The Influence of the Adaptation of the Reggio Emilia Approach on vocabulary learning and EFL learning motivation of Second-Grade Students at the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí

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APPROVAL

UNIVERSIDAD DEL CAUCA

The Undersigned Committee of Human and Social Sciences School approves the project developed by Valentina Castaño Fajardo, Joan Gildardo Ceron Jurado and Nidia Isabel Valencia Ortiz entitled:

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Judge: _____

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Oral defense location and date:

Abstract

This research studies the influence of the adaptation of the Reggio Emilia approach on vocabulary learning and EFL learning motivation of second-grade students at the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí. It was carried out under the qualitative paradigm following the action research design. This project started with the participation of 31 second-grade students between the age of 7 to 13 years old. However, the number of the students who attended to all the sessions designed with the adaptation of the Reggio Emilia approach to learn english vocabulary and presented the pre-test and the post-test were 18 participants. Data was collected through class observations, a field diary, a semi-structured interview, a conversation, a pre-test and a post-test. After the qualitative analysis, it was concluded that the classes adapted to the Reggio Emilia approach increased the EFL learning motivation and improved the different competences of the students when learning English vocabulary.

Keywords: Reggio Emilia Approach, adaptation, EFL (English as a Foreign Language), motivation, influence, vocabulary learning.

Resumen

Esta investigación estudia la influencia de la adaptación del enfoque Reggio Emilia en el aprendizaje de vocabulario y la motivación para el aprendizaje de inglés como lengua extranjera (EFL) de estudiantes de segundo grado de la Institución Educativa Simón Bolívar Sede Ciro Velasco de Jamundí. Se realizó bajo el paradigma cualitativo siguiendo el diseño de investigación acción. Este proyecto inició con la participación de 31 estudiantes de segundo grado entre 7 y 13 años. Sin embargo, el número de estudiantes que asistieron a todas las sesiones diseñadas con la adaptación del enfoque Reggio Emilia para aprender vocabulario en inglés y presentaron el pretest y el pos-test fueron 18 participantes. Los datos fueron recolectados a través de observaciones de clase, un diario de campo, una entrevista semiestructurada, una conversación, un pretest y un pos-test. Después del análisis cualitativo, se concluyó que las clases adaptadas al enfoque de Reggio Emilia aumentaron la motivación en el aprendizaje del inglés como lengua extranjera y mejoraron las diferentes competencias de los estudiantes al aprender vocabulario en inglés.

Palabras clave: Enfoque Reggio Emilia, adaptación, EFL (Inglés como Lengua Extranjera), motivación, influencia, aprendizaje de vocabulario.

Résumé

Cette recherche étudie l'influence de l'adaptation de l'approche Reggio Emilia sur l'apprentissage du vocabulaire et la motivation d'apprentissage de l'ALE des élèves de deuxième année de l'Institución Educativa Simón Bolívar Sede Ciro Velasco de Jamundí. Cette recherche a été réalisée selon le paradigme qualitatif suivant la conception de la recherche-action. Ce projet a débuté avec la participation de 31 élèves de deuxième année âgés de 7 à 13 ans. Cependant, le nombre d'étudiants qui ont assisté à toutes les séances conçues avec l'adaptation de l'approche Reggio Emilia pour apprendre le vocabulaire anglais et présenté le pré-test et le post-test a été de 18 participants. Les données ont été collectées à travers des observations en classe, un journal de terrain, un entretien semi-structuré, une conversation, un pré-test et un post-test. Après l'analyse qualitative, il a été conclu que les cours adaptés à l'approche Reggio Emilia augmentaient la motivation pour l'apprentissage de l'ALE et amélioraient les différentes compétences des étudiants lors de l'apprentissage du vocabulaire anglais.

Mots-clés: Approche Reggio Emilia, adaptation, l'ALE (L'anglais comme langue étrangère), motivation, influence, apprentissage du vocabulaire.

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Introduction

In a completely globalized world in which people live today where communication is presented as an essential necessity, learning a foreign language such as English is of vital importance. Furthermore, as globalization increases, different ways of teaching also change. For this reason, the need to explore this topic in which new approaches to teaching English are implemented arises from the growing importance of acquiring skills in this language in the current globalized context.

In this sense, this research aimed study the influence of the adaptation of the Reggio Emilia approach on vocabulary learning and EFL learning motivation of second-grade students at the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí. Through the design and implementation of classes based on this approach, as well as the analysis of the data collected throughout the project, it is sought to understand how this methodology impacts vocabulary learning and student motivation.

The Reggio Emilia approach is characterized by its emphasis on meaningful learning, active student participation, and creating a rich learning environment. The classes designed under this approach were held outdoors and focused on the use of real-life situations, allowing students to be the protagonists of their own learning process.

The research was structured around three specific objectives: the evaluation of the students' initial level of English through a pretest, the implementation of a 12-class program based on the Reggio Emilia approach, and the analysis of the results obtained from the implementation of this approach. Each of these objectives was successfully achieved.

The methodology used to carry out this research was based on the qualitative paradigm, following the action research design. The project initially involved 31 second-grade students

between the ages of 7 to 13. However, for the data collection phase, which consisted of carrying out a pre-test and a post- test, there was the participation of 18 students who attended all the sessions designed with the adaptation of the Reggio Emilia approach.

In the following sections of this project, the results obtained, as well as the conclusions derived from this study, are discussed in detail, with the purpose of shedding light on the relevance and effectiveness of the adaptation of the Reggio Emilia approach in the educational context of teaching of English as a foreign language to second-grade students. The findings of this research offered valuable insights into how to innovate the teaching-learning process to improve students' motivation and performance in learning English.

Justification

Today, the English language has become a global language as it is used in different aspects of daily life. In an article by Romero (2021), it is mentioned that English is the most widely spoken language in the world and is the most used language to interact outside of our local environment. English is used in geopolitical, economic, scientific, and technological fields and international exchanges. For these reasons, it is important to teach English in schools in an attractive way that adapts to the needs and preferences of the students. One way to achieve the aforementioned could be the adaptation of the Reggio Emilia approach as a motivating approach in the students' English learning process of vocabulary, which moves away from traditional teaching without leaving pedagogical gaps. From motivation, students set a goal to meet which encourages them. However, the teacher has a great responsibility to help improve motivation when looking for new strategies such as this approach.

Although traditional teaching worked for several years, today it has been proven that implementing new methodologies, approaches or strategies favors student learning. According to Larrañaga (2012), traditional education accumulates knowledge and does not provide learning where students are creative, with self-confidence, capable of adapting to new flexible situations, and capable of cooperating as a team. Likewise, it is mentioned that in traditional education the student is a passive person since he listens and accumulates knowledge after being evaluated in an exam because the teacher is the only one who provides the knowledge. Therefore, there must be a change in education where a new vision of intelligence is promoted, creativity matters, there is a student-teacher relationship, students are brought closer to real life in the relationship of the subjects and there is the involvement of the family. Through the Reggio Emilia approach, these objectives are sought.

Also, the reviewed literature reflects how the Reggio Emilia approach allows students to acquire linguistic skills in learning a second language such as English in an innovative and motivating way through experimentation in the environment and the accompaniment of teachers, parents, and classmates. Likewise, the implementation of this approach brings benefits to the student's learning process by improving their interpersonal relationships, daring to take risks, and playing an active role in the acquisition of their knowledge. In addition, the studies carried out, not only focus on students, but also on how teachers implement this approach in their classes to break traditional schemes and transform educational spaces.

In addition, according to a study carried out by Purmama et al. (2019), motivation is a factor of great influence on the student's English learning process, since, without it, it is difficult to achieve the proposed goals. Moreover, the author points out the importance of teachers searching for new strategies to teach English and improve student motivation. In this sense, the study of the problem of students' lack of motivation to learn English which can be caused by teaching through traditional approaches is of great importance. By carrying out research focused on this problem, students may obtain greater progress in learning English since by being motivated to learn the language, they can perform better in its use. For this reason, this research proposed as a new strategy the use of an adaptation of the Reggio Emilia approach to learning English, which invites the student to explore and learn by doing, observing its influence on their motivation.

