

**TPR AND STORYTELLING TO FOSTER THE DEVELOPMENT OF 6th GRADERS’  
COMMUNICATIVE SKILLS**



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Popayán, Cauca

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Informe de Proyecto De Practica Investigativa realizado para optar por el titulo de: Licenciado  
En Educación Básica Con Énfasis En Lengua Castellana E Inglés

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## TPR AND STORYTELLING TO FOSTER THE DEVELOPMENT OF 6th GRADERS' COMMUNICATIVE SKILLS

### Abstract

Learning English as a second language can be a challenging yet rewarding experience for many students. It can open up opportunities to communicate with people from different cultures and backgrounds, enabling them to gain a better understanding of the world. To become a proficient user of English, it is important for students to practice the language regularly and to learn grammar rules and vocabulary in order to be able to express themselves confidently. With dedication and hard work, students can achieve their goal of becoming proficient in English and use it as an advantage in their studies or career. This research work was carried out at the Institución Escuela Normal Superior de Popayán.

The main objective of this study was to foster 6th graders' communicative skills through TPR and Storytelling, thus, because we identified in the students of the institution with whom we work a lack in communicative skills, in addition to the lack of motivation to learn the topics offered in English classes. Consequently, understanding the Total Physical Response as an alternative strategy to learning a language when using motor skills, we combine it with Storytelling to generate a much greater impact on student learning, showing a strategy focused on learning the four joint skills, working all while making the most of the motivation that could generate the playful learning created in each activity worked with these strategies of teaching.

Likewise, a qualitative method was used, all in order to rate the students from the learning achieved by each one, the process they managed to go through by being in constant communication with Storytelling and the vocabulary generated in the readings and the exercises carried out to appropriate the language. In this way, taking into account that the target population were students from 10 to 12 years old, it was possible to generate a strategy enriched in didactics and that was striking for them, being thus, a class in which they could work in groups and also socialize each other in every activity, In addition to this, there was a great change with respect to classes and how they had been working, because when they reached the global situation of the pandemic due to Covid-19, the way of attending classes was restructured and likewise the didactic strategies were adapted to this new system of virtual classes.

In this sense, our research work resulted in the improvement of their communication skills and their confidence towards learning a second language, despite the situation of virtual classes due to the Covid-19 pandemic; concluding that as teachers we are the ones who must make the school environment, play and constant communication an important bridge for our students to achieve the development of skills in a second language such as English.

### **Keywords**

**English language, second language, Communicative skills, Total Physical Response (TPR), Storytelling, motor skills, playful learning, Qualitative method, Learning achieved, Vocabulary, Didactics, Group work, Socialize, Covid-19, Virtual classes, School environment.**

## DESCRIPTION AND FORMULATION OF THE PROBLEM

It is important to think of English learning, not just as a possibility of economic opportunities, but also as a purpose to open our lives to new cultures, which enrich our knowledge and make us citizens of the world (Byram, 2013). The English language has become the common language, where different academic and scientific knowledge and technological events are expressed. While we are constantly exposed as people, we must know all this information that comes to us from different communication sources and allows us to access an international society within our currently globalized world. The Colombian General Law of Education establishes as a goal, “The study and critical understanding of the national culture and the ethnic and cultural diversity of the country, as the foundation of national unity and its identity.” It also sets as objectives of middle and basic education: “the acquisition of reading elements, at least in a foreign language and the understanding and ability to express oneself in a foreign language”

Education in Colombia must change, because from our readings, both in context and our own experiences as English learners we have realized that although within the guidelines or orientations and pedagogical principles of English, suggested by the National Ministry of Education (MEN) aim at an education based on experiences and close environments, with constant interaction with the environment that surrounds us, the teaching of English remains in the repetition of knowledge, where only the memorization of vocabulary without context and the structure in its grammar is taught. This has made English become a language of complex acquisition for students, where the teacher perceives the learning only by transmission and memorization for the classes and it is not used to the maximum to acquire this second language. The above is reflected in the results of the Saber 11 Test of 2014 at the national level, which



indicated that according to the Common European Framework taken as a national reference by the MEN, which describes what they should learn and the skills and abilities that students must develop to communicate effectively: 51% of the students had a level A, 35% in A1, 7% A2 and 7% in B1, B + (ICFES, 2015) this leads us to understand that educational policies according to the teaching of English are not yielding positive results according to this era.

**TABLE 1**

English levels described based on the Common European Framework.

Levels According to the Common European Framework	The common name of the level in Colombia	The educational level at which each language level is expected to be developed	Goals for Education 2019
A1	Beginner	Grade 1 a 3	
A2	Basic	Grade 4 a 7	
B1	pre-intermediate	Grade 8 to 11	<ul style="list-style-type: none"> <li>● Minimum level for 100% of High School graduates.</li> </ul>
B2	Intermediate	Higher education	<ul style="list-style-type: none"> <li>● Minimum level for English teachers.</li> <li>● Minimum level for professionals from other academic programs.</li> </ul>

C1	Pre advanced		<ul style="list-style-type: none"> <li>• Minimum level for new language graduates.</li> </ul>
C2	Advanced		

*Basic standards of foreign language proficiency*

**Figure 1**

Timeline of Bilingualism Programs in Colombia.



In the government of Juan Manuel Santos, in July 2014 a national English program was launched, called “Colombia Very Well”, which was stipulated for a specific period, 2015-2025. This program “is a comprehensive, intersectoral and long-term strategy that gathers the experiences of the Project for Strengthening the Development of Skills in Foreign Languages, resizes its components with interventions on a larger scale and higher investments and includes new components such as social mobilization, the management of alliances and the involvement of parents" (Colombia Very Well Socialization Document, 2014).

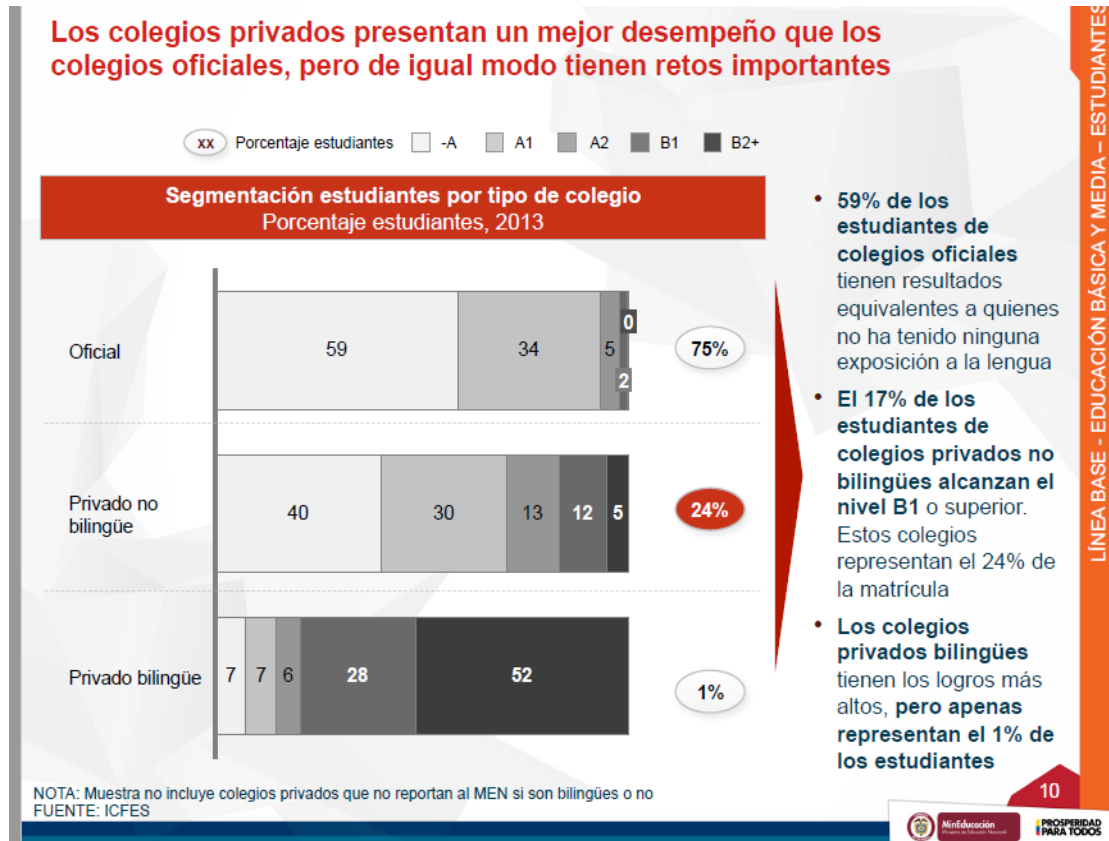
**Figure 2.****Bilingual Programs.**

*Note. Retrieved from Colombia Very Well Socialization Document, 2014.*

According to the Figure 2, we can identify that since 2006 strengthening programs for learning English have been opening, starting with the National Bilingualism Program in the period 2006-2010, thus continuing in the period 2010-2014 with the Program of Strengthening the Development of Competencies in Foreign Languages, by its acronym in Spanish (PFDCLC) and ending with the National English Program proposed for the period of time 2015-2025. All of these programs have been available to English teachers, but very few follow these strategies, and that has been reflected in the statistics.

**Figure 3.**

English achievement index according to type of Institution (Public, Private).



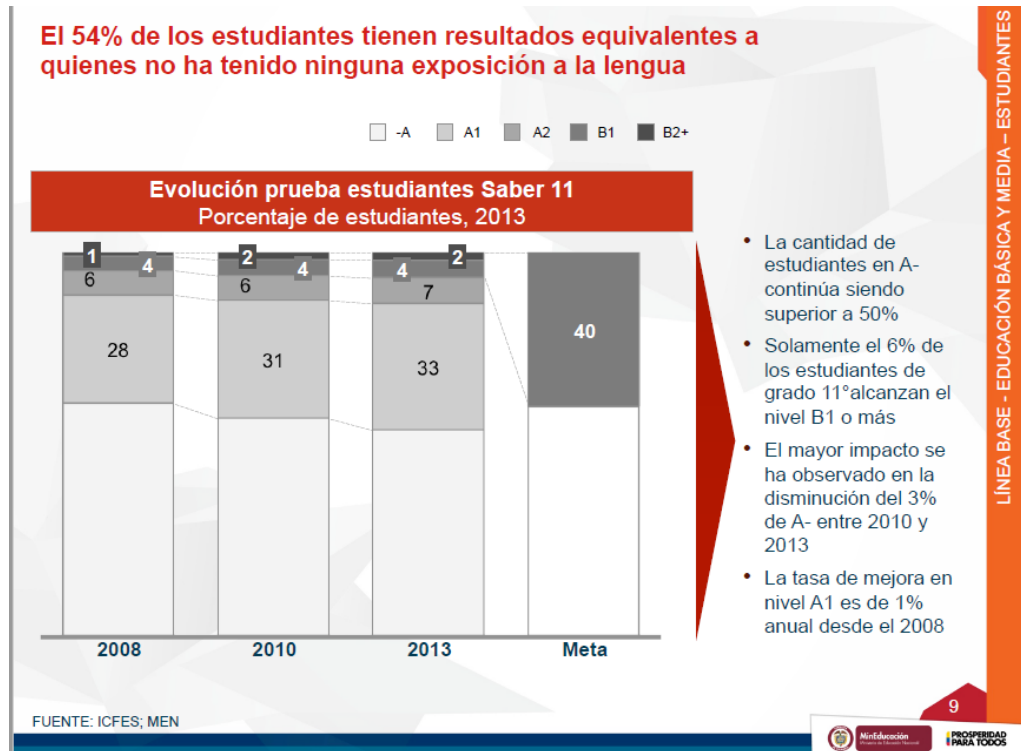
*Note. Retrieved from Colombia Very Well Socialization Document, 2014.*

According to the previous Figure 3, we can identify that private institutions have a better performance in the English area than official schools; a non-bilingual private school presents the following statistical data: 40% of the students were not exposed to the language, 30% had an A1 level, 13% an A2 level, 12% had a B1 level, and 5 % a level B2 +; and private bilingual schools have higher achievements, only 7% of the students were not exposed to the language, 7% were found at level A1, 6% at level A2, 28% at level B1 and 52% at a B2 + level. While in official schools, 59% of the students were not exposed to the English language, 34% had level A1, 5%

A2, and only 2% B1. This gives us to understand that the policies for the teaching of English for the year 2014 did not have good results for the public education of the country.

**Figure 4.**

Evolution of Students in the Prueba Saber in the area of English.

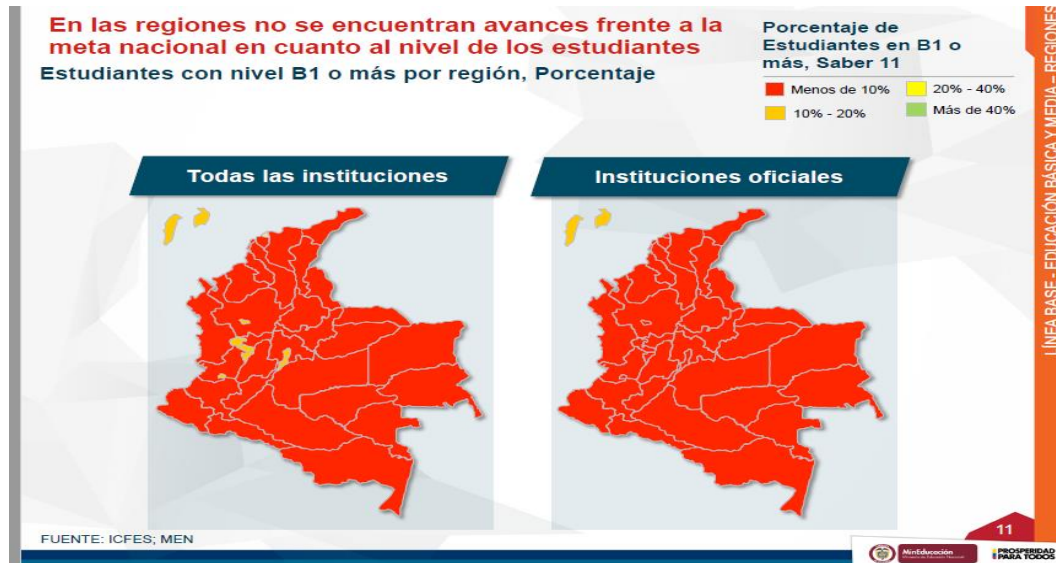


*Note. Retrieved from Colombia Very Well Socialization Document, 2014.*

Likewise, the evolution of students nationwide in the area of English from 2008 to 2013. 50% of students in that period of time continued at level A- and only 6% of students in grade 11 reached level B1 or more. Despite a minuscule 1% annual improvement since 2008, English teaching was still very little improvement.

**Figure 5.**

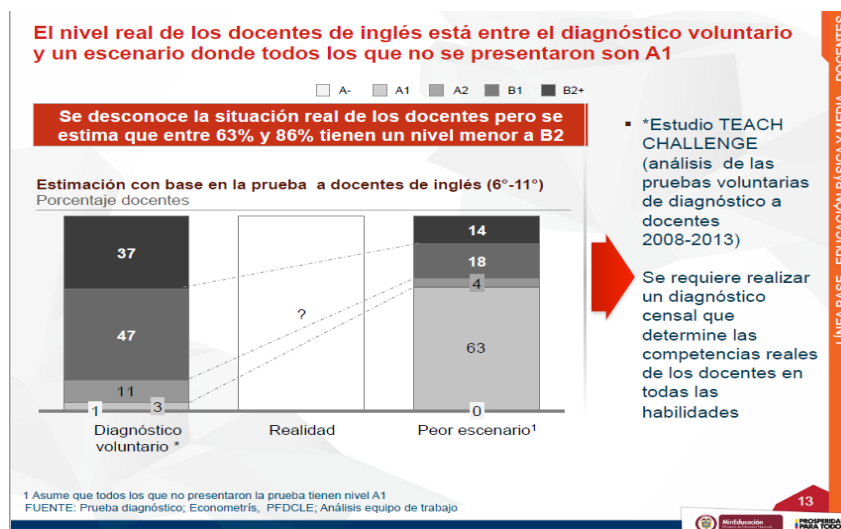
Percentage of students according to English levels.



*Note. Retrieved from Colombia Very Well Socialization Document, 2014.*

**Figure 6.**

Diagnosis of the teachers' level of English.



*Note. Retrieved from Colombia Very Well Socialization Document, 2014.*

For 2014 it was detected that the level of English of the teachers in this area was uncertain since only a voluntary analysis called the Teach Challenge Study was carried out, from which the following results were obtained: the real situation of the teachers is unknown, but it is estimated that between 63% and 83% have a level lower than B2.

First, knowing the historical data at the national level, we proceeded to make the characterization from a local point, thus reaching the Educational Institution Escuela Normal Superior de Popayán where they opened their doors to us, facilitating an approach to explore the institution and meet the students of the grade 6D, thus allowing us to recognize their difficulties, strengths, and achievements in the area of English.

Thanks to the systematic and continuous approach with the students and with the teacher in charge of the said area; adding the performance of various exploratory pedagogical activities such as dialogues, questionnaires, and English workshops, where students demonstrated passive learning, only taking into account learning words for the exams. Thus, we were able to identify that in this grade there are different levels of comprehension of phrases, instructions, and production and interpretation of sentences in the area of English, which led us to propose the Total Physical Response teaching method, as a way of teaching and the development of productive and receptive skills, which include basic skills such as: speaking, listening, reading and writing in the English language.

