

**A Vocabulary Didactic Material for the Educational Process Orientation at Universidad  
del Cauca.**



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**APPROVAL****UNIVERSIDAD DEL CAUCA**

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Caicedo:

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**Dedicated to**

God, who gives us wisdom and is our guide at every step. To our beloved family, especially our mothers for their unconditional support and constant love. To our teachers, who have been a fundamental part of our learning process and who have accompanied us to get here, and to us who despite the obstacles and inconveniences we had in this process, knew how to face them, and emerge victorious.

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### **Abstract**

This research evidences the design process and the analysis of the implementation of the didactic primer Learning English with Pipo in Santander de Quilichao by student practitioners of the OPE program of the Modern Languages degree program of the Universidad del Cauca with fourth grade students of 4 public educational institutions of the municipality, after having evidenced the lack of authentic and contextualized materials in this University. This was done through the phases of research, collection, design, implementation and analysis with instruments such as the field diary, information matrix, focal interview, questionnaires and the rubric, to verify if the didactic material designed was adequate and useful as an educational guide for OPE students. The results obtained show that the contextualized material was of great benefit for both practitioners and students, which was one of the main objectives.

*Keywords:* Didactic material, contextualized material, cultural context, lexicon, English learning.

### **Resumen**

Esta investigación evidencia el proceso de diseño y el análisis de la implementación de la cartilla didáctica Learning English with Pipo in Santander de Quilichao por parte de estudiantes practicantes del programa OPE de licenciatura en Lenguas Modernas de la Universidad del Cauca con estudiantes del grado cuarto de 4 instituciones educativas públicas del municipio. Esto se realizó a través de las fases de investigación, recolección, diseño, implementación y análisis para verificar si el material didáctico diseñado fue adecuado y útil como guía educativa para los estudiantes de OPE. Los resultados obtenidos arrojan que dicho material contextualizado sí fue un gran beneficio tanto como para los practicantes como para los estudiantes el cual era uno de los objetivos principales.

*Palabras claves:* Material didáctico, material contextualizado, contexto cultural, léxico, aprendizaje del inglés.

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## Introduction

In Colombia, there are complex conditions surrounding the teaching of English and the necessary contextualized materials for its adequate development. This is especially visible in public educational institutions, which face the harsh reality of teaching a foreign language with little or no access to educational materials "In Colombia, English textbooks are included as a means to support language learning under bilingualism policies. However, their authenticity and cultural content are not accurate within the national context" (Patarroyo, 2016). The present research proposed the design of a didactic material (primer) for teaching the English lexicon, structured from a practical perspective with which the cultural and contextual aspects of the Municipality of Santander de Quilichao students can be addressed. This resource served as a basis for the students at the University of Cauca of the OPE who guide their practices in the fourth grade of primary school, since there was no guide material for the teaching of this language.

The contextualized didactic material was used as a guiding resource for students doing their internships in the orientation of the educational process (OPE). The research focused on the design and implementation of a primer, taking into consideration the needs, contexts and socio-cultural situations of children and students who are part of the educational institutions with which the Universidad del Cauca has an agreement.

## Problem Statement

Learning a second language has always been for many a goal or objective in their academic, work or personal life; since, speaking a second language has a great variety of advantages, among them the ability to speak, understand and communicate with people in a different context, this fosters independence, improves job opportunities and helps to know other cultures (Willis, 2012). Today, English is ranked as one of the most studied languages worldwide, according to Blanco in his latest report for Duolingo (the most downloaded educational application in the world) in 2022 states that English was the first most studied language worldwide followed by French and Spanish (Blanco, 2022).

Now, Colombia is not an exception when we talk about the teaching-learning of a second language, the interest of citizens to do so has been gradually maximizing, either to improve their intercultural relations or to prosper in their working lives, as stated by the Ministry of National Education "Learning foreign languages is required for research, since much of the knowledge that is generated in the world is published in languages other than Spanish, mainly in English. Similarly, English is a language that is increasing its prominence as a language for business and work" (2018). However, the mastery of a foreign language in our country remains a challenge due to the low professional and educational levels that exist today, as stated by Catalina Arteaga, country manager of EF Education First Colombia who pointed out that there is a problem regarding the learning of a second language in Colombia, since learning another language is seen more as a requirement than as a communicative strategy to improve intercultural relations (Chacón, 2021).

Despite the fact that the government and the Ministry of Education have proposed different projects with the aim of improving the teaching of English as a second language in the country through programs such as the National Bilingualism Program (PNB) in 2014 and the Colombia Bilingüe program (2015), it can still be said that none of these have had the expected result because the level of English in the country is still very low. According to the ranking of the EF English Proficiency Index (EPI, 2022), Colombia is in position 77 out of 111 globally and in Latin America it ranks 17 out of 20 among the countries of the region, thus showing that there has been no progress in the skills involved in learning a foreign language.

To this situation is anchored the problem of the absence of didactic materials that can favor or improve language skills, although this language has been and has become an explicit interest to strengthen the national curriculum of bilingualism "since 1994, in the General Law of Education the importance of learning a foreign language was recognized" (MEN, 2018). The reality is that in most of the educational centers where English as a foreign language prevails in Colombia, it has been found that the creation of materials and/or research are directed in most cases for the general population that do not take into account the context of each of the communities involved and their needs.

In the article "Decontextualization of textbooks within bilingual education in Colombia" the author presents several points in which she exposes the importance of creating materials in which the context of the population in which this language is taught is taken into account, for this she states that: "textbooks need to be connected with the context where the language is learned in order to be meaningful for the participants, especially learners" (Patarroyo, 2016). In this same article, the author presents a study conducted in a public school in Colombia in which the books that students used to learn English were analyzed from a critical perspective, with this study it

became evident that these materials did not consider the real situations of Colombia and that there was no relationship between the content of the book and the life of the students, to which even one of the participants stated that: "the book shows an ideal of perfect life. People look fine; they live in modern cities, they use means of transportation that students don't, and they are in places that they can only see in books, movies or the internet". (Carvajal, 2012, as cited in Patarroyo,2016).

In line with what was expressed above, in the department of Cauca, specifically in the north, it was evidenced that although there are contextualized materials such as "Design of didactic material based on the own cultural aspects of the municipality of Santander de Quilichao to complement the development of the communicative competence during the learning process of English language in fifth a grade students of Instituto Técnico, sede Rafael Tello", the reality is that the access to them is not enough. A clear example of this problem is at the University of Cauca, where the students of Modern Languages with emphasis in English and French of the municipality of Santander de Quilichao, did not have materials, guides, primers and elements for the educational practice OPE "Orientation of the Educational Process" for the teaching of English from a contextualized approach.

According to an interview via Google Meet conducted with the professors and coordinator in charge of the OPE practices (Orientation of the Educational Process of the undergraduate program in modern languages with emphasis on English and French at the Universidad del Cauca North campus) Adriana Idrobo Hurtado, Luis Miguel Ortiz Cifuentes and Sandra Liliana Chacón Flor, via Google Forms, (See Annex A) agreed that there was a notable absence of contextualized didactic materials at the University of Cauca, with which modern language students could carry out their interventions in their professional practices, since these

had to be planned and executed with various materials found on the Internet, specifically very generalized and sometimes not very attractive. Furthermore, although the production of contextualized material is a necessity and a fundamental basis within teacher training, it has not been possible to have more opportunities regarding the creation, implementation, and improvement.

Similarly, the access that students at the Universidad del Cauca had to contextualized materials for teaching English is still very limited, they did not have educational materials that were developed within their context with a functionality where they could work on topics that provide knowledge and experience for students, considering that learning from one's own environment makes the learning process more meaningful. As stated by the coordinator "OPE students do not have contextualized didactic materials, only what they provide and what the institution can offer them, which is very little" (Idrobo, 2023).

It is for this reason that the need arose for contextualized didactic material to help modern language students at the Universidad del Cauca in their internship period (OPE) and at the same time to motivate and interest the children to learn English in more depth from their own context in order to relate to it, to progressively approach the different cultural and intercultural environments and to become part of them since, as stated in the book "The thousand and one childhoods, challenges and contributions to current discussions", "the importance of designing contextualized material allows increasing the motivation and participation of students, facilitating the learning process and making it meaningful" (Contreras et al., 2020).

Given the problems described above, such as the lack of contextualized materials and resources for teaching English in the classrooms of educational institutions in the department of



Cauca, specifically in the municipality of Santander de Quilichao, it was pertinent to pose the following question: How to design a contextualized primer focused on the teaching of lexis in English as a foreign language aimed at students of Orientation to the Educational Process (OPE) of Bachelor's Degree in Modern Languages at the University of Cauca to be used in their professional practices with the fourth grade of primary school in the institutions of the municipality of Santander de Quilichao?

## Rationale

This research focused on the design and implementation of a didactic material for the teaching of English as a foreign language in the child population of the municipality of Santander de Quilichao directed to the OPE students of the Universidad del Cauca Norte who guide their practices in the fourth grade of elementary school. It was decided to carry out the study with the child population because, as stipulated in the micro curriculum of the subject Orientation of the Educational Process, this process should be carried out with primary school children. "such practice will allow you to understand what the process of teaching languages to elementary school children is and what it implies" (Universidad del Cauca, 2018).

For the development of this research, it was decided to work with communicative competence, specifically with the lexicon or vocabulary of English because as Mofareh Alqahtani states "Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication" (2015. p 22). In this order of ideas, it can be said that the lexicon plays a very important role when learning a language, not only in communicative competence, but also in language skills (listening, speaking, reading, and writing). Wilkins states "There is not much value in producing grammatical sentences if one has not got the vocabulary needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972, as cited in Hynam, 2021. Based on this, and taking into consideration that the primer that was developed and implemented was primarily aimed at teaching vocabulary, and that it was developed and implemented with fourth grade children who already had a previous knowledge of reading and writing, it was decided to orient and base this contextualized

didactic material on the teaching of vocabulary or vocabulary in reference to the learning frameworks made by the Colombian Ministry of Education.

It is important to mention that the main purpose behind this research was focused on the need to present a functional material that would help students in the practices of the OPE (Orientation of the Educational Process) carried out in the framework of the formative process of the degree in modern languages, English and French, at the northern headquarters of the Universidad del Cauca in Santander de Quilichao, considering that the material focused on a contextualized teaching to the territory of the previously mentioned municipality, which made learning from that perspective much more meaningful.

In an interview with the coordinator of Orientation to the Educational Process (OPE), the importance of the development of this research was highlighted, in which it was intended to create a contextualized material belonging to the Universidad del Cauca for the teaching of the English lexicon level A1, thus favoring the development of the students' practices, since a didactic material is a favorable support that strengthens the linguistic skills of both the practicing teachers and the students of fourth grade of elementary school. "It is convenient to have the university's own didactic material, since if it is contextualized to the student, positive results can be obtained, and this is a pro for those who participate" (Idrobo, 2023).

Considering that there was no contextualized material belonging to the Universidad del Cauca aimed at serving as a guide for OPE practitioners, the need to create it became evident due to the experiences that the researchers have had through their university internships in educational institutions that have an agreement with the Universidad del Cauca, along with the previous experiences of OPE II students, who through a questionnaire conducted using Google

Forms, indicated that during their educational practices they had access to teaching materials designed by themselves; such as flashcards, songs, videos, billboards and photocopies. Likewise, these students reaffirmed the lack of material from the Universidad del Cauca that emphasizes in the context of the children with whom they carry out their professional practices. For this reason, they expressed that it would be very pertinent to design this type of didactic material taking into consideration the needs of both of them as interns and the primary school children. (OPE II students Universidad del Cauca, 2023)

Given this, the creation of this contextualized didactic material was of great help to the OPE practitioner because it was a visual material focused on the lexicon, which generated an active learning process that took the needs and characteristics of the students, such as context, culture, traditions and tastes. This material served to be reused during the following university internships and, in addition, allowed strengthening the linguistic skills of this second language. "A didactic material allows the student to strengthen the linguistic skills that are worked on in the field of languages" (Ortíz, 2023).

That is why, with the design of this primer, the aim was to offer a material that would bring benefits in the short and long term and that would give the department of Cauca, specifically Santander de Quilichao, the opportunity to have its own material for the teaching of the English lexicon in which its cultural richness would be considered and highlighted. In addition, with the creation of a material of this type, both the undergraduate students and the children to whom the primer was addressed benefited, considering that this primer addressed their needs, language level, learning styles, and national and regional context.

### **General Objective**

To design a contextualized primer focused on the teaching of the lexicon in English as a foreign language directed to students of Orientation to the Educational Process (OPE) of the Bachelor's Degree in Modern Languages of the Universidad del Cauca to be used in their professional practices with the fourth grade of elementary school in the institutions of the municipality of Santander de Quilichao.

### **Specific Objectives**

To identify lexical, cultural, and contextual elements through a systematization of information in order to be referents in the construction process of the didactic material.

To design the didactic primer and the activities that will be included in it.

To implement the didactic material in the fourth-grade classrooms of the institutions in which the students of OPE II of the Universidad del Cauca carry out their internships.

## **Referential Framework**

In order to have a base of previous studies regarding the research that was decided to develop, the following articles and theses at international, national and regional levels were taken into account since they approach from different angles the topic of the creation of didactic materials for teaching English and the importance of the use of didactic materials in the classroom. Likewise, these articles and theses helped to provide a guide as to the information and procedures available for conducting research.

### **Studies at International Level.**

Gonzales and Peña (2020) describes the impact generated by the implementation, analysis, integration and use of authentic materials (videos, songs, primers, books, music, movies, among others) for the strengthening of language skills within a group of twelve eleventh grade students, a teacher and an advisor of the experimental bilingual high school of Agua Buena Coto Brus.

This case study seeks to demonstrate the positive impact of implementing contextualized and meaningful materials for learning and acquiring communicative competencies in English. In the text, the authors highlight the potential of materials created for a specific context with which learners can identify in the educational environment, which leads to the acquisition of linguistic skills as they learn through their own real contexts.

The importance of this thesis for the research lies in the fact that it addresses the implementation of contextualized materials, reviews the impacts that this application generates and demonstrates how it positively influences the learning of a second language, which is practically what was intended to demonstrate with the research carried out. Likewise, this case study is made from a qualitative approach with information obtained from instruments such as

observations, field diaries, rubrics, and questionnaires. This was of great value for this research since it served as a guide and orientation to improve and/or contextualize what it means to implement a didactic primer and served as an aid instrument for trainees with expectations of becoming teachers of a second language such as English.

### **Studies at National level.**

Urbano and Rodríguez (2018) in their article "the importance of the design and use of didactic materials for learning English in low-income public schools" conducted as part of an investigation of pedagogical practices at the University of Nariño, describes the importance of the design and use of didactic materials for learning English in low-income public schools. In addition, the positive effects of the development and implementation of didactic materials in the classroom and the strategies that low-income educational institutions can choose to take advantage of the benefits of using didactics when learning a language are also discussed.

This article seeks to show how didactic materials are fundamental when teaching a language. In the text, the authors state that didactic materials are "fundamental and significant strategies that teachers should implement in their classrooms to facilitate the students' learning process". In other words, through these materials, teachers can explain in a better way the contents they wish to work on while stimulating motivation in the students, thus achieving a more significant learning process.

The importance of this article in the research that was carried out on the one hand lies in that, in this, we could find that the implementation of teaching materials in the teaching of a foreign language are a strategy and a tool that can help teachers in the classroom to facilitate the teaching of a language in a playful and creative way that makes students more motivated to learn

the language they want to teach. On the other hand, in this research it was also possible to observe how it had been previously stated that the lack of materials is one of the problems that affect the teaching and learning of a language in public institutions, that is why the objective of the work that was done is to design a didactic primer that would serve to teach French and thus ensure that students learn and put into practice the topics to be treated effectively.

Caicedo, Corrales, Londoño and Rendón (2018), in their article "Pedagogical strategies for teaching English in new school" talks about the proposal of a direct intervention from the area of English in basic primary education in the municipality of Briceño in Antioquia, specifically in rural areas directly affected by the armed conflict. The main objective of this research is the creation of a didactic primer to be used as a fundamental axis of support for the bilingualism classes of these students during their learning.

This article attempts to show that the inclusion of a strategic, striking material for the teaching of a second language in elementary school students is of great value and importance to acquire the new language through interest and motivation, therefore, the bilingualism primer that the students have created is adapted to each of the needs of the students, taking into account each parameter established for learning a second language, in this case, the skills such as speaking, listening, writing and reading. At the same time, they are related to indispensable concepts when learning and teaching a second language, such as collaborative work and the inclusion of the primer between teacher and students.

The importance of this article in this research is extremely indispensable because in it we were able to find a significant example of all the processes that were carried out to do the research step by step and for the implementation of the didactic primer in the school, from its



beginnings to the conclusions obtained at the end of the execution of the same, as is the objective. Likewise, this article explained in detail the topics implemented in the primer, the strategies, the objectives, the methodology used, the reaction of the students to it and, most importantly, the demonstration through graphs of each of the aspects mentioned. Therefore, it becomes a basis and example for our process during the research.

### **Studies at Regional Level.**

Castillo, et al. (2020) in their research "Design of didactic material based on the own cultural aspects of the municipality of Santander de Quilichao to complement the development of the communicative competence during the learning process of English language in fifth grade students of Instituto técnico, sede Rafael Tello" present a series of activities in the teaching of English based on the culture of the municipality of Santander de Quilichao. This proposal aims to complement the development of communicative competence in the English language learning process in fifth grade students of Instituto Técnico, Rafael Tello.

This research aims to create a didactic primer that helps the development of communicative competence in a second language, which in this case would be English. This idea arises from the lack of didactic materials in the program planning that the researchers could observe in this institution when teaching English. In the same way, this primer seeks to promote the learning of a second language from its own culture.

The importance that this research had in the research that was carried out arose, on the one hand, because this research proposed a similar proposal with the creation of a didactic primer with the objective of developing or working on some of the aspects involved in learning a

language. On the other hand, this research also wanted to work with the cultural aspects of the people involved in the research so that there would be meaningful learning for the students.