Furthermore, this project sought to solve the different problems involved in learning the English language. In the same way, it promoted strategies that allowed for achieving an attractive, significant, and relevant educational process that motivates students to learn English. As a result, it fomented the skills required for the management of linguistics and communication

as listening, speaking, reading, and writing in the language studied, to create favorable, suitable environments and expectations of the students.

Additionally, the methodology of teaching English used by teachers of public educational institutions in the country continues to have a very close relationship with the traditional paradigm. Consequently, some pedagogical gaps are likely generated that impede the development of the skills in students' English language acquisition. In this way, the present proposal was aimed at achieving the development of an innovative pedagogical proposal such as the adaptation of the Reggio Emilia approach that allows encouraging and motivating the English teacher, to the knowledge and application of teaching methods that arouse interest, potential, and ability of students (Pinta, 2014). The consequences of not carrying out this type of research that seeks to implement new approaches away from the traditional method could be a decline of interest in learning English, that pedagogical gaps could continue to be generated in students, and teachers could continue to lead their classes with methods that do not influence the meaningful learning of students.

In conclusion, innovative proposals such as the Reggio Emilia approach can contribute to breaking the traditional schemes of schools by motivating students in their learning process. This approach not only motivates students to be knowledgeable but can also help students grow academically by learning another language.

Objectives

General objective

To study the influence of the adaptation of the Reggio Emilia approach on vocabulary learning and EFL learning motivation of second-grade students at the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí.

Specific objectives

1. To determine the initial level of English of the students as a result of teaching focused on a traditional methodology.

2. To design a program of English classes based on an adaptation of the Reggio Emilia approach.

3. To analyze the results of the implementation of the Reggio Emilia approach in the second-grade students at the Institución Educativa Simón Bolívar, Sede Ciro Velasco in Jamundí.

Problem Description

In Colombia, there are laws and programs for the implementation of English such as the bilingualism law (Ministerio de Educación Nacional, 2013) and the national bilingualism program (Ministerio de Educación Nacional, 2004) that aims to strengthen the teaching and learning of foreign languages in students in preschool, basic and secondary education. However, the teaching of English has been affected by the methods used in public institutions as the traditional model to carry out this subject in the development of classes. Consequently, student motivation decreases when learning English, because of the lack of variety of pedagogical techniques.

Commonly, in Colombian public schools, there is a lack of interest in the educational process of the students and the lack of training of teachers in the implementation of new methods or teaching approaches. This is because these public institutions often focus on traditional pedagogical models, in which students play a passive role where only the teacher is the provider of knowledge. Therefore, in the classrooms, the level of English required according to the Ministerio de Educación Nacional (2016) is not reflected. In addition, although there are laws for the implementation of English as a foreign language as mentioned above, they are not enforced. Even in some institutions, due to the lack of teachers of the English language, this subject is not taught.

Likewise, it is notorious that the pedagogical models chosen by most of the teachers in public education continue to be structured and focused on measuring the academic competencies of the students, sometimes leaving aside their interests, abilities, needs, and significant learning. Therefore, there is a need to put into practice new pedagogical models that motivate students to

learn a foreign language such as English in which the most important thing is their learning process rather than their result.

Additionally, the implementation of new methods in pedagogical practices that influence the motivation of students in their educational process should be paramount in any English class. According to Liu (2014) who cites Mao (2011) suggests that "from the perspective of English learning, motivation entails not only a rigorous desire for acquiring English but also an inside cause that provides the enthusiasm and willingness students need to learn English" (p.1250). In this way, it contributes to the development not only of the linguistic competencies (listening, speaking, writing, and reading) of the students but also of their social competencies (interpersonal relations). An example of this innovative practice is the Reggio Emilia approach, which allows students to explore, take risks, recognize their environment, arouse their curiosity, and adjust to their needs and interests.

Finally, due to all these factors that influence the disinterest in learning the English language of public-school students, this project aimed to study what is the influence of the adaptation of the Reggio Emilia approach on vocabulary learning and EFL learning motivation of second-grade students at the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí? In this sense, this project sought to be part of the implementation of innovative ways of teaching and learning in English classrooms, providing teachers with some tools to promote dynamic, exploratory, and autonomous aspects in the acquisition of English vocabulary.

Methodological aspects

According to the research problem and the stated objectives, this project required describing the influence of the adaptation of the Reggio Emilia approach on the motivation to learn vocabulary in English through a series of lessons aimed at second-grade students at Institución Educativa Simón Bolívar Sede Ciro Velasco located in Jamundí, Valle del Cauca, to determine their level of English and motivation to learn it in the way of traditional teaching and the change that could be generated by applying this approach. To begin, a pre-test was carried out to measure the average level of the students in terms of knowledge of vocabulary in the language. Subsequently, having applied a series of lessons adapted to the Reggio Emilia approach, a post-test was carried out to show if there was an improvement in said knowledge of the vocabulary.

The data was collected based on the qualitative approach that according to Taylor & Bogdan (1987) refers to an investigation that provides certain descriptive data, referring to observable behaviors and written or spoken words. Qualitative research allows studying people in the context of their past and present. Similarly, experiencing realities as others do, taking into account individual subjectivities and interpersonal relationships what implies knowing the social life of the informants and understanding their social dynamics.

Likewise, this project focused on the action research design that for Colmenares (2012) is a methodological design based on the qualitative approach. Among the particular characteristics of this design, we can highlight how the object of study is approached and how it is allowed to get involved in the entire research process. Also, characteristics such as the intentions or purposes, the actions of the social actors involved in the investigation, the various procedures developed, and the achievements fulfilled are highlighted. In this design, the author identifies 4

stages which are: the implication of a diagnosis, the construction of an action plan, the execution of the said plan, and the permanent reflection of those involved in the investigation.

Therefore, the observation that was carried out in the classes with the second-grade of the aforementioned educational institution was systematized. To do this, it began with the diagnosis stage through the pretest, that is, it tried to find the main difficulties that these students presented to learn the English language through traditional teaching. All data from this stage was collected in a field diary.

In the second stage of the action plan was put into practice a semi-structured interview with the students. In this way, it was possible to obtain information about how the students were receiving the teaching of English and if it was of interest to them or not.

In the third stage of action (execution of the action plan), a series of lessons adapted to the Reggio Emilia approach and its five basic principles were carried out to learn vocabulary in English such as: animals, fruits, vegetables, colors, numbers, school supplies, emotions and parts of the body in second-grade students. Subsequently, at the end of each class, pedagogical documentation of said lessons was made.

 Finally, in the reflection stage, a group discussion was organized using a conversation to share and analyze the research data and thus be able to conclude the influence of the adaptation of the Reggio Emilia approach on the motivation of the students when learning English vocabulary.

Conceptual framework

Reggio Emilia approach

The Reggio Emilia approach by Malaguzzi (1945) has been considered as an approach based on the interests of the students and reflects and amplifies the curiosity and motivation of the child through experiential learning taking the study environment as a third teacher. Reggio Emilia approach bases children's learning of subjects on organic and applied experiences, which makes the curriculum different and based on the interests, curiosity, and motivation of the students through play and guided inquiry.

This approach establishes that children have different abilities and potentialities that build their knowledge through the hundred languages such as art, music, exploration, nature, drawing, and painting, among others, which are considered forms of communication equally valid as reading, writing, mathematics, and scientific inquiries. This knowledge is elaborated from the people and the environment that are part of their daily lives as parents, educators, classmates, and the different learning scenarios.

In a research by Senate et al. (2021), within the characteristics of the Reggio Emilia approach, some fundamental values are raised in the first place, which is based on the belief that the child is a competent, capable, active citizen, with rights and agency and who communicates in hundred languages (these hundred languages allow the child to be inclusive). As a second characteristic, teachers are seen as active learners along with children. Third, it seeks to motivate and promote student learning through the emerging curriculum through the curiosities and significance of the child. Likewise, the approach requires participation by parents in their children's learning and, as the last characteristic, the environment is recognized as a third teacher.

Finally, Reggio Emilia-inspired approaches value children's subjectivities and see them as producers of knowledge. Therefore, this pedagogy is practiced and adapted according to the context, since the classrooms of Italy cannot be transplanted. All of the mention above characteristics are related to the following five basic principles of the Reggio Emilia Approach.

