started working hard as students and you as teachers and to see how we are going to get in and see what more things are emerging"*

In eighth place Professor #6 gives a very accurate statement, which is that *"Because we are the English that we have is a very basic English that we learned in high school, because in my case, my degree is not in English so the English that I remember is the one I learned in high school.... What I have had to resort to is what you are presenting, put me on a website, look for a video very appropriate to children with dolls and everything, I stop, pronounce ta-So we do that and then I look for an activity according to what I saw so that the children can develop that's what I've done and that. That's what you guys are presenting, I think it's great... It's all in the VLO"*. He agrees with his partner in making another meeting where we are the teachers, and they are the students to explore more the tool created by the researchers.

Ninth teacher #7 clarifies a confusion that exists with teachers, which is, that interns are not going to be put aside just because this proposal is going to be included, if not this is a material that will help them to give their classes if the interns are not there.

Finally, Professor #8 expresses her enthusiasm for this material and congratulates the researchers, in addition, she gives her suggestions to include links to interactive cards where students can support or self-evaluate themselves.

In the second pilot test with the teachers, we refer to explain clearly how to access the platform, where all the content is located and how to navigate inside it. Understood that first, you click on the main link, which, leads to the home page of the WordPress platform, there are the proposal tags, blog, about, and contact us. Scrolling down you will find the proposed topics from the learning meshes, the direct links of each topic; on these you will be given the second click according to the topic you want to see. Once there, click again on continue reading, and you are officially in the created content. Which starts with the name, description, the class plan, the information sheet of the video, the keywords, the key expressions, the pronunciation audios, the video, the activities Let's play, and the complementary links in each was given a good explanation, of which, the teachers were at ease, specifically stating that:

"Congratulations, they made a very good material, God keeps blessing them and filling them with victories".

"Adriana and students thank you very much and especially for considering our Institution. is a material that will be of great help in the learning process".

"Thank you very much Professor Adriana and her students, very nice material, of course, it will be of good use, I hope to experiment to see how I go... thank you very much".

"Adriana and students, I want to highlight that we have considered our Institution for this project so good, for us is a great tool; since we were launched to teach English without training, without having the level of learning to teach.... but we have tried to do our best. This is wonderful for us because it helps us to improve our internship with students. God bless you!".

"Thank you very much, to you and the students. We are rewarded because not everyone can be provided with this tremendous tool for work. Then may my God help you and continue with the work, thank you very much".

"Thank you for the very nice material, very well argued for us teachers who have no specialty in English, additional to our degrees".

Finally, teachers suggested to integrate audios to know how the vocabulary is pronounced, from this, the audios of the keywords and expressions were recorded and integrated into the repository for better understanding of both teachers and students.

The VLO is available on the Wordpress.com website, <https://learningsignificantlybyplayingwithvlo.wordpress.com/> where teachers and students can have access and use it dynamically.

The results of this research and the development of the project were obtained through the evaluation of the VLO, applying the Proof-of-Concept interview to 7 teachers and the coordinator of the School José Edmundo Sandoval; qualitative information begins with the formulation of open questions.

General aspects

For this case, the first question was posed as follows: *"During your teaching experience, what kind of digital TIC tools have you used to favor student learning?"*

Of which, we found that teachers in this new modality of virtual teaching caused by the health emergency of covid-19, said to have used the applications G Suite (Applications developed by

Google such as Meet, Gmail, Classroom, YouTube, etc.) to communicate and energize their classes. In turn, there was a professor who said to have used the Kahoot application, not belonging to G suite; However, another professor expressed not to be related with the work developed through virtual media.

As a second question, it was proposed: *"As a teacher and in the case of taking charge of the English subject, would you use the material presented by this proposal? " Yes" or "No", justify your answer"*.

In this regard, it was evident that teachers stated that they would use the material designed by the research group since the ABJ learning strategy is excellent, creative, didactic, structured, in addition to easy-to-manage and navigate in the repository for students and faculty at the institution.

Question 3: *"What is your perception about the relevance of the proposed GBL activities to the development of meaningful learning for fourth-grade students, supported by the VLO?"*

In response to this question, teachers replied that the GBL activities developed in the proposal are correct, appropriate, relevant, dynamic, and motivating with the children since they make it possible to capture their attention through the strategy. However, it was found that a teacher asks if the activities are adaptable to different courses.

According to this question 4: *the content of the VLO is consistent with the objectives and class plans formulated to develop meaningful learning in students of the fourth grade of the José Edmundo Sandoval School? Why?*

Teachers of the institution argue that it does meet the objectives for the development of meaningful learning because the topics are in accordance with the DBA, the Learning Meshes according to the fourth grade, which allows class plans to comply with the proposed objectives.

Also, for question 5: *"How do you think the design and activities of the VLO developed by the research group motivate and capture the attention of students to learn?"*.

Teachers believe that the design and the same are very accurate, striking, attractive since they contain different activities to develop meaningful learning in English in students and that the complementary links seek to strengthen the process, in the same way, motivate students. In addition, teachers consider that the game and virtuality are perfect allies for the teaching of English where students will feel motivated and attracted by the VLO, that is, by the contents and design of the activities that thus arouse the interest in the student.

Academic aspects

Question 6: *"What contributions do you find in VLO designed to contribute to the development of meaningful learning?"*.

According to the teachers' assessments, the contributions they find in the VLO's are theoretical and didactic support, evaluation and interactive games, lesson plans, video support, Complementary links to facilitate the development of English, and most importantly meet the needs when teaching virtually. Similarly, teachers recognize the importance that these VLO can generate in virtual education by designing good strategies to achieve meaningful learning, which is why, from the perspective of teachers, complies with this proposal designed by the research group.

Now, in question 7: *"From your point of view, do you believe that the digitized material presented by the research group serves as a support for non-English graduates of the José Edmundo Sandoval School? " Yes" "No" Why?"*

It is important to say that the teachers said that VLO's are a great support to the pedagogical work; since they are designed in a clear and simple way, giving the possibility to anyone without knowledge in the area to understand and manage it; as it brings with it pronunciation audios, writing and many activities related to each topic. Similarly, because it gives us the tools to teach English so that students are motivated to play and be learning at the same time. Because there is no need to look for the additional material because the VLO has all the information to solve the activities, based on what they have learned.

Regarding question 8: *"What are the possible advantages of using these VLO in your next English classes?"*.

The advantages that teachers find of using these VLO are the following: complete material, easy to navigate and use, easy to learn, at the same time learn as a teacher, dynamic and eye-catching classes, easy content, timesaving to prepare English class. They also add other advantages over complementary links that help to better understand the topics and most importantly students will be more motivated in the game of VLO at the time of meaningful learning.

Question 9: *"What actions would you use as a teacher to improve the content presented by the research group, in order to generate meaningful learning in the fourth-grade students at the José Edmundo Sandoval School?"*.

On the one hand, some of the actions that teachers take into consideration to improve the proposal are to look for complementary videos that reinforce the contents and add other categories of self-evaluation.

On the other hand, they state that they will begin to use the proposal to improve their teaching practice, contextualize the material with the group; allowing to land the contents in a correct and pertinent way; and as soon as possible manage a vocabulary related to the content to create new phrases and sentences. Despite not having had previous experiences with this type of material in their classes at the institution.

Question 10: *"Having seen the content made by the researchers What do you think about the games displayed in the videos in order for fourth-grade children to develop meaningful learning in English?"*

The teachers of the educational institution allude that, the games exposed and developed in the videos are appropriate, relevant, adapted to both the environment and the ages of the students of the course, are motivating, easy to understand, and help to activate previous knowledge and relationship with new ones.

Question 11: *"How do you think the VLO proposed by the research group (videos, lesson plans, "Let's play" guides, recommended exercise links, and keywords) help to develop meaningful English learning in fourth-grade children? Justify your answer".*

The teachers mentioned that VLO's generate motivation, self-learning, the topics, and activities are in line with the curricula such as the DBA but the most interesting is the strategy of learning by playing that facilitates the student. On the other hand, they believe that the VLO's

encourage motivation, generate concentration for every detail of the design, and for the activities very explicit for both students and teachers.

Question 12: *"Do you think that the way in which the content of the VLO designed by the research group is integrated is presented with a sufficient level of detail for the understanding of both the teacher and the fourth-grade students? Justify your answer".*

Teachers of the JES Institution affirm that in the VLO's they have a good level of detail because the same ones are in English and Spanish, there are the keywords and expressions, the plans of class in Spanish and in English, and the structure of the repository is easily accessible and understood by both teachers and students, All of the above generates that the teacher and the students have a good experience when making use of the didactic material created by the research group.

In accordance with Question 13 of: *"Do you consider that the integration of VLO and the game plays an important role in the learning of English, in this new normality because of Covid-19 and when the on-site modality is restarted, why?"*

The teachers of the Institution consider that the material proposed by the research group will serve as didactic and pedagogical support in any type of environment either virtual or face-to-face because they are very interactive and can be used at any time with or without the pandemic.

Multimedia aspects

Moving on to Question 14 of, *"Would you use VLO's in various learning environments or contexts, on-site, virtual, and blended modality, why?"*

Teachers agreed that they would use the material because it is a good tool that facilitates the learning of English providing the possibility of awakening the interest and motivation of students.

In Question 15: *"Did you find it easy to navigate the content, read the texts, download the information quickly and easily, and make the best use of the OVA's menus? Would you recommend its use to other teachers who are in charge of the English subject?"*

Teachers expressed that they found the navigability within the VLO easy thanks to the pilot test (handling of the platform that made them) because at the beginning some uncertainty was evidenced; also, they considered recommending the proposal to other teachers to teach English by playing through this designed tool.

Continuing with question 16: *"Do you consider that the use of multimedia tools presented in this proposal based on GBL activities is a factor of innovation in the Institution that strengthens the process of developing meaningful learning? Justify your answer".*

From the teachers' perspective, this is a very complete material that facilitates teaching; in that sense, it responds to the needs, integrating the GBL and the VLO's; and even though they do not have complete mastery of the topics, they assimilate it as a way to change the routine that creatively strengthens the students' learning.

Proposal evaluation

To proceed with question 17 of: *"We are deeply grateful for your availability, collaboration, and participation in the completion of this evaluation questionnaire. We are pleased that you can*

make all possible comments, suggestions, observations, and recommendations corresponding to the proposal based on GBL activities".

Unanimously, the teachers suggest expanding the topics addressed to be used in all grades of the JES School, thus being of benefit to future users.

Arriving at Question 18: *"What pedagogical conclusion does this proposal leave you with?"*

Finally, teachers conclude that this proposal will help them improve their pedagogical practice and generate significant learning thanks to the use of the GBL and VLO's.

Also, it was from their manifesto to be willing to update and learn every day looking for new ways to reach students being creative when teaching.

6.2.16 Moment 16: CONCLUSIONS. The use of game-based learning activities is a learning support tool created to be used by teachers to help children learning process in a fun, didactic, and motivating way. On the one hand, this type of activity creates an environment that encourages students to use English and to leave their comfort zone, despite their limited knowledge of the subject. On the other hand, the game environment provides confidence to children. It should be noted that when working in groups, children feel less confident due to the pressure experienced when learning.

To illustrate the above, the desire to compete, to answer in the first place the questions of the avatars, makes students forget about the inhibitions that affect them. Inhibitions, in the moment of speaking and performing a communicative task. Therefore, we can conclude that student's attitude towards GBL is positive.

The evaluation of the VLO's was a convenient process to determine their quality and identify improvement actions. For this action, an interview was used, which was answered by the teachers and the coordinator of the José Edmundo Sandoval School, showing as a result that the GBL activities presented through the VLO's contribute to the development of meaningful learning, thus being a support for teachers and students; because in the contents the obligatory and routine of the class is blurred; In addition, it is possible to pay more attention to the topics, if it is known that they will be needed later for some kind of game; in that sense, teachers can evaluate the oral, auditory and written skills of the students without them feeling pressured, which results in the improvement of the students' academic performance and English level; and therefore, in the meaningful learning of English; therefore, the teachers manifested to implement the proposal in their next English classes.

The application of the VLO's tool based on GBL activities by the teachers of the José Edmundo Sandoval School, besides being a support, is an opportunity for educational improvement, since it favors the deepening of the virtual modality, which shows benefits at a technological, pedagogical and communicational level; Therefore, it is important to train teachers in the implementation of VLO's, to favor the meaningful learning of fourth grade children, and at the same time, the innovation and quality of the educational service provided.

It is necessary to consider that thanks to the pilot proof to the teachers (second meeting of socialization of the proposal) it was guaranteed that the teachers learn significantly, making it possible for them to teach their students meaningfully. That is to say, the teacher understood the importance of the GBL and the functioning of the VLO's, since the only way for teachers to

promote meaningful learning in their students is by first constructing meanings for themselves. Therefore, constructing meanings for themselves is the basis for assessing meaning in students.

Furthermore, the fact of conducting the pilot proof in which the teachers were students and the researchers, teachers, makes it clear that all those attitudes that the teachers had as learners will be easier for them to foster in their students during the teaching process. Having sufficient background will enable the cognitive restructuring implied by meaningful learning to develop interest and curiosity to learn meaningfully; hence, the teacher will ask questions, show interest and be curious.

Likewise, it can be concluded that the game-learning duo achieves a status that enhances results since it reinforces motivation towards a satisfactory end; that is, one does not only play to win, but if one learns, one wins.

In this sense, it is legitimate to add the following contribution,

Learning a language should not consist only of focusing on linguistic learning. It should be much more than that. It means learning to relate, to play, to sing, to discover, to learn and to share using a new language, a language that children do not yet know but that will open new perspectives, new horizons for them (Huete and Pérez, 2003).

6.2.17 Moment 17: RECOMMENDATIONS.

Recommendations to Cauca University.

It is recommended to the University of Cauca, create Virtual Learning Objects for the development of meaningful learning in English through Game-Based Learning activities, virtual objects aimed at both students from the same institution and teachers who teach their English classes, to branch out the teaching-learning process. We suggest a good promotion of them, to make them known and promote their use with professors and students at the university; that is, include GBL and VLO in the curricula; creating better conditions for meaningful learning in English in response to the COVID-19 pandemic and post-pandemic to engage and motivate the community to learn.

In addition, it would be vitally important for teachers to be trained in creating Virtual Learning Objects based on game-based learning to develop meaningful learning.

Recommendation to Modern Languages English - French Program.

Orient and strengthen the computer literacy of the student community in line with the use of GBL and VLO's so the program obtains greater local and national recognition by promoting the use of ICT as Virtual Learning Objects to strengthen the teaching and learning processes.

Recommendation to Languages Department teachers.

Establish a media and technology resources evaluation committee, whose objective is to evaluate and follow up on the implementation of digital educational resources to develop meaningful learning in English in the schools and in the university.

Recommendation to Modern Languages students.

Use Game-Based Learning as a motivating methodology in the learning process in their practicum classes.

Commit to bringing interactive resources to the classroom that will aid in the meaningful development learning of English.

Develop and implement VLO's digital resources for Cauca University's teacher-educator internship schools.

Recommendation to José Edmundo Sandoval school

Considering that José Edmundo Sandoval school did not have a Virtual Learning Object for the development of meaningful learning in English through game-based learning activities, We suggest a good promotion to make it known and replicate it with the grades from transition to fifth grade; to include GBL and VLO in their curricula; creating better conditions for meaningful learning in English in response to the COVID-19 pandemic and post-pandemic to engage and motivate students to learn.

In other words, games are fun, and fun is motivating. Things that are not fun will often be avoided and forgotten. We can't let children get bored and put aside their learning. What better way to motivate them? Games and technology. What they like the most!

Recommendation to José Edmundo Sandoval' teachers

It is recommended that teachers include technology in their classes to make them interactive and motivating, and include games as a strategy to facilitate learning, where the student does not feel pressured by the grade, but on the contrary, enjoy the game activity and learn.

It is also recommended that teachers have an active, creative, and motivating attitude for the development of each of the proposed activities, for this it is necessary that the teacher is updated in web tools, in constructivist pedagogy contents with a focus on meaningful learning.

Recommendation to José Edmundo Sandoval' students.

Actively participate in GBL activities so that they can learn by playing.