## **Conceptual framework**

This research was supported by a series of fundamental concepts that helped to conceptually support the research project to be carried out. The purpose of the concepts stipulated here was to clarify briefly and concisely the basic terms that served as a guide during the development of this research process.

### **Didactic Primer**

A didactic primer is a support resource used by teachers to learn a specific subject. The function of these didactic materials in the classroom is to facilitate and promote our students' learning. In other words, the purpose of didactic primers is to provide a means by which subjects can be taught in a simple and clear manner.

According to Lucea (1996), "Teaching resources and materials are the whole set of elements, tools or strategies that the teacher uses or can use as support, complement or help in his teaching task" (p. 42).

### **Didactic Material**

Didactic material is an essential source for developing skills in students, as well as stimulating attitudes related to knowledge, through imagination, interaction and socialization. Likewise, the didactic material positively promotes imagination, interest and commitment to learning; therefore, meaningful learning is more easily developed, which is why it is an important support for teachers in the classroom. Morales (2012) in his text *Elaboration of didactic material* states that:

"Didactic material is understood as the set of material that intervene and facilitate the teaching-learning process. These materials can be both physical and virtual, they assume as a condition to awaken the interest of students, to adapt to their physical and psychological characteristics, and to facilitate the teaching activity by serving as a guide; they also have the great virtue of adapting to any type of content (p. 10)".

### **Foreign Language**

We speak of a foreign language when a language is neither L1 nor the language of the country in which it is studied or learned (i.e. it is the language of another country). It is said that the context of foreign language learning is very broad and complex; not only the constituent elements of the language to be learned are taken into account pragmatically, but it is also essential to take into account the social context in which the linguistic activity takes place.

According to Spolsky (1974, as cited in Ussa, 2011) within the most relevant components, for foreign language learning, the following can be named: linguistic, psychological, sociological, economic, political, and religio-cultural elements.

### **Learning**

Learning is a didactic process that is an essential part of human beings and their development within society. Within this process, an endless amount of knowledge is acquired, whether useful or not, for personal experiences, and for the professional, social and labor part. In it, there is an appropriation of different contents with which people interact that allow the development of skills, abilities, values, and behaviors of human beings for their entire life.

To better analyze this concept, it could refer to the definitions of Hammond, Austin, Orcutt and Rosso, who state that: "Learning is a process of establishing connections between what is already known or understood and new information. "Furthermore, they add that learning is a natural process that every human develops during life. As well as that, "learning can be seen, in part, as a matter of encoding and storing information in memory, processing, categorizing and grouping material, and then retrieving this information to be applied at appropriate times and situations" (Hammond, et al., 2001, p. 11).

### **Lexicon**

This concept refers to the set of words or concepts of a specific language that allow communication within a region, community, or group of people. The Royal Spanish Academy (RAE, n.d.) defines the lexicon as "the set of words of a language, or those that belong to the use of a region, to a given activity, to a given semantic field". In other words, when we speak of the lexicon, we are referring to the vocabulary of words used when speaking a language.

### **English Language Learning**

English is considered the lingua franca of science and technology. This means that if a person is able to communicate in English, this generates multiple benefits: not only does he or she gain access to communication with people around the world, but also strengthens the brain, studies have shown that the bilingual brain is able to concentrate better, learn more easily and engage in several tasks at once. (BBC, 2020).

Similarly, we can highlight the research conducted by Y. Rodríguez, O. Hernández, and I. Rigual (2021), in their work entitled "The process of teaching and learning English in the university branches of the Ministry of the Interior", who propose that "The process of learning

English is a complex activity consisting of two aspects of different types from the methodological point of view: the acquisition of linguistic knowledge and the formation of linguistic habits and skills. This is largely determined by the pedagogical action of the teacher, i.e. the structuring of the organizational-methodological content of teaching, which are derived from the main theoretical foundations of pedagogy in relation to the philosophical, sociological, psychological, pedagogical, linguistic, and didactic foundation". (Rodriguez et al, 2021)

### **Contextualized Material**

Contextualized materials are those created with the objective of promoting students' learning by taking into account their own environment. In the text "The Development of Contextual Learning Materials for the English-Speaking Skills", contextualized materials are referred to as "the materials that let the students process new information or knowledge in such a way that makes sense to them in their frames of reference. This assumes that the mind naturally seeks meaning in context, that concerning the person's current environment, and that it does so by searching for relationships that make sense and appear useful" (Ampa et al, 2013).

According to Contreras and Araque in the environment of contextualized materials for teaching English "La creación de materiales fortalece los propósitos educativos que se quieren cumplir para tener una óptima competencia en el idioma, pero desarrollar material contextualizado en el aula para enseñar inglés como lengua extranjera es una ventaja en las clases y formación del docente". (2020 p. 213).

### **Culture**

In order to know a little about the concept of culture, they could consider the concept based on the definition of the British anthropologist Edward B. Tylor, who in 1871 defined

culture as "... that totality that includes knowledge, beliefs, art, morals, law, customs and any other aptitudes and habits that man acquires as a member of society" (Lévi-Strauss, 1992).

Likewise, as stated in the article "On the concept of culture" Defining what culture is seems to be a very simple task, in the first place, due to the fact that the members of a society, being somehow immersed in it, and being all bearers of a certain culture, pretend to have a notion of it...) However, it is not so easy at the time of doing it particularly since it is a concept as broad as it is counter-illustrative. (Ron, 1977)

This is why culture in a general sense can be defined as the customs, laws, norms, beliefs, and religions encompassing a community or population, in addition to defining a society in order to be identified or recognized as such before others.

### **Contextual framework**

The research was developed as didactic support material for the OPE Modern Languages students of the Universidad del Cauca, North Campus. This research was oriented to the students of the fourth grade of primary school of the educational institutions of the municipality of Santander de Quilichao where the students of the OPE carry out their internships.

According to the website of the mayor's office of the municipality of Santander de Quilichao (n.d.), it is located in Colombia, exactly in the department of Cauca, 97 km from the city of Popayán and 45 km and 48 km from the city of Cali, Valle del Cauca. Likewise, Santander is bordered by municipalities such as Villa Rica, Jamundí, Buenos Aires, Caloto, Jambaló and Caldono. Its extension is 597 km<sup>2</sup> and its height above sea level is 1,071 meters.

Likewise, the municipality of Santander de Quilichao is territorially divided as follows: Municipal Head: Santander de Quilichao with 36 neighborhoods in its urban area, one corregimiento: Mondomo, four (4) indigenous reservations: Canoas, Munchique, La Concepción and Guadualito. One hundred and four (104) Veredas.

In terms of population, Santander de Quilichao, for the year 2020 according to population projections calculated based on the results of the National Population and Housing Census (CNPV) 2018, has 113,001 people, a figure that covers a variety of population groups, Of this projected figure, the municipal capital has 52,684 inhabitants and in the rural area and populated centers the number of inhabitants reaches 60,317 people.

Speaking of education, Santander de Quilichao, in the official education sector, has 26 educational establishments, between Institutions and Educational Centers, of which 6 are located



in the urban area and represent 56% of students in the municipality and 20 educational establishments in the rural area that serve 44% of this population. As for private educational institutions, the municipality has approximately 18 institutions, located in the urban area, and for 2018 they served approximately 2,250 children, adolescents and adults in the municipality, according to figures from the Secretariat of Education and Culture. The educational institutions in which this research was developed are: Rafael Tello Educational Institution, Jose Edmundo Sandoval Educational Institution and Limbania Velasco Educational Institution, which are the institutions with which the University of Cauca has agreements for its students to carry out their internships.

### **Methodological Aspects**

This research was based from the qualitative method, to develop this research from a more humanistic approach that allowed to contribute in a significant way to the community with which this research was conducted in order to contribute, generate a change and at the same time obtain more knowledge "Knowledge is socially constructed by the people who participate in the research" (Mertens, 2005, p. 8). In addition, a qualitative method was chosen because of the possibility of analyzing, reflecting and rethinking the practices carried out to study a problem not only through graphs and tables, but to go beyond and provide the community with a primer that helps with the learning of English "More than "exact" variables, what is studied are concepts, whose essence is not only captured through measurements" (Hernández, et al., 2006, p. 9).

The design chosen to develop this research was that of Action Research, with which it was desired not only to analyze the variants presented in the research but also to provide a solution to the problem posed from a social and educational perspective with which it was possible to improve the teaching of a second language, in this case English, through the creation of a material, using a didactic primer contextualized to the cultural environment. In this, not only playful activities were used to teach a specific community, but also functional vocabulary that would serve to develop linguistic skills for the community to which it was addressed.

## Research Phases

The phases with which this research was carried out, and which were found to be quite pertinent for its development, were proposed according to the fundamental objectives first exposed in this research; these were focused on creating and implementing a didactic primer aimed at students of Orientation to the Educational Process (OPE) of the Bachelor's Degree in Modern Languages of the Universidad del Cauca to teach English.

### *Phase 1: Initial Approach.*

This phase, which was divided into 3 stages, as seen in Table 1, focused on conducting interviews and semi-structured question formats with the OPE teachers, OPE II students, and fourth grade students, to confirm that there was a lack of contextualized materials in the teaching and learning process of English lexis.

The stages into which this phase is divided are:

**Table 1**

*The three stages*

<b>Stage</b>	<b>Name</b>	<b>Purposes to be achieved</b>	<b>Subjects for data collection</b>	<b>Data collection technique</b>
<b>1</b>	Interview phase for teachers of the OPE	To verify the usefulness and importance of the creation of a guide material for the teaching and learning of	Professors of the OPE of the Universidad del Cauca	Semi-structured interview via Meet. Semi-structured question form

English oriented  
to the students  
of Orientation to  
the Educational  
Process.

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2	OPE II trainee interview phase	To check the lack of didactic materials available at the Universidad del Cauca for the teaching- learning of English in the OPE process. To confirm the importance of the creation of a didactic guide material in the OPE process.	OPE II students, Universidad del Cauca.	Semi-structured questions form Table of opinions.
3	Questionnaire phase for fourth-grade students	To analyze and understand the cultural context and cultural environment with which the students identify	Fourth semester students of the institution...	Semi-structured questions form

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themselves

***Phase 2: Collection.***

At this stage, the researchers collected information on the vocabulary to be included in the primer. For this purpose, they used as a reference the English language learning frameworks stipulated by the Ministry of National Education (MEN), which specifies the vocabulary that should be taught to achieve an A1 (beginner level) in English. In the same way, in this phase, information about the culture of the municipality of Santander de Quilichao was collected to be included in the primer. This information was obtained through books found in the library of Santander de Quilichao. In this phase, a data matrix was used to store all the information collected during this phase.

***Phase 3: Design.***

At this stage, we began to create the primer, which was divided into 8 didactic units, each unit had a purpose in which various topics were addressed and put into practice through playful activities that a teacher directed. Likewise, the diagramming and structuring of all the content of the didactic primer was done.

This phase was divided into 3 stages, as seen in table 2:

**Table 2**

*Design of the didactic primer*

<b>Stage</b>	<b>Name</b>	<b>Purposes to be</b>	<b>Sources of data</b>	<b>Data collection</b>
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		<b>achieved</b>	<b>collection</b>	<b>technique</b>
<b>1</b>	Pre-production phase	To plan the structure and production of the pedagogical material. Consolidate the information on student culture collected in the previous phase.	Articles English learning curricula for transition to fifth grade. Web pages	Content analysis
<b>2</b>	Processing phase	To capture the material on a physical support	Articles English language learning curricula for transition to fifth grade. Web pages	Content analysis
<b>3</b>	Post-production phase	To diagnose and improve the designed material.	Articles English language learning curricula for transition to fifth grade. Web pages	Content analysis

***Phase 4: Implementation and Observation.***

In this phase, on the one hand, the didactic material was implemented in the schools that have an agreement with the Universidad del Cauca with fourth grade students by the OPE practitioners from the Universidad del Cauca Santander de Quilichao. The instruments used in this phase were the field diary and a rubric to analyze and identify how a class should be developed with a guide material and to know how useful and pertinent it was. Researchers used these to make observations, analysis and reflections that arose throughout and at the end of the implementation of this primer by the practitioners.

**Phase 5: Analysis and Review.**

In this phase, the effectiveness of the activities proposed in the primer was analyzed based on what was observed in the previous phase to revise and improve if necessary. This analysis and review were done through a focus group interview with the practicing teachers who shared their experience using this material. Likewise, in this phase, the field diary and the rubric were used to verify whether the objectives proposed with this primer were achieved.

***Phase 6: Final delivery.***

In this final phase, the didactic primer was delivered to the University of Cauca, specifically to the OPE students from the University of Cauca who are doing their internships in the fourth grade of primary school.

## Research Instruments

For this research, the techniques and instruments used were the most appropriate and convenient for the adequate development of this research, as mentioned below:

One of the main instruments used in this research was the **field diary** since in it a record was kept of everything that happened during the implementation of the didactic primer, in which the reflections that arose throughout the development of each of the classes were noted, as well as the progress and challenges that arose at the time of teaching the classes. According to Martínez, who quotes Bonilla and Rodríguez, "the field diary should allow the researcher to monitor the observation process permanently. It can be especially useful [...] for the researcher to take note of aspects he considers important for organizing, analyzing and interpreting the information he is collecting" (Bonilla et al., 1997, as cited in Martínez, 2017 ).

It is relevant to make reference to the above, because the field diary ends up being the most important thing of a researcher; in it you can print all your emotions about what you do, what you observe and what you hear, also, you can describe what happens in your environment and with the individuals who are part of the research. The purpose of this field diary is summarized in that once the data has been recorded, the information was compiled and interpreted to provide a brief description of what has been observed and noted during the implementation of the primer.

Another instrument used for the development of this project and all that it entails was a **data matrix** for the collection of information related to the information to be included in the primer. This instrument was used to summarize the process from the lexicon to be included to the cultural aspects to be addressed in the didactic primer. A data matrix is an instrument in which a series of elements are found in order to collect information about a specific topic.



The data matrix can be analyzed by taking each variable or column, observing how it varies across all cases. This can be analyzed on a case-by-case basis to evaluate the different characteristics for each indivisible unit of analysis.

Similarly, another instrument used for the development of this research work is **the semi-structured interview**, interviews in qualitative work are a tool that allows the researcher to have a more intimate, flexible and open approach. In this case, semi-structured interviews are those that "are based on a guide of issues or questions and the interviewer is free to introduce additional questions to clarify concepts or obtain more information".(Baden et al, 2013, as cited in Hernandez et al, 2014).

The objective of this instrument was to ask a series of open-ended questions previously structured by the researchers so that a dialogue between the interviewers and the interviewees could take place in order to collect the information needed for the development of this research.

Another instrument that was used for the development of this research and all that it entailed was the **rubric**, in this, an evaluation was carried out based on what was observed in the implementation of the didactic primer by the students of the OPE II and it was analyzed whether or not the objective of the same was being fulfilled. "The rubric is an evaluation instrument that seeks to share criteria or indicators, which allow objectively and critically evaluation of the learning acquired by students and the skills developed according to the objectives" (Casco and Calderón, 2019).

The main objective of this rubric was to evaluate whether the proposed activities had met the objectives and criteria of a functional material that would serve not only to teach the lexicon in English, but also to work with the cultural context of the students and make the process of learning a second language more meaningful.

Another instrument used for this research was **the questionnaire, which was** used to obtain useful and necessary information that was used as evidence throughout the research process. A questionnaire can be defined as the standardized instrument used for data collection during the fieldwork of some research, mainly those carried out with survey methodologies (Meneses, 2016). These questionnaires may contain both **open-ended** and **closed-ended** questions.

On the one hand, closed questions allow the user to evaluate all possible alternatives, or at least all those that best respond to the situation we wish to know. The respondent only has to choose between one or more options, putting an agreed sign: a cross, circle or underline, these are usually questions with the affirmative and negative option. On the other hand, open questions do not offer any category to choose from, they only contain the question and do not offer any type of answer, leaving this to the consideration of the person who completes the questionnaire.

Finally, another qualitative data collection instrument used during the development of this research was the **focus group**. Focus groups are a research technique used to collect data through group interaction. The group is composed of a small number of people carefully selected according to a set of predetermined criteria, such as location, age, socioeconomic level, race, etc., to discuss a given topic. (Parra, n.d).

The objective of this focus group was to verify with the OPE students the impact of the didactic material presented during the class development and to find out if the activities proposed in the primer were attractive to the students.

### **Ethical aspects**

Following the ethical principles of research, since the center of the research is the inquiry into human beings and the understanding of their actions, ways of life and interaction, among others, it must consider specific values such as the recognition of the individuality of the subjects, their ideologies, identities, and other constitutive elements of culture. The researcher must weigh these aspects in the statement of the problem, the object of study, the methods, and techniques to be implemented, the selection of resources and, in general, in all the elements that shape the research (González, 2002). Therefore, the present research followed some aspects addressed in Resolution 8430 of 1993, as a national regulation, which addresses the ethical aspects and criteria to be considered in research developed with human beings. According to this, the present research did not present any type of risk for the participants or the researcher, given that no intervention or intentional modification of the individuals' biological, physiological, psychological, or social variables was performed. Thus, this study was developed under the following ethical criteria:

1- The research had a social value that sought to improve the understanding of the educational quality of students, based on their reflection, and as a consequence, to improve these perceptions, taking into account the educational needs of the students.

2- The scientific validity of the research was established in the methodological design previously presented. Likewise, it was oriented to the production of knowledge about the specific educational scenario in which the research was developed.

3- The research participants (students) were selected according to the research needs; however, they were free to participate in the activities proposed for the research development. Likewise, they were able to withdraw their participation when they considered it pertinent. The

well-being of the participants, the institution and the researcher was ensured throughout the process.

4- The research was developed only with the authorization of the active students and with the subsequent informed consent (verbal) of each of the participants, if applicable.

5- The information obtained throughout the research was treated according to strict terms of confidentiality and was only used for this study. Likewise, the products of the techniques to be implemented (survey) were verified and approved by the participants before being considered for data analysis.