It should also be mentioned that the Total Physical Response teaching method combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue. It is also important to know that this method responds to physical activity, which for Asher (1977): “is ideal for working with children from an early age

since from a very young age they begin to explore the world through movement and direct physical contact with things”. (*Centro Virtual Cervantes, 1997-2020*)

For this reason, we consider it pertinent to work the Total Physical Response teaching method through the Storytelling didactic strategy, also known as the art of storytelling. The idea is that educational content is disseminated in classrooms through well-told stories, in order to make them easier for the student to remember.

On the other hand, the intention is that instead of assigning exhibitions loaded with slides saturated with concepts and theory that possibly nobody remembers; we can provide a new space through playful activities such as dramatizations or impersonations, for the student to develop stories, narratives, etc. Whether real or fictitious, they can be oriented to a particular topic of study.

For the aforementioned, we find it pertinent to address the skills in which students have different levels of learning and the need to face this problem in a playful way that generates a change in the pedagogical environment different from the traditional one that is why we propose the following problem question:

How to improve communication skills in the area of English through the Total Physical Response teaching method through the Storytelling didactic strategy, with 6<sup>th</sup> graders of the *Institución Educativa Escuela Normal Superior de Popayán* in the period 2019-2022?

However, the above question was the one we asked ourselves before the Covid-19 Pandemic appeared in our lives, and totally changed our ways of developing the classes based on the activities we had already programmed to deploy in person. So, we rethought ourselves as teachers in training looking for new strategies to be able to continue with our pedagogical project



and think about our practices from the meet platform and how to achieve our proposed objectives.

## JUSTIFICATION

To achieve good levels of learning in the area of English with the students of grade 6D of the Educational Institution Escuela Normal Superior de Popayán, we as researchers and teachers in professional training, approach through a classroom project, which According to the General Law of Education, law 115 of February 08, 1994, in article 14 it defines Compulsory Education in all official or private educational institutions that offer formal education; in this, we implement the Total Physical Response teaching method which is: “a language teaching method that combines speech with action and proposes to teach the language through physical activity, this was developed by James J. Asher in 1972, professor of psychology at San José State University, California, the method is related to memory theory in psychology. A connection to memory can be stronger if it is established through verbal repetition or association with motor activity. James J. Asher studies the coordination of speech and action in the acquisition of the first language and tries to adapt the characteristics of this process to the learning of the second language. In the acquisition of the first language, the child internalizes the linguistic code through the commands that he receives and to which he responds through physical responses before beginning to produce linguistic responses. The objective of the Total Physical Response is to develop oral proficiency in the second language. Special emphasis is placed on developing comprehension skills before teaching to speak, emphasis is placed on meaning rather than form, and attempts are made to minimize the stress of the learning process through physical actions and play” (Centro Virtual Cervantes, 1997-2020).

Likewise, the total physical Response method is a humanistic strategy; it is focused on personal fulfillment, in the student’s feelings and needs. Through a focused methodology to attend to their communicative needs and encouraging them to learn, they are sure before

transmitting an idea or message orally, also, it promotes the relationship, through teamwork, collaboration, and participation of all members of the class. (*Sánchez, 2009, P.216*)

According to the above, the problem situation encountered imply proposing a new pedagogical way to guide the teaching of English, in such a way that it motivates the student and generates interest in the area, thus “the meaningful learning is what allows us to recognize our students’ abilities, skills, values, and habits acquired to be used in situations that arise within the educational context, allowing prior information with new information to become a structure cognitive.” (*Sylva Lazo, 2009*). Therefore we decided to assume the Total Physical Response method, as this teaching method allows the student to work in a community and comfortable since this method doesn’t translate or memorize the words and phrases, if not that allows free oral development according to situations that arise in everyday life and that allow the introduction of the English language, facilitating it and make it part of their brain structure, since it leaving a footprint as mentioned Asher, it allows oral adaptation first. Also, it allows the center of the class to be the students since each command is supported by an action, which is in community and doesn’t feel the pressure to make mistakes or to carry out the actions, it also allows there to be transversality of the language in the other subjects and in the acts that each one performs.

Moreover, we resort to this method because we find that it is better suited to 6D grade students. After all, there are different levels of English and we find it effective to work with the same actions so that students learn from today. Thus, the Total Physical Response, according to our perception, motivates and introduces students to a new language, distancing them from the sensation of an area that they must approve of, leading them to introduce the English language to their daily lives and enjoying teaching tools that don’t force their learning.

## **RESEARCH OBJECTIVES**

### **General Objective**

To foster 6th graders' communicative skills through TPR and Storytelling.

### **Specific Objectives**

- 1.** To identify communicative challenges and strengths in the area of English with playful animation activities (TPR).
- 2.** To encourage the development of communicative skills in the English language through TPR and Storytelling.
- 3.** To analyze students' performance and development of communicative skills through TPR and Storytelling.

## REFERENTIAL FRAMEWORK

### CONTEXTUAL FRAMEWORK

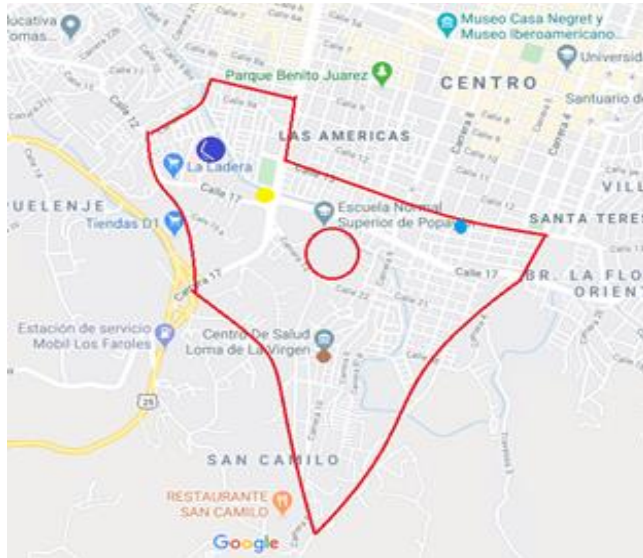
Intending to start our Pedagogical Practice in the second academic period of 2019, as researchers, we go to the Educational Institution Escuela Normal Superior de Popayán. In principle to achieve an approach and explore and know the Educational Institution and of course the sixth-grade students to know their interests, needs, strengths, difficulties, and achievements in the area of English. Later to inquire about the spaces and academic and administrative organization of the Educational Institution.

According to our context reading, we were able to identify that the Institution is located in commune 6 of the city of Popayán<sup>1</sup>, this commune is made up of 30 neighborhoods, in which people between levels 1,2 and 3 live. The Normal School is located in the “La Ladera” neighborhood, in its surroundings we find different entities of the State such as the Susana López Hospital, the National Victim Restitution Unit, the Alfonso López University Health Center, and the Health Center Loma de la Virgen.

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<sup>1</sup> Source: Plan de Ordenamiento Territorial, Alcaldía de Popayán.

**Figure 7.**  
Map of Commune 6 of Popayán.



*Retrieved from: Own elaboration, 2019.*

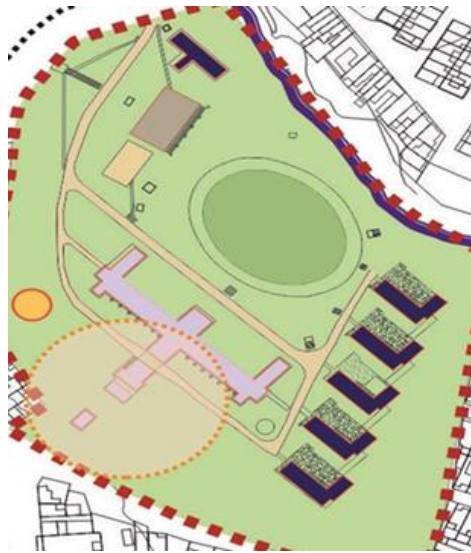
After delving into the organizational structure, the physical facilities, the academic performance from knowing and analyzing the “Prueba SABER” in the different areas and specifically in the English subject, also the Mission, the Vision, the academic Horizon, its pedagogy, its Institutional symbols and its Institutional Projects; It made it possible for us to realize that the educational institution has a broad journey which is helpful when interacting with students, knowing the line of learning from the English area and what aspects to improve with them.

It should be emphasized that, after knowing the place where we are going to carry out our Research Pedagogical Practice Project (PPI) implies that we are linked during and after our research, since the institution is a learning space for both students and teachers, the relationships that are woven between students start from our practices; thus, a second home in which we interact with the majority of people of our respective ages. Continuing our tour, we got to explore the 6th grade classroom. In the first place, we physically recognized it and located it

within the Institution, it is located in the third block, on the second floor<sup>2</sup>. It is room 312, it has a size of 7.5m long x 5m wide, and its floor is made of wood, it also has four windows which allow it to be light and ventilated. It has a Smart TV, an acrylic board, 35 chairs for the students, a desk for the teacher, and toiletries.

**Figure 8.**

Map Escuela Normal Superior de Popayán.



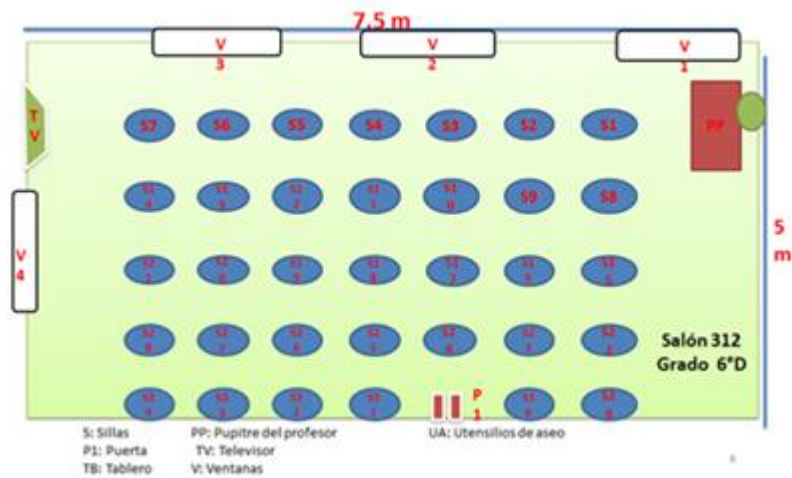
*Taken from: Popayán Higher Normal School, 2018.*

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<sup>2</sup> Figure 8.

**Figure 9.**

Classroom map grade 6D

**Taken from: *Own elaboration, 2019.***

When we arrived in the classroom, we realized that the students are most of the time organized in lines, but there are times in the English class where they are allowed to be in any part of the room in groups, creating a more independent environment from the one they live in the other classes. Each of the students has unique and particular traits that highlight them in their own way, so the classroom environment is calm and welcoming from our perspective. We also characterize the boys and girls by their respective age and gender. Likewise, we elaborated two questionnaires where we learned the preferences and tastes of each one to recognize their environment and daily activities, and the topics that they would like to practice in English, songs or English-speaking artists.



**TABLE 2**

Average age of students in grade 6D

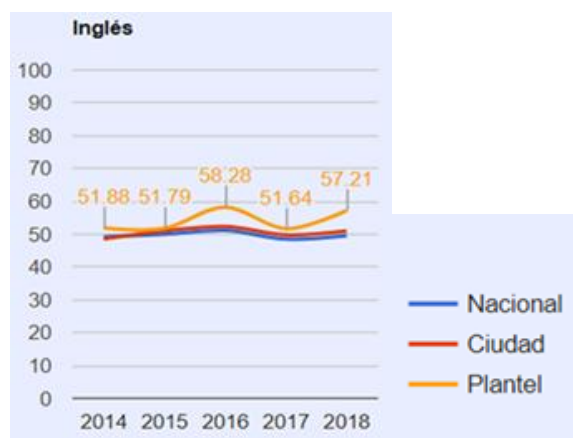
Género	Número de estudiantes	% de estudiantes	Promedio de edad
Niñas	13	37 %	10,8
Niños	22	63 %	11,1
Total	35	100 %	10,9

*Taken from: Own elaboration, 2019.*

According to the Results in the “Pruebas SABER 11” of 2018, we identified that in the Higher Normal Educational Institution of Popayán, in the area of English, the weighted result was 57.21, placing seven points above the local average, in relation to the other educational institutions.

**Figure 10.**

English performance chart Prueba Saber 11, 2018



*Source: Informe sobre desempeño Institucional en pruebas externas 2015-2018, ISCE 2018, Eficiencia interna 2018 Propuestas de mejoramiento. Normal superior Popayán.*

It is also essential to mention that when analyzing “Pruebas SABER” of the year 2018 in the Educational Institution Popayán Higher Normal School in the area of English, we identified:

**At the national level:** the Popayán Higher Normal School is located in position 79 for 2018 with a weighted of 60,835 globally. At the national level, the average weighting in the area of English was 50, the Popayán Higher Normal School exceeded this average with a result of 57.21.

**At the municipal level:** the Popayán Higher Normal School municipal level is ranked number 7 for 2018 with a weighted score of 60.32. In the area of English at the municipal level, the average weighting is 51, the Popayán Higher Normal School surpassed it with a weighting of 57.21.

On the other hand, due to the fact that the population we characterize are students recently admitted to the institution, they have not yet entered the area of English, since there are different factors such as disinterest in the subject and the decontextualization of its content.

Regarding the levels of knowledge in the area of English and thanks to the contact with the students of grade 6D, the dialogues, the questionnaires and the collaboration with exploratory workshops of English, we were able to identify that in this grade there are different levels of understanding of phrases, instructions and production and interpretation of sentences in the area of English, which led us to think about proposing the Total Physical Response teaching method as a strategy to achieve the construction of learning, which includes the basic skills: speaking, listening, reading and writing in the English language.

On the other hand, despite having completed contextualization at the end of 2019 and the beginning of 2020, a global emergency occurred, where the Covid-19 Virus Pandemic isolated

us and gave us a different way of living for almost 3 years, since we were isolated and began to continue with our lives adapting our work and studies to this new way of living that was translated into virtual activities, as our Pedagogical Practice and the learning of our students of the Escuela Normal de Popayán, so when we started these virtual activities our students were virtual, being the same ones who we had characterized previously. Likewise, virtual classes began on March 22, 2021 with 13 Girls and 10 Boys initially through the Google platform called Meet, every Monday from 7:30 am to 8:30 am for 13 classes.

## **LEGAL FRAMEWORK**

This research will address the entire legal framework regarding secondary education, and bilingualism in Colombia, these being the basis and guiding threads of this project, in favor of strengthening the teaching-learning of English in the sixth grade.

### **About Social, Economic and Cultural Rights**

#### **Political Constitution of Colombia 1991, Chapter 2, Article 6.**

Education is a right of the person and a public service that has a social function: with it, access to knowledge, science, technology, and other cultural assets and values is sought.

Education will train the Colombian in respect for human rights, peace and democracy; and in the practice of work and recreation, for cultural, scientific, technological improvement and for the protection of the environment.

The State, society and the family are responsible for education, which will be compulsory between the ages of five and fifteen and which will comprise at least one year of preschool and nine of basic education.

### **Formal Education**

#### **Law 115 of 1994, Article 10. Definition of Formal Education**

Formal education is understood to be that which is taught in approved educational establishments, in a regular sequence of school cycles, subject to progressive curricular guidelines, and leading to degrees and titles.

### **Article 11, Levels of Formal Education**

The formal education referred to in this law will be organized in three (3) levels:

- A. The preschool that will comprise at least one compulsory grade;
- B. Basic education with a duration of nine (9) grades that will be developed in two cycles: Basic primary education of five (5) grades and basic secondary education of four (4) grades, and
- C. Middle education lasts two (2) grades.

Formal education at its different levels aims to develop the student's knowledge, skills, aptitudes and values through which people can base their development on a permanent basis.

### **ARTICLE 14. Compulsory Education**

In all official or private establishments that offer formal education, it is mandatory at the levels of preschool, basic and secondary education, to comply with:

- A. The study, understanding and practice of the Constitution and civic instruction, in accordance with article 41 of the Political Constitution;
- B. The use of free time, the promotion of different cultures, the practice of physical education, recreation and training sports, for which the Government will promote and stimulate its dissemination and development;
- C. The teaching of the protection of the environment, ecology and the preservation of natural resources, in accordance with the provisions of article 67 of the Political Constitution;

- D. Education for justice, peace, democracy, solidarity, fellowship, cooperativism and, in general, training in human values, and
- E. Sex education, taught in each case according to the mental, physical and affective needs of the students according to their age.

## **Elementary Education**

### **Article 19 Definition and Duration**

Compulsory elementary education corresponds to that identified in article 356 of the Political Constitution as primary and secondary education; It comprises nine (9) grades and will be structured around a common curriculum, made up of the fundamental areas of knowledge and human activity.

### **Article 23. Mandatory and Fundamental Areas**

In order to achieve the objectives of basic education, mandatory and fundamental areas of knowledge and training are established that will necessarily have to be offered in accordance with the curriculum and the Institutional Educational Project.

The groups of compulsory and fundamental areas that will comprise a minimum of 80% of the study plan are the following:

1. Natural sciences and environmental education.
2. Social sciences, history, geography, political constitution and democracy.
3. Art education.
4. Ethics and human values education.
5. Physical education, recreation and sports.