Basic Principles of the Reggio Emilia Approach

According to Martínez & Ramos (2015) and Valdivia (2021) The Reggio Emilia approach to education transcends traditional boundaries by placing the child as the protagonist and constructor of their own learning. Malaguzzi conceived of children as bearers of countless forms of expression, each one unique and valid. He also emphasized that other aspects, companions, and collaborators of the child's life were important for his education and knowledge, such as teachers, the environment that surrounds him and his family.

First of all, the Reggio Emilia approach stands out for its participatory and child-centered teaching. Here, the child is the owner and protagonist of their own knowledge. Malaguzzi believed that children learn through real experiences and that each child is different, which is why he spoke of children having "100 languages, which children can explore and combine in the midst of their learning process. According to this approach, each child or student is capable of learning by themselves and relating to others thanks to their abilities.

Secondly, the teacher plays the role of a guide or facilitator of knowledge for the children. for Malaguzzi, educators should base their approach on observing and discovering the different ways in which children participate, act, and choose, since children's views on education go beyond what is traditionally taught. In the Reggio Emilia approach, the child is seen as both a learner and a self-teacher, capable of creating and acquiring new knowledge through real

experiences. Therefore, teachers provide instruction in the use of tools and materials as needed, supporting learning from within or outside a group of children.

Thirdly, the environment is considered a third teacher. Teachers must use space as a place of interaction, creating small groups where children can interact, negotiate meanings, learn, and even work individually. Through this approach, children's learning is not about a cause-and-effect relationship between teaching and results, but rather, it stems from the child's own work, activities, and how they utilize the resources available around them. The school or environment surrounding the child is an ongoing construction zone where the research processes of children and adults are intrinsically intertwined. Therefore, the school should inspire children, their families, and teachers, as the purpose of education is not only to achieve learning but to produce it through the environment and elements that help develop it. In conclusion, the environment and surroundings of the child foster relationships, learning, and communication.

Fourthly, families have a participatory role in educational experiences. Parents are involved in their children's academic lives, participating in projects when necessary or actively supporting them from home. This is crucial, as this approach is based on a system of social relations, in which children learn surrounded by their peers, family, teachers, school, community, and society. As a result, knowledge is no longer simply imparted from adult to child but is a construct of the relationship between child and adult.

Finally, pedagogical documentation is important for keeping a record of the progress, ideas, and experiences of children that will later help draw conclusions and reflections. Teachers act as documenters of the learning process, making it visible to students and helping them become aware of their improvements. Documentation includes photographs, transcriptions of comments, discussions among children, and any representation of their thoughts and learning.

In summary, the Reggio Emilia approach invites us to reconsider education, recognizing the child as an active being capable of constructing their own knowledge. Through collaboration between educators, parents, and peers, an environment is created in which learning becomes an enriching, meaningful, personal, and social experience.

Motivation in learning English as a foreign language

Motivation plays a crucial role in the process of learning English as a foreign language. Lai (2013) highlights that the motivation to learn a second language is a multifaceted concept, encompassing the desire to acquire language proficiency, the exertion of effort towards learning, and possessing a positive attitude towards the learning process. This notion aligns with the findings of Gardner (1985), as cited by Lai, who emphasized the significance of motivation and attitudes in second language acquisition. Lai further argues that motivations and attitudes significantly influence the acquisition of a second language by driving individuals to actively seek out opportunities for language learning. Consequently, understanding and nurturing learners' motivation and attitudes are vital for effective English language instruction.

Teaching English as a foreign language

Teaching English as a Foreign Language refers to the process of teaching English to non-native speakers in an environment where English is not the primary language. According to Ellis (1997), the teaching of English as a foreign language focuses on developing students' language skills in the areas of listening comprehension, speaking, reading comprehension, and writing in English. Furthermore, the goal of teaching English as a foreign language is to empower students to be able to communicate effectively in English in a variety of situations and cultural contexts. The teaching of English as a foreign language is a constantly evolving discipline based on

linguistic theory and pedagogical methods, and its importance in today's globalized world is increasing.

Learning the lexical competence of English as a foreign language

Guarín (2018) who cites Lahuerta Galán & Pujol Vila (2009), Catalán (2002), and Pérez Marqués (2009), states that lexicon can be described as a set of words, which are part of a language. Likewise, lexical learning is infinite in how new words are learned, therefore it is considered as "knowing a word". Lexical competence is then the ability to use adequately and in an oral or written context the knowledge one has about the vocabulary of the new language. But also, a linguistic content must be taken into account if one wants to develop lexical competence in a new language.

Referential framework

In a study carried out by Gardner & Jones (2016), the theory of the Reggio Emilia approach was put into practice through the model called MUSIC, which is an acronym for empowerment, usefulness, success, interest, and caring. Gardner and Jones carried out this study through a methodology in which they used theoretical and practical examples to demonstrate the connection between the Reggio Emilia approach and the Music model, and thus achieve their purpose of demonstrating the components that make this approach effective in motivating students. All this research led to the conclusion that the success of Reggio-inspired approaches is not by chance, but instead, is because the Reggio Emilia Approach fosters students' empowerment, promotes the usefulness of the content, facilitates students' success, ignites students' interest, and creates a caring environment that nurtures students' learning.

The following study by Kaynak-Ekici et al. (2021), tested how learning invitations are used in a preschool inspired by Reggio Emilia. This study was carried out in a preschool university laboratory that implemented the pedagogy inspired by Reggio Emilia, two teachers (a man, and a woman) were examined in a classroom of mixed-age children (15 children between 2 and 5 years old). As for the working methodology, the participant observation data collection method was applied. Observations were made over three days a week (Monday, Wednesday, and Friday). Each observation lasted about 4 h (from 08:00 to 12:00 h), so the total time spent on the observations was 40 h. As a result, teachers are found to use certain strategies such as changing the physical environment, providing interesting materials, promoting shared and thoughtful thinking, and asking questions and comments to create learning invitations for children. The findings provide a micro-level example for professionals who are eager to be inspired by Reggio Emilia's approach.

In the next research conducted by Harris (2021), the Reggio Emilia approach was implemented in a children's learning center in the American Midwest. To carry out this study, five parents participated, who took their preschool children to this learning center based on the Reggio Emilia approach. Throughout the study which lasted 6 months, the children learned by doing, being in different learning scenarios, and with different materials such as shells or sand. The purpose of this study was to investigate the parental experiences when choosing this approach for their children, using as an instrument to collect information the interview with the parents who perceived several benefits by involving their children with this approach. Finally, at the end of the investigation, the parents showed great satisfaction regarding their expectations since their children showed some benefits such as: daring to take risks, and exploring and improving social relationships.

In a qualitative study carried out by Mahecha & Vásquez (2019), it was intended to apply a different pedagogical proposal in the preschool grade of the Colegio del Niño Jesús, in the municipality of Soacha based on the Reggio Emilia approach. In the study, surveys were carried out to know the collective opinion of parents about the sociodemographic data that each Educational Institution has in the preschool grade. In the same way, interviews were conducted with the teachers of the mentioned school in which it was shown that early childhood education is focused on the traditional pedagogical model. Therefore, after applying pedagogical activities based on the Reggio Emilia approach, it was concluded that this help to develop creativity and innovation of learning, through the exploration of the environment since children can explore, create, discover, and develop plastic and verbal expression. Likewise, by implementing new didactic strategies to motivate and involve each student's process through space, the environment

as a third teacher, and the hundred languages of the child, learning is encouraged strikingly and helps in the transformation of the way of education.

In the last pedagogical research by Valdivia (2021), the main objective is to train future English teachers in the design of materials and activities to teach vocabulary to first-grade children using the Reggio Emilia approach. This pedagogical proposal considered the implementation of a 24-hour elective workshop for future teachers who have already completed their initial Practice since a minimum of teaching experience is required. This research was implemented through a workshop that suggests to its teacher-students a series of lessons and collaborative group projects supported by (1) discussions of theoretical aspects of the principles of the Reggio Emilia approach and its implementation in the language classroom Chilean, (2) the needs analysis to identify the possible scenario in which this approach can be applied, and (3) the creation of a portfolio that includes materials and activities to teach Vocabulary through the Reggio Emilia approach.