6.2.18 Moment 18: LIMITATIONS. Evidently, the health emergency caused by the pandemic of covid 19, forced to take adaptation measures to avoid significant delays; Since it did not allow to perform the fieldwork that was projected due to the confinement, the vulnerability to be infected if there is physical contact; consequently, it became necessary to rethink and, deepen the planned activities to find solutions and develop affordable strategies, expanding the knowledge that was not considered before the contingency; so that the bases of the project were polished and perfected to adapt to the new normality. The modifications made it possible to continue advancing, and at the same time, these changes gave the proposal a plus, greater validity as it was strongly supported and justified. That means, the VLO made the digitalization of the GBL activities proposal.

For the research group, the challenge has been virtual communication, because at the beginning, the work increased and connectivity was unstable, which caused loss of time and slow progress.

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Appendix

Appendix A. Evaluation request



SOLICITUD DE EVALUACIÓN DE LA PROPUESTA BASADA EN ACTIVIDADES ABJ COMO HERRAMIENTA PARA EL DESARROLLO DEL APRENDIZAJE SIGNIFICATIVO DEL INGLÉS APOYADA POR OVA'S DIRIGIDA A ESTUDIANTES DE GRADO CUARTO DEL CENTRO DOCENTE JOSÉ EDMUNDO SANDOVAL

Estimad@s docentes:

El propósito del proyecto "PROPUESTA BASADA EN ACTIVIDADES ABJ COMO HERRAMIENTA PARA EL DESARROLLO DEL APRENDIZAJE SIGNIFICATIVO DEL INGLÉS APOYADA POR OVA'S DIRIGIDA A ESTUDIANTES DE GRADO CUARTO DEL CENTRO DOCENTE JOSÉ EDMUNDO SANDOVAL" es contribuir al desarrollo del Aprendizaje Significativo del inglés. Para ello, se elaboraron (10) planes de clases, cada uno con una duración de 2 horas, de manera que, a cada plan de clase le correspondió un OVA de 5 - 8 minutos de duración.

Vale la pena aclarar que, para esta propuesta, la evaluación realizada por los docentes es de suma importancia; puesto que son los usuarios intermediarios debido a que, en algunos casos, serán ellos los que deben hacerse cargo de la asignatura de inglés, lo que convierte a la propuesta en un apoyo metodológico, por los recursos que brinda.

Luego de haber sido informado sobre los objetivos de la propuesta y de los ejercicios para la evaluación de la misma, entiendo que mi participación no tendrá repercusión o consecuencia en mis actividades escolares, y que los datos recolectados en el formato de evaluación serán utilizados única y exclusivamente para uso de la propuesta, por lo tanto mi identidad y los resultados no serán divulgados y serán manejados de forma confidencial. La solicitud de evaluación consistirá en responder un cuestionario compuesto por cinco sesiones que pretende recopilar la mayor información, comprendiendo que mi participación es una valiosa contribución de dicha propuesta de los estudiantes de la Universidad del Cauca.

Yo, docente del Centro Docente José Edmundo Sandoval, he sido informado(a) acerca de la propuesta basada en actividades ABJ apoyadas en OVA's que fue realizada por los estudiantes de la Universidad del Cauca: Jhoan Camilo Urbano Cifuentes, Juan Pablo Gómez Gutiérrez, Diego Hernán Medina Piamba y Lida Magaly Vergara Díaz para evaluar la propuesta de investigación.

Nota importante: La evaluación de la propuesta, se llevará a cabo una vez los docentes hayan revisado el material desarrollado y tengan un encuentro previo con el grupo investigador para socializar la propuesta y despejar dudas en caso de que existan.

Correo *

Correo válido

Este formulario registra los correos. [Cambiar configuración](#)

Nombre Completo *

Texto de respuesta corta

Cédula Ciudadanía *

Texto de respuesta corta

¿Acepta usted la solicitud de evaluación de la propuesta basada en actividades ABJ como herramienta para el desarrollo del aprendizaje significativo del inglés apoyada por OVA's? *

Si

Appendix B. Proof of concept's questionnaire



Sección 1 de 5

Cuestionario de evaluación de la "Propuesta basada en actividades ABJ como herramienta para el desarrollo del aprendizaje significativo del Inglés apoyada por OVA's dirigida a estudiantes de grado cuarto del Centro Docente José Edmundo Sandoval".

Estimado(a) docente:

En este cuestionario se sintetizan los componentes y criterios correspondientes a evaluar los objetivos y la calidad de los OVA's, motivación que generan, coherencia didáctica, innovación, formato y diseño, usabilidad (facilidad para navegar en los OVA's), accesibilidad, reusabilidad (posibilidad de usarse muchas veces), y su interoperatividad (si es práctico y puede usarse en múltiples entornos); de esta manera, el mismo, está enfocado en recopilar la información necesaria para la evaluación de la propuesta, por parte de los profesores y la coordinadora de la Institución Educativa José Edmundo Sandoval.

A continuación se presenta la distribución del cuestionario:

- Sección de aspectos generales: En este apartado, se evaluará la presentación de los contenidos y los objetivos, el formato y diseño de los OVA's.
- Sección de aspectos académicos: Se tendrán en cuenta el diseño de las actividades y la importancia del juego para el desarrollo del aprendizaje significativo en el área de inglés.
- Sección de aspectos multimediales: Aquí, se tiene en cuenta el fácil acceso a los contenidos.
- Sección evaluación general de la propuesta: Por último, se pretende recopilar información acerca de los posibles comentarios, observaciones, recomendaciones y sugerencias de la propuesta basada en actividades ABJ para el desarrollo del Aprendizaje significativo del área en mención.

Después de la sección 1 Ir a la siguiente sección

Sección 2 de 5

Aspectos generales de la propuesta.



Descripción (opcional)

Durante su experiencia docente ¿Qué tipo de herramientas TIC's ha utilizado para favorecer el aprendizaje de los estudiantes? *

Texto de respuesta larga

.....

Como profesor y en el caso de tener a su cargo la asignatura de inglés, ¿Usaría el material presentado por esta propuesta? "Sí" o "No", justifique si respuesta. *

Texto de respuesta larga

.....



¿Qué percepción tiene usted acerca de la pertinencia de las actividades ABJ de la propuesta, para el desarrollo del aprendizaje significativo de los estudiantes de cuarto grado, apoyados en los OVA's? *

Texto de respuesta larga

.....

¿El contenido de los OVA's es coherente con los objetivos y los planes de clase formulados para desarrollar un aprendizaje significativo en los estudiantes del grado cuarto del Centro Docente José Edmundo Sandoval? ¿Por qué? *

Texto de respuesta larga

.....

¿Cómo cree usted que el diseño y las actividades de los OVA's desarrollados por el grupo investigador, motivan y captan la atención de los estudiantes para aprender? *

Texto de respuesta larga

.....



Sección 3 de 5

Aspectos Académicos



Descripción (opcional)

¿Qué aportes encuentra en los OVA's diseñados para contribuir al desarrollo del aprendizaje significativo? *

Texto de respuesta larga

Desde su punto de vista ¿Cree usted que el material digitalizado presentado por el grupo investigador sirve de apoyo para docentes no licenciados en inglés de la Institución Educativa José Edmundo Sandoval? "Sí" "No" ¿Por qué? *

Texto de respuesta larga

¿Cuáles son las posibles ventajas de uso de estos OVA's en sus próximas clases de inglés? *

Texto de respuesta larga

¿Qué acciones emplearía como profesor para mejorar el contenido presentado por el grupo investigador, a fin de generar aprendizaje significativo en los estudiantes de grado cuarto de la Institución Educativa José Edmundo Sandoval?

Texto de respuesta larga

Después de haber visto el contenido realizado por los investigadores ¿Qué opina usted acerca de los juegos expuestos en los videos con el fin de que los niños y niñas de grado cuarto desarrollen aprendizaje significativo en inglés? *

Texto de respuesta larga

¿De qué forma cree usted que los OVA's propuestos por el grupo investigador (videos, planes de clase, guías "Vamos a jugar", enlaces de ejercicios recomendados y palabras claves), ayudan a desarrollar el aprendizaje significativo del inglés en los niños de grado cuarto? Justifique su respuesta. *

Texto de respuesta larga

¿Estima usted que la manera como se integran el contenido de los OVA's diseñados por el grupo investigador, se presentan con un nivel de detalle suficiente para la comprensión tanto del docente como de los estudiantes de grado cuarto? Justifique su respuesta. *

Texto de respuesta larga

¿Considera usted que la integración de los OVA's y el juego desempeñan un papel importante en el aprendizaje del inglés, en esta nueva normalidad a causa del Covid-19 y cuando se retome la modalidad presencial ¿por qué?

Texto de respuesta larga

Sección 4 de 5

Aspectos Multimediales



Descripción (opcional)

¿Usaría usted los OVA's en diversos entornos o contextos de aprendizaje, presencial, virtual y alterno? ¿Por qué? *

Texto de respuesta larga

¿Le resultó fácil navegar en el contenido, la lectura de los textos, descarga rápida y sencilla de la información, y utilización óptima de los menús de los OVA's? ¿Recomendaría su uso a otros docentes que tengan a su cargo la asignatura de inglés? *

Texto de respuesta larga



¿Considera usted que el uso de herramientas multimediales presentadas en esta propuesta basada en actividades ABJ son un factor de innovación en la institución educativa que fortalece el proceso de desarrollo del aprendizaje significativo? Justifique su respuesta. *

Texto de respuesta larga

Después de la sección 4 Ir a la siguiente sección ▼

Sección 5 de 5

Comentarios y recomendaciones a la propuesta



Descripción (opcional)

Agradecemos profundamente su disponibilidad, colaboración y participación en el diligenciamiento de este cuestionario de evaluación. Nos complace que puedan hacer todos los posibles comentarios, sugerencias, observaciones y recomendaciones correspondientes a la propuesta basada en ABJ.

Texto de respuesta corta

¿Qué conclusión pedagógica le deja esta propuesta?

Texto de respuesta larga

Appendix C. Sesión ABJ #1. ¿Qué bueno es decir buenos días?

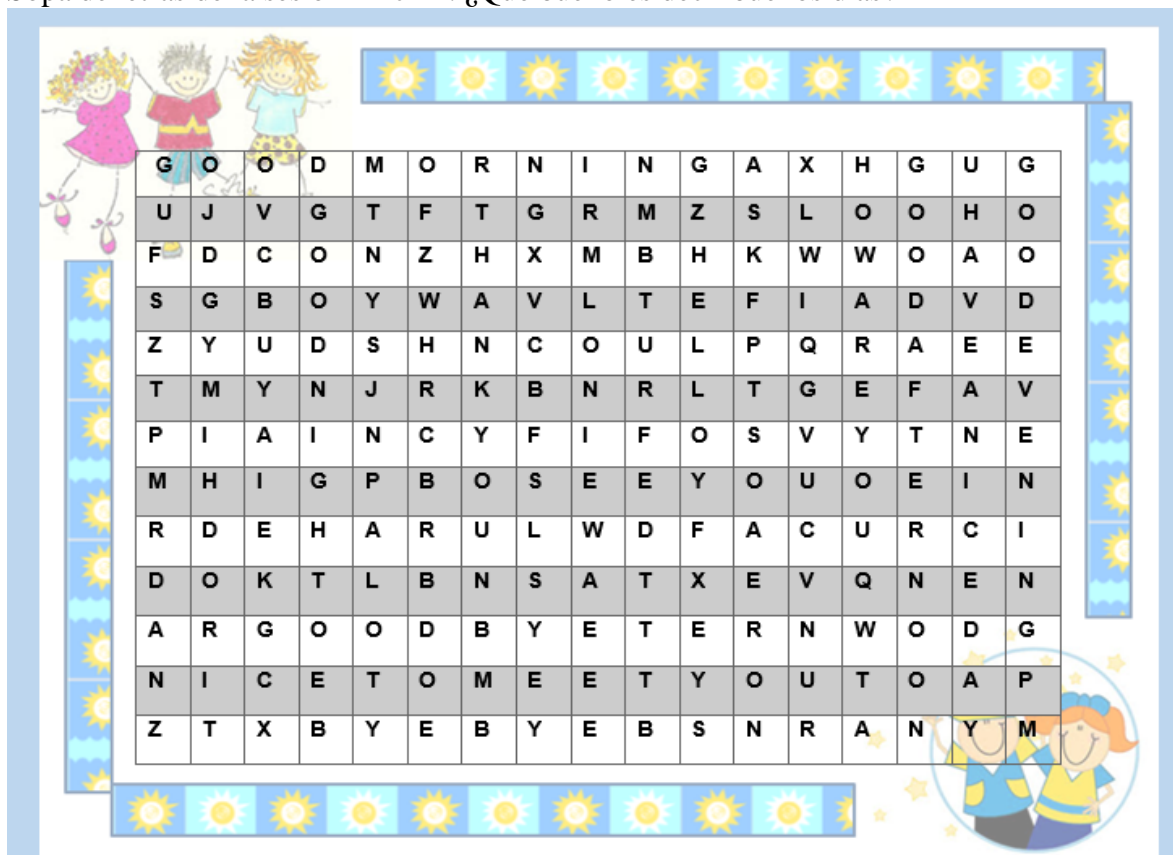
NOMBRE Y NÚMERO DE LA SESIÓN ABJ <i>Sesión ABJ #1</i> <i>¿Qué tan bueno es decir buenos días?</i>			
Objetivo de la sesión		<ul style="list-style-type: none"> • Aumentar el vocabulario de los saludos y despedidas utilizando el verbo “To be”, practicando la escucha y el habla. • Reconocer y comprender los saludos y despedidas trabajados durante la sesión. • Participar en conversaciones breves y sencillas mediante saludos y despedidas. 	
Tiempo		120 min	
Estándares básicos de competencia en lenguas extranjeras: inglés		<ul style="list-style-type: none"> • Saludos y despedidas. • Reconozco palabras y frases familiares en contextos inmediatos. • Entiendo cuando alguien dice hola o adiós. • Identifico palabras relacionadas sobre temas que me son familiares. 	
Vocabulario		Good morning, good afternoon, good night, good evening, Good-Bye, hello, hi, bye, bye-bye, see you soon, thank you, nice to meet you, have a good day, what do we say when...? etc.	
Gramática		<ul style="list-style-type: none"> • Saludos formales e informales 	
Desarrollo de las actividades			
Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
5'	Inicio de clase	El profesor saludará a los estudiantes y hablará un poco acerca del tema a trabajar en la sesión que se realizará a través del Aprendizaje Basado en	Voz del profesor.

		Juegos (ABJ).	
Es importante agregar que, al inicio de la actividad principal se entregará a los niños una sopa de letras con todo el vocabulario relacionado con saludos y despedidas, este será llenado por los niños durante los tres momentos del vídeo.			Sopa de letras
10'	Canción de buenos días	El profesor iniciará con un pequeño abrebocas. Reproducirá y cantará “La canción de los buenos días”.	Voz del profesor https://www.youtube.com/watch?v=TFVjU-dsIM8
15'	Introducción al vocabulario a trabajar	El profesor se dirigirá al repositorio en la página de internet Wordpress y allí hará énfasis en las palabras claves y en las expresiones que después encontrará en el vídeo.	Repositorio Wordpress
30'	Reproducción del vídeo desarrollado por el grupo investigador	El profesor reproducirá el vídeo acerca de “Greetings and farewells” que se encuentra en el repositorio. Buscará generar una buena explicación del	Carteles de mañana, tarde y noche. https://www.youtube.com/watch?v=6-ecpsHHhOI

		tema, con ayuda de Mike, Jane y los Teachers Lida y Diego.	
		A medida que vaya avanzando en el vídeo, el profesor con ayuda de la sopa de letras que se encuentra en el vídeo, repositorio, Mike, Jane y los Teachers Lida y Diego, empezarán a jugar buscando generar un aprendizaje significativo de los Greetings and farewells. Durante el vídeo habrá tres etapas dónde se explicarán expresiones cómo: Good morning, Good afternoon, Good night, etc.	Carteles de mañana, tarde y noche. https://www.youtube.com/watch?v=jNpCeXYHksY
		Habiendo terminado de ver el vídeo donde se explican los "Greetings and	Actividades complementarias

		Farewells” a través del juego, el profesor procederá a desarrollar las actividades complementarias que se encuentran en el repositorio.	
10’	Canción de despedida	El profesor y los alumnos se despedirán cantando una canción que les ayudará a reforzar el tema visto anteriormente, relacionado con Saludos y Despedidas.	Voz https://www.youtube.com/watch?v=gVIFEVLzP4o
Sugerencias para el profesor o comentarios			
<ul style="list-style-type: none"> • Haga retroalimentación al finalizar la clase con la ayuda de los materiales aportados por el grupo investigador • Participación. Durante el desarrollo de la clase procure hacer preguntas al grupo de estudiantes acerca del tema tratado. • Si el tiempo lo permite, conéctese con los estudiantes individualmente y en grupos para que sientan está jugando con ellos, o busque espacios de trabajo alteros al de la clase. • que también 			
Aprendizaje significativo			
<ul style="list-style-type: none"> • Inicie la discusión, presentando el tema central del nuevo contenido de aprendizaje solicitando la participación de los estudiantes sobre lo que saben al respecto. • Anime a un buen número de alumnos, para que los demás escuchen y se involucren activamente. 			