6. Religious education.
7. Humanities, Spanish language and foreign languages.
8. Mathematics.
9. Technology and informatics.

## **Bilingualism In Colombia**

Colombia is established as a multilingual and multicultural nation from the 1991 Constitution.

### **Education Law of 1994, Law 115, Article 21**

Determines the acquisition of elements of conversation and reading in at least one foreign language as one of the purposes of primary basic education.

### **Ten-Year Plan for Education 1996**

The English as a foreign language program, popularly known as “bilingual education”, was promoted in 231 schools and official colleges at the primary and secondary levels.

### **National Bilingualism Program (PNB) 2004-2019**

To ensure that citizens are able to communicate in English, in such a way that they can insert the country into universal communication processes, in the global economy and in cultural openness, with internationally comparable standards. (MEN, 2006)

### **LAW 1651 OF 2013 Bilingualism Law**

**ARTICLE 2.** Add to article 20 of Law 115 of 1994 the following literal: Develop communication skills to read, understand, write, listen, speak and express oneself correctly in a foreign language.

**ARTICLE 3.** Modify literal m) of article 21 of Law 115 which will read as follows: The development of conversation, reading and writing skills in at least one foreign language.

**ARTICLE 4.** Modify literal l) of article 22 of Law 115 of 1994, which would read as follows: The development of conversation, reading and writing skills in at least one foreign language.

**National English Program (PNI) 2015-2025.**

Contribute to achieving the goal of making Colombia the most educated country in Latin America and the country with the best level of English in South America. (MEN, 2014)

**The National Development Plan 2014-2018 "Everyone for a new country" (National Planning Department, 2015).**

Its objective is to build a peaceful, equitable and educated Colombia. The Ministry of National Education participates in this goal through programs such as "Colombia Bilingual", whose actions are framed within the purpose of making Colombia the best educated in the region by the year 2025.

**Program for the Strengthening of Foreign Languages (PFDCLE) 2010-2014.**

Its objective is to develop communicative skills in English in educators and students of the educational system to favor the insertion of human capital in the knowledge economy. (MEN, 2012).



**Article 21 of the General Education Law (Law 115 of 1994) (Colombian Congress, February 8, 1994).**

It provides that educational establishments must offer their students the learning of a foreign language from the basic level. Consequently, the Ministry of National Education defined in the nineties the curricular guidelines to guide the teaching and learning process of students in basic and secondary education. However, most students still have a low level of English (<A1-A1: basic), which is derived from the low communicative competence in a foreign language of the majority of teachers in the area (A1 - A2: basic).

## CONCEPTUAL FRAMEWORK

### **Teaching and Learning English at a Distance in Times of The Global Pandemic Covid-19.**

In early 2020, the world was shaken by the rapid spread of a contagious virus called Covid-19. The spread of the disease caused many deaths and affected various sectors such as education, business and travel (Hartshorn & McMurry, 2020). Following the declaration of the virus as a pandemic, many countries decided to implement the stay-at-home movement to minimize the spread of the virus (Hartatik & Bia'yuni, 2020). Under these circumstances, the teaching and learning process in most Covid-19 affected countries has been disrupted by a sudden shift from face-to-face classes to online learning (Kadir & Yunos, 2021) and this situation occurred within our Pedagogical Practice Project in the area of English.

In this way, considering the time constraints in distance studying, a few components of English language teaching practices must be designed to consciousness best on a particular component of the language. In particular, the aim of every English as a Foreign Language (EFL) distance studying consultation is to create better stages of engagement and foster English as a Foreign Language (EFL) freshmen' autonomy (Atmojo & Nugroho, 2020). For example, focusing at the potential to educate speaking and pronunciation (Atmojo & Nugroho, 2020) and motivating a feel of writing amongst freshmen (*Kadir & Yunos, 2021*)

So, from the perspective of improving the learning of English from the development of speech, pronunciation and autonomy of learners of a second language such as English, we must take into account that this not only falls on the decisions and lesson plans of English teachers, but it falls on the entire educational model which should allow both students from rural and urban areas to have the same access to the Internet and a computer that in the middle of a health crisis as it was the Covid-19 was totally necessary, according to the following:

*“Therefore, to begin with, the government should provide funds for the implementation of Virtual Learning (VT) all over the country (Shahzad et al., 2020). In favour of upskilling teachers’ skills in remote learning, policymakers need to readjust the teaching and learning policy (Hartatik & Bia’yuni, 2020). Consequently, education experts should be appointed to help teachers to upgrade their teaching skill so that they do not only use WhatsApp as a means of delivering online teaching and learning process but also use any other digital platforms (Hartshorn & McMurry, 2020). Virtual Teaching (VT) should be used objectively on a priority basis (Shahzad et al., 2020). Owing to that, the accessibility of adequate technology needs to be provided to the learners and teachers alike (Hartshorn & McMurry, 2020) in order to achieve the ultimate goal of continuous quality learning design without jeopardizing the curriculum merits and academic standard (Crawford et al., 2020). In pursuance of familiarising and identifying problems faced by learners and teachers, a common platform should be provided to share their experience as the paradigm to online instruction is a bigger ultimatum for the learners compared to the educators (Hartshorn & McMurry, 2020).” (Kadir & Yunos, 2021)*

## **TOTAL PHYSICAL RESPONSE (TPR)**

The Total Physical Response is a method developed by James J. Asher, teacher of psychology at San José State University, California. This method is a language teaching method, which harmonizes speech with action and proposes teaching a language through physical activity. “(...) The method is related to the theory of memory in psychology. A connection to memory may be stronger if it is established through verbal repetition or through association with a motor activity. James J. Asher studies the coordination of speech and action in the acquisition of the first language and tries to adapt the characteristics of this process to the learning of the

second language. In the acquisition of the first language, the child internalizes the linguistic code through the commands that he receives and to which he responds through physical responses before beginning to produce linguistic responses. The objective of the Total Physical Response is to develop oral competence in the second language. Special emphasis is placed on developing comprehension skills before teaching to speak, emphasis is placed on meaning rather than form, and attempts are made to minimize the stress of the learning process through physical actions and play". (*Centro Virtual Cervantes, 1997-2020.*)

According to the interior, the TPR allows us to develop in our practice the different communicative, sociolinguistic and pragmatic competences that from the skills of listening, speaking, reading, writing, monologues and conversations that in turn are acquired with this conjunction between speech and action, making the learning of English more meaningful for each student through them, attacking one of the problems that we identified, which was that only what was done was done to pass this area.

### **TOTAL PHYSICAL RESPONSE STORYTELLING (TPRS)**

*"There are many ways to get students involved in the English learning process. Telling stories is one of the here are many ways to get students most effective ones. This article attempts to gather some pedagogical and psychological reasons why this kind of activity is important, not only to improve students' vocabulary and make them achieve a feeling of self-confidence but to let them develop social values" (Castro M. (2002).*

TPRS consists of two complementary pedagogical methods:

1. Total physical response and
2. Storytelling.

Total Physical Response was developed in the 1960s and '70s by James Asher, a professor of psychology at San Jose State University, CA, while Storytelling was created in the '80s and '90s by Blaine Ray, a Bakersfield language professor. CA. Ray used storytelling to supplement TPR and take it to a more advanced level of language learning. A brief look at the history of TPR will shed light on the fusion of these approaches.<sup>3</sup>

Furthermore, the TPRS is an extension of the TPR already mentioned above. Since, both the TPR and the TPRS allow students to be active in the classes, and essentially make them feel comfortable, leaving aside fears and uncertainties that usually present themselves in an English class. TPRS uses vocabulary that was first taught with TPR, focusing on stories that students watch, act out, tell, read, listen to, write, and rewrite; These stories add vocabulary to students by placing students in various contexts that will be meaningful.

“TPRS is based on the philosophy that stories provide an effective tool for language acquisition, allowing students to” fix events in a story in their memories along with words that describe them “(Ray and Seely, 2004, p 17). These new words and story elements are reinforced by having selected students represent them physically, a procedure that is derived from James Asher's Total Physical Response (TPR) method, who states that physical actions produce "acute activation of the synesthetic sensory system or "muscle learning" (Asher, 1996, p. 3-17).”<sup>4</sup>

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<sup>3</sup> SOURCE: *Die Unterrichtspraxis / Teaching German*, Vol. 35, No. 1 Spring, 2002, P. 25.

<sup>4</sup> SOURCE: Enseñanza de la competencia y la lectura a través de la narración (TPRS)  
<https://hlr.byu.edu/methods/content/storytelling.html>

In order to specify some key concepts in the National Bilingualism Program, the Ministry of Education of Colombia specifies the next:

- Bilingualism refers to the different degrees of mastery that a person manages to communicate in other languages and a culture, usually these languages are used in a context where the person develops.
- The second language is a language which is indispensable in a social context. This is acquired by the need for communication. This is acquired in the context, for example when a person goes to work abroad and by communicative necessity begins to learn the language that is spoken in that country.
- Foreign language refers to the learning of a language or language different from that of the mother language. "The foreign language is one that is not spoken in the immediate and local environment, since daily social conditions don't require its permanent use for communication." (*Ministerio de Educación Nacional, República de Colombia, 2006*).

According to the previous concepts, in our country English is classified as a foreign language, since its importance as a universal language in commerce and business is undeniable, but it is also classified in a foreign language, since in our immediate context as Colombians don't speak it to express our daily needs. In addition, English in Colombia is important, since it allows personal development, giving us better job opportunities by opening the doors to the world.

So, why it's necessary use stories in our class?

"(...) the stories allow us to work with emotional and social aspects and this is something that helps us to maintain our traditional and cultural background. It is well-known that people have

told stories as part of their tradition and with the purpose of transmitting and passing on their knowledge to the new generations.” (Castro M. (2002).

In this way, we can use the storytelling like a tool that allows us and students to live different experiences in our lives and understand many situations, emotions and feelings that we can put in every day of our live, not only in the first language, but also in a second language like English.

### **MEANINGFUL LEARNING**

*“(…) “strongly associated with several dimensions of emotional intelligence (intrapersonal, stress management, and general mood competencies)” (p. 240) and that there is a positive and significant relationship between emotional intelligence, skills, and academic success. Thus, students with high emotional intelligence have more academic success due to their stress management and general mood competencies.” (Bata, S. & Castro, C. 2021).*

Ausubel in his Theory of Meaningful Learning points out that learning occurs when learning new things that are related to previous knowledge. Ausubel proposed learning principles, which offer a design of metacognitive tools where the teacher's work will be developed with previous knowledge and experiences that are used for the benefit and development of their new learning. Ausubel sums it up like this: "If I had to reduce all educational psychology to a single principle, I would announce this: The most important factor influencing learning is what the student already knows. Find out this and teach yourself accordingly."

In addition, the learning process allows the interconnection of previous knowledge to fit with new ones, allowing the interaction in the case of English with vocabulary, contexts and new information to be interactive. "Meaningful learning occurs when new information" connects "with a relevant concept ("subsunsor ") preexisting in the cognitive structure, this implies that new ideas, concepts and propositions can be learned significantly to the extent that other ideas Relevant concepts or propositions are adequately clear and available in the cognitive structure of the individual and that function as an "anchor" point to the former. (Rodriguez L. (2004). La Teoría del aprendizaje Signidficativo.)

Moreover, the relationship between emotional intelligence and academic achievement with Meaningful Learning is important, because wh0en we like teachers create places when the emotional intelligence are associated with meaningful learning we are improving the skills of our students, because for example when the searchers Sara Bata and Cristal Castro they mention the test create anxiety really we as students remember how traumatic it was at times in our childhood to face English tests and more so in the oral tests, where you were exposed as cannon fodder for mockery, corrections by our teachers, who were not kind and much less tried to teach us with love a second language like English.

*“Following Horwitz et al.’s (1986) theories of components that can affect EFL students’ learning process, test anxiety in specific refers to a special case of general anxiety consisting of physiological (sweating, shaking, rapid heartbeat, dry mouth, fainting, nausea, etc.), cognitive (blinking out, trouble concentrating, etc.), and emotional (depression, low self-esteem, anger, feeling of hopelessness, etc.) responses related to a fear of failure and pressure to do well in that situation (Smith, 2019). According to Oxford Learning (2018) the possible sources of test anxiety can be divided in situational causes (time constraints, “poor study skills or a lack of*



*preparedness,” evaluator’s attitude, “a history of stress related to test taking, lack of understanding the material, previous poor test performance”) and mental causes (“fear of poor grades, a feeling of lack of control, fear of letting down . . . parents [or] teachers, placing too much emphasis on single tests and exams, high [performance] expectations, . . . using grades as a reflection of self-worth, [and] poor self-esteem or negative self-talk”; Causes of Test Anxiety section). (Bata, S. & Castro, C. (2021)*

Consequently, as mentioned by Ausubel, it is important that we think from the perspective of our students, since from their knowledge and reactions we can better implement tools where knowledge begins to transform and have a sense of what they are and begin to create scenes of confidence and not limit themselves, because thanks to take into account what they feel and think or know previously allows us to begin to create in our classrooms the true Meaningful Knowledge, this is why it is important emotional intelligence, to create meaningful knowledge, and thus achieve academic achievements.

## **COMMUNICATIVE SKILLS**

Communicative Skills or Competencies are a set of linguistic processes that we develop during life. This has the objective of participating in all the contexts that a human being lives in, speaking, listening, reading and writing are language skills. From them, we unfold ourselves in culture and society and we become competent in the human environment and everything that living entails. The verbal skills of reception are listening and reading; while the verbal skills of emission are speaking and writing; also, non-verbal skills, which are all those that include body language and everything that is not words. It is the art of interpreting symbols and signals communicated by gestures, facial expressions, eye contact, posture, etc.

The communicative competences also include apart from “verbal language, non-verbal (cinema, music, painting, etc.), linguistic diversity, gestures, emotionality, understanding of differences, similarities between speech and writing and the mediating role of reading, cement our ability to understand, interpret and develop communicative content, for the interpretation of the world, the expression of subjectivity and the exercise of our citizenship. “(*El desarrollo de las habilidades comunicativas en las lenguas extranjeras, Quezada Fernández M, Monografías*)

### **COMMUNICATIVE SKILLS IN THE ENGLISH AREA**

“(…) communication skills can be said to be the levels of competencies and skills that individuals acquire by systematizing certain actions through the experiences and education they obtain in the course of their lives that allow them to perform and regulate communicative activity. The development of communication skills also has, as another characteristic note, the possibility of transfer in the sense that a communicative ability is not developed for a specific moment or action, but becomes a quality, a form of response applicable to multiple situations that share essentially the same nature; hence it is said that the communication skills developed by an individual configure a peculiar way of solving tasks or solving problems in certain areas of activity. (*El desarrollo de las habilidades comunicativas en las lenguas extranjeras, Quezada Fernández M, Monografías*)

In the area of English, communication skills are summarized in: listening, writing, reading and speaking, which are essential to be able to communicate with other English-speaking people, and thus develop the habit of speaking that language, that is why the TPR allows us to be in constant verbal communication, removing the pain of communicating in this way.

## COOPERATIVE AND SOCIO-AFFECTIVE WORK

Cooperative learning integrates social skills and educational content, is based on a holistic conception of the teaching / learning process, where social exchange constitutes the main axis of the classroom organization.

According to Vigotsky (1993, P. 23), school work consists in the fact that, “in school, the child doesn’t learn to do what he is capable of doing by himself, but to do what he is still incapable of doing, but which is at your fingertips in collaboration with the teacher and under his direction”. Hence the need to build a solid bond between teacher and student, in which the former provides the security and confidence necessary in the early years of a child, while in turn awakens in students a certain degree of admiration for his faculty. Always, without diminishing the importance of the relationships between the student-student equals and the essential relationship between family and school.

In the psychological and cognitive field, we find a set of factors that will positively influence the intellectual and personal training of students throughout their academic training and that will occur, almost in a linked way, caused by each other. , as if it were a puzzle. These are:

- **Security and trust:** The most important thing and therefore the first thing we must achieve is that our students feel free, like at home, without any type of intimidation or fear of ridicule. For this it will be important that we as teachers give the student the necessary confidence to feel safe and lose the insecurities or fears that can hinder or act as a barrier in the teaching-learning process.
- **Improvement of self-esteem:** This security and confidence will influence the concept of self-esteem that our students will be configuring throughout their

education. And that influence will be positive as long as the student feels good about themselves, in a good work environment and in confidence both with their co-workers and with their teacher.

- **Socialization:** The factors described above will in turn be important when it comes to socializing. If you are comfortable with your peers, it will be easier for you to establish new relationships.
- **Motivation:** All the above factors will contribute to the student feeling more interest in the new, the unknown, in general, feel more desire to learn.
- **Acceptance of criticism:** This would be one of the last factors, since they don't occur vertically. It is the most complicated factor and one of the most important for the student to be able to recognize their mistakes and abide by the criticisms that both teachers and classmates make. To overcome this factor, it will be very important that the child has previously acquired the necessary security, confidence and self-esteem.