The sources reviewed for this project show that the implementation of the Reggio Emilia method in class accompanied by pedagogical material not only benefits students in linguistic and motivational aspects but also in social aspects such as interpersonal relationships, exploration, empowerment, and daring to take risks. Finally, all the characteristics in the Reggio Emilia approach make the process of teaching transformative and learning motivational.

Instruments
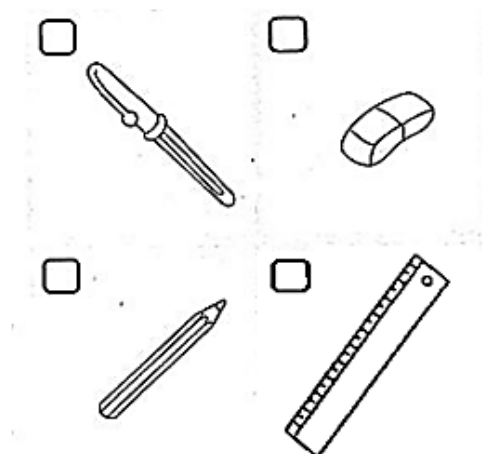
This project used the following instruments for data collection:

Pre-test

1. **School Supplies**

Ubica el número en la imagen correspondiente.

1. PEN
2. PENCIL
3. RULER
4. ERASER

2. **Numbers and colors**
Colorea según el número en inglés.

ONE → BLUE
TWO → RED
THREE → GREEN
FOUR → YELLOW
FIVE → ORANGE

Adaptado de: https://bit.ly/3B43hql con fines académicos y no comerciales.

3. Farm Animals
Escribe en inglés el nombre de cada animal debajo de la imagen.

Adaptado de: https://bit.ly/3W1c0BZ, https://bit.ly/3EYchOW, https://bit.ly/3H38JO5, https://bit.ly/3EUp59c y https://bit.ly/3VHrcnA con fines académicos y no comerciales.
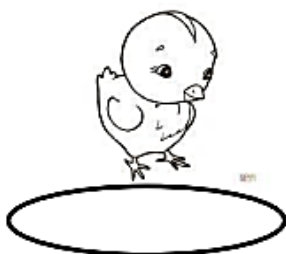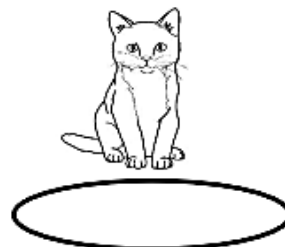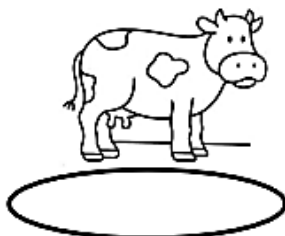
4. Fruits
Une la fruta con su nombre en inglés.

- ORANGE
- APPLE
- PINEAPPLE
- BANANA
- PEAR

Adaptado de: https://bit.ly/3B0ghx6, https://bit.ly/3XQ5Xld, https://bit.ly/3ugc84r, https://bit.ly/3gUHURA y https://bit.ly/3Ujcz8M con fines académicos y no comerciales.

5. Vegetables

Selecciona la opción correcta.

¿Cuál es el nombre de estos vegetales?
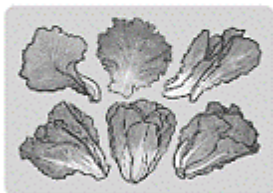
a. Lettuce
b. Onion
c. Paprika

a. Broccoli
b. Celery
c. Carrot

a. Broccoli
b. Onion
c. Pumpkin

a. Onion
b. Pumpki
c. Paprika

Adaptado de: https://bit.ly/3VFeqGF, http://bit.ly/3OUQxbo, http://bit.ly/3FjfFoV y

http://bit.ly/3gYG16h con fines académicos y no comerciales.

6. Emotions

Una la emoción con su nombre correspondiente en inglés.

ANGRY

SAD

HAPPY

Adaptado de: https://bit.ly/3VH43l9, https://bit.ly/3Ut0wFU y https://bit.ly/3gQwgai con

fines académicos y no comerciales.

7. Parts of the body
Escribe en inglés las partes del cuerpo correspondientes.

HEAD   NOSE   ARM

LEG   HAND   FOOT

Adaptado de: https://bit.ly/3UoDDn8 con fines académicos y no comerciales.

Post-test

1. School Supplies

Ubica el número en la imagen correspondiente.

1. NOTEBOOK
2. SHARPENER
3. SCHOOLBAG
4. PENCIL CASE
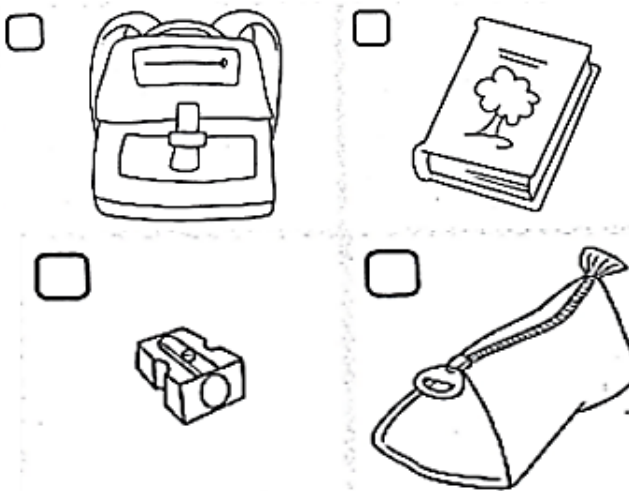
2. Numbers and colors

Colorea según el número en inglés.

SIX → PINK
SEVEN → BROWN
EIGHT → BLACK
NINE → WHITE
TEN → PURPLE

Adaptado de: https://bit.ly/3B43hql con fines académicos y no comerciales.

3. Farm Animals
Escribe en inglés el nombre de cada animal debajo de la imagen.

Adaptado de: https://bit.ly/3gZGsNE, https://bit.ly/3Uq4aQT, https://bit.ly/3B1LWOT,

https://bit.ly/3H3cnY7 y https://bit.ly/3UqgQHJ con fines académicos y no comerciales.
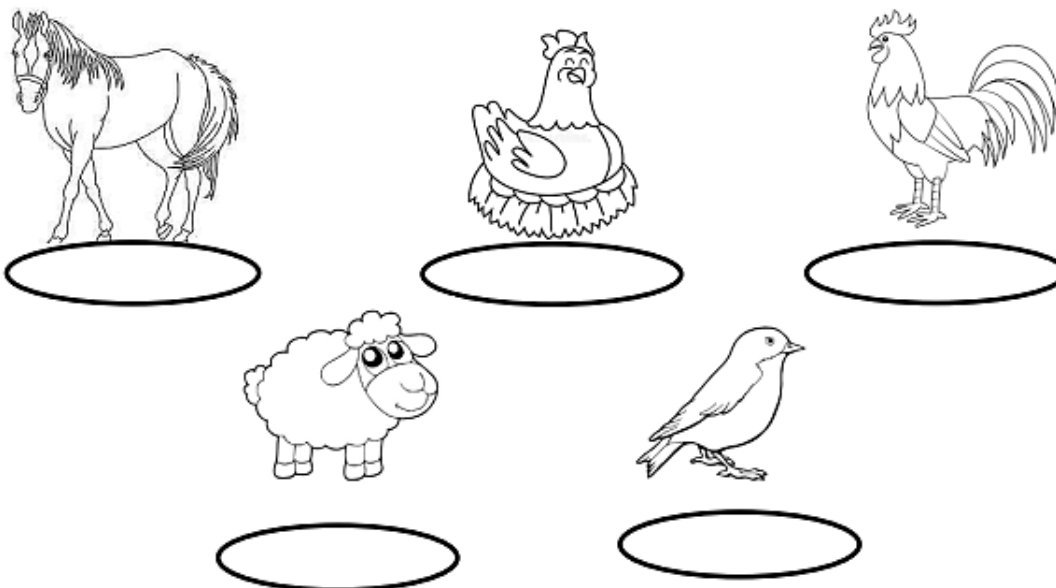
4. Fruits
Une la fruta con su nombre en inglés.