Sopa de letras de la sesión ABJ #1. ¿Qué bueno es decir buenos días?



A decorative border surrounds the grid, featuring a row of suns at the top, a vertical column of suns on the left, and a row of suns at the bottom. Illustrations of three children are in the top-left corner, and two children are in the bottom-right corner.

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

Appendix D. Sesión ABJ #2. Coloreando mi mundo.

NOMBRE Y NÚMERO DE LA SESIÓN ABJ: <i>Coloreando mi mundo</i> <i>Sesión ABJ #2</i>			
Objetivo de la sesión	<ul style="list-style-type: none"> • Animar a los estudiantes a desarrollar la conciencia del color mediante la observación clasificando objetos en su entorno. • Promover el aprendizaje significativo del inglés usando del juego para identificar el vocabulario de los colores 		
Tiempo	120 minutos		
Estándares básicos de competencia en lenguas extranjeras: inglés	<ul style="list-style-type: none"> • Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. • Memorizo y sigo el ritmo de canciones populares de países angloparlantes. • Sigo y doy instrucciones básicas cuando participo en juegos conocidos. • Pregunto y respondo sobre las características físicas de objetos familiares 		
Gramática	Colores primarios: amarillo, azul, rojo, blanco y negro Colores secundarios: verde, naranja, gris, rosa, marrón y violeta.		
Vocabulario	Blue, black, yellow, green, red, orange, brown, pink. What is that color? This is how you spell... This is the color...		
Desarrollo de actividades			
Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
5'	Breve retroalimentación	Al iniciar la sesión ABJ, el profesor procurará realizar una pequeña retroalimentación del tema pasado "Greetings and Farewells", Por ejemplo, saludará a los estudiantes en inglés y les preguntará como se encuentran.	Voz del profesor
5'	Introducción del tema	Para introducir el tema de los colores, el profesor se dirigirá al repositorio donde se encuentra el tema de los colores "Coloring my world", allí el profesor expondrá el vocabulario y las palabras claves que se encuentran en el mismo. Buscando dar una antesala del tema a trabajar en el vídeo.	Palabras claves y expresiones del repositorio en Wordpress.
25'	Explicación de	El profesor reproducirá el vídeo donde se	Voz del profesor

	colores primarios y sus mezclas.	explican los colores con ayuda de Mike, Jane y el Teacher Camilo. Al tiempo, pausará el vídeo en los momentos donde se expliquen los mismos, sus mezclas y cuáles son los colores que sale de allí	Vídeo
25'	Deletreando colores	En la segunda parte del vídeo, el profesor hará énfasis en el deletreo de los colores y su pronunciación, con ayuda de Mike, Jane y el teacher Juan Pa que ayudará a los estudiantes a comprender más acerca de los colores.	Voz del profesor Vídeo.
20'	Jugando con la lotería de colores	Después de haber conocido un poco más de los colores y su manera de deletrearse en inglés, el docente con ayuda de Mike, Jane y el teacher Juan Pa de nuevo, jugarán con la lotería de colores, buscando desarrollar aprendizaje significativo.	
15'	Actividades complementarias	El profesor procederá a utilizar las actividades complementarias encontradas en el repositorio con el fin de que los estudiantes puedan complementar el aprendizaje adquirido durante la explicación del vídeo.	Actividades complementarias del repositorio.
5'	Finalización de la clase	El profesor y los alumnos finalizarán la clase, no sin antes hacer una última retroalimentación de los colores vistos en el vídeo y el repositorio.	Voz
Sugerencias al profesor o retroalimentación			
<ul style="list-style-type: none"> • Utilizar colores fáciles de deletrear como: azul, rojo, verde, negro. • Conocer la pronunciación de los colores primarios y secundarios en inglés. • Reconocer los colores utilizando objetos dentro del aula de clases o en la casa. 			
Aprendizaje significativo			
<ul style="list-style-type: none"> • En la clase, debe elaborar preguntas abiertas que requieran algo más que una respuesta afirmativa o negativa y dar tiempo a los alumnos para que respondan. Por ejemplo, traer objetos que tengan un color en específico. 			

Appendix E. Sesión ABJ #3. Cuento y Aprendo.

NOMBRE Y NÚMERO DE LA SESIÓN: <i>Sesión ABJ # 3</i> <i>Cuento y aprendo</i>			
Objetivo de la sesión	<ul style="list-style-type: none"> • Reforzar el vocabulario de los números a través de la asociación y la escritura. • Practicar, reconocer, ordenar y contar los números del uno al diez. • Contribuir al aprendizaje significativo tomando como tema los números apoyados por VLO 		
Tiempo	120 minutos		
Estándares básicos de competencias en lenguas extranjeras: inglés	<ul style="list-style-type: none"> • Reconozco cuando alguien me habla en inglés y reacciono de forma verbal y no verbal • Participo activamente en juegos y rondas • Respondo preguntas sobre personas, objetos y lugares a mi alrededor. 		
Vocabulario	One, two, three, four, five, six, seven, eight, nine, ten.		
Gramática	“Es el número” o “¿cuál es ese número?”, ¿Cuántos y cuánto son ...?		
Desarrollo de actividades			
Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
5'	Presentación e introducción del tema	El profesor comenzará la sesión saludando a los estudiantes y después hablará un poco acerca del tema a trabajar durante la sesión	Voz del profesor Estudiante
10'	Socialización de las palabras claves y expresiones	El docente se dirigirá al repositorio Wordpress donde se encuentra el tema de los números, acto seguido explicará las palabras claves y expresiones a trabajar en el vídeo.	Voz Repositorio Wordpress
20'	Explicación de los números	El docente, Mike, Jane y la teacher Lida, trabajarán en la explicación de los números y su pronunciación en inglés del 1 hasta el 10. Es importante que el profesor pause el vídeo si lo considera necesario.	Voz Vídeo

30'	Jugando "Matching the correct word"	Después de haber finalizado la explicación de los números, el docente, Mike, Jane y el teacher Diego jugarán a escoger el número correcto dependiendo de la imagen que se encuentren en el vídeo. El docente pausará el vídeo cuando lo considere necesario.	Voz Vídeo
30'	Jugando "How many objects are there?"	Después de haber finalizado el juego, el docente, Mike, Jane y los teacher Lida y Diego, ¿jugarán a "How many objects are there? El juego trata en identificar cuantos objetos pueden ver y así sucesivamente responder correctamente.	Voz Vídeo
20'	Actividades complementarias.	Finalizado el video y los juegos, el docente utilizará las actividades complementarias para reforzar el aprendizaje adquirido previamente mediante los vídeos	Actividades del repositorio
5'	Finalización de clase	El docente se despedirá de los estudiantes agradeciendo por haber prestado atención	Voz

Sugerencia para el profesor o comentarios

- El profesor tendrá que estar muy atento y activo al jugar estos juegos ya que tiene que contestar cada pregunta que le haga el alumno y contestarla de la mejor manera que pueda entenderla.
- El profesor debe encontrar la mejor estrategia para representar el tema y captar la atención del alumno.
- Poner en práctica la experiencia del entorno familiar como, el diálogo, la observación para contar y aprender al mismo tiempo.

Aprendizaje significativo

- Enseñe a sus alumnos a conectar un concepto con otro concepto trabajado previamente en sus respectivas sesiones. Incluso puede ir más allá e intentar conectar un concepto de su tema con otro concepto de un tema diferente.
- Animar a los estudiantes a que también hagan preguntas sobre las respuestas que escuchan de sus compañeros.

Appendix F. Sesión ABJ #4. Yo como saludable.

NOMBRE Y NÚMERO DE LA SESIÓN: <i>Sesión ABJ # 4</i> <i>Yo como saludable</i>			
Objetivo de la sesión	<ul style="list-style-type: none"> • Mejorar el vocabulario relativo a la fruta, la carne y las verduras practicando un ejercicio de compra para ampliar los conocimientos de los estudiantes. • Enseñar a los alumnos a conocer el vocabulario de la comida en inglés de forma didáctica. • Identificar los diferentes alimentos en inglés mediante juegos didácticos. 		
Tiempo	120 min		
Estándares básicos de competencias en lenguas extranjeras: inglés	<ul style="list-style-type: none"> • Identifico los nombres de los alimentos en inglés. • Entiendo los diferentes tipos de comida en inglés • Entiendo cuando preguntan sobre comida en inglés. • Participo activamente en los juegos y pueden entender los saludos y las órdenes dadas por el profesor. 		
Vocabulario	ales, manzana, cebolla, pan, huevos, leche, queso...		
Gramática	¿Dónde va el alimento? este es... ese es.... Ese alimento es usado para...		
Desarrollo de actividades			
Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
5'	Introducción del tema	El profesor saludará a los alumnos y sucesivamente entrará en la explicación	Voz Estudiantes
10'	Socialización del vocabulario	El docente se dirigirá al repositorio de Wordpress donde encontrará las palabras claves y expresiones que serán socializadas con los estudiantes.	Voz Repositorio Wordpress
25'	Explicación de los alimentos	El docente reproducirá el vídeo donde Mike, Jane y el teacher Camilo explicarán algunos de los alimentos más consumidos.	Voz Vídeo

35'	Vamos al supermercado	En el vídeo se entregará una lista de compras, donde con ayuda de Mike, Jane y los teachers Juan Pa y Camilo, deberán buscar dentro de las cajas los alimentos que se pedirán en la misma. al final de la compra, dirán que les gusta y lo que no les gusta. Para saber mejor cuales son los alimentos que se necesitan, el profesor tendrá la lista en el repositorio y a su vez, podrá pausar el vídeo cuando lo desee.	Imágenes estudiantes Atención Voz Lista del supermercado
20'	Juego “¿dónde va el alimento?” o “Where does it go?”	Después de finalizar la parte de la lista del mercado, el docente, Mike, Jane teacher Juan Pa y los estudiantes jugarán, dónde va el producto. En el vídeo se apreciarán varios productos del mercado y las secciones donde podrían ir esos productos, los estudiantes deben clasificar el alimento en la sección correcta. El profesor podrá pausar el vídeo cuando lo desee.	Voz Vídeos
20'	Actividades complementarias	Al finalizar el vídeo, el docente hará uso de las actividades complementarias para reforzar el conocimiento de los estudiantes	Actividades del repositorio Wordpress
5'	Finalización de la clase	El docente se despedirá de los estudiantes	Voz

Sugerencias para el profesor o comentarios

- El profesor debe estar al tanto de las actividades y prestar mucha atención a cada actividad y conocer el vocabulario.
- El docente debe motivar a los alumnos a buscar y mostrar diferentes tipos de alimentos para alegrar a la clase.
- El profesor debe realizar una retroalimentación sobre el gusto de cada alumno con su comida favorita para desarrollar un aprendizaje significativo.
- El maestro debe usar el pulgar hacia arriba para decir me gusta y un estado de ánimo feliz; Además, el profesor debe usar el pulgar hacia abajo para no me gusta y un estado de ánimo disgustado.

Aprendizaje significativo

- Animar a los estudiantes a que también hagan preguntas sobre las respuestas que escuchan de sus compañeros.

Appendix G. Sesión ABJ #5. Mi horario.

NOMBRE Y NÚMERO DE LA SESIÓN ABJ: <i>Sesión ABJ #5</i> <i>Mi horario.</i>			
Objetivo de la sesión	<ul style="list-style-type: none"> • Obtener experiencia acerca de los días del vocabulario de la semana hablando de sus rutinas diarias utilizando el presente simple. • Contribuir a un tema de aprendizaje significativo sobre los días de la semana apoyados por VLO. 		
Tiempo	120 min		
Estándares básicos de competencias en lenguas extranjeras: inglés	<ul style="list-style-type: none"> • Identifico y pronuncio los días de la semana. • Lo pongo en práctica en la vida diaria. • Mejoro mi pronunciación a través de videos y juegos. 		
Vocabulario	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, I wake up, I get up, I brush my teeth, etc.		
Gramática	Preposición de tiempo (on), Rutina diaria, Presente simple.		
Desarrollo de actividades			
Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
5'	Introducción de clase y presentación del tema	El profesor comenzará con una pequeña introducción de la que será la sesión, los días de la semana.	Voz Estudiantes
10'	Socialización de las palabras claves y expresiones.	El profesor se dirigirá al repositorio Wordpress para compartir con los estudiantes las palabras claves y las expresiones que encontrarán en el vídeo.	Repositorio Wordpress

20'	Explicación de los días de la semana y el horario	El profesor reproducirá el vídeo donde Mike, Jane y el teacher Diego explicarán los días de la semana en inglés, tanto los días entre semana y el fin de semana utilizando la preposición "ON". A su vez, durante la explicación se podrán encontrar algunas oraciones en presente simple relacionadas a la rutina diaria.	Tarjetas de vocabulario
20'	Mi horario	Usando la tabla anterior del vídeo, el docente explicará aún más el horario donde los niños hablarán sobre las actividades de la rutina diaria con los días de la semana. En primer lugar, el profesor hará un ejemplo hablando de lo que hace durante la mañana y utilizando algunas estructuras como: "a las 8:00 am me despierto, a las 8:30 am me levanto, etc."	Voz Vídeo
20'	Ejercicio de llenar el horario con los días de la semana	De repente en el vídeo, en el horario, las palabras de los días de la semana se caerán de su sitio. Es allí donde el docente, Mike, Jane y la teacher Lida les pedirán a los estudiantes que organicen de nuevo los días de la semana en la casilla correspondiente.	Voz Vídeo
25'	Jugando con el crucigrama de la rutina de Jane	Después de haber terminado de reorganizar los días de la semana, el docente, Jane y la teacher Lida jugarán con el crucigrama acerca de la rutina de Jane. Las respuestas del crucigrama y su explicación se encontrarán abajo	Voz Vídeo
20'	Actividades complementarias	Finalizado el vídeo, el docente utilizará las actividades complementarias que se encuentran en el repositorio para reforzar el conocimiento de los estudiantes.	Actividades complementarias del repositorio
5'	Finalización de la clase	El docente se despedirá de los estudiantes.	Voz

Sugerencias para el profesor o comentarios

- El profesor debe hacer una breve explicación solo si los alumnos no entienden el sonido, describa los días de la semana con un calendario.
- Ayude a los estudiantes a crear oraciones si no pueden hacerlo. por ejemplo, cuando van a decir lo que hacen entre semana.
- El docente debe poner en práctica el tema creando conversación para practicar el habla y la lectura en la clase para despertar la motivación.
- Poner en práctica el horario con la rutina diaria para desarrollar la habilidad en la escritura durante la clase.

Aprendizaje significativo

- Cambia el rol del alumno en clase y conviértelo por unos minutos en profesor. Cambiar el papel que juega el alumno en el aula es un recurso magnífico ya que con él tus alumnos trabajan la expresión oral y aprenden a perder el miedo a hablar en público. Bien gestionado, el cambio de rol supone una inyección muy considerable de autoestima para cualquier alumno.

Respuestas crucigrama: Mi horario.

INSTRUCTIONS

DOWN.

1. On (day 6) she goes to the park.
3. Jane studies Portuguese on (day 2)

ACROSS.

2. Jane studies English (day 5)
3. She studies French (day 4)
4. On (day 3) Jane plays tennis.
5. Jane visits her grandmother (day 1)
6. Jane does her homework on (day 7)

CREATED USING POWTOON

Instrucciones:

Horizontal

1. El (día 6) ella (Jane) va al parque.
3. Jane estudia portugués el (día 2).

Vertical

2. Jane estudia inglés el (día 5).
5. Jane visita su abuela el (día 1).

3. Ella estudia francés el (día 4).

6. Jane hace su tarea el (día 7).

4. El (día 3) Jane juega tenis.

Appendix H. Sesión ABJ #6. Conociendo mi cuerpo.