### **A GOOD CLASSROOM ENVIRONMENT THROUGH COOPERATIVE LEARNING**

To achieve a pleasant environment through cooperative learning, the following strategies emerge:

1. Propose the division of the large group of the classroom into small work teams that present a sufficient level of heterogeneity to be representative of the total population of the classroom in terms of the different levels of performance, sex, ethnicity and personality.
2. Try to lead the members that make up these teams to maintain a positive interdependence through the application of certain principles of group reward and / or through a certain

structuring of the task that must be carried out to achieve the proposed objectives (individual and / or group).

3. In the general school environment, the teacher, as a member of a community and with the responsibility to proceed with its configuration, must create an environment favorable to the development of the individuals that make it up, by intervening in the management and organization of the center (structures participation, communication, etc.), as well as being part of the decision-making teams in reference to the educational concept in which the training process is framed (curricular content, instructional methods, etc.). The teacher, as a member of the social unit configured by the class as a whole and with the responsibility of generating a cooperative educational environment, must play the role of manager, advisor and coordinator of the training process, facilitating the development of classroom life. This wide range of functions covers the entire training process, both academic and social, and is carried out at the different moments that make it up (planning, development and evaluation). (*Temas para la educación, EL APRENDIZAJE COOPERATIVO Y LA IMPORTANCIA DE LOS VÍNCULOS SOCIO-AFECTIVOS CREADOS EN CLASE, Ruiz Quiroga P.M. 2010*)

## CHALLENGES BROUGHT BY THE PANDEMIC

The COVID-19 pandemic caused an unprecedented crisis at all levels. Colombia began a preventive national lockdown in March 2020. Since then, according to data from the Ministry of National Education, MEN, 53,717 educational sites were closed; 82% (43,853) in the official sector and 18% (9,866) in the private sector. In the field of education, this emergency led to numerous changes. The impact was enormous, changing and adapting the ways of learning for millions of students.

Many of the measures adopted in the face of the crisis were related to the suspension of face-to-face classes at all levels. Schools, colleges and universities abandoned face-to-face teaching, resulting in a change that many called “a new reality”.

Consequently, the project that was being developed with the boys and girls of the Escuela Normal Superior de Popayán also underwent a restructuring, because the work to be done had been initially thought in a purely face-to-face scenario, which put the project facilitators on alert, since a process of adaptation of the entire methodology to virtuality was initiated. It is important to highlight that although the confinement brought with it numerous challenges throughout the implementation of the project, this was not an impediment to its execution.

As mentioned above, some challenges emerged, such as: internet access, students’ perception of online learning, power outages during the pandemic, students’ fear of losing grades, teachers’ skills in the use of technology to teach online, students’ stress and health, among others.

A very important challenge was the delay that was generated in the chronograms in the restructuring of the methodology, since there was not enough time to develop the class session. It

was assigned a period of one hour per week, where the beginning of the session was the call to roll and the prayer of the day, in addition to this there were usually some failures in communication and internet, causing the session to be shorter.

There were students who did not have an internet network to connect to class, or did not have the necessary resources for learning, in this case, cell phone or computer. In addition to this, the limitation we had in the interaction, rapprochement and bonds of trust for the work with the children was quite complex. It is here where one of the biggest challenges we had as trainers emerges. Fear and loss of motivation due to the difficulties we faced day by day. What never let us throw in the towel was the desire that our boys had, some of them lived in rural areas near the city. Where they had to walk a couple of hours to find an internet room or a small store to recharge cell phone data.

## **THEORETICAL FRAMEWORK**

To carry out this research pedagogical intervention proposal entitled " TPR AND STORYTELLING TO FOSTER THE DEVELOPMENT OF 6TH GRADERS COMMUNICATIVE SKILLS" we took into account and worked on three thematic axes as theoretical references as follows:

Contributions from linguistics, approaches from the structure and English levels, contributions from pedagogy and didactics from the TPR Storytelling teaching method.

### **CONTRIBUTIONS FROM LINGUISTICS**

Currently, learning a foreign language arises from the need to interact with other people, exchange between cultures, better job stability and understanding of the current globalizing reality. Which allows them to explore from these reasons of learning the foreign language, the possibilities to fully strengthen their basic skills.

The human being communicates through written and oral signs that have an established name and that in some way keep him in communication with his surroundings and with society.

Language is the way in which humanity satisfies the need to communicate, one of the most important characteristics of human beings is language, because through it people can express their ideas, emotions and feelings.



## English as a Foreign Language

The English language is one of the most widely used languages worldwide, becoming a necessity to learn and master this language; In order to insert people into the workplace, as this language has been mentioned in some companies, a command or basic knowledge of the English language is required.

“In any curricular proposal in the area of foreign languages, it is necessary to establish a language vision that supports this construction. For this case, it is necessary to specify that language has a social function and should be understood as an instrument of interpersonal communication, which helps the individual to represent, interpret and understand the world”. Orientations and pedagogical principles. Suggested English curriculum. 2016.

This curricular proposal gives value to the relationship between the two languages, understanding it as an interconnected learning process in which the learner can make use of both to represent, interpret and understand the world. Hence, a correlation was made with the Basic Learning Rights (DBA) of language, which are a tool designed by the MEN for the entire Colombian educational community, in which “Basic knowledge that must be learned in each grade of school education” (MEN, 2016).

Also, it is understood that being bilingual is essential in the globalized world. For this reason, the Ministry of National Education, through the National Bilingualism Program, promotes educational policies, not only the development of the mother tongue and that of the various indigenous and Creole languages, but also to promote the learning of foreign languages. , as is the case with the English language.

**Bilingualism** refers to the different degrees of mastery with which an individual manages to communicate in more than one language and one culture. Thus, depending on the use made of languages other than the mother tongue, they acquire the character of a second language or a foreign language.

**The second language** is the one that is essential for official, commercial, social and educational activities or the one that is required for communication between the citizens of a country. It is generally acquired out of necessity on the street, in daily life, for work reasons or due to permanence in a foreign country. Sometimes it is acquired during childhood; It can also be learned in the formal school context, under particularly favorable pedagogical conditions, particularly in the case of intensive bilingual education programs.

**The foreign language**, on the other hand, is one that is not spoken in the immediate and local environment, since daily social conditions do not require its permanent use for communication. A foreign language can be learned primarily in the classroom, and the student is usually exposed to the language for controlled periods. Despite not being used in circumstances other than academic ones, students of a foreign language can achieve high levels of performance to be efficient communicators when required.

For the learning of a language, the acquisition of the mother tongue is taken as a basis and as these results, Chomsky argues that the only plausible explanation for the efficiency with which children acquire the mother tongue is that children are born with an innate ability to learning the language, in the same way that they come into the world with the innate ability to learn, for example, to walk.

In other words, children have a special ability to discover the grammatical rules that govern language from the linguistic input to which they are exposed, although this input is far from constituting a complete and organized catalog of the forms of the target language.

Finally, the child, when he speaks, puts the grammar rules into operation. The foundations of Chomskian theories, initially proposed to explain mother tongue acquisition, were extended to second language learning by Krashen in his monitor model.

Thus, Stephen Krashen, following Chomsky's mentalist theories, conceives acquisition as a process of mental, personal and inner evolution in which learners do not need to speak or write to learn. According to this model, learning takes place automatically when learners listen to or read and understand fragments of the target language. The language that students produce when they speak or write is the result of learning and not the cause of it. Krashen developed his model on the following five hypotheses:

a) The acquisition versus learning hypothesis indicates that learners have two different ways of developing their competence in the target language: one is acquisition, which occurs when using the language to communicate. The second is learning, which occurs when you reflect on the language. Acquisition is described as an unconscious process similar to those which children develop when learning their mother tongue and is therefore considered by Krashen as the natural way to develop language skills. On the contrary, learning refers to the explicit knowledge of the formal rules of the language and the ability to verbalize them. Krashen believes that only the language that is acquired is useful for fluent natural communication.

b) The natural order of acquisition hypothesis states that language structures are acquired in a predictable order, even by speakers with different mother tongues. That is, there are certain

structures that tend to be acquired in the initial moments of language acquisition, while other structures, including some apparently simple ones, are not acquired until the learner is in advanced stages.

c) The hypothesis of the monitor establishes that conscious learning plays a very limited function in the linguistic performance of the learner since it can only be used as a monitor or corrector of the productions initiated by the acquired system and this can only occur if certain conditions are met: 1. the speaker must have enough time to reflect; 2. the speaker must be focused on the form; 3. The speaker must know the rule. These conditions occur more easily in written language or in prepared speeches than in informal conversation, that is, the language learned could be of some use when writing but not when speaking.

d) The fourth hypothesis is that of the understandable input. This hypothesis stipulates that a language is acquired (not learned) by understanding messages that are slightly above the current level of acquired competence possessed by the acquirer, the so-called “input + one” (I + 1).

e) Finally, the emotional filter hypothesis states that motivated, self-confident students with low levels of anxiety obtain better results in language learning. This could be explained because learners who present these characteristics are more open to the input they receive and this can penetrate more deeply, while insecure, tense or unmotivated learners create an emotional barrier or filter that prevents the input from penetrating. Furthermore, motivated students naturally seek more opportunities to contact the language, which results in greater access to understandable input.

## CONTRIBUTIONS FROM PEDAGOGY AND DIDACTICS

From our characterization process we know that the students have had a learning process, they are already in secondary school and thus have established a cognitive process with which they have to continue throughout their schooling and life. We thus find the cognitive development of Jean Piaget, who says that children build a mental model of the world, Piaget (1947) did not agree with the idea that intelligence was a fixed trait, and considered cognitive development as a process that occurs due to biological maturation and interaction with the environment. We place the traits of the students within the stages of Piaget's cognitive development, in order to work properly with them, following a process that is essential for their growth and cognitive formation.

Within our research we will take into account the use of pedagogical playful strategies that will allow teachers in training to accompany children in the research processes to find answers and generate concerns and knowledge as we go deeper in our pedagogical work, Likewise, reading comprehension strategies will be implemented based on what the strategy is according to Solé 1992: A strategy is related to the idea of procedures, understood as a set of ordered actions and with a specific purpose, that is, directed to the achievement of a goal. The strategy has in common with all other procedures, its usefulness to regulate the activity of people to the extent that its application allows, selects, evaluates, and discriminates certain actions to achieve the goal that we propose.

In addition to this, we also take into account the metaphor of scaffolding and the zone of proximal development developed by Lev Vygotsky, who affirms that students rely on a tutor, teacher or adult to develop certain tasks that are difficult for them until they manage to perform

them by themselves, in this way, we as teachers give them all the support they need in the activities until they can easily recognize the verbs and actions in English, in order to better develop the activities.

Continuing in this way, we also find an important factor when interacting with students and that is that they do not arrive without prior knowledge, they are already on track with a learning process throughout the school. Interacting in this way with the English language, our purpose is to approach from that starting point, that is why we consider the work of Ausubel (2002) and his theory of meaningful learning important, where he develops the term "cognitive structure" that each student possesses and where This structure must be taken into account in order to achieve learning that really contributes to the student to continue learning.

### **TPR method**

In the search for the appropriate methods for teaching the English language, many pedagogues, psychologists and linguists throughout history have contributed to the conception of the appropriate methods for the teaching and learning of a foreign language. These contributions date back to the century XVI with the method of translation grammar until reaching the communicative approach.

Teaching a new language in its beginnings was a matter of memorization and repetition, the process of which was very boring for the students and not very stimulating at the same time. That is why we decided to work with the total Physical Response method.

The "TPR" method is a teaching method that combines speech with action and proposing the teaching of the language through the combination of verbal and motor skills, thus facilitating

the adequate acquisition of a second language such as the case of the English language, and in this way the natural process of learning is carried out. "The motto of this method is 'learn by doing'.

For Asher, this method is "ideal for working with children from an early age, since from a very young age they begin to explore the world through movement and direct physical contact with things."

Likewise, TPR Storytelling is a method of teaching English (and other languages) as a foreign language that was invented by Blaine Ray, a Spanish teacher in Bakersfield, California in 1990. Worried that his students were little interested in the process of learning a language in unexciting ways from a textbook. This method arises from the TPR, combining another method, the reading of stories, thus, our objective is to encourage students to learn a second language without following the same process of learning only techniques and vocabulary without context. That is to say, stories are raised and from these, the students acquire a vocabulary by interpreting the exposed text. Vocabulary is repeated through similar stories, in which they can identify the words and thus the learning of the English language is acquired.

## **METHODOLOGY**

In our research pedagogical project, we propose as a general objective, to implement the total physical teaching method through the didactic strategy TPR STORYTELLING from virtual platforms such as Meet for the improvement of communicative skills in the area of English. with students in grade 6D of the Educational Institution Escuela Normal Superior de Popayán in the period 2019-2022 according to the above we are located from the Qualitative Methodological Approach in the critical social perspective, because it enables in the field of education to achieve the development of actions of transformation and change. From this epistemic perspective, the Action Research Method is situated.

### **TYPE OF RESEARCH**

The objective of the qualitative research approach is to provide a research methodology to understand the lived experience from the point of view of the people who live it. (Taylor & Bogdan 1984, p. 21). The basic characteristics of the qualitative research method are centered on the fact that they are investigations in which the subjects are the most important, since they are living the phenomenon, they know it better and the inquiry process is inductive where the researcher interacts with the subjects and their responses to the changing and holistic world in which they find themselves, seeking answers to questions that focus on social experience, how it is created and how it gives meaning to human life. In conclusion, it comprises phenomena that allow the observation and analysis of results from the perspective of its participants in a given context. (Sampieri, 2014, p. 358).



On the other hand, the Action Research Method "is a way of understanding teaching, not just doing research on it. The research-action implies understanding teaching as a research process, a process of continuous search.

Involves understanding the teaching profession, integrating reflection and intellectual work in the analysis of the experiences that are carried out, as an essential element of what constitutes the educational activity itself. Problems guide action, but what is fundamental in the research-action is the educational professional's reflective exploration of his or her work, not for its contribution to problem solving, but for its capacity for each educational professional to reflect and transform his or her own practice, as well as to plan it and be able to introduce progressive improvements. In general, action-research constitutes a way of systematic reflections on practice in order to optimize the teaching-learning processes". (Herrerias Bauselas E, La Docencia a través de la Investigación–Acción, Revista Iberoamericana de Educación, ISSN: 1681-5653. P. 1).

Thus, at the time of the virtual sessions that were scheduled, not all students entered because they did not have the resources to enter virtual classes. Thus, the average number of students who attended the sessions was 20, taking into account that in several classes this number varied because there were always students who had to ask for permission not to attend classes due to circumstances that occurred during the pandemic.

In addition to this, we had to change some collection techniques to be able to collect the information of the sessions, in this way, we still used the field diary to record the activities done during each session, but in addition to this, being classes in the students' homes and being through virtual classes we resorted to record most of the possible sessions on the Google Meet platform, likewise, we worked with reinforcement exercises in which the students themselves

made and sent photographs of the evidence that they made in their notebooks. Likewise, we have to remember that, the activities were primarily prepared in order to perform them with the same students during each session, being in this way how we advanced with the theme that was seen during the classes, having a strong face component which is the TPR was our primary drawback, because we had to make an adjustment to all sessions, so that students could understand the exercises and could perform them together with their peers virtually; organizing the topic of TPR so that they could recognize it from images, organizing the activities, the gestures and what each gesture conveyed with its meaning. Taking into account the classes organized and also the activities done, the inspection of the activities is done through a table in which the topic done, the type of activity, the theory to which it alludes and the subsequent analysis taking into account everything mentioned above are paired.

## **TYPE OF APPROACH**

### **METHOD AND METHODOLOGICAL PHASES**

#### **The techniques and instruments for data collection**

In the same way, it is important to highlight the research techniques and instruments for data collection from the qualitative paradigm. The following is a reference to the techniques and instruments used in action research.

#### **The techniques**

Technique is a set of practical knowledge or procedures to obtain the desired result. A technique can be applied in any field of science: art, education or communication.

The technique for the collection of information is understood as the practical means applied to obtain information in a given investigation.

### **The instruments**

It is the medium where all information collected during the research is recorded. It is an indispensable and valuable resource for the IA. The instrument for the collection of information is a set of tangible means that allows recording, preserving and capturing everything investigated through the techniques used for the collection of information, for example, the camera, the film camera, the field diary, the recorder, among others.

Some research techniques and instruments for data collection are presented below.

### **Observation**

This technique consists of visualizing the phenomenon and its context to be studied. It is a practical procedure that makes it possible to discover, evaluate and contrast realities in the field of study.

Likewise, there are three types of observation, which are a) direct observation, which is used to collect data directly in the field of study, b) non-direct observation, which refers to the collection of information obtained from third parties, and c) participant observation, in which the researcher actively participates in the field of research being observed.

There are also instruments for the types of observation such as observation records, where the information is systematically recorded through formats, in addition, there are observation guides that allow channeling the action of observing certain phenomena, thus

guiding the researcher on the key facets to be found in the research, and finally the field diary in which records are made of the observations that are witnessed, its structure is descriptive, narrating the facts that are experienced within the field of research.

### **The interview**

It consists of establishing a conversation between the researcher and the research subject. The purpose of this is to obtain first-hand and much more detailed information from the active subjects in the research.

In this category we find a structured interview where information is collected in a systematic, punctual and specific way. The objective of this type of interview is to keep the information collected for the research in a hermetic way; we also have the semi-structured interview where the type of questions is more flexible, they can be argued and this type of interview is the one commonly used in AI. In addition to these two, we find the unstructured interview where the researcher only has the role of organizing the topics, and the information of the interview is given in a dynamic way without the need to pose questions, the questions being answered in an inductive way.