- WATERMELON
- STRAWBERRY
- COCONUT
- GRAPES
- BLACKBERRY

Adaptado de: https://bit.ly/3VMfnwu, https://bit.ly/3ORTgSM, https://bit.ly/3OQX8Ud,

https://bit.ly/3GYAkjv y https://bit.ly/3ORUFc6 con fines académicos y no comerciales.

5. Vegetables
Selecciona la opción correcta.

¿Cuál es el nombre del vegetal?

a. Broccoli
b. Onion
c. Pumpkin

a. Paprika
b. broccoli
c. Onion

a. pumpkin
b. Paprika
c. Celery

Adaptado de: https://bit.ly/3EXEwgz, https://bit.ly/3gT8haC y https://bit.ly/3gM6pk0 con

fines académicos y no comerciales.

6. Emotions
Una la emoción con su nombre en inglés.
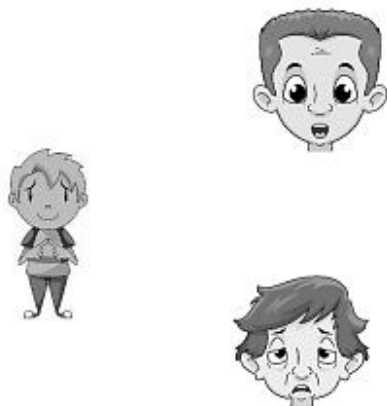
TIRED

SHY

SURPRISED

Adaptado de: https://bit.ly/3ixicmJ, https://bit.ly/3GZU0Ud y https://bit.ly/3EYlGGc con
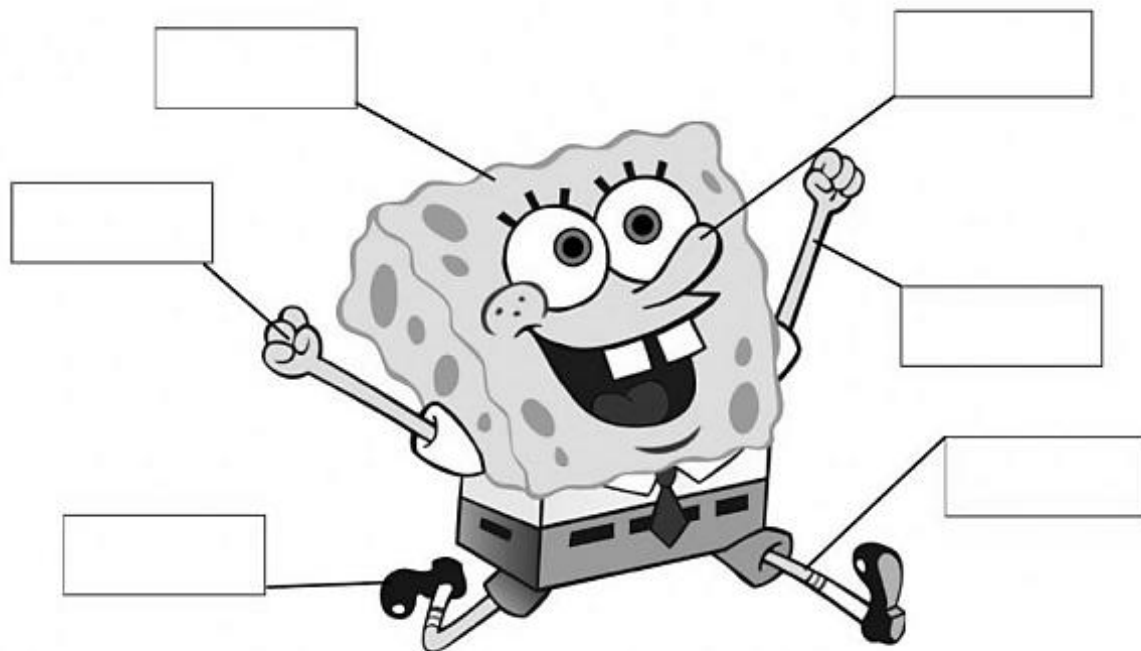
fines académicos y no comerciales.

7. Parts of the body

Escribe en inglés las partes del cuerpo correspondientes.

| SHOULDERS | KNEES | MOUTH |
| EYES | EARS | TOES |
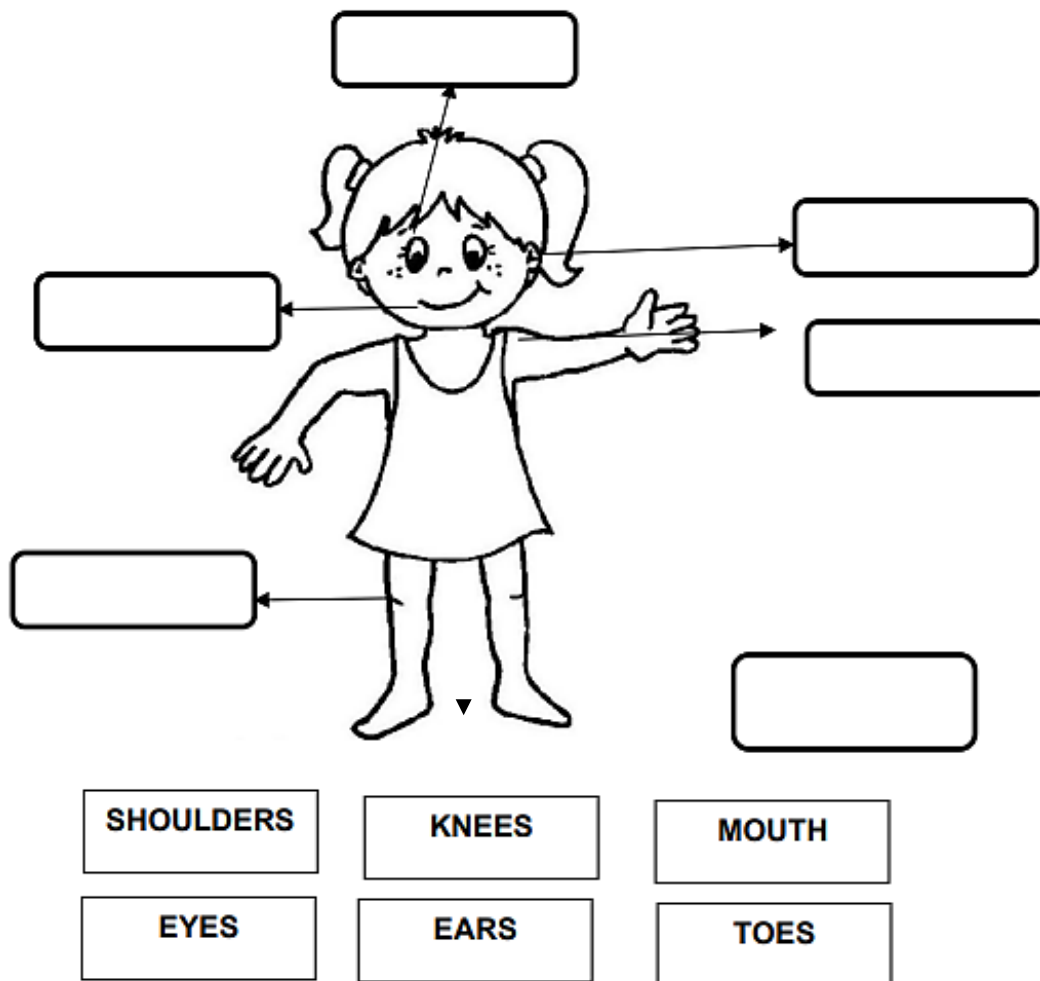
Adaptado de: https://bit.ly/3iktY3w con fines académicos y no comerciales.

Field diary

Field diary	
Activity	
Date	
Researcher(s)	
Objective/research question	
Place/space	
Applied technique	
Resources	
Participants	
Descriptions and considerations	
Description of the attitude of students in English lessons through the adaptation of the Reggio Emilia approach.	Considerations to take into account concerning the objective or research question.
Description of student understanding and progress in English lessons through the adaption of the Reggio Emilia approach.	Considerations to take into account concerning the objective or research question.
Observations	

Semi-structured interview

1. Do you think it is important to learn English?

¿Crees que es importante aprender inglés?