NUMERO Y NOMBRE DE LA SESION BGL <i>GBL Sesión # 6</i> <i>Conociendo mi cuerpo</i>			
Objetivo de la sesión		<ul style="list-style-type: none"> • Pretender que los estudiantes puedan identificar y escribir algunas de las partes más comunes del cuerpo. • Generar aprendizaje significativo tomando como tema las partes del cuerpo soportadas por VLO. 	
Tiempo		120 minutos	
Estándares básicos de competencias en lenguas extranjeras: inglés		<ul style="list-style-type: none"> • Participo activamente en juegos de palabras. • Aprender las partes del cuerpo en inglés. • Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. 	
Vocabulario		Ojos, nariz, boca, dientes, rostro, cuello, cabeza, orejas, estomago, hombros, rodillas, dedos etc.	
Gramática		Este, ese, esos, estos, ¿Cuál es esa parte del cuerpo? ¿Dónde va en el rompecabezas? ¿Cuál es esta parte?	
Desarrollo de actividades			
Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
5'	Presentación	El docente realizará una breve introducción del tema y posteriormente abordará la temática de las partes del cuerpo durante la sesión.	Voz
10'	Revisión de palabras claves y expresiones	Para empezar, el docente se dirigirá al repositorio WordPress, en el tema "Parts of the body" y enseñará a los estudiantes las palabras claves y expresiones que encontrará en el vídeo con el fin de dar una explicación del vocabulario.	Voz

30'	Vídeo, llenando el primer rompecabezas de las partes de la cara.	El docente reproducirá el vídeo que se encuentra en el repositorio y a su vez, jugará con el rompecabezas que contiene partes del cuerpo donde los estudiantes deberán identificar, aprender y reconocer el vocabulario de la temática. En el vídeo podrán encontrar a los “Teachers” Camilo u Juan Pa, quienes los acompañarán en el proceso de enseñanza. Para poder dar cumplimiento a lo anterior, el profesor podrá parar el vídeo cuando lo desee.	Voz Vídeo
30'	Llenando el rompecabezas del cuerpo completo del vídeo	El vídeo finalizará con un último rompecabezas que ayudará a los estudiantes a conocer más partes del cuerpo, nutrir su vocabulario y a su vez jugar y divertirse en el proceso.	Voz Vídeo
15'	Actividades complementarias	El docente después de haber visto el video y realizado el juego con los rompecabezas del vídeo, realizará las actividades complementarias para reforzar el vocabulario y el aprendizaje significativo sobre las partes del cuerpo.	Actividades del repositorio
5'	Finalización de clase	El docente finalizará la clase con despidiéndose de los estudiantes	Voz

Sugerencias para el profesor o comentarios

- Utilizar las partes del cuerpo para comenzar con la actividad como: cara, ojos, nariz, boca, nariz, dientes, rostro, oreas etc. Realizar preguntas fáciles a los alumnos, puede ser que no entiendan lo que preguntas.
- El profesor debe realizar actividades, por ejemplo, simón dice o “Simon says” en inglés antes de comenzar la clase o las actividades para recordar o reforzar el vocabulario de las partes del cuerpo. Dependiendo de cómo el docente quiera desarrollar su clase.
- El docente debe realizar actividades con movimiento y ritmo de la canción para identificar con mayor facilidad las partes del cuerpo. Puede ser con ayuda del siguiente Vídeo:
- Juega durante la búsqueda de palabras de la clase para desarrollar diferentes habilidades.

Aprendizaje significativo

- La resolución permite al profesor comprobar que se ha ido más allá del mero aprendizaje de memorización de una enseñanza. El problema de los problemas se ubica en uno de los aspectos más significativos del aprendizaje de un alumno, pues a través de la resolución el alumno no te demuestra solo que has aprendido lo que le has enseñado, sino que ha podido encontrar una aplicación o resolución para un cierto problema.

Appendix I. Sesión ABJ #7. Vamos al zoológico.

NÚMERO Y NOMBRE DE LA SESIÓN GBL <i>Sesión GBL # 7</i> Vamos al zoológico			
Objetivo de la sesión	<ul style="list-style-type: none"> • Reconocer e identificar a los animales del Zoo a través de sus sonidos y hábitat. • Aprender los nombres de los animales en inglés que viven en el zoológico. 		
Tiempo	120 min		
Estándares básicos de competencias en lenguas extranjeras: inglés	<ul style="list-style-type: none"> • Describo algunas de las características de los animales y sus hábitats con un vocabulario simple. • Participo activamente en juegos de palabras. • Identifico fácilmente los animales en inglés a través de sus sonidos característicos. 		
Vocabulario	Tortuga, serpiente, cocodrilos, león, tigre, serpiente, mono, cebra, elefante etc.		
Gramática	¿Qué animal es este? Este animal es... Este animal es muy, ¿Cuál animal hace este sonido? ¿Cuál es el hábitat de este animal?		
Desarrollo de actividades			
Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
5'	Introducción	El docente dará la bienvenida a los estudiantes y después hará introducción del tema para aprender acerca de los animales del zoológico en inglés.	Voz

10'	Socialización del vocabulario a trabajar en clase.	El docente se dirigirá al repositorio Wordpress, dónde se encuentra el tema de los animales. Allí, mostrará las palabras claves y expresiones claves que se encontrarán en el vídeo.	Voz Repositorio
30'	Vamos al zoológico	El docente reproducirá el vídeo y presentará a dos personajes que aparecen en el vídeo, Mike y Jane y los "Teachers" Lida y Diego. Estos personajes contarán la experiencia que tuvieron en el zoológico. En el vídeo los estudiantes conocerán los animales en inglés y algunas características importantes de cada uno de ellos. El profesor podrá pausar a su gusto el vídeo.	Voz Vídeo
30'	El juego de adivinar al animal por el sonido.	El profesor con ayuda del "Teacher" Diego continuará con el vídeo y encontrará el siguiente juego: "Guessing the animal by the sound" o "Adivinando el animal por el sonido". Los sonidos de los animales se reproducirán en el vídeo. Los estudiantes deben intentar adivinar cuál es ese animal y acto seguido lo dirán en inglés.	Sonidos de Animales Atención Motivación Estudiantes
25'	Pon el animal en el hábitat correcto.	El profesor y la "Teacher" Lida les pedirán ayuda a los chicos de la clase poner a los animales en su hábitat correcto. Ellos mostrarán algunos animales para que los estudiantes ayuden encontrar los hábitats que le corresponde.	Voz Vídeo
15'	Desarrollo de actividades complementarias	Para finalizar el docente trabajará con los estudiantes en las actividades complementarias que se encuentran en el repositorio de Wordpress.	Actividades del repositorio
5'	Finalización de clase	El docente finalizará la clase despidiéndose de sus estudiantes.	Voz
Sugerencias al profesor			

- El docente debe estar pendiente de cada actividad, ser muy preciso y entendido a la hora de explicar la actividad, debe estar pendiente de los alumnos y apoyarlos en oraciones diferentes a las que se utilizan en clase (oraciones con adjetivos o cosas así), especialmente el material que es de buena calidad para que no haya inconvenientes.
- El profesor puede utilizar diapositivas, imágenes, videos porque esta estrategia ayuda a identificar los sonidos que los estudiantes pueden aprender de manera más significativa.
- El profesor puede utilizar diferentes herramientas como Duolingo, kahoot LearnEnglish kids para mejorar las habilidades de cada alumno en la clase de inglés.

Aprendizaje significativo

Haga que sus alumnos definan los conceptos que les ha enseñado en su sesión de detectives. Busca definiciones que no se basen en la memorización, sino en la comprensión del concepto.

Appendix J. Sesión ABJ # 8. ¡Lo que quiero ser!

NOMBRE Y NÚMERO DE LA SESIÓN ABJ: <i>Sesión GBL # 8</i> <i>¿Qué quiero ser cuando sea grande?</i>	
Objetivo de la sesión	<ul style="list-style-type: none"> • Enriquecer el aprendizaje significativo enseñando las profesiones, lo que los estudiantes querrían ser cuando crecieran de la GBL apoyada por VLO. • Ser capaz de aprender sobre diferentes ayudantes comunitarios que trabajan para proporcionar servicio a otros. • Ayudar a los estudiantes a identificar el verbo “To be” a través del vocabulario de las ocupaciones.
Tiempo	120 minutos
Estándares básicos de competencias en lenguas extranjeras: inglés	<ul style="list-style-type: none"> • Puedo responder preguntas sencillas sobre mí y mi contexto cercano de forma verbal o no verbal. • Reconozco cuando alguien me habla en inglés. • Participo activamente en juegos.
Vocabulario	Doctor // Cantante // Bombero // Oficial de policía // Carnicero // Panadero // Maestro // etc....
Gramática	Yo quiero ser. / no seré / me gustaría ser un ...
Desarrollo de actividades	

Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
5'	Presentación.	El profesor dará una calurosa bienvenida a los estudiantes y después abordará el tema de las profesiones para trabajar en la sesión.	Voz Estudiantes
10'	Socialización del vocabulario de las profesiones en inglés.	El profesor se dirigirá al repositorio de Wordpress dónde encontrará el tema sobre las profesiones, allí socializará las palabras claves y expresiones.	Voz Repositorio Wordpress
20'	Presentando las profesiones.	El docente tendrá el gusto de presentar los tipos de profesiones en inglés a los estudiantes con ayuda de sus amigos Mike y Jane, y los Teachers Camilo Y Juan Pa. El docente también explicará más a fondo sobre el tema para que los estudiantes escojan la profesión que más les guste.	Voz Atención de los estudiantes
30'	El juego de las adivinanzas.	El docente, Mike, Jane y el Teacher Camilo usarán el juego de las adivinanzas para ir más a fondo con las profesiones, Haciendo descripciones muy detalladas para que los estudiantes logren identificar la profesión correcta.	Voz
30'	Otras profesiones y su pronunciación.	El profesor, Mike, Jane y el Teacher Juan Pa, mostrarán imágenes de otras profesiones para que los estudiantes repitan y aprendan los vocabularios.	Voz, Atención de los estudiantes
15'	Actividades complementarias.	Después de finalizar el vídeo, el docente se dirigirá a la parte de actividades complementarias dónde desarrollará dichas actividades con los estudiantes.	Actividades en Wordpress
5'	Finalización de clase.	El docente finalizará la clase despidiéndose de los estudiantes.	Voz

Sugerencias para el profesor o comentarios
<ul style="list-style-type: none"> • El docente tiene que ser muy activo y pendiente de cada actividad para que los niños puedan entenderlo para que haya un aprendizaje significativo. • Es importante pensar e imaginar con los alumnos en clase, haciendo preguntas abiertas, por ejemplo, ¿qué te gustaría ser en la vida? luego, los estudiantes podrían usar más imaginación y también aprender vocabulario de noticias.
Aprendizaje significativo
<ul style="list-style-type: none"> • Puede y debe aprenderse del error. Mostrar el error a un alumno sobre un determinado contenido es otra herramienta excelente para afrontar la consolidación del aprendizaje.

Appendix K. Sesión ABJ #9. Cómo me siento hoy.

NÚMERO Y NOMBRE DE LA SESIÓN ABJ <i>Sesión ABJ # 9</i> <i>¿Cómo me siento hoy?</i>	
Objetivo de la sesión	<ul style="list-style-type: none"> • Animar a los estudiantes a explorar los sentimientos y las emociones como una parte importante de los seres humanos reconociéndolos en las caras. • Reconocer los sentimientos y emociones a través de los emojis o mímicas.
Tiempo	120 min
Estándares básicos de competencias en lenguas extranjeras: inglés	<ul style="list-style-type: none"> • Participo activamente en los juegos y ellos pueden entender los saludos y las órdenes dadas por el profesor. • Utilizo expresiones comunes • Expreso sentimientos y estados de ánimo. • Respondo preguntas sobre cómo se sienten.
Vocabulario	Feliz, triste, cansado, disgustado, enojado, sorprendido, confundido, asustado.
Gramática	<p>¿Cómo te sientes hoy? ¿Cuál es la importancia de los sentimientos? ¿Cómo estás? I am, she is, you are, etc.</p>
Desarrollo de la actividad	

Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
5'	Introducción de la sesión.	El docente iniciará la clase hablando de lo importante que son los sentimientos y las emociones de los seres humanos.	Voz
10'	Socialización del vocabulario.	El docente se dirigirá al repositorio Wordpress dónde se encuentran las palabras claves y expresiones relacionadas al vídeo y el tema "feelings and emotions". Vocabulario el cuál socializará para una mejor comprensión y aprendizaje.	Voz Repositorio Wordpress
15'	Explicación de las emociones.	El docente reproducirá el vídeo dónde Mike, Jane y la Teacher Lida expondrán los sentimientos y emociones más comunes en inglés. El docente pausará el vídeo para generar una explicación más detallada.	Voz Vídeo
30'	La actividad de las "charadas".	El docente, Mike, Jane y el Teacher Diego jugarán a las Charadas con los estudiantes. Con esta actividad intentarán que los estudiantes logren adivinar el sentimiento o emoción a través de la representación de manera correcta.	Voz Vídeo
30'	Reconoce el sentimiento o emoción.	El docente, Mike, Jane y los Teachers Lida y Diego, Jugarán un último juego con los estudiantes en el vídeo. Ellos asociarán los sentimientos y las emociones que encontrarán en una bolsa, con las imágenes correspondientes.	Voz Vídeo
15'	Actividades complementarias.	Después de finalizar el vídeo, el docente realizará las actividades complementarias que se encuentran en el repositorio con los estudiantes.	Voz Actividades del repositorio
5'	Finalización de clase.	El docente finalizará la clase despidiéndose de sus estudiantes.	Voz
Sugerencias para el profesor o comentarios			

- Realiza un refuerzo del tema explicado a través de las actividades ABJ si es necesario.
- Trate de hacer comentarios antes, durante y después de la clase.
- Invitar a los alumnos a hacer un diario con las emociones cotidianas, para que puedan usar "post-it" y pegarlas en su dormitorio.

Aprendizaje significativo

Discute con tus estudiantes si lo que te has enseñado tiene lógica, tiene una aplicación total o parcial en la vida real. El diálogo es un excelente recurso para la comprensión del contenido.

Appendix L. Sesión ABJ #10. Mi árbol familiar.