Likewise, the instruments used for all types of interviews are the interview scripts, which are used for structured and unstructured interviews. The types of scripts that are found are focused or schematic where the scripts are structured with closed questions. It is used in structured interviews, but there are also semi-structured interview scripts, where the method of questions is orderly and open-ended. The objective of this script is flexibility and adaptability to the specific situation analyzed, one of the presuppositions of the qualitative criterion. Finally, the unfocused or free interview script is an instrument that allows the formulation of free questions

and from these other formulations are derived according to the interaction or socialization of ideas generated between the researcher and the subject of study.

### **Discussion Group**

This type of technique is used to gather first-hand information through small groups of people for a better follow-up of the information to be collected.

Within this technique we find the focus groups or "full groups" where the researcher works in a reduced way with the population, we also find small focus groups where groups of 4 to 6 people are chosen in order to collect information in a more detailed way and with more depth since more time can be invested in the group of people.

In addition, we found two types of instruments to carry out these focus groups, which are the discussion scripts, which is a structured way of recording in detail, specifically and concretely the points of view of the participants. It is a valuable resource for the researcher since it allows organizing and systematizing the interpretation of the information obtained. The other type of instrument is the anecdotal record, in which the researcher records in detail all the opinions of the participants, including their attitudes towards the activities and discussions. It also allows us to note key points of the interaction or socialization of a discussion group. It allows the recording of observations, suggestions and conclusions that cannot be described in the discussion script, in a free, brief, clear and objective manner.

Therefore, in the process of our research we are implementing the techniques and instruments of qualitative research little by little, according to the planning of the research process, so at first, we started with direct observation, also complementing it with participant observation as the classes took place, parallel to this each researcher in the classroom developed

his own record in the field diary and we will continue to use this instrument throughout the research process.

Consequently, when interacting with the students and with the intention of investigating in more depth what problems we could find in the area of English, we decided to conduct a series of exploratory questionnaires, with open-ended questions to learn about their tastes and hobbies inside and outside the educational institution. We also implemented the semi-structured interview with the students to get closer to them and also to recognize the achievements, limitations and possible difficulties that may be occurring in the teaching-learning process in the area of English. Thanks to the questionnaires and interviews we were able to see that the students have different levels and interests in relation to English.

Finally, within the methodological approach of qualitative research, sampling corresponds to the idea of a non-probabilistic sample, i.e., the selection procedures correspond more to the researcher's judgment and convenience than to statistical data. There is a greater interest in analyzing and deepening the case studies, which help us to understand the phenomenon and answer the research question. (*Salas Ocampo Danelly, Investigalia, 2020. P. 1*)

With respect to the selection of the study sample, it was decided to sample by extremes, having as criteria: the very outstanding students in the area of English and the less outstanding students. This decision was considered since the purpose of the research is not to determine the number of people who learn English but what learning the students manage to appropriate within the activities carried out, thus being a much more humanistic and pedagogical path, focused purely on the orientation towards the learning that the students manage to appropriate both at the language level and in the holistic and axiological perspective together with their classmates and other people with whom they interact.

**Population**

As previously indicated, the participants were 22 in total, 10 boys and 12 girls, sixth grade students of the Escuela Normal Superior de Popayán, Colombia. Their ages ranged between 11 and 12 years old. They were students with different levels of English, between A1 and A2.

## RESULTS AND DISCUSSION

According to the Basic Standards of Foreign Language Competencies in Basic Secondary in the sixth and seventh grades (6th and 7th) the needs of students are developed through the obtaining of skills and reaching achievements of the area, then the needs that we identify to be able to achieve those skills and achievements are the following:

**TABLE 3**

Needs detected of the students of grade 6th.

<b>NEEDS OF STUDENTS IN LEARNING ENGLISH</b>
Feel motivated to learn and express their feelings and thoughts in English.
Trust in themselves to be able to open up to discover a new world in English.
Recognize their abilities and what they need to improve from guidance and love.

All the previous needs we recognized, since in our first experiences with them we managed to notice that demotivation and the lack of a good environment in the learning and teaching process were the main cause of not wanting to know something of another language, so for us as teachers the main needs were the previous ones, where we took into account that if this was improved, listening, writing, orality and comprehension in this second language were improved, if these were expressed in a simple way, in addition, through the Total Physical Response and the Total Physical Response Storytelling we looked for a more interactive and participatory way where our students analyzed, they researched, searched and saw in our classes presentations of new fun topics, although we also had the intervention of the titular teacher who



was limited to the way of teaching through grammar, where she told us the topics of verb tenses from grammar. Below we present each of the 13 classes that we teach virtually.

### Schedule

According to the classes we had, we organized a schedule and made the analysis of each class. Also, we put in the schedule the days that it was impossible to attend classes because of other problems.

**TABLE 4**

Schedule classes.

<b>March</b>	
<i>DATE</i>	<i>SUBJECT</i>
22	Present continuous tense
29	Easter week
<b>April</b>	
<i>DATE</i>	<i>SUBJECT</i>
5	Remembering the present continuous (worked on in the previous class)
12	Second theme, present simple
19	Structural writing exercises (teacher taught the class)
26	No class

**May**

<i>DATE</i>	<i>SUBJECT</i>
3	National Strike
10	National Strike
17	National Strike
24	National Strike
31	Song workshop sent

**Junio**

<i>DATE</i>	<i>SUBJECT</i>
7	Holiday
14	Holiday
21	Mid-year vacations
28	Mid-year vacations

**July**

<i>DATE</i>	<i>SUBJECT</i>
5	Holiday
12	The magic tree, present simple short tale
19	Remembering the present simple present tense and a game of characters and questions

26	Game to order sentences, lemon tree song
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**August**

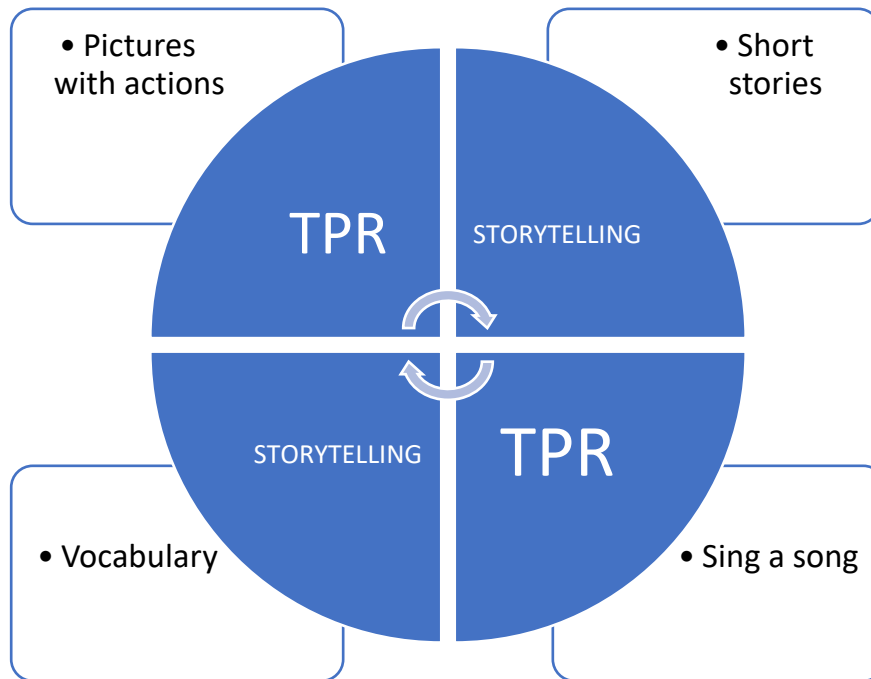
<i>DATE</i>	<i>SUBJECT</i>
2	Lemon tree song, recognizing sentences with verb tenses
9	Presentation of lemon tree song sentences
16	Delivery of bulletins
23	Tales with pictograms, seasons of the year, simple present tense
30	

**September**

<i>DATE</i>	<i>SUBJECT</i>
6	Test, present simple vs. present progressive
13	Exercise pronouns and verb to be
20	We do not attend classes
27	Teachers' Assembly

**Figure 11**

Pie Chart.

**DATA ANALYSIS AND FINDINGS**

At first our proposed pedagogical project would have been developed in person as planned before the Covid-19 pandemic as we had already mentioned, due to this, the entire structure from which it was started was changed, since both the population and the way of presenting the proposed activities had to be adapted from work at home with assistance through technological devices such as cell phones and computers connected to the internet, which was a very big challenge, because the school environment has not adapted correctly to this type of virtual teaching for various contextual reasons, where the Educational Model of our country fell short to correctly address this type of circumstances. Therefore, our challenge as teachers' givers of knowledge in the classes was to ensure that the students improved their knowledge of the language from our methodological proposal, thus concretizing a model of follow in the classes,

through readings of short stories in English according to their level of English and their ages, also, presenting all the activities in a dynamic way from the screens so that the students were motivated and attentive to the Explanations.

## TABLE 5

Issues in virtual classrooms.

Issues in virtual classrooms
------------------------------

- In TPR, movement and action are very important, as it allows through doing to internalize, but in a virtual way it was quite limited, as many of our students could not turn on their cameras.
  - There was no confidence to participate in English or Spanish.
  - The virtual classes were overloaded with homework, which overwhelmed them at home, so learning a language or seeing English as a subject was not of interest to them.
  - There were different levels of English, which were identified by the high or low level of interest in the area.
- 

According to these issues, we first ask ourselves various questions such as:

- How to teach English virtually with TPRS?
- How from the topic required by the teacher could we give way to the main theme of our project?
- How to revive our students' interest in English?

After analyzing how we could improve English in the students of 6<sup>th</sup> grade of the Escuela Normal Superior, we began to look for various ways to improve their knowledge and make them more confident with themselves and thus contribute in their lives a motivation for new adventures and new dreams. So, as for the development of the classes below we present each of them.

### WEEK 1: INTRODUCE YOURSELF

The objectives of the first class were:

- To get to know the interests of our students through the introduce yourself exercise.
- To identify the grammatical structure of the Present Continuous.
- To identify general ideas of a short text.
- To start adding new vocabulary to our English lexicon.

Through diverse activities:

- ✚ Each student introduced himself with his name and a word that identified him.



- ✚ We then presented a short story about a girl named Ana, who in that short story introduces herself.

Let's read!



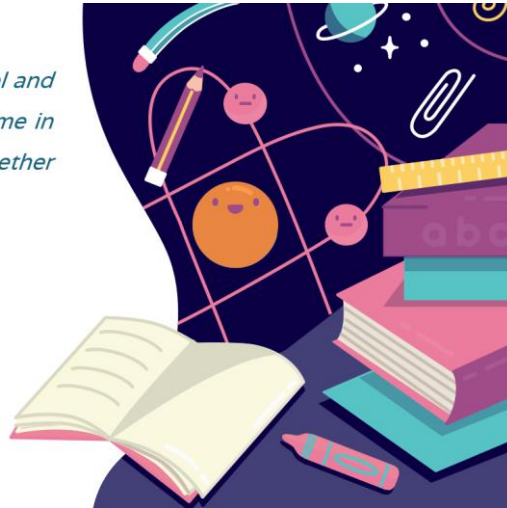
*Hello, my name is Ana. I am Thirteen (13) years old.*



*I live in Popayán, I am studying in Escuela Normal Superior in Popayán, I live with my mother Martha, my father Rodolfo and my brother Pedro.*



*Right now, I am walking to school and my friend Cristina is waiting for me in the street corner, we go together every day.*



*I'm talking to her about the math exam that we have today, she is telling me that she is nervous, because she did not study.*



*Is 7:30 AM and we arrive at the classroom and when we are coming in, the math teacher arrives behind us, we are waiting for the teacher to tell us about the exam, but she forgot.*



**Findings:** When telling the story, emphasis was placed on pronunciation so that the students could recognize the sound of the words with their written form. In addition, an accompaniment was made with images that referred the students to the topics that were talked about in the story, so, although they did not know some words, they knew that it was about the family or about their friend and the math classes, as the text progressed, they were made aware of the structure of the present tense that was being worked on, explaining some rules that may occur in a grammatical way.

After this, some guiding questions were asked, all with the purpose of knowing if the students were able to understand in a correct way the exposed text, simple questions that for them were a challenge able to fulfill, such as "Where is Ana from?" "Who was waiting for Ana on the Street corner?" "Who entered the classroom behind them?" "According to Solé (1992), the student should approach the text to be worked on from different moments, before reading, where the student is first motivated about the reading, it is explained what will be read and why it will be read. Then, during the reading, where different strategies are used for the reading and so that everyone can understand it, thus asking questions directly in case they have any doubts and explaining them, after this, we come to after the reading, where through the questions they are asked to see if they understood correctly the text read and the idea of the text.

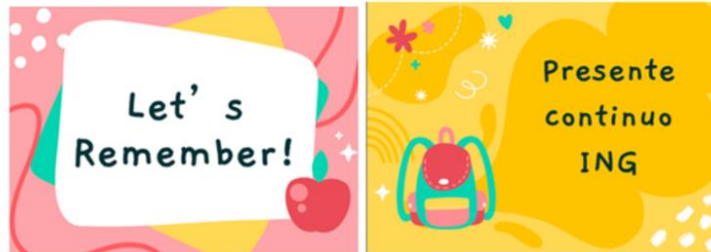
### **Week 2: remembering the present progressive**

The objectives of the second class are:

- To remember the present progressive.
- To show the grammatical rules about the tense.
- To practice the main tense worked with exercises.

Through diverse activities

The classes stopped two weeks because there was a week is a holiday and also Easter. Next, we are going to show the grammatical rules and the exercises.



### Ten en cuenta que...

- Este tiempo se reconoce porque el verbo principal de la oración termina en "**ing**".
- El "**ing**" corresponde a lo que en español conocemos como los gerundios "**ando - endo**".



We take into account that a large part of the classes were worked in Spanish but doing the exercises in English without translations, this because if it was done completely in English the students would not understand anything and would be demotivated. The exercises were performed in English and images and body exercises were presented that represented the vocabulary being learned.

### Afirmativa:

Subject+Auxiliar verb+Main verb+ING+Complement

I am Walking in the park

## Negativa:

Subject+AuxiliarVerb+Not+MainVerb+ING+Complement

I am not Walking in the park

## Interrogativa:

AuxiliarVerb+Subject+MainVerb+ING+Complement+?

am I Walking in the park?



Ahora vamos a  
poner a prueba  
nuestros  
conocimientos.



En el siguiente  
ejercicio vamos a  
identificar la  
acción que cada  
personaje está  
haciendo.

What is she doing?



- ★ Forma afirmativa: **She is reading**
- ★ Forma Negativa: **She is not reading**
- ★ Forma interrogativa: **Is she reading?**

What are they doing?



- ★ Forma afirmativa: **They are playing soccer.**
- ★ Forma Negativa: **They are not playing soccer.**
- ★ Forma Interrogativa: **Are they playing soccer?**

What is she doing?



- ★ Forma afirmativa: **She is listening to music.**
- ★ Forma negativa: **She is not listening to music.**
- ★ Forma interrogativa: **Is she listening to music?**

**Findings:** Since the classes did not have a desired continuity, the topics had to be remembered several times. This helped the appropriation of the vocabulary and grammatical rules of the different topics in English. In addition to this, with the exercises performed the students were first nervous to participate and say something wrong, then with the participation of some classmates and without having the pressure of any retaliation, the students began to participate, implying that they had appropriate part of vocabularies with respect to the images shown in the practice exercises.

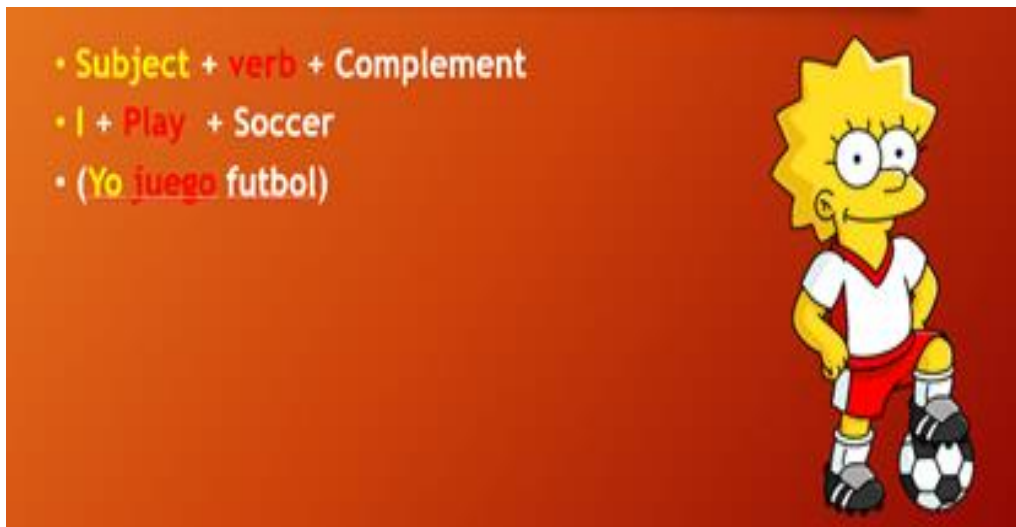
Because the classes were held on Meet's virtual platform, the Total Physical response exercises was transformed to the appropriation of language through pictograms of the actions worked in classes.