6- The results of the research were presented to the educational institution and to the participants.

### Description of the Primer Design

In the development of the primer "Learning English with Pipo in Santander de Quilichao", the vocabulary to be learned was divided into 8 units, which had different English objectives guided by the analysis carried out by the researchers and taking into account the situations and/or communicative contexts that occur in the daily life of the Quilichagueños.

The topics proposed in this didactic primer were based on the English learning frameworks stipulated by the Ministry of National Education for the teaching English for grades transition to elementary school. The suggested curriculum seeks to provide teachers with suggested and clear curricular guidelines, contributing, on the one hand, to improve pedagogical practices in the classroom and, on the other hand, to help students reach the expected level of English for each grade. In this case, the activities presented in each unit were created and designed solely by the researchers who developed the didactic material, taking into account the DBA, the linguistic skills, and the cultural and communicative context of the fourth-grade students of 4 institutions in the municipality of Santander de Quilichao.

#### Information matrix

The following documents were considered for collecting the information used to create the primer, as seen in Table 3:

**Table 3**

*Data base*

<b>Title</b>	<b>Author</b>	<b>Origin</b>	<b>Type of document</b>	<b>What is the use?</b>	<b>When?</b>	<b>Year of publication</b>
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Mallas de aprendizaje de Inglés para transición a quinto de primaria	Ministry of National Education of Colombia	Colombia	Official document	In this document you will find all the information related to the structuring of the basic knowledge and learning of English in primary school stipulated by the Ministry of Education in Colombia.	Throughout the course of the creation of the primer	2016
Santander de Quilichao Historia, Presente y futuro. Hacia la reconstrucción de la identidad	Carlos Julio Bonilla, Juan Pablo Arboleda, José Cristobal Gonzales.	Santander de Quilichao Cauca	Book	This document serves as a reference for the socio-cultural context of Santander de Quilichao, including general aspects of the Quilichagueños.	In phase 1, during data collection to create the didactic primer.	2007
Quilichao Vive	Alcaldía municipal de Santander de Quilichao	Santander de Quilichao Cauca	Web Page	This document serves as a reference for the socio-cultural context of Santander de Quilichao, including general aspects of the Quilichagueños.	In phase 1, during data collection to create the didactic primer.	2020

I like English	Ministry of National Education. Republic of Colombia	Colombia	Book	Information guide	In the pre-production phase of the teaching primer.	2010
English riddles for children	Paola Artmann	Chile	Website	The information found on this educational website serves to offer fun tools to students through riddles that encourage them to think and reflect on what they have learned.	In phase 1, during data collection to create the didactic primer.	2020
Municipality of Santander de Quilichao	Alcaldía de Santander de Quilichao	Santander de Quilichao	pdf document	This document serves as a reference for the socio-cultural context of Santander de Quilichao, including general aspects of the Quilichagueños.	In the pre-production phase of the teaching primer.	2011
La implementación de materiales auténticos para el fortalecimiento	Katty Aneth González Gamboa Elizeth	Costa Rica	Thesis	This document shows a case study related to the implementation of didactic materials in the teaching of English to elementary school students and evidences	In the data collection and support phase	2020

ento de las  
habilidades  
lingüísticas  
en la  
Enseñanza  
del Inglés

Angélica  
Peña  
Thompson

the relevance that  
contextualized materials  
generate in the  
educational field. For  
this reason, it serves as  
a guide and as a basis  
for the formulation of  
this project since it is  
assimilated to the main  
objective.

Top 10 teaching strategies to keep class interesting	Kelly Robinson	United States	Blog	This blog presents a series of recommendations that will be very useful for OPE students when teaching their classes.	In the pre- production phase of the didactic primer.	2017
Didáctica y recursos didácticos de la enseñanza del inglés como idioma extranjero a los estudiantes del	Huaman war Lesly karina juana	Peru	Thesis	In this work of professional competence, the importance of didactics in the teaching of a language is demonstrated, which simplifies the collection of information at the time of gathering information to demonstrate the relevance of didactic	In the data collection and support phase	2019



nivel

secundaria

de ebr

materials in teaching.

The environment overview	Ducksters	United States	Article	This article is one of the most significant issues raised in the didactic primer that provides children with clear and precise information on the importance of the environment and its care.	In the information gathering phase for the content of the primer.	2022
Comidas típicas de Santander de Quilichao, Cauca, Toxytour	Edwin Dávila	Santander de Quilichao	Video	This video shows some of the typical foods of the Municipality of Santander de Quilichao.	In the pre-production phase of the teaching primer	2023
The design of teaching materials as a tool in efl teacher education: experiences of a brazilian teacher	Eliane H. Augusto-Navarro	Brazil	Article	This article analyzes how the design of didactic material can contribute to educate through designed materials.	In the information gathering phase for the content of the primer.	2015

education  
program

### **Results of the Survey Conducted Among Fourth Grade Students in the Municipality of Santander de Quilichao for the Creation of the Didactic Primer.**

The survey "questionnaire for students" in the schools Francisco de Paula Santander, Rafael Tello, José Edmundo Sandoval, and Francisco José de Caldas, was executed and directed by the student researchers of the 10th semester of this research, this was done to a total of 174 fourth grade students of the institutions mentioned above. The questionnaire was divided into two phases, the first with a total of eleven open questions, including questions about food, places, characters, and favorite activities, all linked to the municipality of Santander de Quilichao, and the second phase with a table of opinions of a total of five criteria based on the teaching and use of teaching materials in the learning process of the English language.

The purpose of this questionnaire was to learn about the culture, tastes, and environment of these students to create a didactic material focused on the naturalness of the answers given by the respondents to obtain a primer based on their own experiences and environments that gradually favor the teaching of these students through meaningful learning.

The responses obtained were carefully analyzed by the surveyors who considered each response from each student to be the main or essential part of creating the content of this educational material. It is for this reason that the creation of this primer had as a result a content directly related to the culture of Santander de Quilichao bearing in mind dialects, tastes, characters, places, among others so that, they can significantly impact their learners thanks to the responses and / or opinions of the students of these grades, as seen in table 4.

**Table 4***Fourth grade student's responses*

<b>Questions</b>	<b>Responses (170)</b>
1. Mention your 5 favorite foods.	Salchipapa: 148 Arepa: 49 Hamburger: 120 Strawberries with cream: 95 Chontaduro: 30 Mango Biche: 110 Sancocho: 28 Pizza: 151 Ice cream: 143 Sandwich: 52 Salpicón: 97 Fruits:80 Vegetables: 22 Fruit salad: 47 Shrimp: 1 Rice with chicken: 6 Rice with egg: 2 Lasagna: 1
2. What are your favorite places in Santander de Quilichao?	Main Park: 163 Saman Park: 114 Sports center: 99 The church: 75 School: 53 D1: 36 The house: 150 The river:101

Municipal swimming pool: 146

- 
3. Do you know any singer, soccer player, dancer, influencer or famous person from Santander?
- Karin stefa: 165  
 Yerry Mina: 110  
 Gabriela Rodriguez: 15  
 Mabel Lara: 84  
 El Mincho: 81  
 Baterimba: 60  
 Fernando Maclanil: 3

- 
4. What do you like to do in your free time?
- Walking my pet: 74  
 Skating: 102  
 Running: 80  
 Playing soccer: 140  
 Sleeping: 19  
 Riding a bicycle: 111  
 Painting: 58  
 Reading: 53  
 Studying: 3  
 Playing basketball: 22  
 Drawing: 8  
 Playing video games: 39  
 Exercising: 5  
 Dancing: 60  
 Watching T.V: 156  
 Playing: 170

- 
5. What do you do best? Where do you like to do it?
- Playing soccer on the field: 99  
 Riding a bicycle on the track: 34  
 Doing handicrafts at home: 48  
 Playing instruments at school: 21

Skating at Villa Sofia: 7

Playing in the park and in the field: 128

Dancing and singing in the house: 103

Swimming in the sports center: 97

6. Who would you like to be when you grow up? Why?

Messi: 54/170

Shakira: 58/170

Mabel Lara: 3/170

Adriana Lima: 5/170

Astronaut: 2/170

Linda Caicedo: 18/170

Mom and/or dad: 22/170

English teacher: 8/170

7. What do you like most about your school?

Physical education: 88

Study: 52

Recess: 167

English class: 130

None: 20

Playing with my classmates: 133

Dance: 4

Teachers: 13

8. Do you like to practice any sport? If so, which one?

Cycling: 126

Soccer: 132

Basketball: 37

Swimming: 61

Skating: 83

Volleyball: 8

Taekwondo: 1

9. Do you like board games, crossword

Parqués: 78

puzzles or sudokus? Do you know how to play any of them?	Dominoes: 30 Ladders and snakes: 51 UNO: 12 Crossword puzzles: 8 Bingo: 72 Alphabet soup: 36 Chess: 2 Triqui: 65 Puzzles: 114 Memory games: 124
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10. What types of movies do you like? Which one is your favorite?	Adventure: 87 Animated: 164 Educational: 28 Scary movies: 10 Up: 82 Coco: 91 Turning red: 57 Puss in boots: 106 Maleficent: 4 Matilda: 15 Cars: 34
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11. Which of the following activities do you like the most? Upload them!	Dancing: 95 Singing: 83 Painting: 58 Handicrafts: 96 Recording videos: 31 Searching for treasure: 5
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Recording videos

Searching for treasure

<b>Criteria</b>	<b>Always</b>	<b>Constantly</b>	<b>Rarely</b>	<b>Never</b>
During the process of my learning process in English, I use didactic materials	135/170	25/170	0/170	0/170
I like to work with didactic materials (books, primers, songs, videos, photocopies).	164/170	6/170	0/170	0/170
I like that my teacher makes and uses didactic resources during English classes.	168/170	1/170	0/170	1/170
I learn vocabulary (lexicon) in English better when it is related to my	153/170	11/170	4/170	2/170

own and real  
contexts (Sder  
de Quilichao-  
Cauca).

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I am motivated to participate during English sessions when they involve the use of teaching materials.	159/170	7/170	3/170	1/170
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## **Proposal for the design of the didactic material**

### **Methodology**

For this primer, it was decided to use the active learning methodology, "a methodology focused on student activity and participation that favors rational and critical thinking, individual and cooperative work of students in the classroom, involving reading and research, as well as different possibilities of expression" (Ministry of Education, 2016: 14, as cited in Restrepo et al, 2018). It was used since the most important thing in this process is that the student is the main protagonist of his learning, while the teacher is a guide. Through this methodology, the teacher applies tasks, dynamics, and activities through exercises, investigations, and games. Likewise, this was done to use the most relevant characteristics of this active methodology which benefit the active learning of the students involved in the training process.

### **Primer design**

The design of the didactic primer "Learning English with Pipo in Santander de Quilichao" was chosen by the students in charge of this research. The physical and virtual presentation, including the sketch, designs, colors, fonts, pictures, drawings, tables, graphs, were selected by mutual agreement among the creators of the didactic material to contextualize and/or identify with the Quilichao culture.

This didactic material contains 179 pages, among them, cover, sub covers, 8 units, 8 evaluations, 8 pages of Warm-ups and 8 pages of recommendations made by the designers of this material to improve the learning of English (Videos, songs, documentaries, movies, stories, etc).

In the same way, an exclusive primer was created for teachers, consisting of 67 pages, in which each activity is explained explicitly, as well as the answers to all the exercises,

evaluations, riddles, warm-ups, in short, the development of all the content of the material. In addition, a document with the templates of different printable activities, such as Bingo, flashcards, among others, was also developed so that practicing teachers have greater accessibility when preparing their classes.

On the other hand, the most symbolic design of the primer is a porcupine, this animal is found among the fauna of the municipality of Santander de Quilichao and represents the instructor of the primer, who presents, explains, and talks to the trainees who use this material. The porcupine is known as PIPO, it is brown and comes in different formats, that is, with different accessories, different positions, and different angles. Its main creator was the graphic designer Trinity Wijaya who gave the creators of the primer permission to use her designs in their didactic material. (See Annex I).

The front and back covers, the font used in different styles, the charts, tables, and graphs were designed using the virtual platform Canva PRO, their order and style was designed solely and specifically by the students Leidy Natalia Morales, Daysury Granja Sandoval, and Nereida Cuchimba Pérez.

The audio formats were recorded by themselves, who own the full copyright.

The student in charge of this research wrote the song singing for the planet, however, the beat of the song was produced by Jeison Diaz who gave the copyright to the researchers.

The members of the group took the real images formats photos; therefore, they are of their authorship and belong to them.

The CANVA platform was the virtual tool used for the creation of this didactic primer. On this website, there is a great flexibility to create illustrative designs that allow the elaboration of infinite authentic materials for personal, didactic, professional, or commercial use.

Explanation, units and activities of the primer.

***Unit Title: Hello There, This Is Who I Am and I Love Myself!***

**Description:** In this didactic unit, it is intended to encourage students to enter the learning of the English language through personal identity and everything that encompasses talking about oneself, taking into account tastes, preferences, qualities, identifications, recognitions, physical traits, personality, habits, values, attitudes and aptitudes, among others in order to promote acceptance. To achieve this, it is necessary to work on the recognition of the vocabulary on the aspects already mentioned and to deepen in them by means of playful activities that allow the student to feel identified and to be able to relate to this vocabulary having as a result a learning of value that is of help for the process of learning English.

**Objectives:**

To teach vocabulary related to personal presentation and description.

To design activities to discuss self-expression, expressions of opinion, expressions of apology and apology, and expressions of everyday life.

To encourage personal acceptance, respect, and cordiality.

**Topics:**

The alphabet

The pronouns

Greetings and cordiality

The identity

The nationality

Qualifying adjectives

Bonus: Expressions to give an opinion

## Activities

As seen in table 5, these are the activities in unit 1:

**Table 5:**

*Description of activities- Unit 1*

<b>Basic information</b>	<b>Objectives</b>	<b>Materials</b>	<b>Time</b>	<b>Instructions</b>	<b>Sources</b>
Santander's cultural alphabet	To practice the alphabet through an activity involving cultural aspects of Santander de Quilichao.	Sheet Pen/Pencil	10 min	In this activity, students will complete the alphabet with places, objects, animals, and foods that they can find in their immediate environment.	Activity: Own creation Illustrations: Canva
Memory game	To practice the alphabet through a kinesthetic activity.	Cards Board Tape	25 min	The room will be divided in two, to begin, all the cards must be mixed and placed face down on the board, so that the images are not visible. The first player of group #1	Illustrations: CANVA Cards:Own creation

will turn over two cards, if they are the same, he/she must pronounce the letter that is on the card to take them away and score points for his/her group, if the chosen pair does not match or the pronunciation is incorrect, the cards will be turned face down again. Then, the first player in group #2 must do the same and so on. The game ends when all the pairs are found. The group that has managed to take the most cards wins the game.

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Moving to the pronoun	To practice pronouns through a kinesthetic activity.	Cards with pronouns in different colors	25 min	For this activity, in the classroom there will be 8 different spaces with the personal pronouns, before starting the	Cards: own creation Activity: own creation
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game the students will have to identify them as they will be respectively marked. Then, they will be placed in the center of the classroom and must listen to the teacher who will say sentences using the personal pronouns, at the moment of hearing the sentence, the students must immediately identify the personal pronoun of the sentence and go as fast as they can to the space that corresponds to that pronoun. The student who goes to the wrong pronoun will be eliminated from the game.

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Colors and pronouns	To check if students learned	Activity sheet	15min	For this activity, students will color	Illustrations: Canva
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the topic covered in the class. Colors

the fishes taking into account the color that represents the pronoun.

Pipo coloring pages  
illustration:  
Trinity  
Widjaja  
Activity:  
Own creation

Short poem	To review the greetings through a short poem to memorize.	Poem	10 min	This is a short poem of greetings in which students will learn, and then recite together.	Poem: Own creation
Roleplay	To put into practice through a speaking activity the greetings seen in class.	No extra materials are needed.	30 min  1 hr for all couples to make the presentation.	In pairs, students will present a dialogue to their classmates in which they put into practice their creativity and what they have learned about greetings, farewells, and cordiality. Each participant in the group should participate at least 4 times during the dialogue.	Activity: Own creation
Matching the	To review the	Activity	10 min	The students will	Illustrations:

greetings	greetings seen in class.	sheet Colors, pens, or pencils.		join the greeting with the corresponding image using colors, they will draw a line that joins the greeting with its respective image.	Canva  Activity: Own creation
This is me	To review the theme of identity through an activity in which they will introduce themselves.	Activity sheet Pencil or pencil	15min	In this activity, students will make a personal information card using the example given in the handout.	Illustrations: Canva  Activity: Own creation
All about me	To encourage students to recognize aspects of their own identity.	Activity sheet Colors	15 min	Students will complete the corresponding information taking into account what is requested in each table.	Illustrations: Canva  Activity: Own creation
Passport of happiness	To review through this activity the different countries around the world.	Activity sheet Colors, pens or pencils.	20 min	For this activity, students will create their own passport in which they will complete the information requested in the	Illustrations: Canva  Activity: Own creation



document.