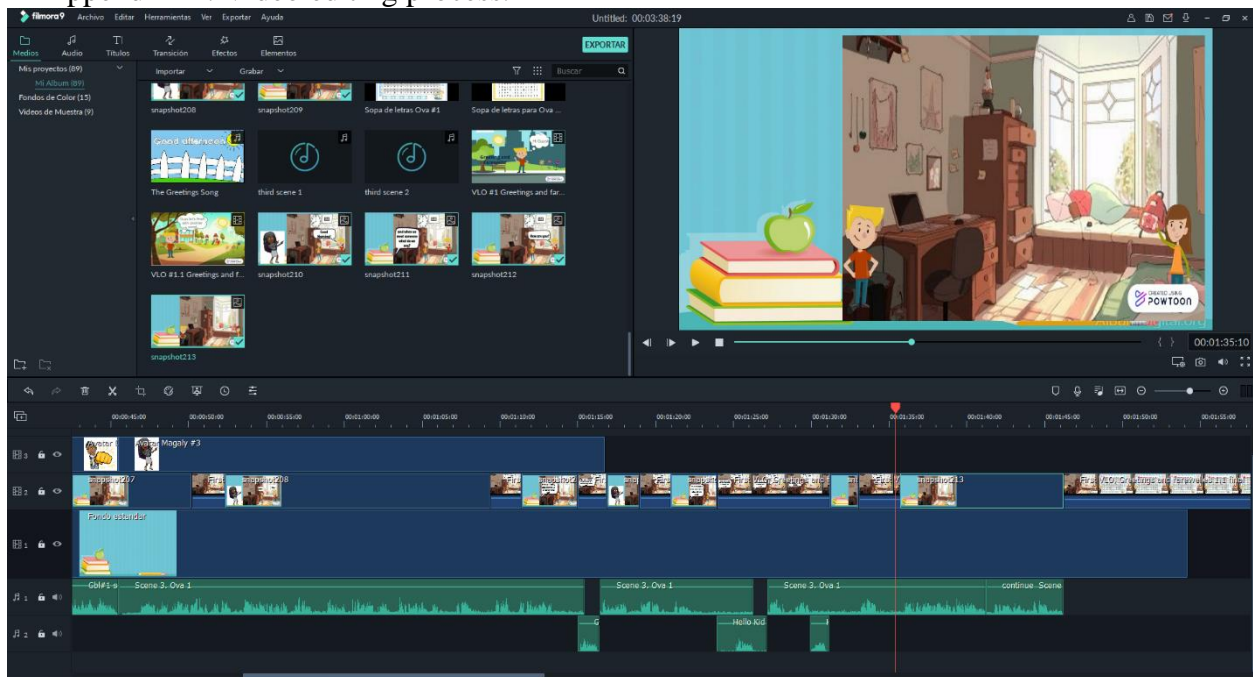
SESIÓN ABJ NOMBRE Y NÚMERO: <i>Sesión ABJ # 10</i> <i>Mi árbol genealógico</i>	
Objetivo de la sesión	<ul style="list-style-type: none"> • Aprender a hablar de sus familias usando vocabulario para los miembros de la familia y algunos de los adjetivos posesivos más usados. • Ser capaces de describir lo que ya saben sobre las familias compartiendo detalles y hechos relevantes sobre sus propias familias. • Animar a los estudiantes a pensar en las familias y en la diversidad de las familias. • Generar aprendizaje significativo tomando como tema a los miembros de la familia apoyados por VLO.
Tiempo	120 minutos
Estándares básicos de competencias en lenguas extranjeras: inglés	<ul style="list-style-type: none"> • Participo activamente en los juegos y ellos pueden entender los saludos y las órdenes dadas por el profesor. • Respondo preguntas sobre mi contexto cercano.
Vocabulario	Mamá, papá, hermano, hermana, etc...
Gramática	Ella es mi, él es mí, ellos son.
Desarrollo de la actividad	

Tiempo	Nombre de la actividad	Descripción de la actividad	Recursos
15'	Introducción	El docente hará un breve resumen de todo lo que han aprendido durante todas las sesiones y seguidamente dará a conocer el último tema de la sesión.	Voz
10'	Socialización del vocabulario.	El docente se dirigirá al repositorio Wordpress dónde mostrará las palabras claves y expresiones que se trabajarán en la sesión de clase referente al árbol genealógico.	Voz Repositorio Wordpress
30'	Presentando a la familia de Mike y Jane.	El profesor con ayuda del Teacher Camilo, presentarán el árbol genealógico de la familia de Mike y Jane de una manera muy detallada y completa a los estudiantes. Para que dicha explicación sea más clara, el docente podrá pausar el vídeo cuando los desee.	Voz Vídeo
40'	Llenado y jugando con el árbol genealógico.	El docente, Mike, Jane y el teacher Juan Pa, realizarán el juego llamado “gira la rueda”, rueda que contiene las imágenes para llenar en cada espacio correspondiente de los miembros de la familia. Es importante que cada que se gire haya un tiempo para poder adivinar el miembro de la familia y ponerlo en el espacio correcto.	Voz Vídeo
20'	Desarrollo de las actividades complementarias.	Finalizado el vídeo, el profesor terminará con las actividades complementarias que se encuentran en el repositorio.	Actividades del repositorio
5'	Finalización de la clase.	El docente agradece a todos los estudiantes por la dedicación y participación de todas las actividades realizadas.	Voz
Sugerencia para el profesor o comentarios			
El docente tiene que ser muy activo, estar en movimiento todo el tiempo y dar una buena explicación de la asignatura, por otro lado, cada material que elabora debe estar bien preparado para la facilidad de comprensión de los alumnos.			

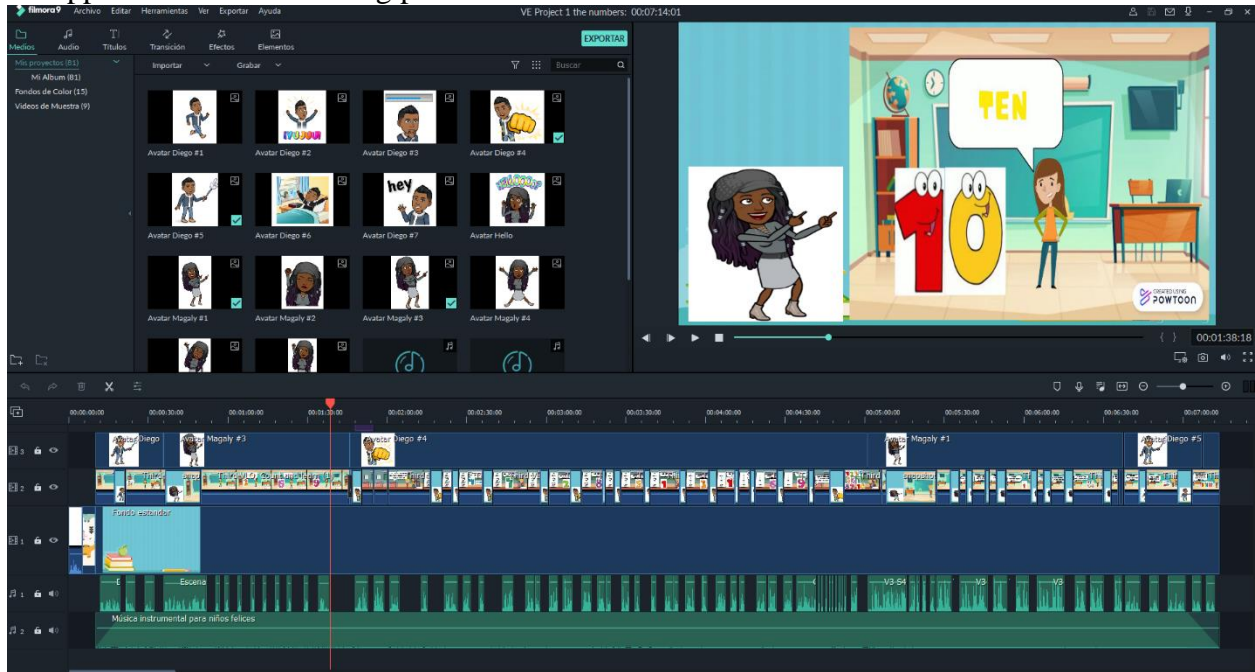
Aprendizaje significativo

Hacer que tus alumnos interactúen, participen constantemente en la sesión para generar un aprendizaje significativo, cooperativo con las actividades diseñadas por parte del grupo investigador.

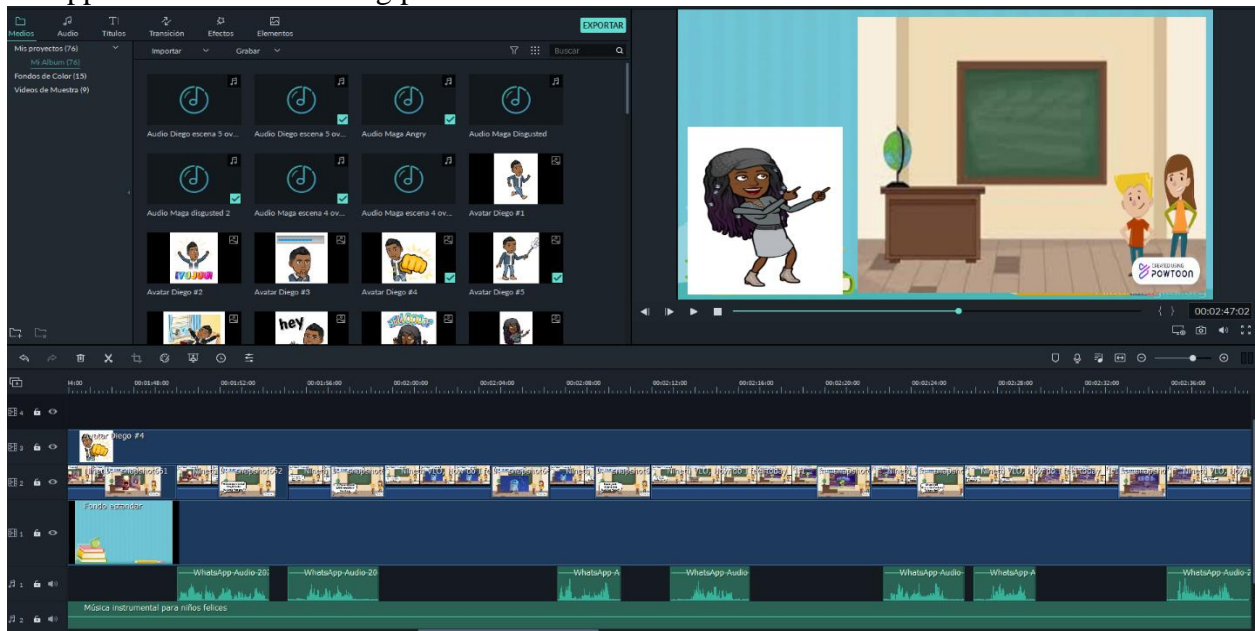
Appendix M. Video editing process.



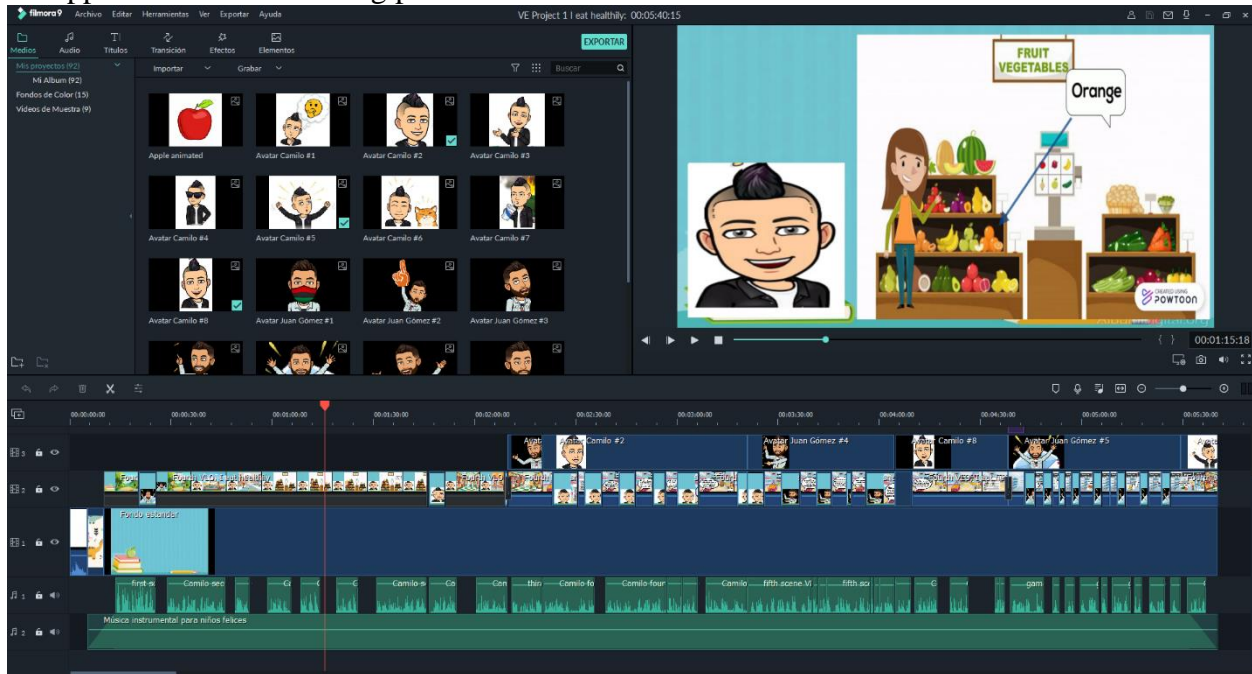
Appendix N. Video editing process.



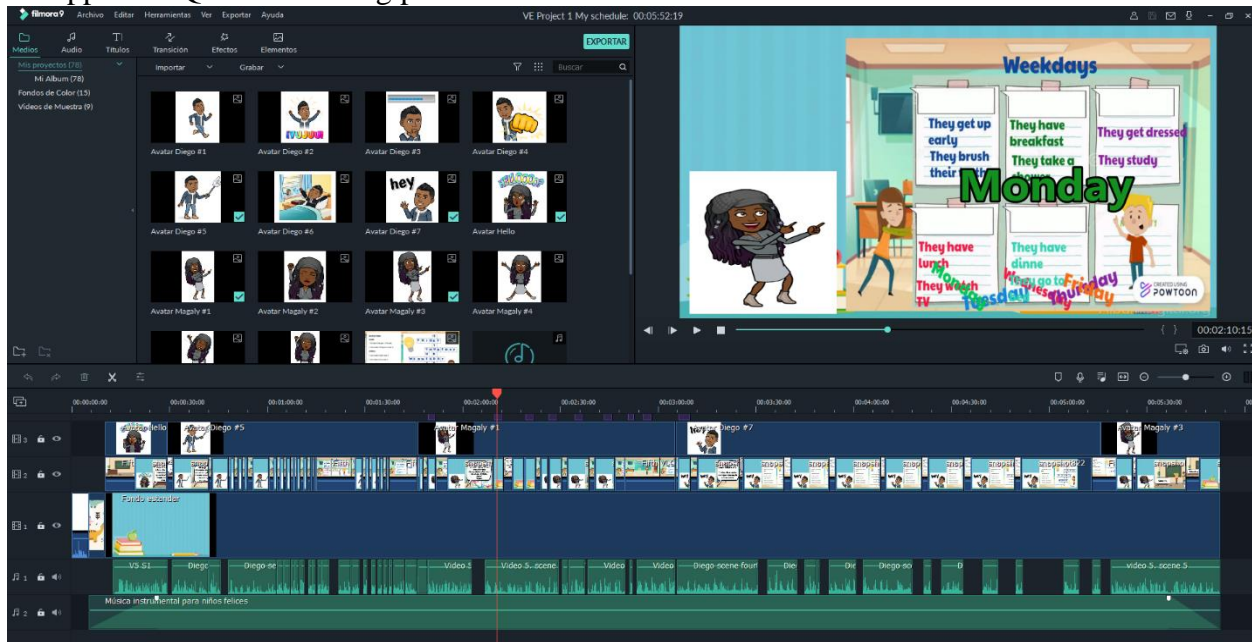
Appendix O. Video editing process.



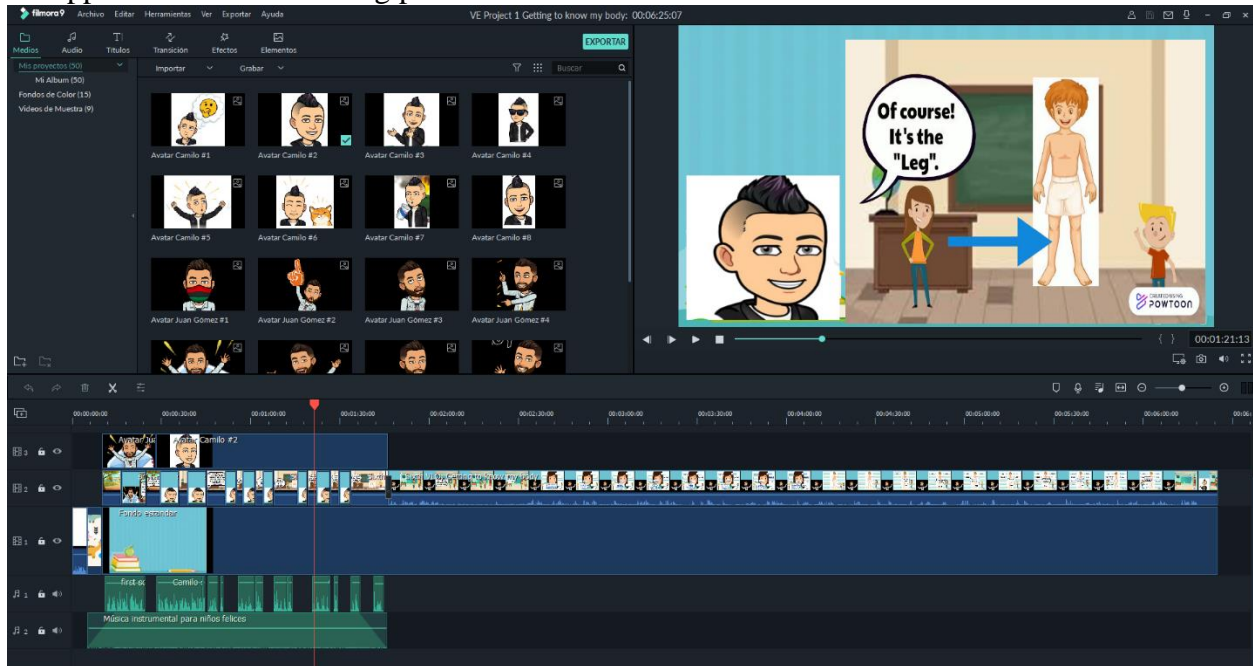
Appendix P. Video editing process.