**Week 3: my family and my house****Objectives.**

- To show the present simple.
- To Identify and describe my home and family members.
- Recognize and perform sentences according to the verbs found

Through diverse activities

For the next class the simple present was presented, thus showing the grammatical structures and also the exceptions of that verb tense. Posterior se realizan igualmente ejercicios combinando las preguntas en inglés con imágenes de las acciones que representan las preguntas y debiendo escoger la respuesta correcta de acuerdo a dicha acción



- Subject + verb + Complement
- I + Play + Soccer
- (Yo juego futbol)



- **Subject** + **Aux (do)** + **not** + **verb** + **Complement**
- **I** + **do** + **not** + **Play** + **soccer**
- (Yo no juego futbol)
  
- **Do not:** para "I, you, we, they"
- **Does not:** para "he, she, it".



#### Terminación del verbo por consonante:

Cuando el verbo acaba en "-ss", "-sh", "-ch" o "-x", se debe agregar "-es" en lugar de solo "-s":

- ★ *Miss (Misses) / Extrañar (Extraña)*
- ★ *Finish (Finishes) / Terminar (Termina)*
- ★ *Watch (Watches) / Observar (Observa)*
- ★ *Fix (Fixes) / Arreglar (Arregla)*

- ★ *Miss (Misses) / Extrañar (Extraña)*

- ★ *Finish (Finishes) / Terminar (Termina)*

- ★ *Watch (Watches) / Observar (Observa)*

- ★ *Fix (Fixes) / Arreglar (Arregla)*

**Terminación del verbo con la vocal "-O":** en este caso también se añade la terminación "-es":

- ★ *Go (Goes) / Ir (Va)*

- ★ *Do (Does) / Hacer (Hace)*

After these exercises with images, a review of the grammatical rules suggested by the full teacher was carried out, so that the students could write down in their notebooks all this that could be useful to them.

Finally, they were shown some images in virtual flashcards, they identified the actions and as they said in English, after this to be the end of the class the task of performing 6 sentences with the verbs of the flashcards shown and that took into account the grammatical rules were left.

## Homework Present simple

Write six sentences in present simple with the verbs that are below.

Two sentences for each form (affirmative, negative and question) in present simple.

Remember the rules seen in classes.

do	
carry	

Ask	
Reply	
Dress	

fix	
push	
Cry	

Go	
notify	
Deny	

**Findings:** when the main topic is presented, on the basis that it is a new topic. The students had to be very attentive because they could be confused with the topic previously worked, our work as teachers was to be a guide, when we are working with images the students can quite easily take the context of what the sentence or the text presented is about.

During the work of the classes the students took note because these two verb tenses were the ones worked throughout the school year, thus reinforcing with different vocabularies.

#### **Week 4: the magic tree**

##### **Objectives:**

- To remember the tenses worked.
- To practice vocabulary
- To read a short text
- To foster the imagination about an open ending.

Through diverse activities


Due to external factors our classes with the students stopped for one month, we could continue the 12<sup>th</sup> of July and to start with them we bring them a story that served to strengthen trust between students and us as teachers. Next, we are going to show the text and the comprehension questions.



*The Magic tree*

Let's read!

By: Laura Daniela Aranda Sandoval  
Luis Fernando Bolaños Renza



Today in the morning, Mateo is walking in the back yard, where there are many flowers and grass and there is a big tree. It has a sign, in the sign is write:

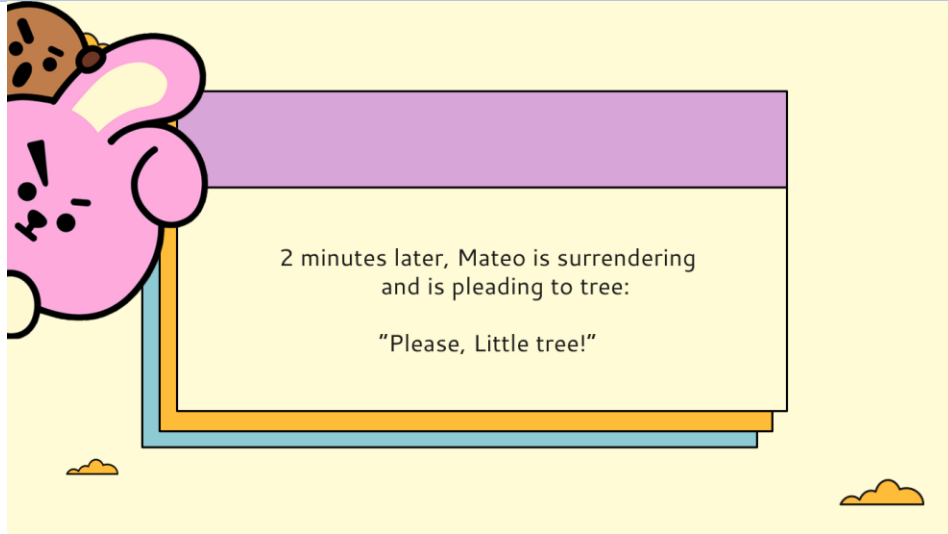
"I'm a magic tree, if you tell the magic words, you will see it."

Mateo is trying to say diferent spells:

ABRACADABRA  
SUPERCALIFRAGILISTICOESPALIDOSO

But nothing is happening...





2 minutes later, Mateo is surrendering and is pleading to tree:

"Please, Little tree!"



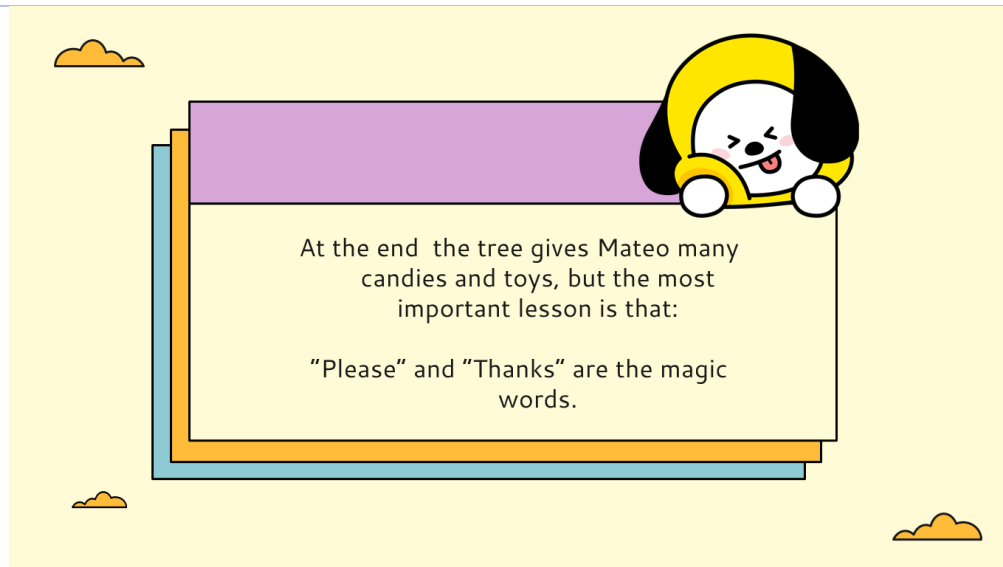
OH, WOW! A big door is opening in the tree, and there is another singn, in it is write:

"keep doing magic."



So, Mateo said to the tree:

"Thanks, Little tree!"



After the reading, we asked the students if they remembered the grammatical rules of the tenses worked and after they answered we bring the explanation of the topic.

*Eloisa Palerm - The Happy Teacher* 

### Present Continuous

We use Present Continuous to talk about actions that happen at the moment we speak:

#### AFFIRMATIVE

I **am** walking  
 You **are** walking  
  
 He **is** walking  
 She **is** walking  
 It **is** walking  
  
 We **are** walking  
 You **are** walking  
 They **are** walking

#### NEGATIVE

I **am not** walking  
 You **are not** walking  
  
 He **is not** walking  
 She **is not** walking  
 It **is not** walking  
  
 We **are not** walking  
 You **are not** walking  
 They **are not** walking

#### QUESTION

**Am** I walking?  
**Are** you walking?  
  
**Is** he walking?  
**Is** she walking?  
**Is** it walking?  
  
**Are** we walking?  
**Are** you walking?  
**Are** they walking?

*What is the difference between affirmative, negative and interrogative sentences in present simple?*

To make NEGATIVE sentences we add the word NOT after the verb TO BE.

AM NOT/ IS NOT > ISN'T / ARE NOT > AREN'T

To make INTERROGATIVE sentences we change the order of the words: AM/ IS/ ARE + SUBJECT + MAIN VERB-ING + ?

As you can see, there is no S for 3rd person singular (He, She, It) .

There are some KEYWORDS that indicate the sentence is in Present Continuous:

Now, Right Now, At the Moment, Currently... (words that indicate the moment of speaking)

**MUST REMEMBER !!**

To make a correct sentence in Present Continuous you *MUST* have this structure:


SUBJECT + TO BE (conjugated) + VERB-ING

After this, we showed an image and asked the student if they could identify the relation about the title and the image.






Moving forward in class, the students were able to recognize the main factors of the verb tenses used in the text. And we continued asking them some questions reading comprehension.




1. What is in the back yard?

- A. Candies and trees
- B. Many flowers and a magic tree
- C. Animals and fruits



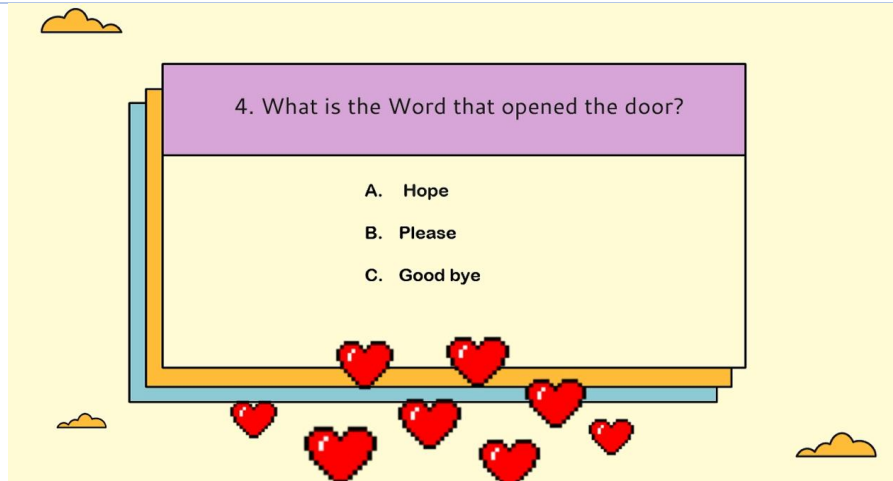
2. Which Word does Mateo try to say first?

- A. Esternocleidomastoideo
- B. Tomato
- C. Abracadabra

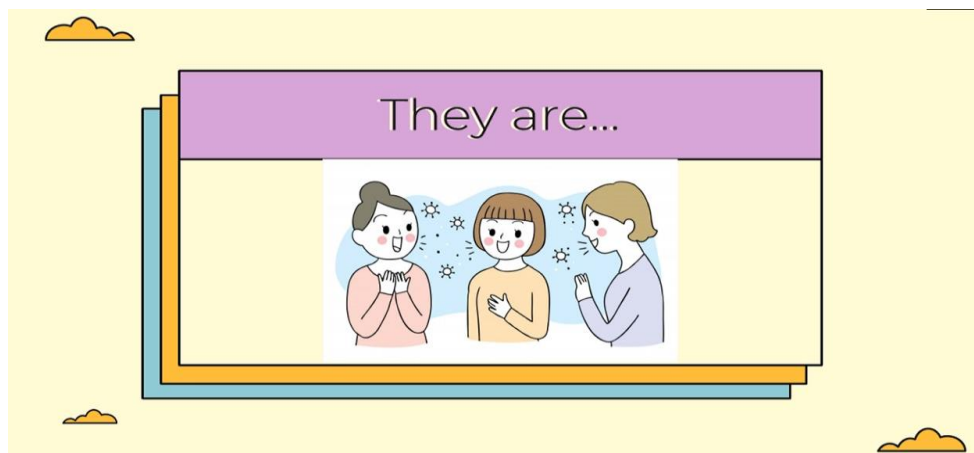
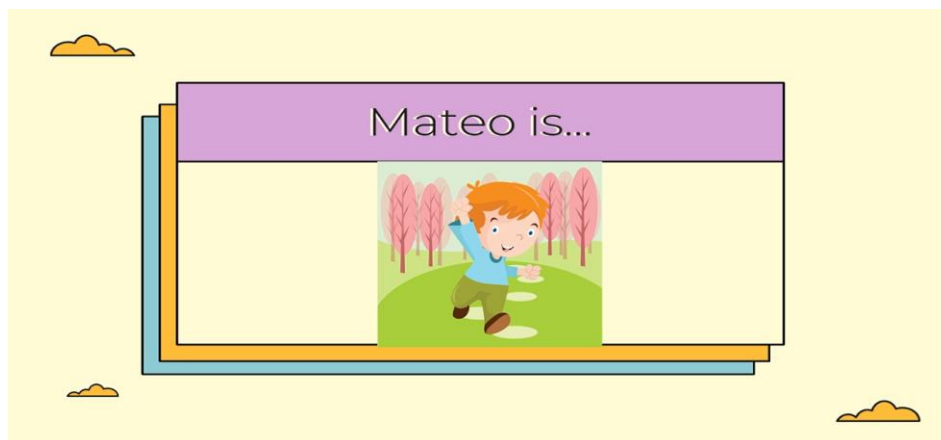


3. What does the first singn say ?

- A. I'm a magic tree, if you tell the magic words, you will see it.
- B. Keep doing magic
- C. Keep calm and take my fruits



After the questions answered by all the students helping each other to find the answers, we moved on to the next activity that was to relate the actions with the images that are seen in the images.





The purpose of the last activity was to identify the actions using the present progressive, adding “ing” to the verb they identified of each image.

**Findings:** the students were motivated for the slides, because there were out of the traditional that they were studying, they said it was different and they were happy to study in this way, because they could participate without any pression if they say something wrong, the other students could answer too to help the one who was talking.

The students were able to identify the verbs worked and to identify the basic rules of the tenses. Also, the students were able to hire their vocabulary and to practice it in the context they are living.

### **Week 5: Remembering the present simple tense and a game of characters and questions**

#### **Objectives:**

- Remember the tenses worked
- Recognize the structure of the tenses

➤ Being able to put together a sentence structure

Through diverse activities

Como en cada clase se hace el recordatorio de los temas, en este caso de los tiempos verbales para que los apropiaran y poder seguir trabajándolos con mayor facilidad. De este modo, la clase comenzó con la presentación de las estructuras de tal manera que ellos tuvieran fresca la estructura de los tiempos a trabajar.

*affirmative*

**Subject + verb + Complement**

**I + Play + with my cousin**

(Yo juego con mi primo)

*negative*

**Subject + Aux (do) + not + verb + Complement**

**I + do + not + Play + with my cousin**

(Yo no juego con mi primo)

**Do not: para "I, you, we, they"**

**Does not: para "he, she, it".**

*interrogative*

**Aux (do) + Subject + verb + Complement**

**do + you + Play + with my cousin**

(¿Tú juegas con mi primo?)

Posterior a esto, pasamos a presentar la actividad didáctica principal para que los estudiantes estuvieran motivados y pudieran realizar las actividades de una manera didáctica. Así, se planteo un juego en diapositivas de preguntas de selección múltiple, en donde se planteaba la oración para que los estudiantes escogieran la respuesta correcta.





Finally we thank the students for the participation, and the students were motivated for play with the presentation and recognize the tenses better

**Findings:** students confused verbs in the way they are written, because they had trouble recognizing how the verb is written for third person or first person and therefore confused in the grammatical rule of adding "S" when writing them.



Also, the students were able to identify the verbs and relate with actions, expressing them in spanish and with drawings.

### Week 6: Game to order sentences and lemon tree song

#### Objectives:

- To read short texts.
- To recognize the grammatical order of the respective tense
- To recognize the actions through the pictures in each sentence.
- To listen the song and identify words.

Through diverse activities

At first, we carry out a pray to the students “Our Father” and the students had to read it. For

this section we put the Spanish pray too.

*Let's pray...*



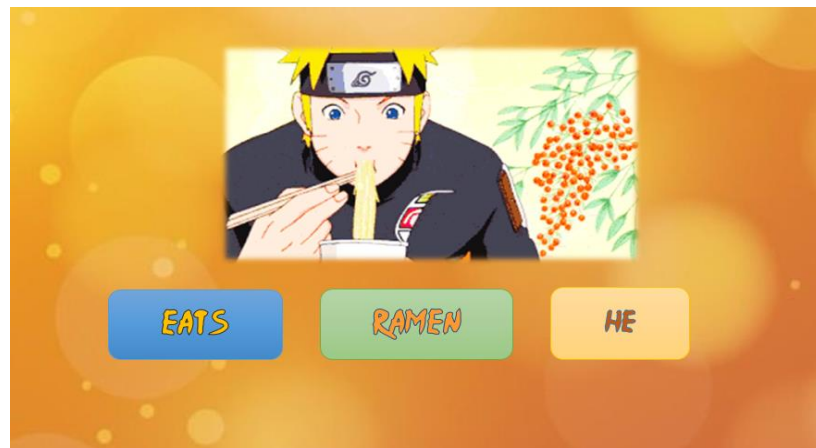
#### OUR FATHER

Our Father, who art in heaven,  
Hallowed be thy name.  
Thy Kingdom come.  
Thy will be done on earth as it is in  
heaven.  
Give us this day our daily bread.  
And forgive us our trespasses, as we  
forgive those who trespass against us.  
And lead us not into temptation,  
But deliver us from evil.  
Amen.