2. Do you like English?

¿A usted le gusta el inglés?

3. Do you like your English class at school?

¿A usted le gusta su clase de inglés en la escuela?

4. What is the most boring and funny part of your English classes?

¿Cuál es la parte más aburrida y más divertida de sus clases de inglés?

5. What would you like to learn in English classes?

¿Qué le gustaría aprender en las clases de inglés?

6. What do you like to do the most and the least in your English classes?

¿Qué es lo que más y lo que menos le gusta hacer en sus clases de inglés?

Conversation

CONVERSATION	
QUESTIONS	**REFLECTION**
Would you like to have more English classes like these? ¿Le gustaría tener más clases de inglés como estas?	
What did you like the most and the least about the English classes? ¿Qué es lo que más y menos le gustó de las clases de inglés?	
Do you think the classes were boring or fun? ¿Usted piensa que las clases fueron divertidas o aburridas?	
Do you think it was fun to learn English with real objects? ¿Usted cree que fue divertido aprender inglés con objectos reales?	
What did you learn from these English classes? ¿Qué aprendió de estas clases de inglés?	

Do you think you now know more words in English? ¿Usted cree que ahora sabe más palabras en inglés?	

Description of the context and participants

In this project, there was the participation of 31 students in the second-grade of the primary school called Simón Bolívar, Sede Ciro Velasco located in the city of Jamundí belonging to the department of Valle del Cauca. The ages of the students ranged from 7 to 13 years old and this group was made up of both boys and girls. This public school served 340 students who came from different urban areas and rural sectors surrounding Jamundí. Access to this school was free and most of the students who attended belonged to a lower and middle-class socioeconomic context. Therefore, it was common to find an environment where each teacher had more than 30 students in a classroom.

Regarding access to this educational institution, it should be noted that its location was in a central and crowded area of the city of Jamundí. Consequently, the institution was easily accessible to its educational community.

On the one hand, although English is a subject that is required and is present in the school curriculum, this institution did not have teachers graduated in the field of English teaching. For this reason, the help of teachers belonging to other areas was used to teach this subject.

On the other hand, since this is a public school, it did not have many teaching resources such as the implementation of ICT, library, computer room, internet connection, among other educational resources. As a result, teaching had been practiced in a traditional way where the only resources were a board, a classroom, and sometimes a television.

Finally, it should be noted that for the participants in this project, their English learning process only began in the 2022 school year, since two years went by without having English instruction due to a lack of staff and the pandemic.

Activities schedule

Years and Months	Project proposal	Project implementation	Data collection	Analysis and interpretation	Conclusions and recommendations	Elaboration of the report	Presentation	Final defense
2022								
Sept	■							
Oct	■■■■							
Nov	■■■■							
Dec	■■■							
2023								
March		■■	■					
April		■■■■	■■■					
May		■■■■	■■■					
June				■■				
July								
August					■■■		■	
Sept						■■■	■	
Oct								
Nov								■

Budget

Expenses	Amounts
Printouts	$ 130.000
Transport	$ 150.000
Classes materials	$170.000
Total	$ 450.000

Analysis and interpretation of the results

After having put into practice a series of sessions with the adaptation of the Reggio Emilia approach and having collected the required information with the proposed instruments, it is possible to study the influence of adaptation on vocabulary learning and EFL learning motivation of second-grade students at the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí. In this sense, from the experience of the implementation of this project and its results, six aspects were taken into account for their respective analysis, which are: the adaptation of the Reggio Emilia approach and motivation, the adaptation of the Reggio Emilia approach and learning of vocabulary in English, outdoor activities, and classes with real objects, classes with real contexts and students as protagonists of their knowledge.

Adaptation of the Reggio Emilia Approach and Motivation.

Motivation is important not only in learning the English language but also in any field, since it is the driving force behind the desire to learn. According to Manzaneda & Madrid (1997), motivation is the reason that leads an individual to want to perform a certain action, thus being a trigger for human behavior. Furthermore, motivation can be understood as the interaction of different factors that an individual may have in their environment. For this reason, the search for different approaches to the teaching and learning process is of vital importance to boost the desire to learn.

On the one hand, motivation played a fundamental role in the development of the classes, which translated into a noticeable progress in the desire to learn English, from the first meeting to the last. Initially, when conducting the interviews with the students in the first class, it was possible to notice that their motivation and interest in learning English were low. This was because they did not understand what they were learning, also their English teaching was limited

to following a textbook without any explanation and memorizing the phrase "teacher, can I go to the bathroom? which frustrated them. So, the students only emphasized the boring part of the class. In addition, they expressed interest in wanting to learn English through painting, crafts, and outdoor activities.

On the other hand, during the implementation of the classes through the adaptation of the Reggio Emilia approach and the conversation held at the end, it was possible to notice how gradually the students were acquiring curiosity about the English language in each proposed activity. For example, some of the activities that they liked the most were tasting fruits *(see Figures 1 and 2)* and the museum of school supplies *(see Figures 3, 4 and 5).*

During the development of the first activity mentioned above, the students received a piece of fruit and when tasting it they had to guess which one it was, they did this blindfolded. This process was carried out in several successive rounds, in each of which they were given a different piece of fruit. The essence of this unique dynamic proved to be extraordinarily captivating for the students involved, as the activity not only stimulated their innate curiosity but also fueled their interest in the subject, resulting in continuously high levels of concentration. In this case, by covering the students' eyes while they tasted the fruits, they were induced to rely more on their sense of taste and smell, which in turn heightened their level of attention and active participation. Likewise, the variation in the fruits provided in each round contributed to the stimulation of the students' minds, by requiring a constant adaptation and a quick connection between the sensory characteristics and their previous knowledge base, which ultimately translated into a solid confidence in their knowledge. In addition, it should be noted that for many of the students, it was their first time tasting certain fruits, which also came out to be a meaningful experience for them.

As previously mentioned, the second activity preferred by the students was the school supplies museum, in which the different school supplies were located in an outdoor area with their names in English and the research teachers guided the students through the museum presenting each school supply. Moreover, in this class, the students once again used their sense of touch and smell to guess the school supplies, they were touching when they were blindfolded. With this activity, it was possible to maintain the concentration and interest of the students since it was an activity carried out outdoors and in small groups, which generated a better way of working with the students during class. The outdoor setting and the focus on small groups allowed teachers to foster an environment conducive to learning. The fact that the students were temporarily deprived of sight to guess the school supplies by touch and smell added an element of challenge and surprise, thus stimulating their active participation and curiosity. This pedagogical strategy not only sought to strengthen their sensory and cognitive abilities but also resulted in exemplary behavior on the part of the students, generating a favorable and cooperative learning environment throughout the development of the activity. Finally, the students made an artistic creation with the different school supplies they had in their environment *(see Figure 6).*

The use of these activities fostered students' motivation both intrinsically and extrinsically when learning vocabulary in English. According to Hayikaleng et al. (2016), intrinsic motivation when learning a foreign language means that the student shows interest in participating in the different activities that they like. Extrinsic motivation is the student's participation in activities to acquire something in return in the form of a reward. At the beginning, the students presented only extrinsic motivation for learning English, that is to say, their motivation was based on passing the subject and demonstrating to their parents and teachers

that they were learning English. However, at the end of the classes and carrying out the conversation, the students presented an intrinsic motivation since they stated that their motivation to learn English was not only based on advancing in grades and surprising their parents and teachers but also on being able to communicate with others, make friends, travel to another country and broaden their knowledge.

Figure 1. Tasting fruits activity. Students doing the activity of tasting fruits, guessing and writing their name.

Figure 2. Tasting fruits activity. Students doing the activity of tasting fruits, guessing and writing their name.

Figure 3. The museum of school supplies. The museum to introduce students to the different school supplies in English.

Figure 4. The museum of school supplies. The museum to introduce students to the different school supplies in English.