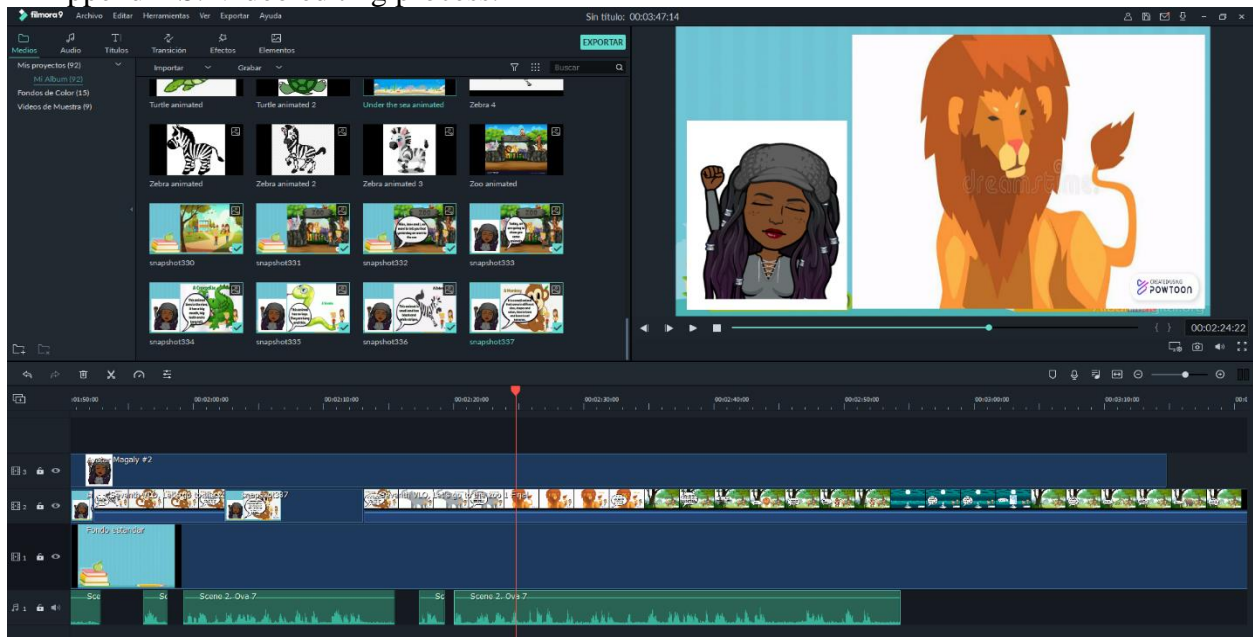
Appendix Q. Video editing process.



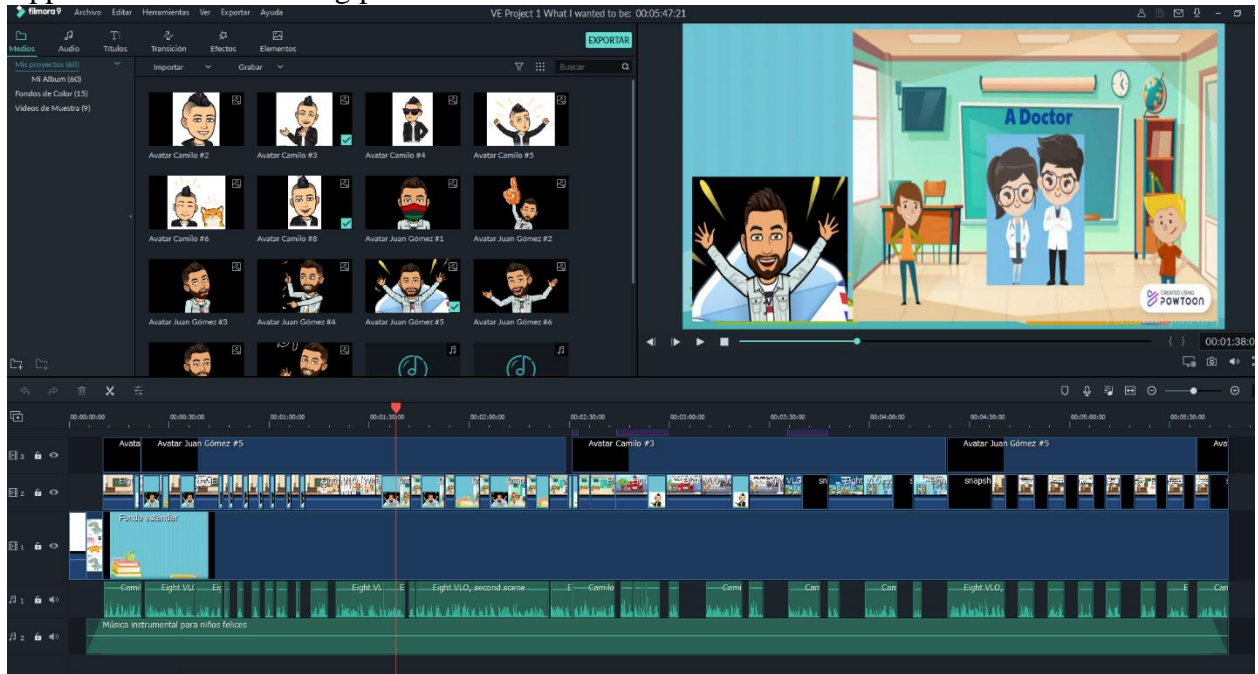
Appendix R. Video editing process.



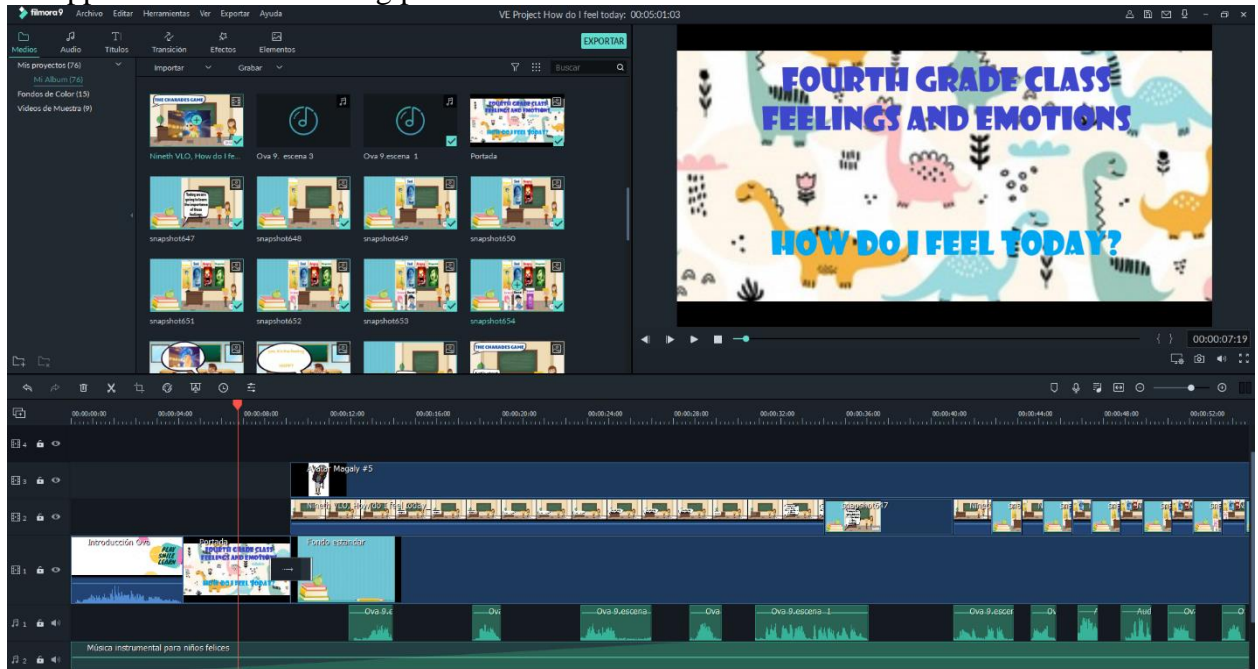
Appendix S. Video editing process.



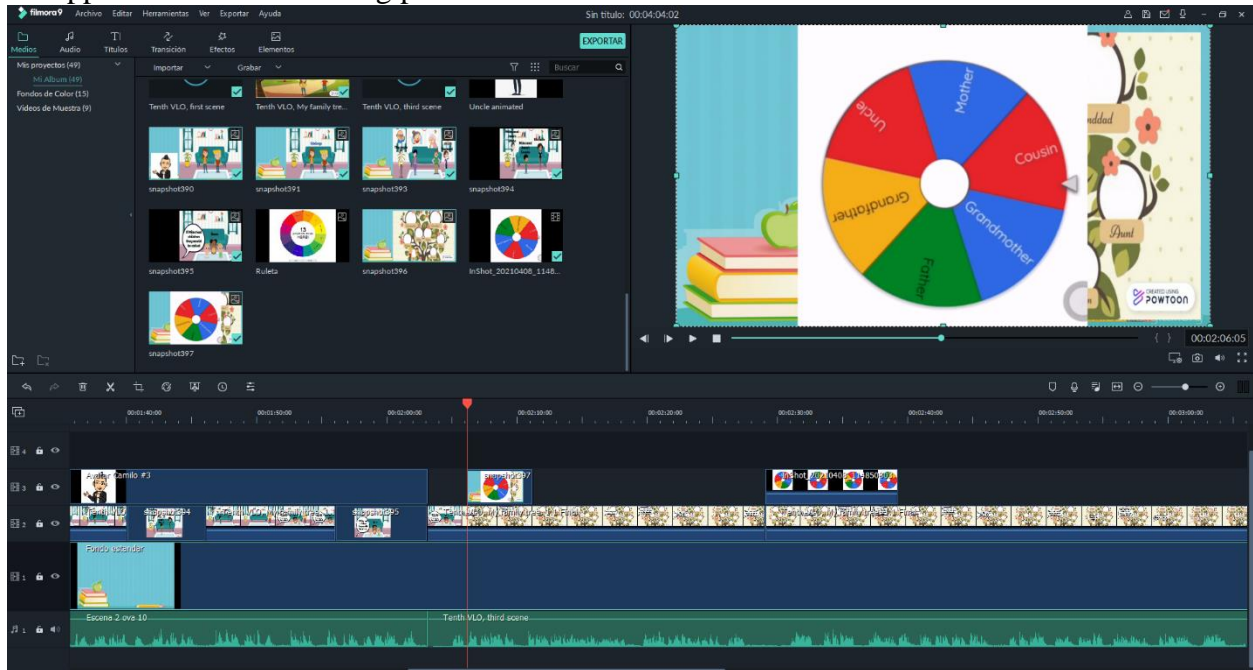
Appendix T. Video editing process.



Appendix U. Video editing process.



Appendix V. Video editing process.



Appendix W. Video #1 Greetings and farewells, How Good it is to say good morning?



Appendix X. Video #2 The colors, Coloring my world.



Appendix Y. Video #3 The numbers, Count and learn.



Appendix Z. Video #4 The food, I eat healthily.



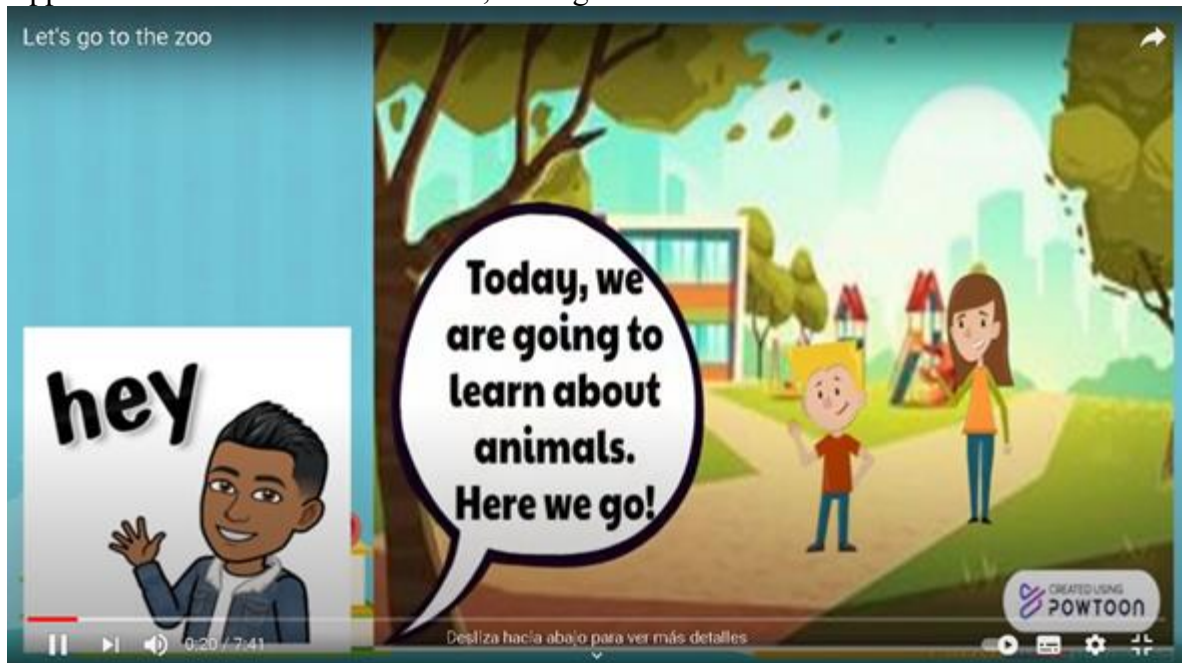
Appendix AA. Video #5 The days of the weeks, My Schedule.



Appendix BB. Video#6 The parts of the body, getting to know my body.



Appendix CC. Video #7 The animals, Let's go to the zoo.



Appe

Appendix DD. Video #8 Jobs and professions, What I wanted to be?



Appendix EE. Video #9 Feelings and emotions, How do I feel today?



Appendix FF. Video #10 The members of the family, My family tree.



-A full body images.

Una imagen de cuerpo completo.

-You are going to try to guess.

Ustedes van a intentar adivinar

-What part of the body we are pointing at?

¿Cuál parte del cuerpo estamos señalando?

-What is this part?

¿Cuál es esta parte?

-It's our turn to play!

¿Es nuestro turno de jugar!

-Are you ready?

¿Están listos?

-Let's use the next vocabulary!

¿Use el siguiente vocabulario!