Guess the nationality	To identify the nationality of the celebrities featured in the activity.	Activity sheet Pencil or pen	15min	Students have a sheet with some of the most important people around the world, they will be given some facts about them and what they do for a living. The students' job will be to tell which one is nationality.	Illustrations: Canva  Activity: Own creation  Images:
Describing your best friend	To practice the adjectives seen in class.	Activity sheet Pencil or pen	15 min	For this activity, students will write a cover letter describing their best friends.	Illustrations: Canva  Activity: Own creation
Look for the adjective!	To review if the class topic was learned through word search.	Activity sheet Colors, pens or pencils.	20 min	Students are going to find the adjectives in a word search. Once they have found all the words, they are going to make sentences using the adjectives they just found.	Illustrations: Canva  Activity: Own creation  Alphabet soup: Educima.com

Adjectives craft	To review the adjectives by means of a craft.	Iris -Iris log Colors Scissors Glue Markers Pencil Pencil, Eraser	25min	To make this craft students will: Draw their face, their feet and then cut them out. Draw a medium size square and cut it out. Once you have the picture, fold it in a zig zag (accordion shape). In the first picture that was formed, students will write the phrase "I AM" and in the following ones, the personality adjectives seen in class that they think best describe them. 4.Once you have completed the above steps, you will join all the parts together	Activity: Own creation
Complete the blank spaces	To use the expressions seen in the class to create examples.	Pencil or pen	10 min	Students will complete the examples of expressions to give an opinion.	Illustrations: Canva Activity: Own creation

## ***2. Unit title: Traveling around Santander de Quilichao***

**Description:** In this unit we try to reinforce meaningful learning through the lexicon referring to the municipality of Santander de Quilichao and its surroundings. All this, through a natural method that allows the student to recognize and appropriate the vocabulary through its physical and cultural environment. To this end, vocabulary such as means of transportation, the most recognized and important places in the municipality, frequently used actions, the environment, and adjectives, among others, will be studied in depth.

### **Objectives:**

To perform characterization activities of places and characters

To promote the care of the physical environment of the municipality

To encourage the recognition and appropriation of culture in the municipality of Santander de Quilichao.

To teach vocabulary related to the municipality.

### **Topics:**

The municipality

Means of transport

Customs

Sayings

Representative figures of Cauca

Directions

Bonus: Expressions to ask for directions

**Activities:**

As seen in table 6, these are the activities in unit 2:

**Table 6:***Description of activities- Unit 2*

<b>Basic information</b>	<b>Objectives</b>	<b>Materials</b>	<b>Weather</b>	<b>Instructions</b>	<b>Sources</b>
My favorite place in Santander de Quilichao	To identify and learn about the different places in the municipality of Santander de Quilichao.	No extra materials are needed.	15 min preparation. 1 hr for all children to make the presentation.	The students will make a short presentation in which they will talk about their favorite place in the municipality of Santander.	Illustrations: Canva Activity: Own creation
Find the place	To identify places in Santander and know how to give an address in English.	Sheet with labyrinths Pen or pencil	15 min	During this activity students must complete the mazes to help the characters reach their destination in Santander de Quilichao.	Mazes: Grudemi Illustrations: Canva Idea of activity: Own creation Photos:own Illustration by Pipo:

Trinity  
Widjaja

Can you guess what kind of transport I am?	To identify the different types of transportation in English.	Activity sheet Pencil and pen	15 min	For this activity, students will fill in the blanks with the corresponding type of transportation.	Illustrations: Canva Activity: Own creation
Choose the correct answer	To put into practice the theme of transportation through this activity.	Activity sheet Pencil and pen	10 min	Students will choose the word that represents the image they see on the sheet.	Illustrations: Canva Activity: Own creation
In my town		Sheet Pencil and pen	10 min	Students will write on a sheet of paper cultural sayings or customs that characterize the municipality of Santander de Quilichao.	Activity: Own creation
The saying I chose		Sheet Pencil and pen Colors	20 min	For this activity, students will represent one of the sayings seen in class by means of an illustrative	Activity: Own creation

drawing. The student should explain why he/she chose the saying and if it is widely used by him/her or someone close to him/her.

I am the perfect journalist	Costumes (in case students want to dress up to represent celebrities or journalists)	20 min preparin g the presenta tion 1:30 hr for all children to make presenta tion	For this activity students will form pairs in which one of them will represent the journalist, and the other will represent a character from the department of Cauca or the municipality of Santander de Quilichao. For this activity students can use the guiding expressions shown in the primer.	Activity: Own creation
Where am I?	Activity sheet Pencil and pencil	20 min	For this activity, students will listen to an audio and then mark the places	Illustrations: Canva Activity: Own

				they heard on the sheet in numerical order.	creation Photos:own shots
How do I get to?	To practice	Activity sheet Pencil and pencil	25 min	For this activity, students will be guided by the map on the sheet to answer the questions and find out where Pipo is.	Illustrations: Canva Illustration by Pipo: Trinity Widjaja -Activity: Own creation

### ***3. Unit Title: Acting Together to Save the Planet***

**Description:** This unit will cover topics and dynamic activities in order to learn contextualized vocabulary related to the planet, its care, harmful effects, and sustainable consumption habits involved in living on it. In addition, it is intended that students relate to the activities so that they are able to recognize both general and specific aspects of environmental care, as well as the importance of protecting and preserving our planet and thus contribute and leave a positive message around them. On the other hand, we want to review the vocabulary of animals and colors relating to them directly within each activity since these topics are part of the learning process.

#### **Objectives**

To review the vocabulary of animals and colors.

To carry out activities that include the topics addressed so the students can relate.

To explain through playful activities the importance of preserving and conserving our pl

To raise students' awareness of the causes and consequences of harmful effects and social habits on the planet

## Topics

The planet

The animals

Colors

Environment

Habits to preserve the environment

Consequences of not taking care of the environment

Bonus: Useful expressions

## Activities:

As seen in table 7, these are the activities in unit 3:

**Table 7:**

*Description of activities- Unit 3*

<b>Basic information</b>	<b>Objectives</b>	<b>Materials</b>	<b>Time</b>	<b>Instructions</b>	<b>Sources</b>
Create your own planet	To promote students' creativity through an activity in which	Worksheet Pencil and pen Colors	15 min	The students will create their own planet taking into account the premises stipulated	Illustrations: Canva Activity:



they will also be able to practice the topic seen in class.

in the worksheet.

Own  
creation

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Reading	To practice reading skills and the class topic with a reading comprehension activity.	Worksheet Pencil and pen	15 min	In this reading comprehension activity, students will read a text about the planets and then answer the questions.	Illustrations: Canva Activity: Own creation
Bingo	To identify whether students learned the animals.	Bingo Tables Bag with the signings Something to write down the chips that come out (they can be small stones).	60 min	For this activity each child will be given a bingo board, and in a bag will be placed the cards or tokens that will be announced one by one. Once the game begins, each child looks for the figure announced by the teacher on the board and marks it with an object previously given. The child who makes the	Illustrations: Canva Activity: Own creation

figure first wins.

Animal prints	To make a craft that allows us to put into practice what we have seen about adjectives.	Tempera paints of different colors Cardboard Octave Plastic apron. Pencil.	45 min	For this activity, students will follow these steps: First, lightly dip your finger in one of the tempera paints, whichever color is most similar to your favorite animals. Then, on the eighth piece of cardboard you should begin to place your fingerprints so that the shape of your favorite animal will show up. Once the shape of your animal is ready and the tempera has dried, use the pencil to draw the eyes, nose, mouth, and other features you consider necessary.	Activity: Own creation  Illustrations: Canva
<b>Organizing words</b>	To practice concentration and reasoning	Activity sheet Pencil	15 min	Some words related to the topic seen will be presented,	Own creation.

skills.

but these words are randomly placed . The goal will be for the students to discover the word found there and spell it in the correct way.

Illustrations:  
Canva

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<b>Listening!</b>	To review the sound and writing of colors.	Pencil Speaker Activity sheet	20 min	An audio will be played in which some of the colors seen in class are mentioned, then the students will have a chart with the numbers from 1 to 10. The objective will be to write the colors on the chart in the order in which they are mentioned in the audio.	Activity:Ow n creation  Original audio.
<b>Bring something!</b>	To practice colors through a kinesthetic and fun activity.	School supplies	15 min	They will be asked to show or wear something of the color indicated.	Own idea.

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For example, if you say: Please, bring something **white**, you should look for something of that color and show it.

<b>Colorín Colorín!</b>	To identify the name of the colors in English to correctly paint the image presented.	Colors	15 min	The number guide should be followed in order to use the correct color in the correct place. For example, if the color red is indicated for the number 1, all parts with the number 1 will be painted red.	Own creation  Illustrations and design: Canva
<b>Matching vocabulary</b>	To practice what they have learned about the environment through a motor activity.	Puzzle cards	20 min	The cards of the images in the box will be linked with the vocabulary related to the environment. For example, if it says "save water", it should be linked with the image that best represents this	Own creation.  Illustrations and design: Canva

action.

<b>Painting!</b>	To use two of the topics learned (Colors and Environment) to create concentration in the students.	Colors	10 min	In this activity, a drawing of nature will be colored freely. That is to say, it will be painted in the color of the student's choice.	Design: Canva
<b>Recycling and saving!</b>	To make a craft that contributes to the care of the environment.	Empty and clean plastic bottle Painting Brush Scissors Craft paper Glue or adhesive tape	60 min	In this craft, a free design piggy bank will be made with the materials mentioned above.	Own creation.
<b>Singing for the planet!</b>	Review what you have seen through song.	Speaker	20 min	A song will be sung about the different types of garbage that can be recycled and how to do it.	Lyrics:own creation

This will be done at least 3 times until it has been learned.

Beat: Jeison Diaz who gave the creators permission to use his beat.

(See Annex H)

<b>Classifying garbage</b>	Sorting waste that can be recycled and waste that cannot be recycled.	Scissors Glue	30 min	You will find 10 different images with objects that are considered garbage. The ones that can be recycled will be glued in the bin on the left and the ones that are definitely garbage will be cut out and glued in the bin on the right.	Own creation. Design: Canva
<b>Make a poster</b>	To make the educational community aware of the importance of	Cartulina Colors Bookmarks Glue Scissors	30 min	A poster or drawing will be made using the vocabulary learned in which the importance of	Own idea.

caring for the environment.

taking care of our planet will be exposed. Then, it should be pasted outside the classroom or around the school so that everyone can read it (this activity is a group activity).

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<b>Two sides, one world</b>	To know and contribute to the opinions held about the environment and its care.	Paper sheet Pencil Colors	25 min	On a sheet of paper draw the sketch of planet earth and divide it into two equal parts, when it is ready, in one half draw a very, very damaged environment, with pollution and dirt everywhere along with a sad face and then, in the other half draw the opposite, a beautiful, clean and very well cared for environment along with a happy face.	Own idea.
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<b>Acting and debating</b>	To practice the expressions learned through an oral exercise.	Previous Activity	25 min	Small activities that can be done on a daily basis to prevent the planet earth from becoming polluted and completely depleted will be mentioned. For this, some of the expressions taught in the previous activity will be used. Then, the students will come to the front with their drawings and say 3 actions that they will start to do to achieve this change.	Own idea.
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#### ***4. Unit Title: Taking Care of Myself***

**Description:** This unit seeks to teach the essential vocabulary related to the human body, healthy living, sports and everything that favors it considering aspects such as healthy habits as well as the not so healthy ones. This unit will emphasize the importance of health through activities, exercises, games and others that will help raise awareness among students from an early age to have a good quality of life. What is intended is to teach students to recognize a



second language, in this case English. In this contextualized vocabulary, they will feel identified and motivated at the time of performing the activities.

### Objectives

To teach vocabulary adapted to the cultural environment of the students in relation to healthy living.

To motivate students to participate in sports.

To encourage good eating habits

To recognize body parts, identify and point them out.

### Topics:

The body parts

Adjectives

Healthy life

Sports

### Activities:

As seen in table 8, these are the activities in unit 4:

**Table 8**

*Description of activities- Unit 4*

<b>Basic information</b>	<b>Objectives</b>	<b>Materials</b>	<b>Weathe r</b>	<b>Instructions</b>	<b>Sources</b>
<b>Make it</b>	To practice body	Ruleta	15 min	A roulette wheel	Roulette

<b>turn</b>	parts through a kinesthetic and listening activity.			with the parts of the body will be used. In turns, students will be chosen to spin the wheel. Once the wheel stops, the person who spun it must pronounce out loud the word that is shown, at the moment this word is pronounced, everyone in the classroom will touch the body part that is indicated.	design and illustrations: Canva
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<b>The senses</b>	To evaluate the general knowledge that one has about the senses and what each one can do.	Pencil	10 min	Fill in the blanks with the part of the body that serves to perform the action indicated in the sentence.	Own creation. Design: Canva
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<b>A beautiful monster</b>	To review body parts and numbers through observation.	Lápiz	15 min	The information will be completed with the parts of the body according to the monster found on each side of the	Own creation. Design and illustrations: Canva
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sentences.

<b>Me, myself and I</b>	To review personal description and adjectives.	Photo Pencil or pen	25 min	In this activity, the personal description of each student will be written in the notebook using the adjectives seen previously.	Own idea.
<b>My healthy checklist</b>	To encourage students to change their eating habits.	List Pencil	10 min	For this exercise, students should review the list of healthy habits that will be presented to them and mark with an x if they have done any of the activities described there, after they have made their presentation on the topic.	Own idea.
<b>Classify in my traffic light</b>	To learn about foods and how often they should be eaten.	Didactic traffic light that can be attached to the board  Images of food that	20 min	Explain to your students along with the printed images what the three traffic light colors mean in the world of food. In this	Traffic light design: Canva  Own creation

can be  
pasted on  
the board.

case:

1.1 Red: seldom or  
never (I must  
consume this food)

1.2 Yellow:  
Occasionally (I  
must eat this food)

1.3 Green: Always  
or many times (I  
must consume this  
food)

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<b>Coloring my traffic light</b>	To learn about foods and how often they should be eaten.	Colors	15 min	Each traffic light should be colored depending on the frequency with which each food should be consumed according to explanations given by the teacher.	Own creation.  Design and illustrations: Canva
<b>What should I eat?</b>	To identify if the previously seen topic was learned.	pencil Colors	30 min	Three healthy food choices should be recommended to Pipo for breakfast, lunch and dinner.	Own idea.  Design: Canva

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In addition, on each empty plate they must draw and write the recommendation they give Pipo for each meal.

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<b>I like and I don't like</b>	To teach basic useful expressions to talk about tastes.	Pencil	15 min	A brief explanation of the expressions I LIKE and I DON'T LIKE will be given.	Own idea.
				During the activity, students are going to choose their tastes according to the explanation given by the teacher.	
<b>Matching game</b>	To review sports	Pencil	10 min	After the explanation about sports, students should mark with a colored line the images that correspond to each	Own creation. Design and images: Canva

word.

<b>Do you know them?</b>	To verify if the professions and their writing were learned.	Pencil	20 min	In each image with recognized sportsmen there is a box, where the students should write the profession of each of these people.	Own creation.  Design: Canva
<b>Bonus</b>	To review the spelling of some of the terms taught in the unit.	Pencil	20 min	It is an alphabet soup in which they must locate and color 12 words referring to all the topics taught and practiced in this unit.	Own creation.  Design: Educima.com

### ***5. Unit Title: Vacation Time in My Favorite Places***

**Description:** In this didactic unit, we seek to teach and/or reinforce vocabulary and phrases related to vacations and places that primarily serve to carry out this type of recreational activities. Students are also intended to be able to describe and talk about their vacations and the experiences they have had in the places they have gone. Also, through the activities and tasks proposed here, students will be able to improve their reading comprehension and acquire vocabulary that can be used in other contexts.

**Objectives:**

To teach the vacation lexicon.

To express vacation preferences in English

To practice grammatical structures that help students to be able to talk about their vacations.

To write short paragraphs in which they talk about their vacations and favorite places.

**Topics:**

Vacations

Vacations in Santander de Quilichao

The Clothes

Bonus: Useful expressions to talk about vacations

**Activities:**

As seen in table 9, these are the activities in unit 5:

**Table 9:**

*Description of activities- Unit 5*

<b>Basic information</b>	<b>Objectives</b>	<b>Materials</b>	<b>Time</b>	<b>Instructions</b>	<b>Sources</b>
<b>A tour in Santander</b>	To practice the pronunciation of words and phrases		30 min	A small space will be organized in the	Own idea.

related to the topic  
seen.

classroom in which  
students will use  
images or drawings  
to present a specific  
place in Santander.

Steps to follow:

Form groups of 4  
students

Ask them to choose  
a particular place in  
the municipality.

Tell them that each  
group should make  
a presentation of the  
place pretending it  
is a tour for  
someone who does  
not know  
Santander, they  
should describe the  
place, its location,  
what can be done  
and what can be  
eaten there.

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<b>Role play</b>	To review vocabulary and	Didactic cards.	45 min	Choose one student,	Own
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encourage students to be creative through an oral exercise.

pairs or groups of three (This depends on the content of the card).

creation.

Flashcard

design:

Canva

Ask them to come to the front and do the role-play dynamic.

If necessary, help them with pronunciation.

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<b>Did you listen?</b>	To analyze how developed listening skills are in students.	Pencil	15 min	Students will hear an audio where they talk about the vacations that Pipo's friends had and the places they went to. In the box are the images of what each one of them did, but NOTE, they are not in the order in which they are mentioned in the audio.	Own idea.	Original audio
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What they will do is to put the number corresponding to each image.

<b>Holiday planning</b>	To review spelling and vacation vocabulary.	Pencil	10 min	After having presented the expressions for traveling and the vocabulary related to them, your students should complete 4 tables with the vocabulary corresponding to each one. In this case, where they are going to travel to, by what means of transportation, where they are going to stay and with whom they are going.	Own creation.  Images: Canva
<b>The clothes that I should wear in...</b>	To review spelling and vocabulary about clothing.	Pencil	20 min	The clothes that should be worn will be written taking into account the	Own creation.

weather in the  
image next to it.

Images:  
Canva

The vocabulary  
already explained  
should be used.

---

<b>Puzzle</b>	To review some of the best-known places in Santander de Quilichao through a motor skills activity.	Jigsaw Puzzle	25 min	Give each group a puzzle containing places we can visit on vacation.	Own creation.
				Tell them that it is a speed contest and that the last group to put it together will be eliminated from the competition.	Images: Canva
				Switch the puzzles in each group and keep doing the activity until the fastest group wins.	

### ***6. Unit Title: Learning and Having Fun at School.***

**Description:** This didactic unit is intended to teach and/or reinforce vocabulary and phrases related to the activities that take place at school, the utensils that are used throughout the day and

even the most common foods that are consumed here during break times. Likewise, students are expected to be able to describe and talk about the activities they perform at school. Also, through the activities and tasks proposed here, students will improve their reading comprehension and acquire vocabulary that can be used in other contexts.