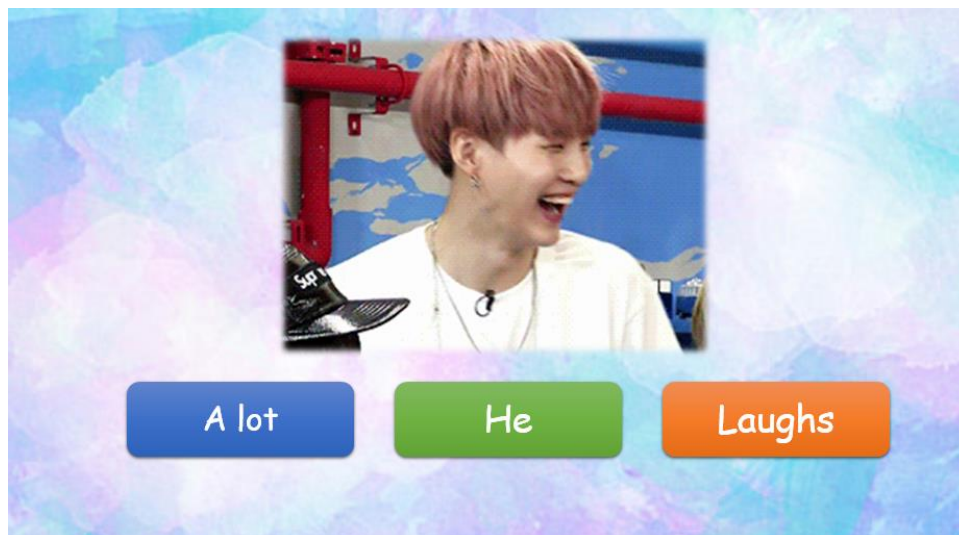
#### PADRE NUESTRO

Padre nuestro, que estás en el cielo,  
Santificado sea tu nombre.  
Venga a Nosotros tu reino.  
Hágase tu voluntad en la tierra como  
en el cielo.  
Danos hoy el pan de cada día.  
Y perdona nuestras ofensas, como  
nosotros también perdonamos a los  
que nos ofenden.  
No nos dejes caer en la tentación, y  
libranos del mal.  
Amén.

Next, we put a simple game it consisted in order the sentences according to they remembered about the grammatical form of the present simple.







The students participated as a group, answering the order of each sentence according to the image they were able to see. At no time were shown the translations, but through the images they were able to perceive what each character was doing.

After this, we played a song with the video to the students and they had to listen it and if they knew some word and with the video, they knew what the song was about.

The class ended in this way, showing them the lyrics and imitating the words with actions so they could know about what was each sentence in the song.

**Findings:** the students were afraid to read in public the pray because they used to speak in Spanish every time, and when had to read in English they didn't want.

After some students were reading some students joined the reading and when we were playing to order the sentences, they played concentrated, helping those who couldn't answer the re-order of the sentences.

At the end, with the song, some students knew the song and want to sing with us, the full teacher said everybody could sing with us and so it was. Demonstrating that the afraid was gone and trying to improve the skill of the speaking and listening.

### **Week 7: Lemon tree song, recognizing sentences with verb tenses**

#### **Objectives:**

- **To read the song**
- **To identify the present progressive in the song**
- **To read the sentences found in the text and to interpretate with an action or a drawing.**

Through diverse activities

#### **Session 1/2**

The class was intended for the analysis of the song, from a more structural way, taking into account what it said and what verbs were in each of the sentences presented in each stanza.

## Let's Sing!

### *Lemon tree*

I'm sitting here in the boring room.

It's just another rainy Sunday  
afternoon.

I'm wasting my time.

I got nothing to do.

I'm hanging around.

I'm waiting for you.

But nothing ever happens  
and I wonder.

I'm (drive) driving around in my car.

I'm driving too fast.

I'm driving too far.

I'd like to change my point of view.

I feel so lonely.

I'm waiting for you.

But nothing ever happens

I'm turning my head up and down.

I'm turning, turning, turning.

Turning, turning around.

And all that I can see

is just another lemon tree.

I'm sitting here.

I miss the power.

I would like to go out (take) taking a  
shower.

But there's a heavy cloud

inside my head.

I feel so tired.

Put myself into bed.

Well, nothing ever happens

And I wonder.

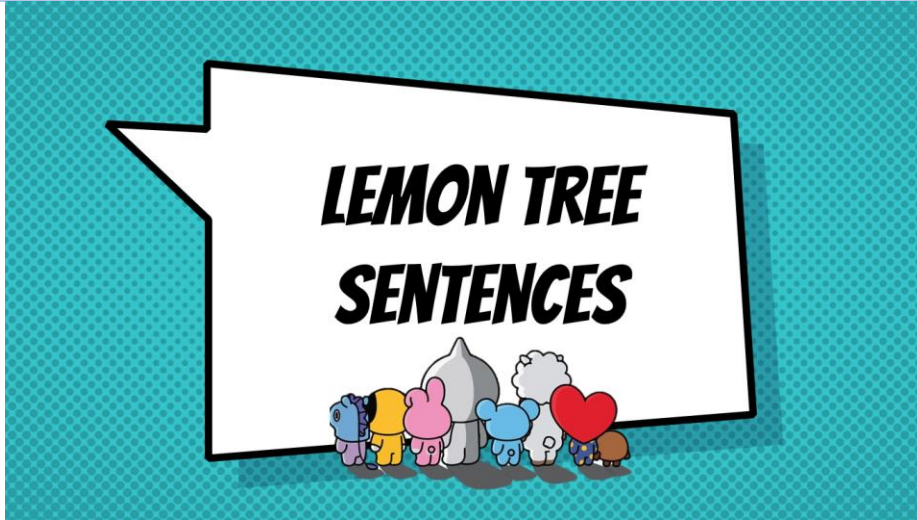
Isolation is not good for me.

...

This topic took two sessions because of the length of the analysis and because the students had

to wrote the sentences in the notebook according to the full teacher.

### Session 2/2: Presentation of lemon tree song sentences



The students provided to the creation of this slides, suggesting the verbs in the song and the actions that could be according each sentence.





× I'm **sitting** here in the boring room.



4

× I'm **wasting** my time.

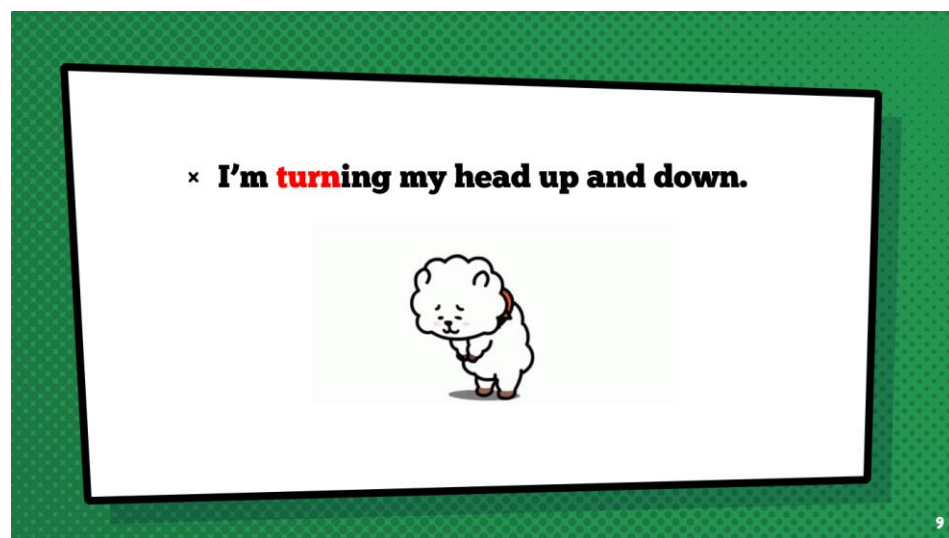


5

· I'm **hanging**  
**around.**



6



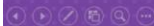


× I would like to go  
out (**take**) taking a  
shower.



10

× I'm **stepping** around



11

LOS VERBOS QUE ENCONTRAMOS SON LOS  
SIGUIENTES:

Sit, waste, hang, wait, drive, turn, take, step.

12



At the end of the class, we explained the students why the words were written in that form remembering once again the grammatical rules about the present progressive.

**Findings:** the students were able to read the lyric of the song and to identify the verbs in the present progressive, showing that they had idea about the topic worked in the class, also some students had to ask for help to remember the topics. Finally, the students could relate the verbs in English with images to show the graphed action of each one.

### Week 8: Tales with pictograms, “life after covid-19”, simple present tense.

#### Objectives

- **To read the text.**
- **To identify the verbs and the words hidden in the pictograms.**
- **To answer the comprehension questions.**

Through diverse activities

We brought the students a story tale out of the ordinary, because was a tale with pictograms, so they had to deduce about what the theme of the story was about.






11th march 2020.


Today I  at my house, My mother is sitting because she always   tv.


And i got home from school.



My mother ask me to sit near her side because there is important news today.

There is a Pandemic!!!

There is a  and the scientist call it Coronavirus (Covid-19).



25th September 2020




It's been a while since we've been  
quarantined.

With my family we have managed to pass  
the time.




My mother  and my brothers  
help her sometimes.





My father  about making  
inventions at home, he also repairs each  
part of the house.





Last Tuesday he  a wall in the  
backyard because it was almost to fall  
down



I  in the mornings, with guides and   
classes on the internet.

I



in my room in the afternoons.



My family and I   movies every  
weekend.



◦


↺


✿ Sometimes, I  videogames  
with my brother.

◦  ◦ ↻

◦


↺

✿ My father  every Friday to buy  
food and medicine.



◦  ◦ ↻




◦

↺

✿ In the city we can't go out.  
If we want to do something different like  
go out to  or go to the cinema. ◦


◦ ↻




 We recently adopted a cat, its name is  
 Kitty and is crazy, it  in the  
 beds 





 And  around the house, but we  
 love our pet 



*10th february 2021.*

 Today we can go out without so much  
 trouble.  
 There is Covid yet but  do the  
 best they can to help people, 

◦

↻  ☺


✿ In other countries there are already  
Vaccines and it is almost here.

◦

◦ ◦ ↻


◦

↻ ☺


✿ We are  .


We study on the internet yet but there is  
no problem.

◦

◦  ◦ ↻

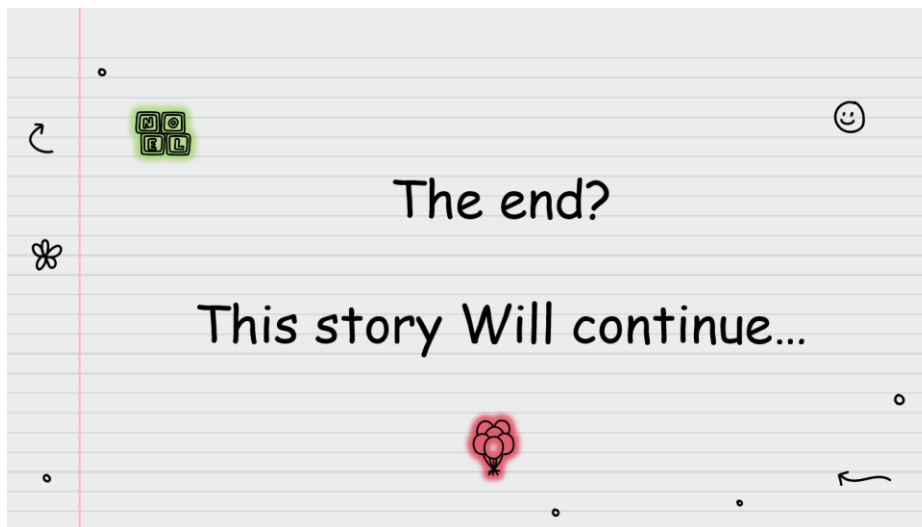
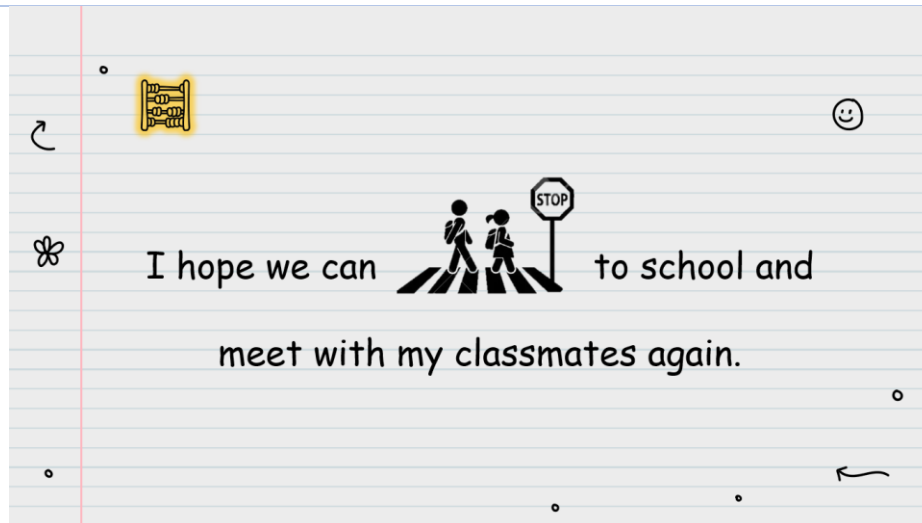
◦

↻  ☺

✿ Our teachers help us with the subjects  
and we  homeworks before go to  
play.

◦

◦ ◦ ↻



Also, we asked them some questions, asking about what the story was about, if they felt identified and what end could give to the tale.

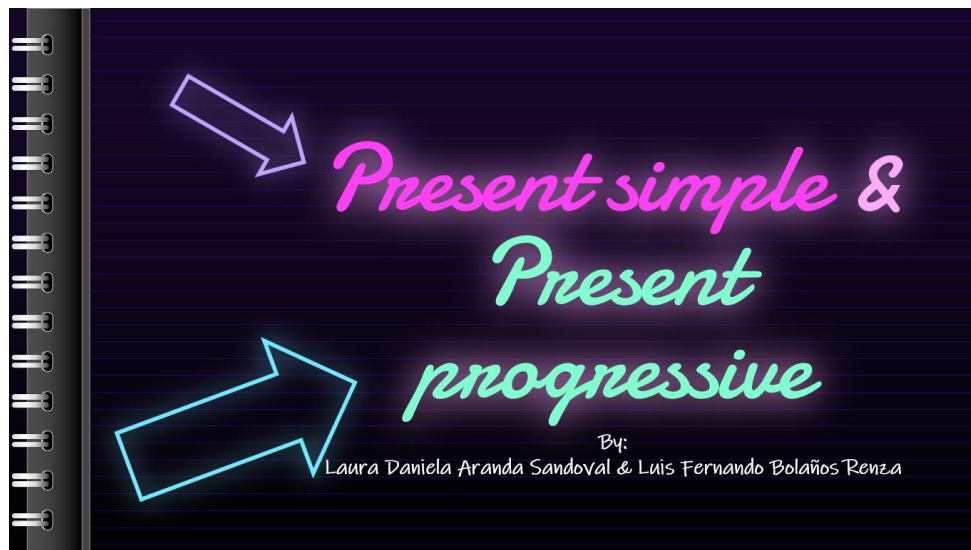
**Findings:** at the beginning the students were astonished because it is not common to see stories written in this way and the students were motivated to decipher what the pictograms say and the text in general. They used their imagination to say what each pictogram meant, at the end among all managed to decipher what the whole story said and answer among all the questions posed.

**Week 9: Test, present simple vs. present progressive****Objectives:**

- **To identify the present simple and present progressive.**
- **To study with the classmates the topics worked previously**
- **To demonstrate the knowledge learned.**

Through diverse activities

In this class we brought a game, to them, it consisted in a “test” with differences between the present simple and the present progressive, the students had to answer each one the questions at random turns. If one of them couldn’t answer other classmate could help them, so the main idea was to clarify the differences in the two tenses worked during the school year.