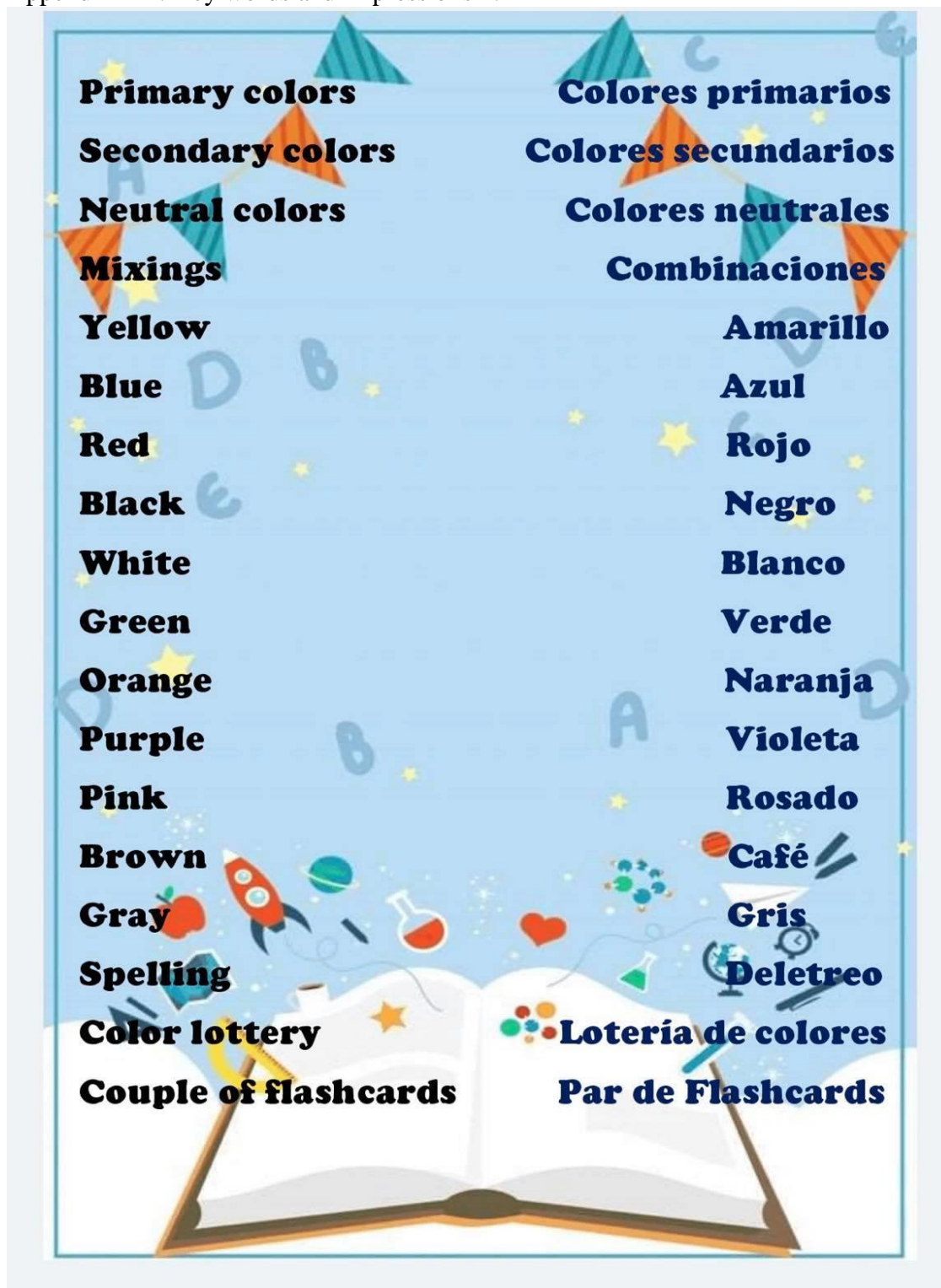
-We are going to play and discover new parts of the body.

Vamos a jugar y descubrir nuevas partes del cuerpo

-Where does it go in the sketch?

¿Dónde va en el rompecabezas?

Appendix HH. Key words and Expressions 2.



-Time to start, come on!

Es hora de comenzar ;Vamos!

-The numbers from 1 to 10.

Los números del 1 al 10.

-Come around a helps us!

Vengan y ayudennos!

-We are going to match the correct words.

Vamos a unir las palabras correctas.

Mike and Jane where are you?

Mike y Jane ;Dónde están?

-What is that number?

¿Cuál es este número?

-What is the next number?

¿Cuál es el siguiente número?

-How many objects are there?

¿Cuántos objetos hay allí?

-Are you ready to count?

¿Están listos para contar?

Appendix II. Key words and Expressions 3.



-It's delicious!

¡Es delicioso!

-They taste good!

¡Saben bien!

-This food is amazing! It's flavorful!

¡Esta comida es asombrosa! ¡Es sabrosa!

-What do you have in this shopping bag?

¿Qué tiene en esa bolsa de mercado?

-It was really good!

¡Fue muy Bueno!

-Let's continue with a good activity we

Prepared for you.

**Continuemos con una buena actividad que
preparamos para ustedes.**

-Are you ready kids?

¿Están listos niños?

-What is the food we need?

¿Cuál es la comida que necesitamos?

-Where does it go? Where do tomatoes go?

¿Dónde va eso? ¿Dónde van los tomates?

-That have been all!

¡Eso ha sido todo!

Appendix JJ. Key words and Expressions



It's amazing to think. /Es asombroso pensar.

Today's topic is the family.

El tema de hoy es la familia.

As well you know our friends Mike and Jane have family as everybody.

Como bien saben nuestros amigos Mike y Jane tienen familia como todo el mundo.

Are going to present us their family.

Van a presentarnos su familia.

They have parents. / Ellos tienen padres.

Didn't have just one child, they had more.

No solo tuvieron un solo niño, ellos tuvieron más.

Those other children are Mike and Jane's aunts and uncles.

Esos otros niños son los tíos y tías de Mike y Jane

If Mike had children, they would be called.

Si Mike tuviera niños, ellos serían llamados.

We are going to spin the wheel of images.

Vamos a girar la rueda de las imágenes.

Appendix KK. Key words and Expressions 5.



-They get up early.

Ellos se levantan temprano.

-They brush their teeth.

Ellos se cepillan los dientes.

-They have a delicious breakfast.

Ellos tienen un delicioso desayuno.

-They take a shower.

Ellos toman una ducha.

-They get dressed.

Ellos se desvisten.

-They study.

Ellos estudian.

-They have lunch.

Ellos comen la comida.

-They watch TV.

Ellos ven TV.

-They have dinner. Ellos comen el almuerzo.

-They go to bed early in the night.

Ellos van a la cama temprano en la noche.

-What is this Word?

¿Cuál es esta palabra?

-Thank you soo much for your help!

!Gracias por su ayuda!

Appendix LL. Key words and Expressions 6.





-Let's start with the explanation.
Empecemos con la explicación.

-Today we are going to learn.
Hoy vamos a aprender....

-Colors are everywhere, look around you!
Los colores están en todos lados, mira a tu alrededor.

-How many colors can you see?
¿Cuántos colores puedes ver?

-Do you know the names of those colors?
¿Sabes el nombre de estos colores?

-Do you know how to spell the colors in the correct way?
¿Sabes cómo deletrear los colores en la manera correcta?

-When we mix some of those colors.
Cuando combinamos algunos de esos colores.

-This is how you spell...
Así es como deletreas....

Appendix MM. Key words and Expressions 7.



-Today, we are going to learn about animals.

Hoy, vamos a aprender acerca de los animales

-Yesterday we went to the zoo.

Ayer fuimos al zoológico.

-We saw a lot of animals.

Vimos muchos animales

-This animal lives in the river.

Este animal vive en el río.

-It has a big mouth, big teeth and a long tail.

Tiene una boca grande, dientes grandes y cola larga

-This animal has no legs. They are long and thin.

Este animal no tiene piernas. Son largos y delgados

-What animal makes this noise?

¿Cuál animal hace ese ruido?

-What animal makes this sound?

¿Cuál animal hace ese sonido

-What is their habitat?

¿Cuál es su habitat?

Appendix NN. Key words and Expressions 8.



-What do we say when we wake up?

¿Qué decimos cuando nos levantamos?

-When we meet someone, what do we say?

Cuando conocemos o nos encontramos a alguien ¿Qué decimos?

-Something else guys?

¿Algo más chicos?

-What do we say when we meet someone in the afternoon?

¿Qué decimos cuando nos encontramos a alguien en la tarde?

-What can we say in this situation?

¿Qué decimos en esta situación?

-What do we say in the evening to other people?

¿Qué decimos en la noche a otras personas?

-What do we say when we are going to sleep?

¿Qué decimos cuando vamos a dormir?

Appendix OO. Key words and Expressions 9.



-How do you feel today?

¿Cómo te sientes hoy?

It is considered like a basic emotion

Es considerado como una emoción básica

-Do you want to play with me?

¿Quieren jugar conmigo?

-Let's identify them and put them in.....

¡Vamos a identificarlos y ponerlos...!

-You have to guess the feeling through the mimic.

Tiene que adivinar el sentimiento a través de la mímica.

-The first feeling is...?

El primer sentimiento es....?

-The next feeling is...?

El siguiente sentimiento es....?

-Let's continue with another feeling.

¡Continuemos con otro sentimiento!

-This was very funny!

¡Eso fue muy divertido!

Appendix PP. Key words and Expressions 10.



-I am going to teach you.

Voy a enseñarles

-What do you want to be when you grow up?

¿Qué quieren ser cuando crezcan?

-You could be whatever you want.

Ustedes pueden ser lo que quieran ser

-There are some very interesting and fun professions.

Allí hay algunas profesiones muy interesantes y divertidas

-Which of those do you want to be?

¿Cuál de esas quieres ser?

-Next profession?

Siguiente profesión

-I'm going to give you a few clues so you can guess the profession.

Voy a darles algunas cuantas pistas así podrán adivinar la profesión

-Do you know who it is? Do you know what this profession is?

¿Saben quién es? ¿Saben cuál es esta profesión?

Appendix QQ. Pronunciation Key words and expressions Audio's entry 1.

VLO LEARNING

SOUNDCLOUD

Ova1 key words saludos

Share

PLAY
SMILE
LEARN

hey

0:09 1:10

Cookie policy

This screenshot shows a SoundCloud player interface. At the top left, there is a play button icon and the text 'VLO LEARNING'. To the right, the SoundCloud logo and 'SOUNDCLOUD' are visible. Below this, the title 'Ova1 key words saludos' is displayed, followed by a heart icon and a 'Share' button. The main content area features two large circular graphics: the left one contains the text 'PLAY SMILE LEARN' in a colorful, bubbly font, and the right one shows a cartoon man waving with the word 'hey' written above him. A waveform visualization is positioned below these graphics, with a progress bar showing '0:09' and '1:10'. At the bottom left, there is a 'Cookie policy' link.

VLO LEARNING

SOUNDCLOUD

Ova1 expresiones saludos

Share

PLAY
SMILE
LEARN

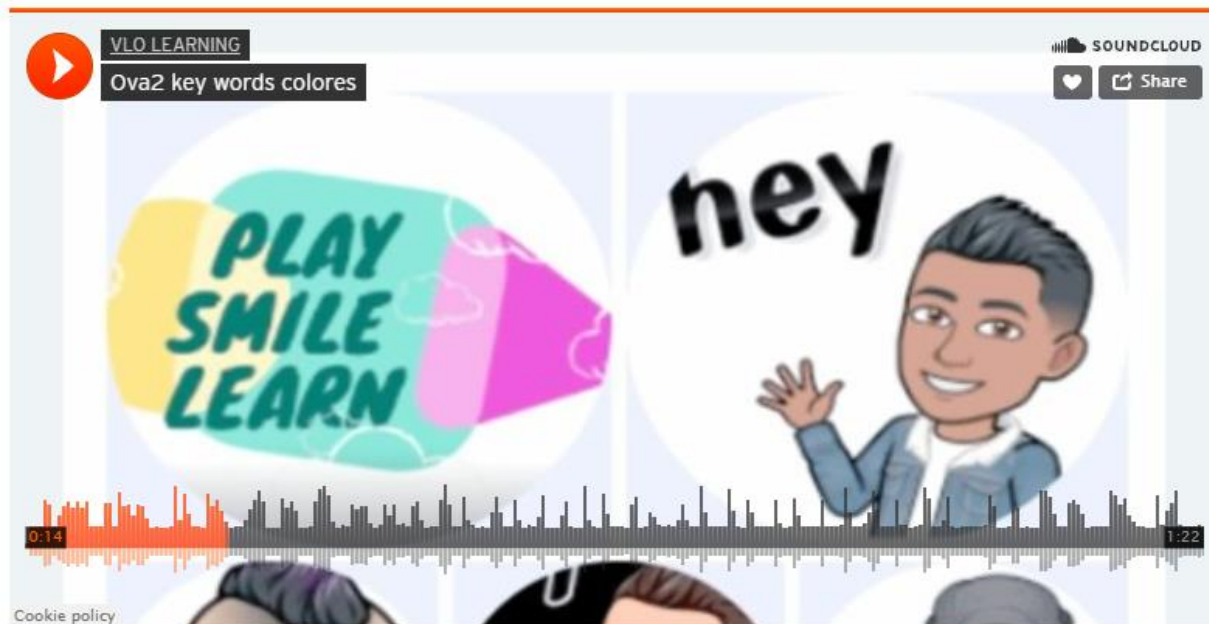
hey

1:12

Cookie policy

This screenshot shows a SoundCloud player interface for a different audio entry. The top left features a play button icon and 'VLO LEARNING'. The top right shows the SoundCloud logo and 'SOUNDCLOUD', with a 'Share' button below it. The title 'Ova1 expresiones saludos' is centered below the title bar. The main content area contains the same two circular graphics as the first screenshot: 'PLAY SMILE LEARN' on the left and a cartoon man waving with 'hey' on the right. A waveform visualization is shown below, with a progress bar indicating '1:12'. A 'Cookie policy' link is located at the bottom left.

Appendix RR. Pronunciation Key words and expressions Audio's entry 2.



VLO LEARNING

Ova2 key words colores

SOUNDCLOUD

Share

PLAY
SMILE
LEARN

hey

0:14 1:22

Cookie policy

This screenshot shows a SoundCloud audio player interface. At the top left, there is a red play button icon and the text 'VLO LEARNING'. Below it, the title 'Ova2 key words colores' is displayed in a dark box. On the right side, the SoundCloud logo and a 'Share' button are visible. The main content area features two circular graphics: the left one contains the text 'PLAY SMILE LEARN' in a colorful, stylized font, and the right one shows a cartoon illustration of a man with the word 'hey' written above him. A waveform visualization is positioned below these graphics, with time markers '0:14' and '1:22'. At the bottom left, a 'Cookie policy' link is present.



VLO LEARNING

Ova2 expresiones colores

SOUNDCLOUD

Share

0:11

Cookie policy

This screenshot shows a SoundCloud audio player interface with a dark grey background. At the top left, there is a red play button icon and the text 'VLO LEARNING'. Below it, the title 'Ova2 expresiones colores' is displayed in a dark box. On the right side, the SoundCloud logo and a 'Share' button are visible. The main content area is mostly empty, with a waveform visualization at the bottom. A time marker '0:11' is visible on the right side of the waveform. At the bottom left, a 'Cookie policy' link is present.

Appendix SS. Pronunciation Key words and expressions Audio's entry 3.

VLO LEARNING

Ova3 key words números

SOUNDCLOUD

Share

PLAY
SMILE
LEARN

hey

1:03

Cookie policy

This screenshot shows a SoundCloud audio player interface. At the top left, there is a red play button icon and the text 'VLO LEARNING'. Below this, the title 'Ova3 key words números' is displayed in a dark box. On the right side, the SoundCloud logo and a 'Share' button are visible. The main content area is split into two panels. The left panel features a colorful graphic with the words 'PLAY', 'SMILE', and 'LEARN' stacked vertically. The right panel shows a cartoon illustration of a man with short dark hair, wearing a blue jacket, with his hand raised as if speaking. The word 'hey' is written in large, bold, black letters above him. A waveform visualization of the audio is shown at the bottom of the player, with a progress bar indicating the current position at 1:03. A 'Cookie policy' link is located at the bottom left of the player.

VLO LEARNING

Ova3 expresiones números

SOUNDCLOUD

Share

PLAY
SMILE
LEARN

hey

1:13

Cookie policy

This screenshot shows a SoundCloud audio player interface, similar to the one above. At the top left, there is a red play button icon and the text 'VLO LEARNING'. Below this, the title 'Ova3 expresiones números' is displayed in a dark box. On the right side, the SoundCloud logo and a 'Share' button are visible. The main content area is split into two panels. The left panel features a colorful graphic with the words 'PLAY', 'SMILE', and 'LEARN' stacked vertically. The right panel shows a cartoon illustration of a man with short dark hair, wearing a blue jacket, with his hand raised as if speaking. The word 'hey' is written in large, bold, black letters above him. A waveform visualization of the audio is shown at the bottom of the player, with a progress bar indicating the current position at 1:13. A 'Cookie policy' link is located at the bottom left of the player.