**Objectives:**

To teach the lexicon about school supplies.

To teach lexicon about the activities that take place in the school.

To talk in English about their routine at school.

To practice grammatical structures that help students to be able to talk about their school activities and those of their classmates.

To write short paragraphs in which they talk about their favorite activities at school and include learned vocabulary.

**Topics:**

School supplies

Prepositions of place

Activities we can do at school

**Activities:**

As seen in table 10, these are the activities in unit 6:

**Table 10:***Description of activities- Unit 6*

<b>Basic information</b>	<b>Objectives</b>	<b>Materials</b>	<b>Time</b>	<b>Instructions</b>	<b>Sources</b>
<b>Bring something</b>	To practice colors through a kinesthetic and fun activity.	School supplies.	10 min	In this activity, students are going to mention a school tool, and your students are going to show it. Remember that this is an activity with which your students can practice the vocabulary they have learned.  Examples: Bring a pencil / Bring an eraser.	Own idea.  Images: Canva
<b>The perfect backpack</b>	To make a fun craft that includes a theme or object from what was seen earlier.	Colors Scissors Pencil	50 min	Paint the silhouette of the backpack on both sides and decorate it to your liking, then cut it out.	Own creation.  Images: Canva

Paint the school supplies and add the designs of your choice, then cut them out.

Glue both parts of the backpack together so that there is room to put the tools inside the backpack

Place your name in the space provided.

<b>How many do you see?</b>	To review what was previously learned through a cross-cutting activity.	Pencil	15 min	The information will be completed as shown in the image.	Own creation. Images: Canva
Where can you find them?	To identify prepositions of place through vocabulary covered in the classroom.	Activity sheet Pencil or pen	15m	The students will have their own classroom as a reference. They should write 8 sentences using the prepositions of place. They can rectify the examples	Own creation Images: Canva

together (it can be a round table) or call each student individually.

Scramble words	To practice writing through cognitive skills	Activity sheet Pencil Pencil	15min	The activity will be developed in a sheet that contains the exercise to organize. The activity contains 8 words randomly placed; each student must find the correct order of each word.	Own creation Images: Canva
One day at my school	To speak through integration	Activity sheet Pencil Pen	20 min	In this activity the students will write on a sheet of paper the things they do at school, as described in the explanation of the activity, then they will make a round table to share what each one wrote.	Own creation Images: Canva

## **7. Unit Title: Time and Fun**

**Description:** In this didactic unit, vocabulary and phrases related to time expressions, days of the week, months of the year, seasons, time, moments of the day, and daily routine are going to be taught and practiced. Accordingly, it is intended that students will be able to describe and talk about what they do in their daily lives and at what time of the day they do it, that is, they can be specific about date, time, moment, and place. Also, through the activities and tasks proposed here, students will improve their reading comprehension and acquire vocabulary that can be used in other contexts.

### **Objectives:**

To teach the lexicon of time and its different expressions.

To describe in detail in English experiences related to moments in your life.

To practice grammatical structures that help students to be able to speak, ask or answer questions about time expressions.

To write short paragraphs including specific time and place information

### **Topics**

Days of the week

Months of the year

Daily routine

Numbers

It is time to have fun! Warm up



**Activities:**

As seen in Table 11, these are the activities in Unit 7:

**Table 11:**

*Description of activities- Unit 7*

<b>Basic information</b>	<b>Objectives</b>	<b>Materials</b>	<b>Weather</b>	<b>Instructions</b>	<b>Sources</b>
Listen what Pipo does during the week	To write the days of the week as heard in the audio.	Audio Speaker Activity sheet Pencil	15 min	In this activity, students will listen to the corresponding audio two or three times, and then answer to which day of the week the activities that Pipo performs correspond. In total, there are 7 sentences	Own creation Images: Canva Audio: own production
Days of the week	To complete the sentences with the corresponding day of the week.	Activity sheet Pencil Pencil Colors	10 min	This activity is divided into 3 parts, in the first part the children will complete the information with the corresponding day of the week.	Illustrations: Canva Activity: Own creation

In the second part, they are going to put the days of the week taking into account what they put in the previous activity.

In the last part, the children will put the days of the week in order, this order can be from Monday to Sunday or from Sunday to Saturday.

Months of the year	To identify the months of the year through drawings.	Activity sheet Pencil Pencil Colors	10 min	For this activity, students will place the month corresponding to each drawing inside the circle - the month of the year. The drawings should be colored.	Illustrations: Canva  Activity: Own creation
Answer, cut and paste	To recognize the months of the year	Activity sheet Pen Pencil Colors Scissors	20 min	In this activity the children will read the statements to identify which month it is, then cut out the cards and	Illustrations: Canva  Activity: Own creation

Glue  
paste them in the  
corresponding place.  
In total, there are 12  
exercises to be  
performed  
autonomously by  
each student.

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My daily routine	To classify the vocabulary in the respective box.	Activity sheet Pen Pencil	10 min	First, the student must identify the vocabulary found on the bottom page of the activity. Next, they should analyze each of the drawings found there. Finally, the student must relate and/or complete in each box the word that describes the image.	Illustrations: Canva Activity: Own creation
Ladder of knowledge	To practice	A die Color chips Sheet with the ladders (which is in the box).	30 min	In groups or pairs they must choose a color (maximum 3 colors per game), each player must roll the die and move forward the number of squares that it	Illustrations: Canva Activity: Own creation

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indicates, but to advance the students will have to make a sentence with the action that represents the drawing. If the student cannot make the sentence, he/she must go back to what he/she has advanced. The winning student will be the one who reaches the finish line.

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Guess what I am doing!	To encourage speaking practice by performing a mime.	Cards Box Chronometer	20 min	For this activity the classroom will be divided into two teams, each team will have 40 seconds to perform (mime) the actions included in the daily routine that they will take out of a bag in which they are (the cards with the actions are in the box).	Illustrations: Canva  Activity: Own creation
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In each round, the

teams will choose one of their participants to mime, while the rest of the group guesses what action they are representing. The objective will be to guess the most words in 40 seconds and the team that has guessed the most words will win (repeat rounds until the actions are finished).

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Sharing my day with you!	To improve and practice writing	Paper sheet Pencil Pen	20 min	The student must write a minimum of 5 sentences/expression s describing his/her Sunday routine. Then, the students must describe it and read it in front of their classmates and teacher. (The expressions to be used must coincide with those	Illustrations: Canva  Activity: Own creation
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already taught by the teacher.)

How old are they?	To identify age through listening	Audio Speaker Activity Sheet Pencil Pen	15 m	Students will listen to the audio (2 or 3 times) and then complete the information according to what is said in the audio. In total, there are 10 descriptive sentences to be completed. The only thing to add is the age mentioned in the audio.	Own creation  Audio: own production  Images: Canva
How many do you see?	To discover repeated images	Activity Sheet Pencil Pen Colors	5 min	The student will identify each of the animals found within the image. Then, count the number of each animal and write the number in the corresponding box.	Illustrations: Canva  Activity: Own creation
Time to draw!	To put into practice the vocabulary on numbers and basic topics	Activity sheet Pencil Pen Colors	10 min	Students will draw the corresponding amount as indicated in the boxes that are connected by lines.	Illustrations: Canva  Activity: Own

already covered  
during English  
classes.

creation

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Spin and Exercise	To perform a leisure activity	2 Roulette 1 with 2 with the activities describing the kinesthetic activity	15 min	<p>For this unit, students will have 2 roulettes (they are in the box). One indicates the exercises to do, and the other one indicates the number of times the students have to do this exercise.</p> <p>The first step is to spin the first roulette with the numbers (the number left after spinning this roulette indicates how many times the movement should be performed).</p> <p>The second step is to spin the next roulette that indicates the activities to be developed. The remaining activity is</p>	Illustratio ns: Canva  Activity: Own creation
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the one that both the teacher and the students must perform.

### **8. Unit title: *Home Sweet Home***

**Description:** In this didactic unit, students will learn varied vocabulary about the members of their family, the parts of their home and the different professions that people may have. In this way, they will be able to describe and talk about the professions and other activities that their family members (including themselves) perform daily, and they will also be able to talk about the different parts and places in their homes in order to be more specific when describing their family experiences. Thus, through the activities and tasks proposed here, students will be able to improve their reading comprehension and acquire vocabulary that can be used in other contexts.

#### **Objectives:**

To teach vocabulary about family members, parts of the house and professions.

To describe in detail in English experiences they have had at home with family and friends.

To practice grammatical structures that help students to be able to talk, ask or answer questions about other people's professions, the role they play at home and some elements of the household.

To write short paragraphs that include specific information about others' professions, their role in the household, and their daily routine.



## Topics

Professions

Family members

Parts of the house

## Activities:

As seen in table 12, these are the activities in unit 8:

**Table 12:**

### Description of activities- Unit 8

<b>Basic information</b>	<b>Objectives</b>	<b>Materials</b>	<b>Time</b>	<b>Instructions</b>	<b>Sources</b>
Getting dressed as the future you	To represent a profession	Customized costume	30m in	The student will make a presentation in which he/she will describe a profession of his/her choice. Each student will have 3 minutes to do so. Students must mention their profession and what they do.	Illustrations: Canva Activity: Own creation
What do they do?	To select the identified profession	Activity sheet Pencil Pen	20 min	The children will listen attentively to an audio in which the people will say	- Illustrations: Canva

		Colors		their name and profession and then they will select on the sheet the profession that corresponds to each person.	Activity: Own creation Audio: Own creation
What do I do?	To guess the profession	Activity sheet Pencil Pen Colors	15 min	In this activity, students will be given some descriptions that are related to professions and they must guess what profession it is. Once they have guessed, they write this profession in the corresponding space.	Illustrations: Canva Activity: Own creation
My dream job	To write a brief	Activity sheet Pencil Pen	15 min	In this activity the children will write a short piece of writing in which they will tell what they want to be when they grow up and why. The students will do it using the	Illustrations: Canva Activity: Own creation

expressions found inside the box, the teacher should be a guide and accompany them in the process.

The family	To identify family members and their vocabulary through graphic representations.	Activity sheet Pencil Pen Colors	10 min	On the activity sheet, the student will find 5 images that represent the members of the family, on the right side of each image there are 3 words and the student must enclose the word that corresponds with the image.	Illustrations: Canva  Activity: Own creation
Guess who I am	To refer to each descriptive member of the family.	Activity sheet Pencil Pen	10 min	The student must write the corresponding word in each image, each of these images contains a descriptive sentence about the family member.	Own creation  Images: Canva
Pipo's family	To recognize each family	Activity sheet	10 min	In this activity the teacher will formally	Own creation

member of Pipo, the main character of the primer.	Pencil Pen	introduce Pipo's family, then the student must complete the information corresponding to each image.	Pipo Design: Trinity Wijaya
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My family	To draw the family	Activity sheet Pencil Pen Colors	15 min	In this activity the students will draw the family. In this activity the teacher should focus on the fact that there are different types of families and that they do not necessarily have to be made up of a mother, father and children. The teacher can use the text below to clarify the topic of families.	Own creation.  Images: Canva
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Armando ando	To put the puzzle together	Jigsaw Puzzle Timer	15 min to put the puzz	The teacher will divide the group into two teams and give each team a puzzle. It will be a contest, each team will have	Own creation  Images: Canva
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le 15 minutes to do it  
 toget and the team that  
 her- finishes first will win  
 the point. The team  
 10 that loses will have  
 min to make a free  
 for presentation  
 pres (dramatized)  
 entat recreating the  
 ion family.

Around my house	To create a craft	Activity sheet Scissors Glue Colors	15 min	The student should color each image as he/she likes, then cut out and classify in the corresponding box the images recreating the house.	Own creation Images: Canva
Tagging the house	To classify each part of the house	Activity sheet Pencil Pen Colors	10 min	For this activity, students will put the name of the part of the house in the appropriate place.	Own creation. Image home: Canva
Yes or not	To answer the questions	Activity sheet Pencil Pen Colors	10 min	Once the student has finished labeling the house, he/she must complete the sentences with a YES or NO, the	Own creation Images: Canva

answer depends on  
what the student sees  
in the house above.

### ***Evaluation***

The development of the evaluations in this primer is done through each of the activities proposed for each topic seen in each of the didactic units to analyze if the students have learned. Similarly, at the end of the units, there are a series of evaluations that follow the same format in each unit in order to evaluate the 4 linguistic skills (listening, speaking, listening and reading) The model of this evaluation in which these 4 skills were used was taken from the learning frameworks in which final evaluations are proposed for the students from the same model, with the objective of assessing whether the students learned the vocabulary and expressions seen during the module, as seen in table 13.

### **Final Evaluation of Each Activity.**

**Table 13:**

#### **Final evaluation skills**

<b>Basic information</b>	<b>Objectives</b>	<b>Materials</b>	<b>Time</b>	<b>Instructions</b>	<b>Method of qualification</b>	<b>Sources</b>
<b>Listening</b>	To evaluate the level of listening	Pencil Evaluation sheet	15 min	For this part of the evaluation, an audio will be	Each point equals 1.25 to	Audio: Own creation

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acquired by the students during the unit.	Speaker USB or audio in Drive	played in which 4 sentences will be presented in the order in which a specific activity or situation was carried out. On the evaluation sheet there are four (4) images that represent or graphically show what the audio says. The objective of this activity is for each student to organize the images depending on the order in which they are heard, using the numbers 1 to 4.	complete a 5.0.	Illustration s: Canva  Evaluation : Own creation
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<b>Writing</b>	To assess whether the vocabulary seen during the unit was learned and check	Pencil Evaluation sheet Pencil Evaluation sheet	15 min	For this part of the assessment, 10 sentences will be presented including vocabulary seen in the unit, each	Each point equals 0.5 to complete a 5.0.	Audio: Own creation  Illustration s: Canva
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	spelling.			sentence will have images that must be replaced by the corresponding word. For example, if there is an apple, it should be replaced by the word "apple".		Evaluation : Own creation
<b>Speaking</b>	To assess speaking skills and vocabulary learned in the unit.	Pencil Evaluation sheet	15min	For this third part of the evaluation, the children will come to the front in the order the instructor considers relevant, then they will choose 3 (or as many as you consider necessary) cards to answer the questions or meet the linguistic challenges shown there.	Heading	Audio: Own creation  Illustration: Canva  Evaluation : Own creation
<b>Reading</b>	To assess	Pencil	15mi	For the last part	Each point	Audio:



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reading comprehensi on equivalent to story-based reading practice in English.	Evaluation n sheet	of the evaluation, a short text related to the theme of the unit will be presented. With this text, students will have to answer 5 questions found at the bottom of the text. These questions will be answered with false or true according to the student's consideration.	equals 1.0 to complete a 5.0.	Own creation Illustration s: Canva Evaluation : Own creation
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**Final grade** For the final grade, the score for each of the skills will be added up, then divided into 4 and the final result will be the grade obtained by the students in the evaluation.

## General Analysis

The interpretation of the results obtained from the implementation of the didactic primer Learning English with Pipo in Santander de Quilichao directed to students in grade 4 of primary school to be used by the OPE pre-service teachers of the Universidad del Cauca Sede Norte, was carried out through the instruments referred to through the creation of this research. This implementation took place in the educational institutions Rafael Tello and Francisco de Paula Santander of the municipality of Santander de Quilichao in the department of Cauca and was carried out by the students Leydy Vanessa Yesquen Estupiñan, Johana Isabel Dagua Labio, Maria Isabela Chocó, Ana Isabel Mina Zapata, during 7 sessions.

The purpose of this implementation carried out by the aforementioned student interns and observed by the students who lead this research, was to know, analyze, verify and prove that the didactic material designed for the teaching of the English lexicon and based on Learning Framework of the Colombian Ministry of Education by the student designers of this material, is in line with expectations, works correctly and responds to the needs and projections that were stipulated at the time of the creation of the didactic material.

In order to analyze these results obtained in this research, the information collected was grouped into 4 categories and 7 subcategories for a better understanding of what the implementation of the teaching material was, the responses generated by the students to the use of this contextualized material and its impact.

The main results obtained in this research are described below:

**Category A: Results of the sessions in which the didactic primer was implemented.**

The schedule (Thursdays) and the time from 10:30 AM to 12:00 PM were the same for all the interventions carried out on September 7, 14, and 28 in the aforementioned institutions.

***First session***

The first session was held with student Leydy Vanessa Yesquen Estupiñan in grade 4-2. During this intervention the pre-service teacher taught the following topics: The alphabet, animals and body parts. For this she used the following activities proposed in the primer:

The first activity to be developed was “Santander's cultural alphabet” located on page 10 of the primer, whose objective is to fill in the blank spaces using places, foods, objects and animals that can be found in Santander de Quilichao and its surroundings. .

The student used physical materials such as flashcards, the board and markers to carry out the activity. During this, the teacher showed the flashcards that contained the 26 letters of the alphabet, then, she explained to the students that they had to come forward and write in front of each letter a word with that initial and that was related to their Quilichagueño context; that is, if they were common and/or recognized in the municipality.

For the next activity about animals, the student intertwined the topics using the spelling activity “organizing words” found on page 64 of unit 3. To develop this activity, the board was used on which the practitioner wrote the name of the 10 animals in the primer randomly placed and divided the room in 6 groups so that finally they will organize each word so that the first team to correctly order the words and discover the animals won a point.

Finally, to conclude the class, a review of the parts of the body was done with the activity “the body parts” on page 83. However, it is worth clarifying that the student only used

the vocabulary on the page to briefly explain some of the parts of the body since the time was not enough to implement the planned activity.

### ***Second session***

This session was led by student Johana Isabel Dagua Labio in grade 4-01. During this class the main topic was “Healthy life” which she had already related in his previous class to diseases such as diabetes, hypertension and obesity.

The first activity implemented was “I like - I don't like” found on page 93 of the teaching material. Before putting into practice what was taught, the teacher introduced the main character of the teaching material to PIPO, telling them that he was a porcupine and that he was going to help them learn English through their culture. That's when she showed some flashcards that contained images about different foods that culturally identify the municipality of Santander de Quilichao. Then, she asked the students to tell her about places where this type of food is found, and this is how the children responded with particular names of bakeries, restaurants, parks, among others.