Figure 5. *Exploring the supplies activity. Students exploring the supplies, touching and guessing what school supplies it is.*

Figure 6. *Create and learn activity. Students creating real life objects with school supplies.*

Outdoor activities

Having carried out the outdoor activities adapted to the Reggio Emilia Approach; it was possible to notice that these positively influenced the learning process of the students. According to Lindfors et al. (2021), outdoor activities are of great importance for the physical and cognitive strengthening of students. This is because by being exposed to nature, students' curiosity and connection to the natural world is nurtured. Therefore, it is prudent to challenge the indoor-based approach prevalent in many education systems and explore alternatives that prioritize outdoor experiences. One of these alternatives is the adaptation of the Reggio Emilia approach which emphasizes the importance of considering the environment as "the third teacher". In this sense, during the sessions with the adaptation of the Reggio Emilia approach, it was possible to notice how the students were showing a preference for activities where the environment was the main scenario. In addition, there was evidence of an improvement in their interest, discipline, and commitment while being out of the classroom. Outdoor learning not only aroused the curiosity and ignited the motivation of the students but also reflected the learning of different English vocabulary taught outdoors. In summary, the adaptation of the Reggio Emilia approach together

with the development of outdoor activities highlighted how the physical environment plays a crucial role in shaping children's learning experiences.

Valentine (1999) points out that the outdoor environment is presented as an obvious source of colors and textures, and plants are widely used both in classrooms and in indoor courtyards. This also contributes to establishing a natural connection between the indoor and outdoor environments of the school. Fostering this connection with the outside environment is crucial, as a school, as a place of learning and discovery, since it cannot be considered an island. Instead, within school, children learn to become full and active participants in the larger outdoor environment. That is the crucial point that motivates them and ensures to some extent the effectiveness of the adaptation of this approach. In addition, carrying out outdoor activities enriches the learning of English vocabulary, since it provides real situations for practicing and applying the words and phrases learned in the classroom. Students are immersed in an environment where English becomes a necessary tool to communicate and understand their environment. This contextualized language immersion increases vocabulary retention and improves communication skills in English.

At the beginning, it was possible to demonstrate the effect that the fact of receiving an English class for the first time outside the classroom had on the students. During the first hour, the students conceived the idea of learning outside the classroom as a moment of leisure and play, since they were not used to having a different environment where they could learn. Therefore, their attitude was one of hyperactivity, intrigue, confusion, bewilderment, and lack of concentration. However, as they began to understand the meaning of being outside, they began to participate in different activities. One of the activities consisted of making 5 groups of 6 people and each group would be assigned a list with 11 colors. Then, they had to look for elements in

their environment that were of the requested colors, such as branches, leaves, stones, lids, candy packages, etc. Later, having found them, each group had to make an artistic creation with the found elements. This activity was called "Colors Hunt" (see creations in Figures 7-12)

Another activity related to colors and the environment was about recycling, for which recycling cans were created with cardboard where the students had to throw away and separate the different types of waste. The red bin was for electronics, orange for plastic, yellow for metal, green for glass, blue for paper, and gray for organic food. In addition to the color, each boat was named after what could be thrown there. So, the students were given a card with their respective image and they were asked to classify in the pot what that image corresponded to while naming the color to which that image corresponded in English. (See Figure 13)

By the end of the first class, the students managed to recognize and assimilate the colors in English through different situations of their daily life such as recycling, knowing the meaning of the colors of the traffic light, and creating a work of art from things that can be found in their daily life such as leaves, sticks, bags, paper, colors, etc. This is what the Reggio Emilia approach seeks, learning from what can be found in their environment.

Likewise, in class number 8 on vegetables, for which a vegetable garden made of cardboard was created, it could be seen how much the students liked working outdoors and how it was easier and more fun for them to learn vocabulary in English. Through this class, it was possible to notice that the students already had a different perception of what it was like to work outside the classroom, since they were very attentive and there was no need to call their attention. It could be said that they adapted to the approach slowly, but in a satisfying way. In addition, in an activity in which each one had to harvest 3 vegetables, they did it in the way in which they were given the instructions and no one took more vegetables than they should. Little

by little, the students were learning to take orders and they learned to work at their own pace and in an efficient way, and to create small workgroups to avoid conflicts.

In the end, most of the students were able to identify and learn the vegetables proposed for the class. Some seemed distracted or not paying attention. However, it was the opposite because when asked they easily named all the vegetables seen in class. Also, they were able to reinforce that learning through art since they painted different vegetables that they planted in the vegetable garden made of cardboard. They also practiced writing the different vegetables and they did it quickly and correctly. In the same way, they managed to recognize the importance of vegetables for health, since they were told about their nutritional benefits. (See Figures 14 and 15).

Despite the challenges that arise in many school environments, such as the large number of students outside the classroom and the disorganization that this entails because they are not used to it, it should be noted that the students managed to assimilate the methodology and the development of the sessions by adapting of this approach. Finally, the adaptation of the Reggio Emilia approach that recognizes the physical environment as an essential component of the learning process, together with the development of outdoor activities, demonstrates how the environment plays a crucial role in shaping children's educational experiences.

Figure 7. *Introduction of the vocabulary of colors.*

Figure 8. *Colors hunt activity. Artistic creation of the students with the collected material.*

Figure 9. *Colors hunt activity. Artistic creation of the students with the collected material.*

Figure 10. *Colors hunt activity. Artistic creation of the students with the collected material.*

Figure 11. *Colors hunt activity. Artistic creation of the students with the collected material.*

Figure 12. *Colors hunt activity. Artistic creation of the students with the collected material.*

Figure 13. *Recycling activity. Students recycling the garbage according to the type of garbage and the color assigned to it.*

Figure 14. *Vegetable garden activity. Students harvesting vegetables to later create identical ones and plant them.*

Figure 15 *The vegetable garden.*

The Reggio Emilia approach and learning vocabulary in English

To carry out the research objective of this project, it was of vital importance to create and implement methodological instruments that would allow knowing the initial and final level of the students in terms of vocabulary in English. For this reason, at the beginning of the implementation of the project, the students were given a pre-test and at the end a post-test with different vocabulary in English. Below, some tables that show the data obtained from the implementation of these instruments will be shown and described.

Table #1: Pre-test

Participants	PRE-TEST								
	School supplies	Numbers and colors	Farm animals	Fruits	Vegetables	Emotions	Parts of the body	Mean	SD
Participant 1	2,5	4	0	3	2,5	0	1,6	1,9	1,5
Participant 2	1,2	5	1	2	0	0	0,8	1,4	1,7
Participant 3	5	5	2	5	5	5	5	4,6	1,1
Participant 4	0	4	0	5	0	0	1,6	1,5	2,1
Participant 5	1,2	5	2	3	1,2	5	0,8	2,6	1,8
Participant 6	1,2	5	2	3	1,2	5	1,6	2,7	1,7
Participant 7	0	5	0	5	0	0	0	1,4	2,4
Participant 8	0	5	0	5	1	3	1	2,1	2,2
Participant 9	0	5	0	3	0	3	0	1,6	2,1
Participant 10	2	5	0	5	0	0	1	1,9	2,3
Participant 11	0	5	0	3	2	1	1	1,7	1,8
Participant 12	5	3	2	5	0	1,6	0	2,4	2,1
Participant 13	2	4	0	3	1,2	1	0,8	1,7	1,4
Participant 14	0	5	2	3	0	3	1	2,0	1,8
Participant 15	2,5	5	0	5	2	5	1,6	3,0	2,0
Participant 16	1,2	4	0	5	0	3	5	2,6	2,2
Participant 17	0	4	2	3	0	1	5	2,1	2,0
Participant 18	0	4	0	2	0	5	0,8	1,7	2,1
Average of each item	*1,3*	*4,6*	*0,7*	*3,8*	*0,9*	*2,3*	*1,6*	*2,2*	
							Gral Mean	2,2	
							SD	0,8	

Table number 1 shows the results of the pre-test (MEAN) applied to a group of 18 students to describe the influence of the adaptation of the Reggio Emilia approach on vocabulary learning in English. Additionally, the standard deviation (SD) of these results is also shown to better understand the variability in student performance. On the one hand, in the first column of the table each of the participants is listed, in columns 2 to 8 show the results that each participant obtained in each of the items of the vocabulary evaluated (school supplies, numbers and colors, farm animals, fruits, vegetables, emotions, and body parts). On the other hand, column 9 shows the mean for each participant and the global average in the pre-test results. Finally, in column number 10 is the (SD) of the pre-test results of each student and the global deviation.