### *Reglas del juego:*

1. Escogeremos a cada participante con la ruleta para seleccionarlos.
2. Cada participante cuenta con 2 comodines:
  - + Le puede preguntar a un compañero.
  - + Recordar Present Simple/Progressive
3. En caso de NO poder encender micrófono usar el chat

2. garden / brother / My / is / playing / in / the  
*My brother is playing in the garden.*



- 3. works / as / My / mother / secretary  
*•My mother works as secretary.*

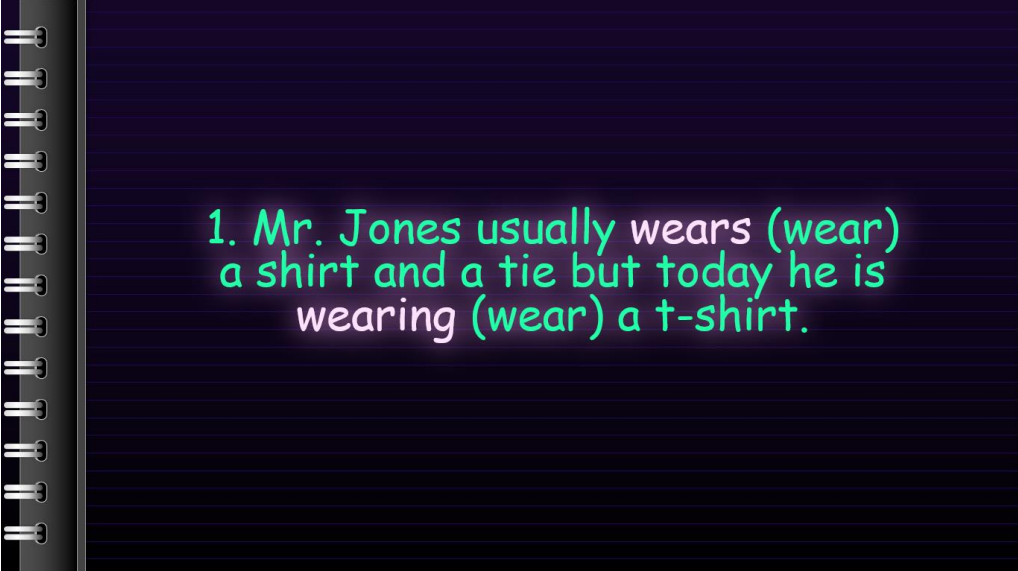


Fill in the blanks with the verb into brackets


Camila usually **plays** tennis on  
sundays (play)

You **are not listening**  
carefully (not/listen)

*Present simple  
or present  
progressive?*



1. Mr. Jones usually wears (wear)  
a shirt and a tie but today he is  
wearing (wear) a t-shirt.



3. Stop singing! I am learning my  
lessons (learn)

After that, the students asked many times about the tenses and it was useful because the full teacher was helping them.

**Findings:** at first the students were remembering the topics, we had to help them to gain confidence with English, next, the students were participative with the sentences or re-order

but almost all the time were nervous, with the help of the full teacher they could do their best and started to be more participative.

### Week 10: Exercise pronouns and verb to be

#### Objectives:

- **To practice the pronouns.**
- **To identify the verbs to be**

Through diverse activities

The main objective of the class was to practice the verb to be and the pronouns because the students didn't know exactly the theory of these topics, we played with them because this was the easy way to them to stayed motivated.



## GAME RULES

1. PON A PRUEBA TUS CONOCIMIENTOS
2. RECORDEMOS LOS PRONOMBRES Y EL VERBO TO BE
3. ¡VAMOS A JUGAR!



### Warm up

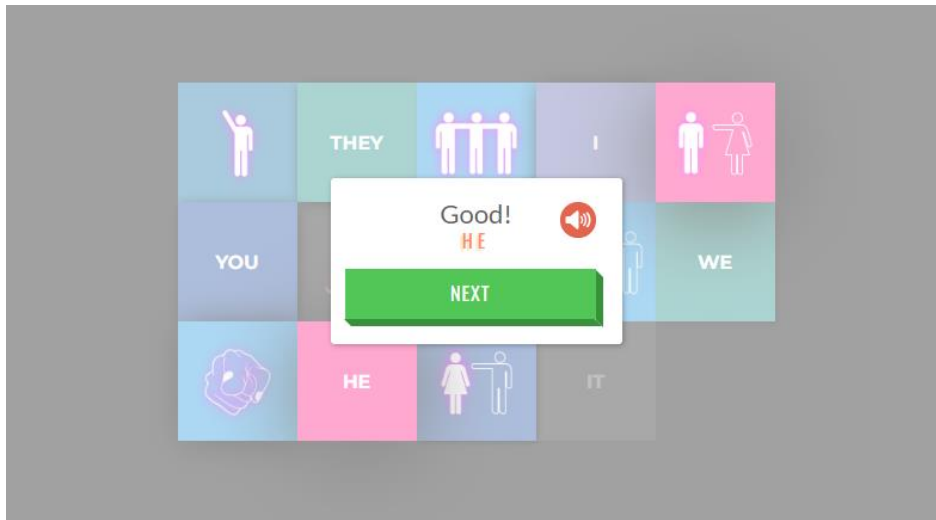
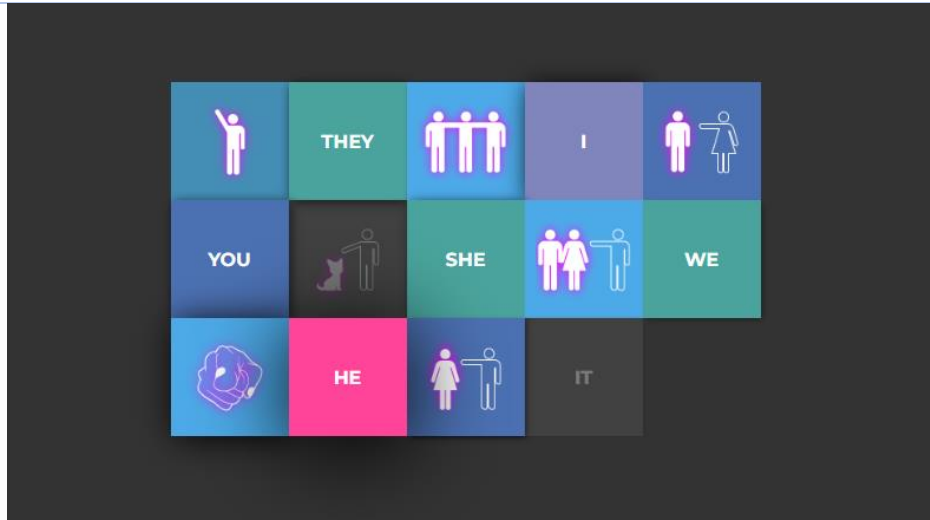
Choose the correct option:

A: Camilo am listening to music.	B: Camilo is listening to music.
A: Pedro and Pablo are running.	B: Pedro and Pablo is running.
A: She are playing soccer.	B: She is playing soccer.
A: I am reading a comic. comic.	B. I are reading a
A: Antonio and me are singing.	B: Antonio and me am singing.
A: You are walking the dog.	B: You is walking the dog.

## PERSONAL PRONOUNS







Ana \_\_\_\_ eating an ice cream.  
 \_\_\_\_ and \_\_\_\_ are playing basketball.  
 He \_\_\_\_ listening to music.  
 \_\_\_\_ am reading a book.  
 You \_\_\_\_ studying english.  
 \_\_\_\_ are talking in the street.  
 We \_\_\_\_ watching an action movie.

I is reading a book

She are reading a book

They are reading a book

She is reading a book

**CORRECT**

BACK

**INCORRECT**

BACK



At final we asked them some questions with multiple choice and they chose almost all the questions good.

**Findings:** for the class the students were predisposed to play, because in this way the students playing were learning, with the multiple exercises, at first the students didn't know how to answer because they didn't know exactly the verb to be and for which pronoun is each verb to be, we were motivated about the learning of the students, more than a learning for a qualification, they were learning because they were enjoying, since the first class we said them that our work would not have a note referring to the subject, as this would be done by the main teacher, so they didn't have that pression to participate for good qualifications.

These were the classes we had with the students of the 6<sup>th</sup> grade in the 2020 school year. We noticed the support of the students with the classes, also the development with the learning about the Present simple, present progressive, the different topics as the family members, the actions of each day.

We found that the process of learning held with the students was positive, because the students were willing to practice and learn, but without a complete disposition with the time and factors that didn't help us to continue the full process that we wanted with the students in the school year.

## PEDAGOGICAL IMPLICATIONS

This work of pedagogical research project contributes in a great way from the area of English, due to its innovative proposal implemented from a juncture never before seen in times of modernity as it has been the Covid-19, the work accompanied from the house in construction of a qualitative perspective of the learning of the students. In addition to this, the same learning of a language through alternative texts is a significant contribution, given that today English has been perceived as only learning from a structural way and not from context, this is perceived from the curriculum suggested by the MEN (Ministerio de Educación Nacional), where workshops, exercises and exams from their primers such as the Way to Go, they are in written form, focusing mostly on grammatical and structural exercises of learning a language.

We used Interactive games, songs, story readings, storytelling, TPR, Reading, listening, also, the students were able to differentiate the themes of simple present and progressive present in the 2020 school year, they recognized the different vocabularies such as the places of the house, family members, professions, feelings and sensations, day-to-day actions, verb to be and personal pronouns, those worked in the classes but they had to practice more in their houses, for that we sent workshops to strengthen the topics seen in classes.

## CONCLUSIONS

In this section we will present the conclusions of this study, based on the research question and the general objective that have given the guide to carry out this project. In addition to this, some recommendations will be made for a correct future research work both on the subject of TPRS and in a pedagogical way working from a pedagogical environment in the conjuncture of virtuality.

### Research Question

- How to improve communication skills in the area of English through the Total Physical Response teaching method through the Storytelling didactic strategy, with 6<sup>th</sup> graders of the *Institución Educativa Escuela Normal Superior de Popayán* in the period 2019-2022?

### General Objective

- To foster 6th graders' communicative skills through TPR and Storytelling.

Considering the research question and the general objective that guided this investigation, and based on the main findings reached from the instruments applied in this inquiry, we can present the following conclusions:

Consequently, the method of total physical response requires a complete use for the classes and enough concentration on the part of the students to have a correct use of it, and that a correct appropriation is achieved.

In the classes you can use the TPR method combining with different methods to achieve a complement related to the four basic skills in the teaching of English, such as Reading, speaking, listening and writing; this greatly enhances the work achieved from vocabulary

generation and also from appropriation in a natural environment and thought from the context, without isolating the teaching of the language with what the student lives in his day to day.

On the other hand, we have to take into account that the creativity of the classes must be made the most of it, since being a method that requires a lot of the attention of the student it is important that they are motivated during the classes with different playful activities.

Thus, if it focuses only on relating the learning from the everyday, the student is limited to only learning grammar and it is the opposite of what has been thought in the project worked through readings and physical and playful activity.

Subsequently, we also provide some recommendations for future work related to this topic.

Not all educational environments can be conducive to presenting the topic of TPRS as the main method, as this varies according to the context and also the educational need that has been foreseen in the educational institution.

It is also necessary to take into account the limitations that this type of work can generate, since it is necessary to work directly on an appropriation of the language and educate it from the physical activity so that the student himself can learn the language, therefore, there must be good spaces where those involved can develop their recreational activities well and have a good environment where they motivate each other.

Other didactic strategies must be implemented to have a wide range of teaching because being a repetitive method with respect to the topics that are seen can become boring and can generate the opposite environment to the desired when teaching the different topics of the language.

In addition to what has been exposed to the above, working from home virtually has been a great challenge since we are not accustomed from the educational field to do this, it has always been in person, using classrooms and boards, but also it can be shown that the learning of English does not occur in one place but that different methods can be implemented to achieve a better learning of the language, exploring different themes and strategies to innovate in modernity and the different changes that are seen day by day.

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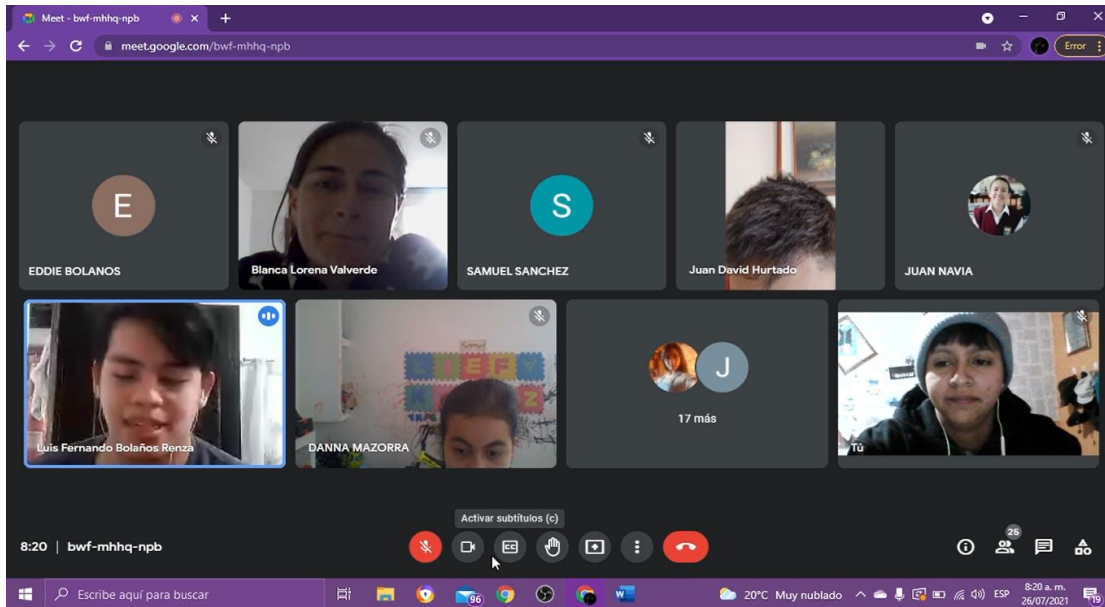
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### ATTACHMENTS





2. Respondo al chat responde las siguientes Preguntas.

a) What is doing Camilo?  
 • esta estudiando para la prueba de ingles.

b) What is doing Binie?  
 • Camilo esta leyendo un libro.

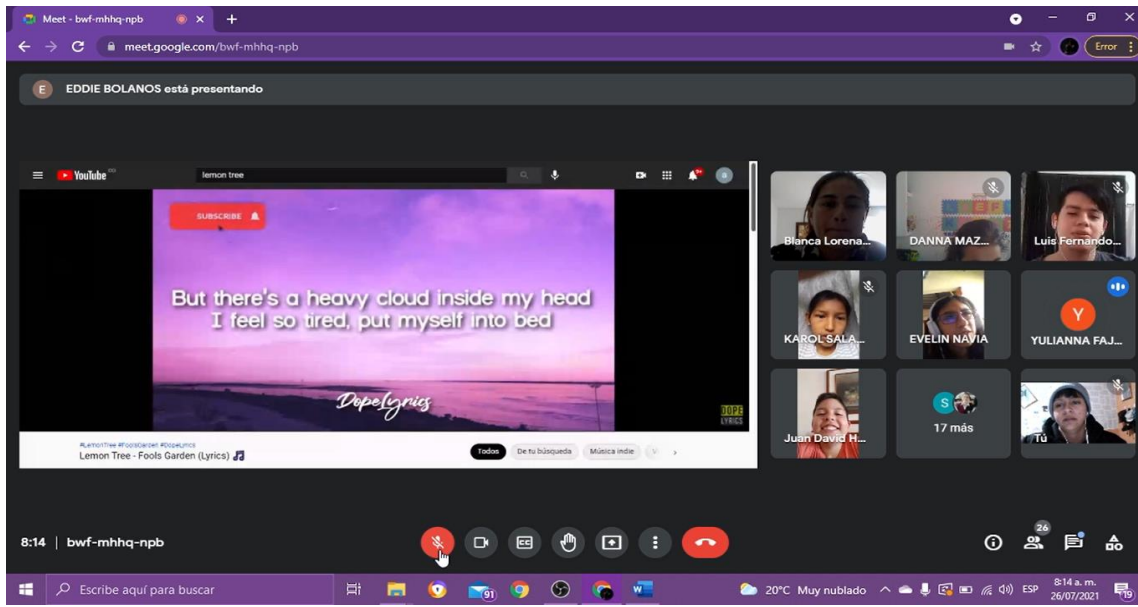
c) When has Camilo the english test?  
 • El Dia que sigue por la mañana

d) Is Camilo talking a taxi? justifica tu respuesta.  
 • Camilo no esta tomando un taxi, el esta estudiando para un examen de ingles

IDENTIFIQUE ESTA PALABRA CON ING  
 Doing

a) Binie is reading a book  
 b) camilo is stadying for english test  
 c) camilo has his englis test tomorrow in the morning. NO, camilo isn't taking a taxi, camilo is studing and taking a break.





Samuel David Diaz Perez 71

Actividad

1. Los verbos conjugados de Ing -

- \* Doing = Haciendo
- \* Reading = Leyendo
- \* Studying = Estudiando
- \* Morning = Mañana
- \* Taking = Tomando

2. Respecto al chat responde las siguientes preguntas =

a) ¿What is doing Binnie?

- is reading a book

b) ¿What is doing camilo?

- he is studying for an english test

c) When has camilo the english test?

- It's tomorrow morning

d) ¿Is camilo taking a taxi?

- no he's actually taking a break.

5/3/2021

Estructuras del Ing:

Afirmativo:

Subject - auxiliary verb - main verb - ing - complement -

I am walking in the park

Negativa:

Subject - auxiliary verb - not - main verb - ing - complement -

I am not walking in the park

Interrogativa:

Auxiliar Verb - subject - Main Verb - ing - complement -

? =

Am I walking in the park?

Ejemplos:

1. She is reading
2. They are playing soccer
3. She is listening to music
4. She is not reading
5. They are not playing soccer
6. She is not listening to music
7. Is she reading?

Tener en cuenta:

- Who = quien
- What = que
- When = cuando
- Where = donde
- Why = por que

8. Are they playing soccer?
9. Is she listening to music?