Next, the teacher asked that each student, in rows, passed to the board to write a typical food from Santander De Quilichao, among their answers were foods such as potatoes from the park, salpicón and Lechona. Then she asked them to use their thumbs to affirm whether or not they liked the food that she was showing and pronouncing, encouraging participation through the cultural context.

Then, the teacher chose some students to go out in front of their classmates and talk about their tastes, taking into account the typical foods of Santander de Quilichao and using the expressions I like and I don't like.

For the next activity, the teacher used Pipo to use the expressions I Like I don't like, she asked her students to form pairs and complete in their notebooks a conversation between Pipo and Tommy (a character used by the practitioner to teach some rules of his class), this conversation contained 1 question and two sentences:

-Do you like...? Yes i do/ No I do not

-We have in common \_\_\_\_ (some food in common between the couple)

-If you eat\_\_\_\_ every day, the effect will be (obesity/hypertension/diabetes)

This activity was left as homework since the estimated time for it was not enough.

Finally, she handed out some cards on which each student had to write what they ate during the weekend to present in the next class.

### ***Third session***

The third session was led by student Maria Isabela Chocó in grade 4-2. In this class, the main topic was “Healthy and unhealthy food”. For the implementation of the topic to be learned, the practitioner took as a guide the activities related to this topic proposed in the primer.

The first activity to be developed was the warm up in which 2 activities from the primer were merged. The first was “Hot potato” located on page 31 of the “It's time to have fun” activities of the first unit and the second was “Spin and exercise”, this activity is found on page 150 of unit 7.

The material used for the development of this activity was a die created by the practitioner. This dice had a series of exercises on each side. The activity consisted of the students making a circle, then rotating the die between them as quickly as possible while the teacher said “Hot Potato”. At the moment the teacher stopped saying this word, the student who

had the die had to throw it and then do the activity that corresponds to the image as many times as the teacher indicated. This activity was carried out during the first 15 minutes of class.

The second activity to be developed following the same theme was “I like and I don't like” located on page 93 of unit 4. The materials used were some flashcards carried by the teacher in which the typical foods of the municipality of Santander de Quilichao were found. In the development of this activity, the practitioner showed the cards and the students had to say whether or not they liked the foods that were being presented to them.

To end the class, the practitioner used the dice again to play “Hot Potato”, but this time the student who was left with the dice had to spell one of the foods seen previously in class.

#### **Fourth session**

The fourth session was held with student Leydy Vanessa Yesquen Estupiñan in grade 4-2. During this intervention, the student practitioner taught the following topics: parts of the body and healthy and unhealthy food.

The first activity to be developed was “Make it turn” which is located on page 84 of the primer in which you must spin a roulette wheel that contains 12 drawings of different parts of the body and whose objective is to move or touch the part indicated.

The student used physical materials such as the roulette wheel, the board and markers to carry out the activity. During this activity, the teacher showed the roulette wheel, then explained to the students that they had to make a circle, remain silent and take turns coming forward to spin the roulette wheel, and that once the wheel stopped, the student who had turned it had to say out loud and in English the part of the body that wasIt will show so that the rest of the students could touch or move said part without making a mistake. Likewise, they were told that the student who made a mistake would be left outside the circle. As in the previous session.

For the following activities about healthy and unhealthy eating habits, the student used “Healthy Life” located on page 88 of unit 4 and “I like / I don't like” on page 93 in the same unit. To develop the first of these activities, the board was used in which the student drew a table that on one side had healthy foods and on the other side foods that were harmful to health, then she gave them a brief explanation about the topic in question and asked them about their opinion regarding this. The majority of students named foods that they considered good or bad and also expressed the frequency with which they consumed them.

The second activity was a complement to the previously given explanation, since the students were asked about the typical and common foods of Santander and whether they liked them or not, for this the expressions I like and I don't were used. like. Most students were already familiar with the verb Like so the activity did not last long and all students completed the 10 sentences of the exercise.

### ***Fifth session***

The fifth session was led by student intern Johana Isabel Dagua Labio in grade 4.01. During this class the topic to be taught was “Healthy and unhealthy food”. For this session, the teacher used the activity proposed by the didactic primer found on page 92 called “What should I eat?”

Before starting the proposed activities, the practitioner qualified and reviewed the topic with the task that had been left pending regarding the conversation of the tastes in the typical foods of the municipality by the 33 students. She did this in a practical way by asking 3 couples to go out in front of their classmates and read aloud, with the help of the teacher, the conversation in English created by them.

Then, she began with the activities proposed in the primer with a dynamic focused on explaining to the students that PIPO, the main character of the primer, had a routine of consuming fast foods every day and asked the students if they believed that this was healthy or No, to which they responded that it was not since they could give him diseases such as diabetes, hypertension and obesity.

Next, she wrote on the board the question about the activity of the primer used to teach good nutrition the title and/or question WHAT SHOULD I EAT? After that, she numbered some squares on the board from number 1 to 33 and asked the children, in order of rows, to go to the board and write a healthy meal in English that Pipo should eat. Each student had to write: Pipo should eat... and say it out loud.

To give continuity to the teaching of healthy foods, the teacher pronounced each food written by the students out loud and asked them to repeat it after her, in order to practice the pronunciation.

For the next activity, the teacher/practitioner added and modified the activities proposed in the chosen primer, a playful activity in which she gave each student a disposable cup and a word written on a piece of paper, each student had to paste the word in the glass and then go out to the central sports center of the Institution to start with the dynamic that consisted of the following:

- The classroom was divided into 3 groups. Each group was given a spider web made by the teacher. This spider web had a central circle and several strips of thread came out of it that each student had to handle.
- Each group had a leader who was in charge of writing down the food that was in the disposable cup when it arrived at their place.



- All the disposable cups were on the floor
- . When the teacher gave the order, each group had to try to pick up a glass with the spider web, take it to the other end where their leader was and return to collect as many glasses as they could and they described each food.
- The group that finished first won first place.

When this activity was finished, the students went to the classroom and together with the teacher gave feedback about the meals described on the sheets of the three groups.

The goal of the dynamic was to exclude the bad foods described there and replace them with good ones.

### ***Sixth session***

The sixth session was led by student Maria Isabela Chocó in grade 4-2. In this class, the main topic was the continuation of “Healthy and unhealthy food”. For the implementation of the topic to be learned, the activities related to this topic proposed in the primer were taken as a guide.

For this class, the practitioner used three activities from the primer found in teaching unit number 4. These were related to the students' diet and their healthy habits.

The first activity to be developed was “My healthy Check list” located on page 90 of the primer. For its development, the teacher read the list of healthy habits included in the primer and from them the students had to say if they had done any of them during the week. Afterwards, the teacher proceeded to explain to the students the importance and benefits of having healthy habits.

The second activity to be carried out was “What should I eat” located on page 92 of the primer. For this activity, the teacher drew the 3 dishes on the board so that the students could do them in their notebooks and in these they could draw what they consider a healthy breakfast,

lunch and dinner. For the activity, the teacher emphasized that they had to include at least 3 types of food on each plate and that at least one of them had to be a typical food from Santander de Quilichao. Similarly, below each plate the students had to write the foods following the structures of “for breakfast you should eat..., for lunch you should eat... and for dinner you should eat... Once the students finished doing the activity individually In the notebook, the teacher chose 5 students to read the foods they had written.

To finish, a short activity was carried out based on the activity “Classify at my traffic light” on page 90, for this activity the teacher drew a traffic light on the board and mentioned some foods and the students had to say how often they could consume these foods taking into account that in red foods can be consumed rarely, in yellow occasionally and in green many times.

### ***Seventh session***

The seventh and final session was held with student Ana Isabel Mina in grade 4-1. During this intervention, the student practitioner taught the following topics: Personal pronouns and I healthy and unhealthy food. To teach these topics, she was guided by the activities proposed in the primer "Learning English with Pipo in Santander de Quilichao".

The first activity to be developed was “Moving to the pronoun” which is located on page 12, this consists of placing the personal pronouns in 8 different spaces. Then, the teacher must stand in the center of the room and say sentences using personal pronouns. When listening to the phrase, the students must identify the personal pronoun of the sentence and go to the space that corresponds to that pronoun. Here, the student only used physical materials such as blog sheets each with a written pronoun. During this, the teacher explained to the students the dynamics of

the activity and told them that whoever made a mistake had to pay a penalty either by singing, dancing or performing numbers with certain parts of the body.

For the following activities about healthy and unhealthy eating habits, the student used “healthy life” located on page 88 of unit 4 and “What should I eat” on page 92 in the same unit. To develop the first of these activities, the board was used in which the student drew a table that on one side had healthy foods and on the other side foods that were harmful to health, then she gave them a brief explanation about the topic in question and asked their opinion regarding this. The majority of students named foods that they considered good or bad and also expressed the frequency with which they consumed them. The second activity was a complement to the previously given explanation, since the students were asked to draw the breakfast, lunch and dinner that they considered healthy and nutritious; Before that, the teacher gave them flashcards that contained a lot of vocabulary about food so that the students had more ideas about the topic.

### **Category B: Responses obtained by grade 4 students regarding the use of the Primer**

When analyzing the results regarding the implementation of the didactic primer, the students of fourth grade were the fundamental axis to know the reactions that the didactic material generated in a classroom around the contextualized activities focused on the Quilichagueña culture, it is for this reason that it is important to mention the following subcategories that define or demonstrate what was the impact that this material generated in the learning of a second language.

#### ***Subcategory B1: Motivation***

The way in which the students reacted to the activities proposed by their teachers was evident in their positive attitude towards the learning topics, in their interest in learning

something new and in their initiative to participate in the activities that encouraged them to respond creatively to the questions, work, games and dynamics presented when using the didactic primer.

### ***Subcategory B2: Participation***

The children's participation was a valuable part at the time of the implementation of the primer, this allowed them to relate more deeply to the activities, in addition to showing interest in learning and demonstrating their linguistic skills this was reflected in the answers, ideas, questions, games, debates; such as the foods that should be consumed or those that should not, among others, which made it evident that classes were full of collaboration.

### ***Subcategory B3: Identification***

When learning is done through authentic material that allows children to be connected, feel reflected and identified, learning is much more valuable for them. Thomas (2014) argues that authentic materials can provide meaningful exposure to language as it is actually used, motivate learners and help them develop a range of communicative competences and enhance positive attitudes towards the learning of a language.

This was reflected in the observations that allowed the researchers to realize that when the students recognized cultural aspects of their municipality, their department and their country, they spoke without any problem about each of them and even related them to important aspects of their life, for example with the theme of the traditional food of their town.

## **Category C: Responses obtained by practitioners regarding the use of teaching material**

The result and the experience lived during these 7 sessions by the interns in charge of implementing the didactic primer, allowed analyzing that the creation of this didactic material

focused on the teaching of the lexicon for fourth grade of primary school, opened new paths for what it means to teach a second language through authentic materials contextualized in the culture of the children. In addition, it represents an important contribution for the practices of future teachers of the Universidad del Cauca who need and use this support material for their classes.

This could be evidenced not only by the observations made by the researchers at the time of the implementations, but also by the responses obtained by the pre-service teachers who were part of the research process on October 5 2023 where In a focal interview, they talked about what it meant to them to use a contextualized didactic primer.

To better understand the analysis of this interview, the following subcategories explain the most relevant aspects that defined what it meant for the practitioners to implement the material, to know it, to adapt it and to see the impact and reaction it had.

### ***Subcategory C1: Versatility***

Among the most relevant characteristics of the implementation of the teaching material, it was found that in most of the interventions the topics to be taught used by the practitioners were almost the same because they had to follow the topics proposed in the DBA, this did not mean that they all carried out the same activities proposed in the primer because they had the ability to adapt these exercises in different contexts and situations, which means that the primer offers flexibility for those who use it, it can be applied in different ways and allows children to adapt easily through interculturality, since the activities can serve a different use, as stated by a practitioner who said “These activities can be implemented as a form of evaluation, rather than just sit the students down to write on a piece of paper, you can use the playfulness of this primer to evaluate what they have learned or what they understand.”

### ***Subcategory C2: Adaptability***

After having presented the didactic primer to the OPE students, the researchers commented that this material was a tool that would serve as a guide for their educational process, so if by will or necessity the activities used had to be modified, there would be no problem and they were totally free to do so. Thus, during the implementation it was reflected how these students adapted the activities according to the needs of their children, they changed some activities for others and even mixed two into one to make a more productive class. For them this was of great help as it allowed them to adapt the topics to their consideration. “The activities are very easy to adapt to the classes and are simple to do with the children.” They saw in the primer a support material that opened the space for them to work with a solid basis for teaching.

### ***Subcategory C3: Creativity***

Throughout the interventions by the practitioners, creativity was one of the most important aspects that characterized them when implementing the activities chosen by themselves; they were not limited to use only the materials offered that were in the primer, they used striking and different physical materials, implemented personal expression activities, modified the layout of the classroom to stimulate participation, added dynamics, designed materials focused on the activities of the primer and innovated to complement the class and make it much more interesting . This shows that the primer allows teachers to be self-taught and use their creativity for the purpose of teaching a class through the use of teaching strategies that encourage the imagination. “The primer was a great help because sometimes one dedicates oneself to the content of the class and runs out of activities to use, so the primer served to give me ideas to put into practice throughout the class”

### ***Subcategory C4: Comprehension***

Thanks to the creation of the primer called “Primer for teachers” where all the activities designed in the primer “Learning English with Pipo in Santander de Quilichao” are described and explained, as well as the answers to the exercises, evaluations, riddles and everything that it contains, understanding was facilitated at the time of preparation and implementation of the material in the classrooms by practitioners. This was evident after the focal interview was carried out where the pre-service teachers affirmed things like “I found it very complete, on the one hand, it teaches you very well what you have to do and on the other hand, it shows you the activity, so that's why I thought it was very good. Also, it seems to me that it helps us to have or develop ideas for teaching the class and to adapt them to the needs of the students”

### **Category D: Design Result**

When talking about the design of a didactic booklet, it is not only important to talk about the physical part but also about its content, which is actually the most essential. However, Learning English With Pipo In Santander de Quilichao, is a material that strongly identifies with these two aspects. On the one hand, its content was of great help for the students who taught topics under the cultural context of Santander, thanks to the topics and the ludic and dynamic activities found there, its content is organized, understandable and striking, within the material there are 8 units divided into topics based on the basic learning rights DBA in which the 4 essential language skills for learning a second language, such as Listening, Writing, Speaking and Reading, are worked on. In addition, there are kinesthetic, motor and psychomotor activities that allow children to develop their creativity, patience and interest in learning English, as well as memory, concentration, practice and mental dexterity games such as bingo, puzzles and crafts.

On the other hand, its design is visually attractive, each unit has a different color, there are symbols that mean something specific in each activity, it is colorful, the elements, drawings, tables, figures, people are animated and most importantly, it was and will be very useful for OPE students.



## **Conclusion**

Thanks to the functionality of the contextualized material designed to be implemented by the students of Orientation to the Educational Process (OPE) of the University of Cauca during their professional practices, in fourth grades of the educational institutions of the municipality of Santander de Quilichao, due to the absence of didactic materials that the department of Languages had, it allowed to fulfill the general objective exposed from the moment in which this investigation was initiated, which was to design a didactic primer for the teaching of the lexicon.

Through this first objective, it was concluded that this teaching material was a great tool for pre-service teachers for having the opportunity to carry out their professional practices within a contextualized environment that facilitated the teaching process. Likewise, a primer like this means support for those who begin or continue with the process of planning classes and implementing activities that are related culturally with their students in this case Santander de Quilichao and its surroundings, since as they affirmed this primer enables the ease of using tools that improved their classes through interculturality.

Now, after having achieved the main objective, the following conclusions are shown below based on the specific objectives that were set at the beginning of this research:

### **Identification of lexical, cultural and contextual elements related to the construction process of the teaching material**

Within this investigative work it was possible to demonstrate that the cultural, lexical and contextual elements were the main support to systematize the information included in the didactic primer, through the search for information by the learning networks (DBA), books,

articles, videos, university theses and surveys carried out on the people to whom this didactic primer was directed (found in the information matrix).

This allowed us to conclude that the 4th grade students felt identified and represented with the information found in the primer, the topics, activities, games, examples, audios and the song because it contained a part of their culture and customs.

### **Layout of the didactic primer and the activities included within it.**

The variety and correct distribution of the topics, activities and all the content of this didactic primer resulted in a compressible and easy-to-use material. During the process of diagramming the activities designed by the researchers, it was possible to conclude that it is not easy to start a process with this degree of difficulty, nor that the ideas for the creation and innovation of new activities arise in an easy way and much less that this is a light process. However, after completing the content of the primer, it was evident that the activities found in this material are authentic, striking, contextualized and most importantly well distributed which means that they can complement each other, this was demonstrated when practitioners used various activities to refer to and teach on a single topic.

### **Implementation of the didactic material in the fourth grade classrooms of the institutions where the OPE II students of the Universidad del Cauca carry out their internships.**

Throughout the observations made in the implementations carried out by the practitioners, it was possible to conclude that when it comes to using didactic materials that are culturally contextualized, learning is characterized by the motivation and participation of the children in relation to topics that identify them as a society, the fear of being part of the topics

presented in class is lost and it allows them to improve their linguistic skills, favoring their learning by fact of feeling identified. This could be evidenced in each of the observations that showed how the children felt represented by the content of the didactic primer.

To end this conclusion, it is important to emphasize that the process of research, design, creation and finally implementation of the didactic primer Learning English with Pipo in Santander de Quilichao, allowed us to demonstrate that this type of materials are essential for learning/teaching pedagogical practices in the OPE program, as they facilitate the process of lesson planning and make the children use their own culture as a reference to identify themselves and at the same time learn a second language.