Appendix TT. Pronunciation Key words and expressions Audio's entry 4.

VLO LEARNING
Ova 4 key words comidas

SOUNDCLOUD
Share

PLAY
SMILE
LEARN

hey

1:16

Cookie policy

This screenshot shows a SoundCloud player interface. At the top left, there is a play button icon and the text 'VLO LEARNING' and 'Ova 4 key words comidas'. At the top right, there is a 'SOUNDCLOUD' logo and a 'Share' button. The main content area features two large circular graphics: the left one contains the text 'PLAY SMILE LEARN' in a stylized font, and the right one contains the word 'hey' in a large, bold font next to a cartoon illustration of a man waving. Below these graphics is a waveform visualization of the audio. At the bottom left, there is a 'Cookie policy' link. The video progress bar at the bottom right shows a time of 1:16.

VLO LEARNING
Ova 4 expresiones comidas

SOUNDCLOUD
Share

PLAY
SMILE
LEARN

hey

1:20

Cookie policy

This screenshot shows a SoundCloud player interface. At the top left, there is a play button icon and the text 'VLO LEARNING' and 'Ova 4 expresiones comidas'. At the top right, there is a 'SOUNDCLOUD' logo and a 'Share' button. The main content area features two large circular graphics: the left one contains the text 'PLAY SMILE LEARN' in a stylized font, and the right one contains the word 'hey' in a large, bold font next to a cartoon illustration of a man waving. Below these graphics is a waveform visualization of the audio. At the bottom left, there is a 'Cookie policy' link. The video progress bar at the bottom right shows a time of 1:20.

Appendix UU. Pronunciation Key words and expressions Audio's entry 5.

VLO LEARNING

SOUNDCLOUD

Ova 5 key words horario

Share

PLAY
SMILE
LEARN

hey

1:14

Cookie policy

This screenshot shows a SoundCloud player interface. At the top left is a play button icon. The track name is 'Ova 5 key words horario' by 'VLO LEARNING'. The SoundCloud logo and a 'Share' button are in the top right. The main visual area is split into two panels. The left panel features a colorful graphic with the words 'PLAY', 'SMILE', and 'LEARN' stacked vertically. The right panel shows a cartoon character with the word 'hey' written above him. A waveform is visible at the bottom of the player, and a 'Cookie policy' link is in the bottom left corner. The time '1:14' is shown in the bottom right of the player area.

VLO LEARNING

SOUNDCLOUD

Ova 5 expresiones horario

Share

PLAY
SMILE
LEARN

hey

1:18

Cookie policy

This screenshot shows a SoundCloud player interface for a different track. The track name is 'Ova 5 expresiones horario' by 'VLO LEARNING'. The layout is identical to the first screenshot, with the same 'PLAY SMILE LEARN' graphic and 'hey' character. The time '1:18' is shown in the bottom right of the player area. The 'Cookie policy' link is also present in the bottom left corner.

Appendix VV. Pronunciation Key words and expressions Audio's entry 6.

VLO LEARNING

SOUNDCLOUD

OVA 6 Key Words - Body Parts (online - Audio - Converter.com)

Share

PLAY
SMILE
LEARN

hey

0:47

Cookie policy

This screenshot shows a SoundCloud audio player interface. At the top left is a red play button icon. The channel name 'VLO LEARNING' is in a dark box. The track title 'OVA 6 Key Words - Body Parts (online - Audio - Converter.com)' is in a dark box. To the right is the SoundCloud logo and a 'Share' button. The main content area features two large circular graphics: the left one contains the text 'PLAY SMILE LEARN' in a colorful, bubbly font, and the right one contains the word 'hey' in a bold, black font next to a cartoon illustration of a smiling man with his hand raised. Below these graphics is a black audio waveform. A progress bar at the bottom right shows the current time as 0:47. A 'Cookie policy' link is visible in the bottom left corner.

VLO LEARNING

SOUNDCLOUD

OVA 6 Expressions - Body Parts (online - Audio - Converter.com)

Share

PLAY
SMILE
LEARN

hey

0:54

Cookie policy

This screenshot shows a SoundCloud audio player interface, similar to the one above. It features the same channel name 'VLO LEARNING', track title 'OVA 6 Expressions - Body Parts (online - Audio - Converter.com)', and SoundCloud logo. The main content area has the same two circular graphics: 'PLAY SMILE LEARN' and 'hey' with the cartoon man. The audio waveform is present, and the progress bar at the bottom right shows the current time as 0:54. A 'Cookie policy' link is visible in the bottom left corner.

Appendix WW. Pronunciation Key words and expressions Audio's entry 7.

This screenshot shows a SoundCloud audio player interface. At the top left, there is a red play button icon and the text 'VLO LEARNING'. Below this, the track title 'OVA 7 Key Words - Animals' is displayed in a dark box. On the top right, the SoundCloud logo and 'SOUNDCLOUD' text are visible, along with a 'Share' button. The main content area features two large circular graphics: the left one contains the text 'PLAY SMILE LEARN' in a colorful, stylized font, and the right one shows a cartoon illustration of a man with his hand raised, with the word 'hey' written above him. Below these graphics is a black audio waveform. At the bottom left, there is a 'Cookie policy' link, and at the bottom right, a progress indicator shows '0:47'. The background of the player shows the tops of three cartoon characters' heads.

This screenshot shows a SoundCloud audio player interface, similar to the one above. It features the 'VLO LEARNING' logo and the track title 'OVA 7 Expressions - Animals'. The visual elements, including the 'PLAY SMILE LEARN' graphic, the 'hey' graphic with the cartoon man, and the audio waveform, are identical to the first screenshot. However, the progress indicator at the bottom right shows '1:03'. The 'Cookie policy' link is also present at the bottom left.

Appendix XX. Pronunciation Key words and expressions Audio's entry 8.

VLO LEARNING SOUNDCLLOUD

OVA 8 Keywords - What I Wanted To Be Share

PLAY
SMILE
LEARN

hey

2:05

Cookie policy

This screenshot shows a SoundCloud player interface. At the top left is a red play button icon. The channel name 'VLO LEARNING' is in a dark box, and the 'SOUNDCLLOUD' logo is on the right. The track title 'OVA 8 Keywords - What I Wanted To Be' is displayed in a dark box, with a 'Share' button to its right. The main content area is split into two panels: the left panel features a colorful graphic with the words 'PLAY', 'SMILE', and 'LEARN' stacked vertically, and the right panel shows a cartoon character with the word 'hey' written above him. A waveform is visible at the bottom of the player, and a '2:05' timestamp is on the right side of the waveform. A 'Cookie policy' link is located at the bottom left.

VLO LEARNING SOUNDCLLOUD

OVA 8 Expressions - What I Wnated To Be Share

PLAY
SMILE
LEARN

hey

1:50

Cookie policy

This screenshot shows a SoundCloud player interface, similar to the one above. It features a red play button icon, the channel name 'VLO LEARNING', and the 'SOUNDCLLOUD' logo. The track title is 'OVA 8 Expressions - What I Wnated To Be' (note the typo 'Wnated'), with a 'Share' button. The main content area is split into two panels: the left panel features a colorful graphic with the words 'PLAY', 'SMILE', and 'LEARN' stacked vertically, and the right panel shows a cartoon character with the word 'hey' written above him. A waveform is visible at the bottom of the player, and a '1:50' timestamp is on the right side of the waveform. A 'Cookie policy' link is located at the bottom left.

Appendix YY. Pronunciation Key words and expressions Audio's entry 9.

VLO LEARNING

SOUNDCLOUD

OVA 9 Keywords - How Do I Feel Today

Share

PLAY
SMILE
LEARN

hey

1:51

Cookie policy

VLO LEARNING

SOUNDCLOUD

OVA 9 Keywords - How Do I Feel Today

Share

PLAY
SMILE
LEARN

hey

1:51

Cookie policy

Appendix ZZ. Pronunciation Key words and expressions Audio's entry 10.

VLO LEARNING

SOUNDCLOUD

OVA 10 Key Words - The Family

Share

PLAY
SMILE
LEARN

hey

1:06

Cookie policy

This screenshot shows a SoundCloud player interface. At the top left is a red play button icon. The channel name 'VLO LEARNING' is in a dark box. The track title 'OVA 10 Key Words - The Family' is in a dark box. On the right, there is a 'SOUNDCLOUD' logo and a 'Share' button. The main content area is split into two panels. The left panel features a colorful graphic with the words 'PLAY', 'SMILE', and 'LEARN' stacked vertically. The right panel shows a cartoon illustration of a young man with short dark hair, wearing a blue jacket over a white shirt, waving his right hand. Below the panels is a black audio waveform. At the bottom left, there is a 'Cookie policy' link. At the bottom right, a small black box displays the time '1:06'.

VLO LEARNING

SOUNDCLOUD

OVA 10 Expressions - The Family

Share

PLAY
SMILE
LEARN


hey

1:10


Cookie policy

This screenshot shows a SoundCloud player interface. At the top left is a red play button icon. The channel name 'VLO LEARNING' is in a dark box. The track title 'OVA 10 Expressions - The Family' is in a dark box. On the right, there is a 'SOUNDCLOUD' logo and a 'Share' button. The main content area is split into two panels. The left panel features a colorful graphic with the words 'PLAY', 'SMILE', and 'LEARN' stacked vertically. The right panel shows a cartoon illustration of a young man with short dark hair, wearing a blue jacket over a white shirt, waving his right hand. Below the panels is a black audio waveform. At the bottom left, there is a 'Cookie policy' link. At the bottom right, a small black box displays the time '1:10'.

Appendix AAA. Let's play activity 1.




Activities "Let's play."






OVA #1. How good is it to say Good Morning?
Objective: To learn phrases to greet people using the verb be and practice listening and speaking.
Instructions: Now, kids. Are you ready to play?
 Find the vocabulary seen in class.


















GOOD MORNING
GOOD EVENING

GOOD NIGHT
GOOD BYE


GOOD AFTERNOON
BYE BYE HELLO













Appendix BBB. Let's play activity 2.

 **Activities "Let's play."** 





OVA #2: Coloring my world.
Objective: To develop color awareness by classifying objects in their environment.
Instructions: Children, it's time to play! Write the names of the colors below them.




 <input type="text"/>	+	 <input type="text"/>	=	 <input type="text"/>
 <input type="text"/>	+	 <input type="text"/>	=	 <input type="text"/>
 <input type="text"/>	+	 <input type="text"/>	=	 <input type="text"/>
 <input type="text"/>	+	 <input type="text"/>	=	 <input type="text"/>


Appendix CCC. Let's play activity 3.










Activities "Let's play."






OVA #3. Count and learn
Objective: To practice, recognize, order, and count the numbers from one to ten.
Instructions: Now, kids. Are you ready to play? Guys! Tell me and write what are those numbers?





 <input data-bbox="383 1045 597 1100" type="text"/>	 <input data-bbox="695 1045 943 1100" type="text"/>	 <input data-bbox="976 1045 1235 1100" type="text"/>
 <input data-bbox="383 1354 634 1409" type="text"/>	 <input data-bbox="686 1354 954 1409" type="text"/>	 <input data-bbox="1000 1354 1263 1409" type="text"/>
 <input data-bbox="383 1648 618 1703" type="text"/>	 <input data-bbox="708 1648 943 1703" type="text"/>	 <input data-bbox="1000 1648 1268 1703" type="text"/>

Appendix DDD. Let's play activity 4.




Activities "Let's play."







OVA #4. I eat healthily
Objective: To learn and associate vocabulary related to fruits, meat and vegetables practicing a shopping exercise to extend student's knowledge.


Instructions: Now, kids. Are you ready to play?
 Find the vocabulary seen in the class.
 Guys, put and associate these food names in the appropriate images.





APPLE	CARROTS	ORANGE	CUCUMBERS
ONION	MEAT	EGGS	FISH























Appendix EEE. Let's play activity 5.




Activities "Let's play."





OVA #5. My schedule
Objective: To learn and associate how to speak about the daily routine on week days and weekends using the simple present.
Instructions: Put in the schedule the correct days of the week and write one activity in the space.



The days of the week

7:00 AM -8:00 AM						
8:00 AM -9:00 AM						

-Wednesday -Monday -Thursday
-Friday -Sunday -Tuesday -Saturday

I get up, I wake up, I watch T.V, I eat my breakfast, I play soccer, I do my homework, I sleep.

Appendix FFF. Let's play activity 6.

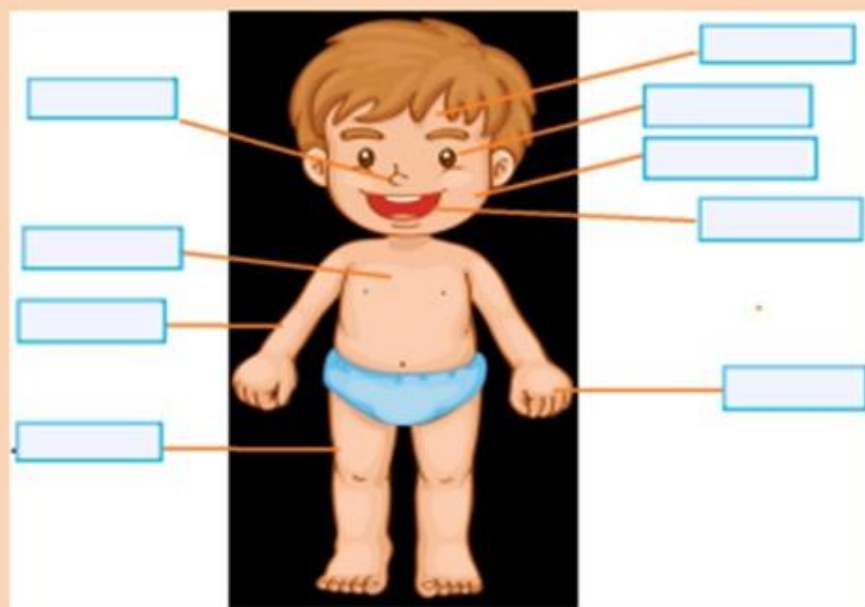


Activities "Let's play."



OVA #6. Getting to know my body
Objective: To be able to identify some common body parts.



Instructions: Now, kids. Are you ready to play? Guys! Do you know the parts of the body? So, tell me, what are those parts? Write them in the correct place!




- NOSE
- FACE
- CHEST
- ARM
- EYES
- CHEEK
- FOREHEAD
- MOUTH
- HAND


Appendix GGG. Let's play activity 7.


Activities "Let's play."








OVA #7. Let's go to the zoo!
Objective: To identify and write the names of the animals.
Instructions: Now, kids. Are you ready to play? Do you remember? What are those animals? Please write them in the correct place.


























Appendix HHH. Let's play activity 8.





Activities "Let's play."






OVA #8. What I want to be!
Objective: To be able to learn about different occupations and professions that provide some services to others.
Instructions: Now, kids. Are you ready to play? What do you know about professions and occupations? Look the descriptions, the image and put the correct name.







This person protects people




This person likes to teach



This person checks the teeth



This person likes to build houses and buildings



This person helps to heal and save people.

-Constructor


-Police Officer

-Dentist


-Doctor


-Teacher

Appendix III. Let's play activity 9.








Activities "Let's play."





OVA #9. How do I feel today?
Objective: To recognize and describe feelings and emotions as an important part of human being.
Instructions: Now, kids. Are you ready to play? Guys, Tell me what are these feelings? And tell me in what situation you feel like that? Follow the example.



Disgusted. I feel disgusted when I have to get a boring.

I feel disgusted when....

I feel sad when....

I feel happy when....

I feel angry when....

Appendix JJJ. Let's play activity 10.



Activities "Let's play."



OVA #10. My family tree

Objective: To encourage students to think about their family members and how diverse they are.

Instructions: Now, kids. Are you ready to play? Guys, this game consists on to ask a question, find a classmate and then, you will write in the box, create groups of 3 children to solve it.



Questions	Classmate's name	Answer	images
Choose one of those words to say dad: Father, dad, daddy.			
Do you have brothers or sisters?			
Do you have grandparents?			
Do you have uncles?			
Do you have aunts?			
Do you have cousins?			

Appendix KKK. Principal Website page.

Learning Significantly by playing with VLO

MENÚ +

PROPUESTA BASADA EN ABJ /
PROPOSAL BASED ON GBL



Appendix LLL. Socialization's session screenshot