## **Recommendations**

This research can be very feasible for those interested in developing teaching material similar to the one presented here. Likewise, it is relevant for those who are interested in using this didactic primer as a tool for their classes, taking into account that the effectiveness in the implementation of a didactic material, in this case, a primer for teaching/learning the lexicon in contextualized English, depends especially on the use that the teacher and the student make during their development. It is for this reason that the student researchers propose the following suggestions:

### **Recommendations for people interested in researching these types of topics:**

Take this research as an example, to guide new studies or projects aimed at the use of contextualized didactic materials in the teaching of a second language, using new methodologies that allow the improvement of said research and the opportune favoring of those who are focused.

### **Recommendations for teachers or students interested in continuing with research related to the creation of contextualized materials**

Continue with the research on the topic under study of this research, which is aimed at the implementation of a didactic primer designed and adapted to the Quilichagueño culture and, emphasizing the teaching of lexicon in English at basic level A1 by the pre-service teachers from the Universidad de Cauca, taking into account the relevance that these studies have and the usefulness of said materials when it comes to pedagogy and didactics in education.

### **Recommendations for OPE program practitioners**

Through the observations made by the student researchers of this research during the implementation of the didactic primer “Learning English with Pipo in Santander de Quilichao”, it is proposed to the OPE practicing students to use this primer as a teaching tool:

- Adjust the activities proposed within the didactic primer according to your needs and those of your students if you see that it is necessary or if they want it.
- Take into account the time scheduled for carrying out any activity, exercise, dynamic, game, or evaluation, proposed in the didactic primer so that they can carry out everything planned during the teaching sessions in their classrooms.
- Use the activities of the didactic primer virtually or physically. In the case of printing, they can be done in black and white for better affordability

Finally, it is recommended to explore in depth all the content of the primer, since not only there are activities focused on reading and writing proposed, but also you can find a song, audios, recommendations and warm ups that are very useful

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## Annexes

### Annex A: Survey to Teachers of The OPE.

#### Encuesta a docentes de la OPE

Universidad del Cauca

Licenciatura en Lenguas Modernas, Inglés y Francés

Docente (s) encuestado (s):

Estudiantes: Cuchimba Nereida, Granja Daysury y Morales Natalia.

La siguiente entrevista se realizará con el propósito de recolectar información necesaria para el desarrollo de la presente investigación.

Objetivos:

- A) Verificar la utilidad e importancia de la creación de un material guía para la enseñanza y aprendizaje del inglés orientado a los estudiantes de orientación al Proceso Educativo.
- B) Comprobar la falta de materiales didácticos que hay en la Universidad del Cauca para la enseñanza-aprendizaje del inglés en el proceso de OPE.

A continuación, se encuentran cinco preguntas realizadas por las encuestadoras a los docentes de la OPE de la Universidad del Cauca, sede Santander de Quilichao.

1. ¿Cuál es la importancia del uso de materiales didácticos en el desarrollo de actividades para la enseñanza del Inglés?
2. ¿Con qué materiales cuentan los practicantes de la OPE para llevar a cabo el proceso de enseñanza del inglés en las instituciones públicas de Santander de Quilichao?
3. ¿Existe en el programa de Licenciatura en lenguas modernas un material propio para la enseñanza del léxico en inglés?
4. ¿Considera usted que hay la necesidad de crear un material contextualizado para enseñar del léxico propio del programa para la enseñanza del inglés que sirva como guía para los estudiantes de la OPE? ¿Qué características cree que debe cumplir este material?
5. ¿Cómo cree usted que el desarrollo de un material didáctico contextualizado y orientado hacia la enseñanza del léxico y diseñado para apoyar a los estudiantes de la OPE de la Universidad de Cauca Sede Norte puede ser útil en el proceso de sus prácticas?

**Annex B: OPE II Student Survey.**

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### Encuesta a estudiantes de la OPE II

Universidad del Cauca

Licenciatura en Lenguas Modernas, Inglés y Francés

Estudiante (s) encuestado (s):

Estudiantes: Cuchimba Nereida, Granja Daysury y Morales Natalia.

La siguiente entrevista se realizará con el propósito de recolectar información necesaria para el desarrollo de la presente investigación.

Objetivos:

- A) Comprobar la falta de materiales didácticos que hay en la Universidad del Cauca para la enseñanza-aprendizaje del inglés en el proceso de OPE.
- B) Constatar la importancia que tiene la creación de un material didáctico guía en el proceso de OPE.

A continuación, se encuentran 4 preguntas realizadas por las encuestadoras a los practicantes de la OPE II de la Universidad del Cauca, sede Santander de Quilichao.

1. ¿Con qué materiales didácticos para la enseñanza del inglés contó usted durante el desarrollo de sus prácticas en OPE I?
2. ¿La Universidad del Cauca le ofreció algún material didáctico propio en el que se tenga en cuenta el contexto de los estudiantes para la realización de sus prácticas?
3. ¿Considera usted que se debería crear un material contextualizado para enseñar el léxico propio del programa para la enseñanza del inglés que les sirva como guía para sus prácticas?  
3.1 ¿Qué características debería tener este material?
4. A partir de su experiencia enseñando en la OPE I, ¿qué actividades y materiales didácticos cree usted que son los más eficaces para la enseñanza del inglés en niños?

### Annex C: Questionnaire for Students.



**CUESTIONARIO ESTUDIANTES 4**

1. ¿Menciona tus 5 comidas favoritas?  
\_\_\_\_\_
2. ¿Cuáles son tus lugares favoritos en Santander de Quilichao?  
\_\_\_\_\_
3. ¿Conoces algún cantante, futbolista, bailarín, influencer o persona famosa de Santander?  
\_\_\_\_\_
4. ¿Qué te gusta hacer en tu tiempo libre?  
\_\_\_\_\_
5. ¿Qué es lo que mejor sabes hacer? ¿En qué lugares sueles hacerlo?  
\_\_\_\_\_
6. ¿Cómo quién te gustaría ser cuando seas mayor? ¿por qué?  
\_\_\_\_\_
7. ¿Qué es lo que más te gusta de tu escuela?  
\_\_\_\_\_
8. ¿Te gusta practicar algún deporte? Si es así, ¿Cuál es?  
\_\_\_\_\_
9. ¿Te gustan los juegos de mesa, los crucigramas, sudokus? ¿Sabes jugar alguno de ellos?  
\_\_\_\_\_
10. ¿Qué tipo de películas te gustan? ¿Cuál es tu favorita?  
\_\_\_\_\_
11. De las siguientes actividades, ¿Cuáles te gustan más? ¡Subrayalas!  
  - Bailar
  - Cantar
  - Pintar
  - Hacer manualidades
  - Grabar videos
  - Buscar un tesoro

### Section 3. Opinion Chart

Lea detenidamente las siguientes preguntas y marque con una carita feliz 😊 la casilla con la que se identifique.

<b>Criterios</b>	<b>Siempre</b>	<b>Constantemente</b>	<b>Rara vez</b>	<b>Nunca</b>
Durante el proceso de mi aprendizaje en Inglés, utilizo materiales didácticos				
Me gusta trabajar con materiales didácticos (Libros, cartillas, canciones, vídeos, fotocopias)				

Me gusta que  
mi profesor (a)  
haga y utilice  
recursos  
didácticos  
durante las  
clases de Inglés

---

Aprendo mejor  
el vocabulario  
(léxico) en  
Inglés cuando  
este se relaciona  
con contextos  
propios y reales  
de mi entorno  
(Sder de  
Quilichao-  
Cauca)




Me motiva  
participar  
durante las  
sesiones de  
Inglés cuando  
estas conllevan  
el uso de los  
materiales  
didácticos.

### Annex D: Information Matrix

Material	Título	Autor	Origen	Tipo de documento	¿De qué sirve?	¿Qué contiene?	¿Cuándo?	Año de publicación

### Annex E: Field Diary

	<p>Universidad del Cauca, sede Norte, Regionalización          Facultad de ciencias humanas y sociales          Licenciatura en lenguas modernas Inglés-Francés          Diario de campo</p>
---	--

INFORMACIÓN GENERAL	
FECHA	
HORA	
DOCENTE EN FORMACIÓN	
COLEGIO	
GRADO	
NÚMERO DE ESTUDIANTES	
RANGO EDADES	

TEMA ABORDADO	
OBJETIVO DE APRENDIZAJE	¿Se lograron?
MATERIALES	
DESCRIPCIÓN DE ACTIVIDADES Y DE LA CLASE	
CONCLUSIÓN	
RECOMENDACIONES Y COSAS POR MEJORAR	

### Annex F: Rubric

Aspectos

Valoración

---

Excelente    Bueno    Regular    Malo    Insuficiente

---

Las actividades  
propuestas en la cartilla  
se crearon teniendo en  
cuenta las necesidades  
educativas especiales de  
cada estudiante.

---

Los estudiantes entienden  
los enunciados  
estipulados en las  
explicaciones de las

actividades de la cartilla.

---

Las actividades  
propuestas son  
funcionales y se pueden  
trabajar varios temas a la  
vez y las diferentes  
habilidades lingüísticas.

---

Las actividades de la  
cartilla fomentan el  
trabajo en equipo en el  
salón de clase.

---

Las actividades  
promueven el aprendizaje  
participativo en los  
estudiantes.

---

Las actividades  
propuestas en cada unidad  
despiertan la creatividad  
de los estudiantes.

---

Las actividades  
promueven la interacción

entre el docente y los  
estudiantes.

---

Postura

personal y/o

recomendacio

nes.

## Annex G: Focus Interview

### Grupo focal con los estudiantes de la OPE II

Universidad del Cauca

Licenciatura en Lenguas Modernas, Inglés y Francés

Estudiante (s) encuestado (s):

Estudiantes: Cuchimba Nereida, Granja Daysury y Morales Natalia.

El siguiente grupo focal se realizará con el propósito de recolectar información necesaria para el desarrollo de la presente investigación.

Objetivos:

- Reconocer cómo se sintieron los estudiantes utilizando la cartilla contextualizada como guía a la hora de dar la clase.
- Examinar si los estudiantes evidenciaron un cambio a la hora de dar la clase con el material didáctico presentado.
- Indagar qué aspectos se deben mejorar en el material presentado.

1. ¿Cómo se sintieron utilizando como apoyo este material didáctico contextualizado en su clase en Inglés?
2. ¿Qué cambios evidenció en su práctica de inglés mientras no contaba con un material didáctico y después cuando se le proporcionó este?
3. ¿Crees que enseñar el léxico en inglés con un material didáctico contextualizado facilita el aprendizaje de los niños? ¿Por qué?
4. ¿Qué aspectos o características considera que se deben mejorar en este material didáctico contextualizado?

1. ¿Cómo se sintieron utilizando esta cartilla en su clase de Inglés?
2. ¿Cómo prefieren las clases, utilizando la cartilla o sin ella?
3. ¿Qué fue lo que más les gustó de la clase y de la cartilla?

## Annex H: Authorization for Use of the Song.

Santander de Quilichao, Cauca., July 2023

Sirs:

UNIVERSITY OF CAUCA

Through this letter, Me, Jeison Diaz grant authorization to **Daysury Granja, Nereida Cuchimba and Natalia Morales** to use my beat in their song "Singing for the planet".

Attached to this letter is my signature and name as proof that I grant them this permission for an indefinite period of time.

Please contact me if you need additional information or have any questions. Thank you in advance for your attention to this matter.

Receive a warm greeting.

Sincerely,

Jeison Diaz P.

## Annex I: Consent for Use of Image.

Santander de Quilichao, Cauca., July 2023

Sirs:

UNIVERSITY OF CAUCA

Through this letter, Me, **Trinity Widjaja** grant authorization to **Daysury Granja, Nereida Cuchimba and Natalia Morales** to use my designs in their didactic material.

Attached to this letter is my signature and name as proof that I grant them this permission for an indefinite period of time.

Please contact me if you need additional information or have any questions. Thank you in advance for your attention to this matter.

Receive a warm greeting.

Sincerely,

A handwritten signature in black ink, reading "Trinity Widjaja", written over a horizontal line.



## **Annex J: Informed consent to conduct observations in schools.**

Santander de Quilichao, Septiembre de 2023

**Señores:**

---

### **Asunto: Formato de consentimiento**

Cordial saludo. Con el propósito de crear un material didáctico (cartilla) para la enseñanza del léxico teniendo en cuenta el contexto de los estudiantes del grado cuarto, las docentes practicantes Nereida Cuchimba, Daysury Granja y Natalia Morales se encuentran adelantando un proyecto de investigación, el cual hace parte del programa de Licenciatura en Lenguas Modernas Inglés-Francés de la Universidad del Cauca con la cual ustedes como institución tienen convenio.

El objetivo principal del proyecto es promover el aprendizaje del vocabulario del idioma inglés como lengua extranjera, por medio de la creación e implementación de una cartilla didáctica, enfocada en los aspectos culturales de los estudiantes de cuarto grado de la institución educativa \_\_\_\_\_ a lo largo de las sesiones, se pretende que los estudiantes se sientan inmersos en un ambiente donde puedan participar, expresar sus ideas en inglés y explorar sus habilidades con el vocabulario aprendido.

Para el proceso de recolección de datos, los estudiantes de la OPE y grado cuarto serán observados durante el desarrollo de las actividades propuestas, este material didáctico, será únicamente de uso instrumental para el análisis de resultados. A todos los participantes se les garantizará:

- Estricta confidencialidad con la información personal que se recolecte.
- Los resultados y la participación en el proyecto, no afectarán las valoraciones que se hacen en el proceso académico del colegio.
- Se brindará la oportunidad de conocer los resultados a la institución educativa si así lo desea.

Apreciamos, sinceramente, su autorización para contar con sus estudiantes como participantes para el proyecto.

Cordialmente,  
Nereida Cuchimba  
Daysury Granja  
Natalia Morales


Estudiantes de Lic. En Lenguas modernas Inglés-Francés.  
Universidad del Cauca  
Sede Norte, Santander de Quilichao

**Annex K: Example of a Completed Rubric.**

Aspectos		Valoración				
		Excelente	Bueno	Regular	Malo	Insuficiente
	Las actividades propuestas en la cartilla se crearon teniendo en cuenta las necesidades educativas especiales de cada estudiante.	X				
	Los estudiantes entienden los enunciados estipulados en las explicaciones de las actividades de la cartilla.		X			
	Las actividades propuestas son funcionales y se pueden trabajar varios temas a la vez y las diferentes habilidades lingüísticas.	X				
	Las actividades de la		X			<input type="checkbox"/>

	cartilla fomentan el trabajo en equipo en el salón de clase.					
	Las actividades promueven el aprendizaje participativo en los estudiantes.	X				
	Las actividades propuestas en cada unidad despiertan la creatividad de los estudiantes.	X				
	Las actividades promueven la interacción entre el docente y los estudiantes.	X				
Postura personal y/o recomendación es.	Teniendo en cuenta la actividad escogida por la docente, respecto a la cartilla y su contenido no hay ninguna recomendación que hacer. El tema fue acertado para la primera intervención y motivó a los estudiantes de grado 4B a participar activamente de la clase.					

### Annex L: Example of a Completed Field Diary.

	<p>Universidad del Cauca, sede Norte, Regionalización. Facultad de ciencias humanas y sociales Licenciatura en lenguas modernas Inglés-Francés</p> <p>Diario de campo</p>
<b>INFORMACIÓN GENERAL</b>	
<b>FECHA Y HORA:</b>	07/septiembre/2023 (10:15 am - 12:00 pm)
<b>DOCENTE EN FORMACIÓN:</b>	Leydy Vanessa Yesquen
<b>COLEGIO:</b>	Rafael Tello
<b>GRADO:</b>	Cuarto B
<b>No DE ESTUDIANTES:</b>	33 estudiantes
<b>RANGO DE EDADES:</b>	9-12
<b>TEMA ABORDADO:</b>	The alphabet, animals and body parts
<b>MATERIALES:</b>	Flashcards, markers, and board
<b>SESIÓN:</b>	Primera
<p><b>OBJETIVOS:</b></p> <ol style="list-style-type: none"> <li>1. Lograr la participación activa en los estudiantes.</li> <li>2. Utilizar vocabulario contextualizado sobre las comidas, los lugares y bebidas Santandereanas.</li> <li>3. Practicar la pronunciación del alfabeto.</li> </ol> <p><b>¿Se lograron?</b> Sí, los objetivos mencionados anteriormente se lograron.</p>	
<p><b>DESCRIPCIÓN DE LO OBSERVADO:</b></p> <p>Para empezar, cabe resaltar que esta sesión fue la primera orientada por la estudiante de la OPE que se observó; por este motivo, un gran porcentaje de la clase se basó en la docente presentando y conociendo a los estudiantes. Durante esta actividad de presentación la profesora les pidió que al momento de decir su nombre lo <u>deletrearan</u> en inglés, esta actividad estuvo muy acertada puesto que sirvió para saber si los estudiantes ya tenían el conocimiento previo de este tema o si era necesario reforzarlo. Efectivamente, se</p>	

comprobó que era necesario reforzarlo e incluso enseñarlo ya que el 65% de los estudiantes no tenían esta información.

Para la actividad del alfabeto, la profesora escribió en el tablero todas las letras que en este se encuentran, luego, les explicó a los estudiantes que debían pasar al frente y escribir frente a cada letra una palabra con esa inicial y no cualquier palabra, sino una que estuviese relacionada con su contexto quilichagueño; es decir, con comidas, lugares, personas e incluso animales que fuesen comunes y/o reconocidos en el municipio. Se pudo notar, que al momento en que se dijo cómo se desarrollaría la actividad los estudiantes mostraron mucha disposición para participar y todos querían pasar al frente de primeros.

La profesora decidió hacer pequeños sorteos para escoger en qué orden pasarían, lo cual se vio muy ordenado e hizo que no se tomara tanto tiempo en la actividad. Durante la actividad, los niños tenían muchas palabras y vocabulario para escribir, pronunciaron correctamente (con ayuda) la letra en la que iban a dejar su aporte y finalmente, completaron todo el alfabeto. Se les preguntó que si les había gustado la actividad y que si se sentían a gusto incluyendo lugares, comidas, actividades y vocabulario con los que ellos se relacionan a diario, su respuesta fue SÍ.

Luego de finalizar esta actividad, se pasó al tema de los animales y las partes del cuerpo, para estas también se utilizó el alfabeto, es decir, se debían deletrear las partes del cuerpo para lograr escribirlas de la manera correcta.

Es necesario recalcar que, la actividad principal y la que se debía observar era la del alfabeto y esta resultó de la manera esperada.

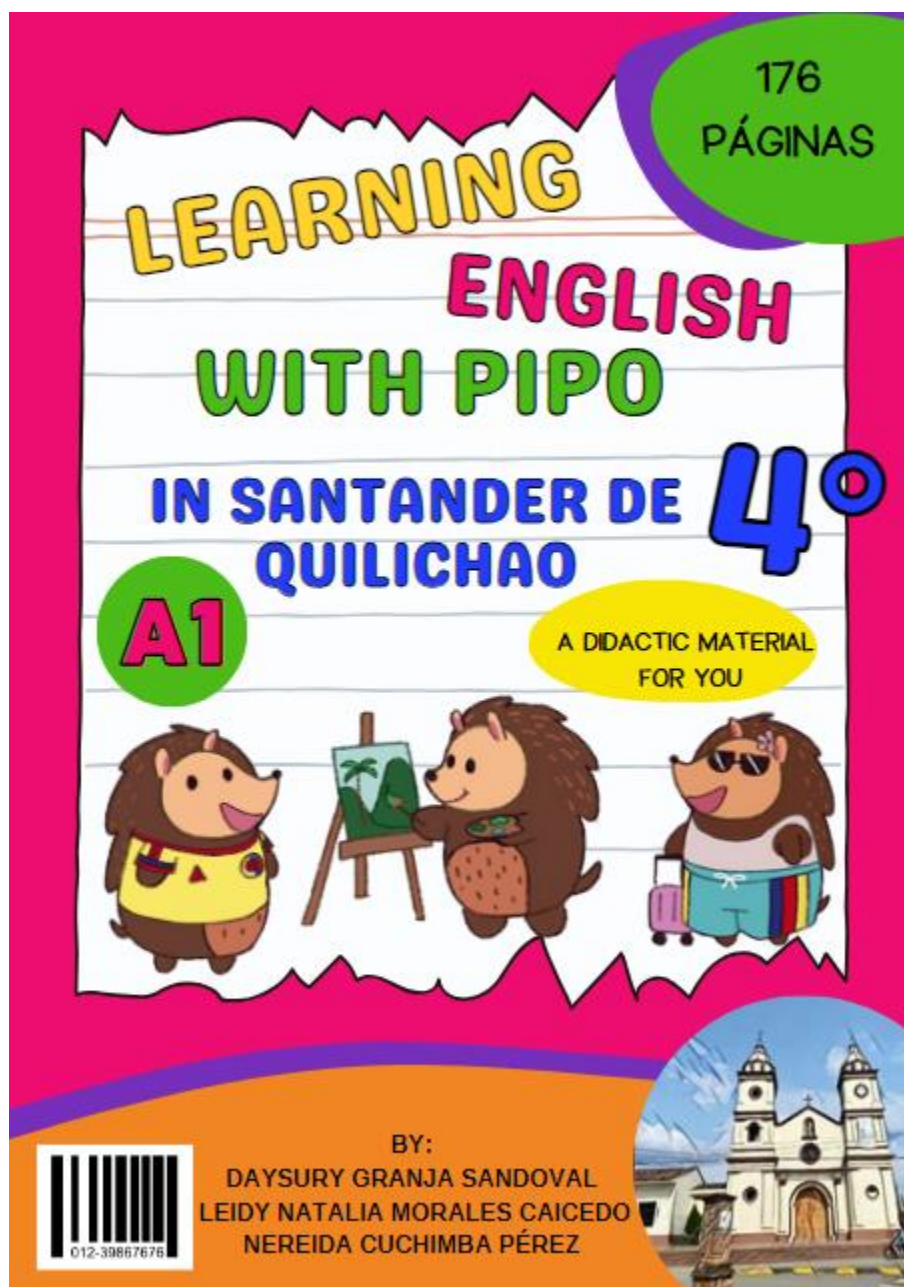
## **CONCLUSIÓN**

Con esta sesión se pudo concluir que, la cartilla está siendo muy útil en el proceso de enseñanza de los estudiantes de la OPE, tal como lo expresó la estudiante observada quien dijo que al momento de preparar sus clases se le hacía un poco difícil encontrar temas y actividades pertinentes para los niños, pero que ahora con esta cartilla didáctica se dio cuenta de que todo iba ser más fácil. De igual manera, se evidenció la motivación y las ganas de los estudiantes de cuarto por participar en las clases y en las actividades propuestas. Es decir, fue un buen comienzo.

## **RECOMENDACIONES:**

N/A

Annex M: Cover of the Didactic Primer for Students, Teachers and  
Printable Primer.



# LEARNING

# ENGLISH

# WITH PIPO

# IN SANTANDER DE QUILICHAO

# 4<sup>o</sup>

## Teachers' book

UNA GUÍA PARA  
PREPARAR TUS  
CLASES



BY:  
DAYSURY GRANJA SANDOVAL  
LEIDY NATALIA MORALES CAICEDO  
NEREIDA CUCHIMBA PÉREZ





**LEARNING ENGLISH**  
**WITH PIPO**  
**IN SANTANDER DE**  
**QUILICHAO** 4<sup>o</sup>  
**(CAJA CON MATERIALES)**



Aquí vas a encontrar  
los materiales que  
necesitas



012-39867676

BY:  
DAYSURY GRANJA SANDOVAL  
LEIDY NATALIA MORALES CAICEDO  
NEREIDA CUCHIMBA PÉREZ










## Appendix N: Grade 4 Students' Responses to the Surveys.

**CUESTIONARIO ESTUDIANTES 4**






1. Menciona tus 5 comidas favoritas?  
carne de mariscos y dangos ta
2. ¿Cuáles son tus lugares favoritos en Santander de Quilichao?  
la plaza de toros y debertilandia
3. ¿Conoces algún cantante, futbolista, bailarín, influencer o persona famosa de Santander?  
NO
4. ¿Qué te gusta hacer en tu tiempo libre?  
ver tele, leer, jugar videojuegos
5. ¿Qué es lo que mejor sabes hacer? ¿En qué lugares sueles hacerlo?  
gorgo a gorgos esta casa
6. ¿Como quién te gustaría ser cuando seas mayor? ¿por qué?  
peirudor, porque te encanta la musica
7. ¿Qué es lo que más te gusta de tu escuela?  
la yincana y la educacion fisica
8. ¿Te gusta practicar algún deporte? Si es así, ¿Cuál es?  
balon es y por que te ayuda
9. ¿Te gustan los juegos de mesa, los crucigramas, sudokus? ¿Sabes jugar alguno de ellos?  
si como a gorgos dominio porques
10. ¿Qué tipo de películas te gustan? ¿Cuál es tu favorita?  
son las de accion e infantiles
11. De las siguientes actividades, ¿Cuáles te gustan más? ¡Subrayalas!

- Bailar
- Cantar
- Pintar
- Leer
- Grabar videos
- Buscar un tesoro

Criterios	Siempre	Constantemente	Rara vez	Nunca
Durante el proceso de mi aprendizaje en Inglés, utilizo materiales didácticos				
Me gusta trabajar con materiales didácticos (Libros, cartillas, canciones, videos, fotocopias)				
Me gusta que mi profesor (a) haga y utilice recursos didácticos durante las clases de Inglés				
Aprendo mejor el vocabulario (léxico) en Inglés cuando este se relaciona con contextos propios y reales de mi entorno (Sder de Quilichao-Cauca)				
Me motiva participar durante las sesiones de Inglés cuando estas conllevan el uso de los materiales didácticos.				

**CUESTIONARIO ESTUDIANTES 4**

1. ¿Menciona tus 5 comidas favoritas?  
Salchipapa, afitas, hamburguesa
2. ¿Cuáles son los lugares favoritos en Santander de Quilichao?  
parques, restaurantes <sup>Pizza</sup>
3. ¿Conoces algún cantante, futbolista, bailarín, influencer o persona famosa de Santander?  
Gabriela Rodríguez
4. ¿Qué te gusta hacer en tu tiempo libre?  
Cantar, Jugar baloncesto
5. ¿Qué es lo que mejor sabes hacer? (En qué lugares sueles hacerlo?)  
baloncesto, canchas
6. ¿Como quién te gustaría ser cuando seas mayor? (por qué?)  
biologo marino, actor
7. ¿Qué es lo que más te gusta de tu escuela?  
los profesores <sup>veterinario</sup>
8. ¿Te gusta practicar algún deporte? Si es así, ¿Cuál es?  
SI, baloncesto, patinar
9. ¿Te gustan los juegos de mesa, los crucigramas, sudokus? ¿Sabes jugar alguno de ellos?  
SI, parques, domino
10. ¿Qué tipo de películas te gustan? ¿Cuál es tu favorita?  
animadas
11. De las siguientes actividades, ¿Cuáles te gustan más? (Subrayalas!)
  - Bailar
  - Cantar
  - Pintar
  - Hacer manualidades
  - Grabar videos
  - Buscar un tesoro

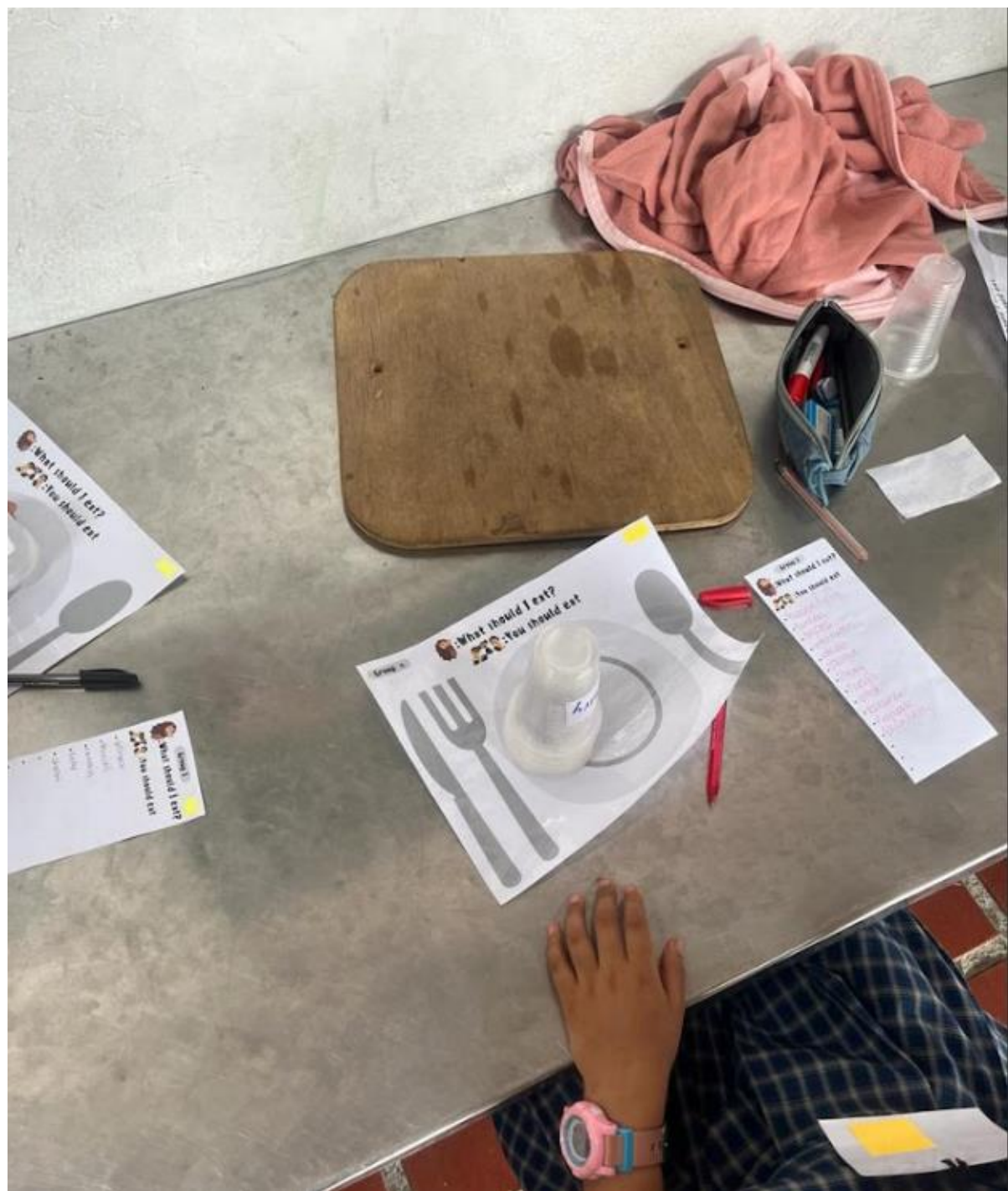
Criterios	Siempre	Constantemente	Rara vez	Nunca
Durante el proceso de mi aprendizaje en Inglés, utilizo materiales didácticos				
Me gusta trabajar con materiales didácticos (Libros, cartillas, canciones, videos, fotocopias)				
Me gusta que mi profesor (a) haga y utilice recursos didácticos durante las clases de Inglés				
Aprendo mejor el vocabulario (léxico) en Inglés cuando este se relaciona con contextos propios y reales de mi entorno (Sder de Quilichao-Cauca)				
Me motiva participar durante las sesiones de Inglés cuando estas conllevan el uso de los materiales didácticos.				

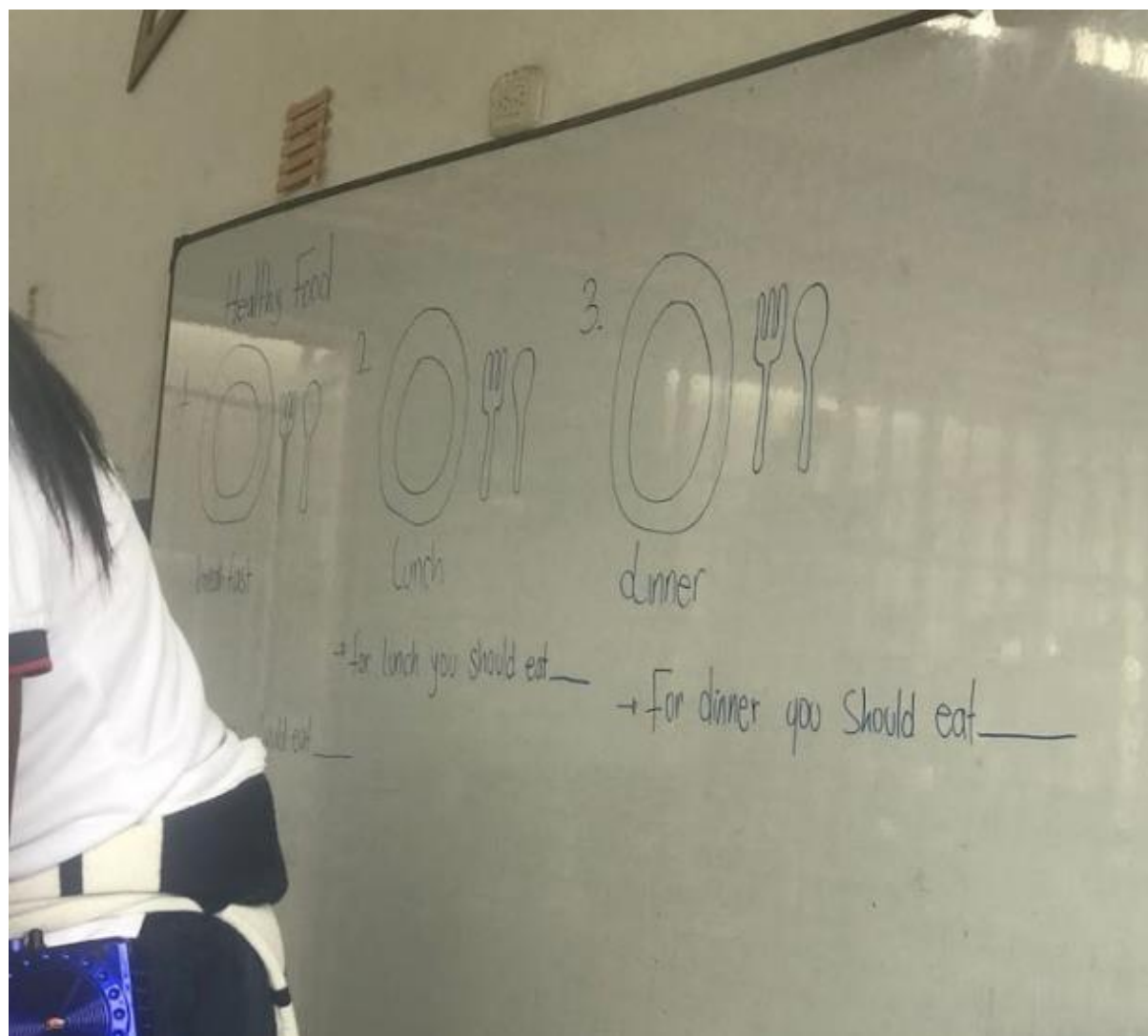


**Annex O: Photographic Evidence of Some of The Observations Made.**













**Annex P: Authorization format to use proper names.**

Santander de Quilichao, Cauca., October 2023

Sirs:

UNIVERSIDAD DEL CAUCA

Through this letter, I grant authorization to Daysury Granja, Nereida Cuchimba and Natalia Morales to use my name in the conclusions and analysis of their investigative project when required.

Attached to this letter is my signature and name as proof that I grant you this permission for an indefinite period.

Please contact me if you need additional information or have any questions.

I thank you in advance for your attention to this matter.

Receive a warm greeting.

Sincerely,

\_\_\_\_\_ |