In general, students obtained an average score of 2.2 on the pre-test and an average SD of 0.8, which indicates the dispersion of individual results. When observing the results, it is important to highlight that student 6 obtained the highest score on the pre-test mean, with a score of 4.6. Likewise, it is observed that their SD was 1.1, being the lowest, this means that their performance on each vocabulary item was balanced and satisfactory. Unlike Participant 3, Participants 2 and 7 obtained the lowest mean with a score of 1.4. However, this does not mean

that their overall performance is completely the same since Participant 2 obtained an SD of 1.7 and Participant 7 obtained an SD of 2.4. When making the comparison between the mean and SD of both participants, it can be said that Participant 7 obtained a higher percentage in the results of the items and a more balanced performance. In the same way, in table 1, it can be seen how dispersed or balanced the results of each participant are.

Through the application of the pre-test and during the first classes, it was observed that the students had writing difficulties in their native language, which were transferred to writing vocabulary in English. For example, the farm animal and vegetable vocabulary items had the lowest mean which was 0.7 and 0.9 respectively. Firstly, this phenomenon is due to the fact that they did not know much of the lexicon and secondly it seems that the students already had an adequate listening comprehension of the pronunciation of these words in English, which indicates that their phonetic knowledge is acceptable. However, early in the project's implementation, they were struggling with the spelling of these words in English, which is a common problem in learning a new language.

Some of the most common errors were students writing "gat" instead of "cat," "doc" instead of "dog," and "chiquen" instead of "chicken." This aforementioned difficulty could be related to sound transfer problems. That is, students could be applying pronunciation rules from their native language to English words. This could lead to spelling errors since English pronunciation rules often differ from those of other languages. Although students may likely have previously been exposed to these English words through auditory means, such as songs, videos, or conversations, allowing them to remember the correct pronunciation, this does not necessarily guarantee a deep understanding of written English vocabulary.

Table #2: Post-test

Participants	School supplies	Numbers and colors	Farm animals	Fruits	Vegetables	Emotions	Parts of the body	Mean	SD
					POS-TEST				
Participant 1	5	5	5	5	1,6	5	5	4,5	1,3
Participant 2	5	5	2	5	0	0	5	3,1	2,4
Participant 3	5	5	5	5	5	5	5	5,0	0,0
Participant 4	5	5	2	5	1,6	5	4,1	4,0	1,5
Participant 5	5	5	5	5	5	1,6	5	4,5	1,3
Participant 6	5	4	4	3	5	5	4,1	4,3	0,8
Participant 7	5	5	4	5	5	5	5	4,9	0,4
Participant 8	5	5	5	5	3,3	5	5	4,8	0,6
Participant 9	5	5	5	5	5	5	5	5,0	0,0
Participant 10	5	5	5	5	5	5	5	5,0	0,0
Participant 11	5	1	5	3	5	3,3	4,2	3,8	1,5
Participant 12	5	4	5	5	5	5	5	4,9	0,4
Participant 13	5	4	4	3	1,6	5	5	3,9	1,3
Participant 14	5	5	4	5	5	5	4,2	4,7	0,4
Participant 15	5	5	4	5	5	3,3	5	4,6	0,7
Participant 16	5	5	4	5	5	5	4,2	4,7	0,4
Participant 17	5	5	5	5	3,3	5	5	4,8	0,6
Participant 18	5	5	4	3	3,3	5	5	4,3	0,9
Average of each item	*5*	*4,6*	*4,3*	*4,6*	*3,9*	*4,3*	*4,8*	*4,5*	
							Gral Mean	4,5	
							SD	0,5	

Regarding Table number 2, it can be noticed that the post-test has the same distribution of participants, vocabulary items, mean and standard deviation (SD) as in Table number 1 of the pre-test. However, the lexicon evaluated was not the same but complementary to the topics evaluated from the beginning of the pre-test. Globally, it can be observed that the average SD went from 0.8 in the pre-test to 0.5 in the post-test, which is important to note since it shows that the majority of the participants were balanced in the results of each item of the post-test. Furthermore, the mean went from 2.2 in the pre-test to 4.5 in the post-test, which reflects the effectiveness of learning in English through the adaptation of this approach. In terms of particular cases, it is notable how Participants number 3, 9, and 10 obtained the highest possible mean (5.0) in the post-test with an SD of 0.0, when in the pre-test, their mean was 4.6, 1.6, and 1.9 and their SD was 1.1, 2.1 and 2.3 respectively. Therefore, these results clearly show the students' progress in learning vocabulary in English. Although there was a case in which one of the participants (Participant number 2) obtained a low mean (3.1) in the post-test compared to the rest, this was because this participant did not complete all the vocabulary items, but he still achieved an improvement compared to the pre-test mean to the post-test mean.

As the classes progressed, it could be observed how the students were becoming familiar with writing in English and, therefore, improving it. For this reason, when comparing the average results of some items in the pre-test and post-test, an improvement and increase in scores can be observed. This means that through the implementation of the project, some of the difficulties faced by the students were largely overcome. For example, in the pre-test, there were issues with the transfer of sounds from the student's native language to the English language, affecting the correct spelling of the vocabulary. In contrast, in the post-test, these transfers were not repeated, from which it can be inferred that the participants learned to write the vocabulary taught. Furthermore, this improvement in the results allows us to observe that the students achieved significant learning and acquisition of the vocabulary for each item.

All the results and data analyzed in terms of the pre-test and post-test that measure performance and effectiveness in acquiring vocabulary through the adaptation of the approach can be better understood through the following graphs, which are: Variation of individual scores before and then, individual difference concerning the average, increase in individual grade and change in individual performance.

Table 3 Variation of scores before and after
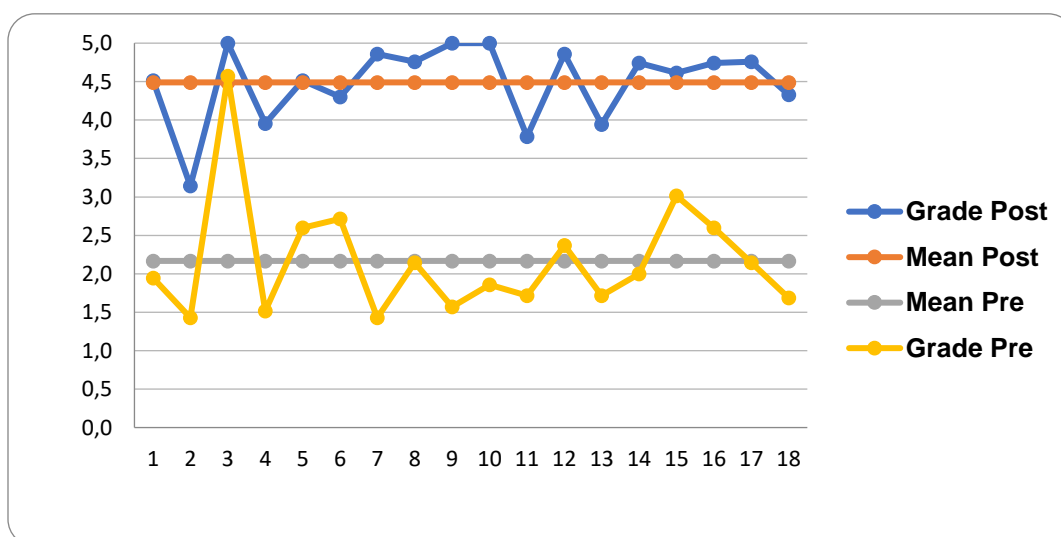
This graph shows how far above or below the mean of pre-test 2.2 (gray color) and post-test 4.5 (orange color) each participant is. In this graph, it is evident that in the pre-test the majority of the participants are below the very low average, while in the post-test the majority of the students are above the very high average. Although there were participants who were below the average in both the pre-test and the post-test, there was progress as is the case with Participant numbers 2, 4, 11, 13, and 18.

Table 4 Individual difference from the mean
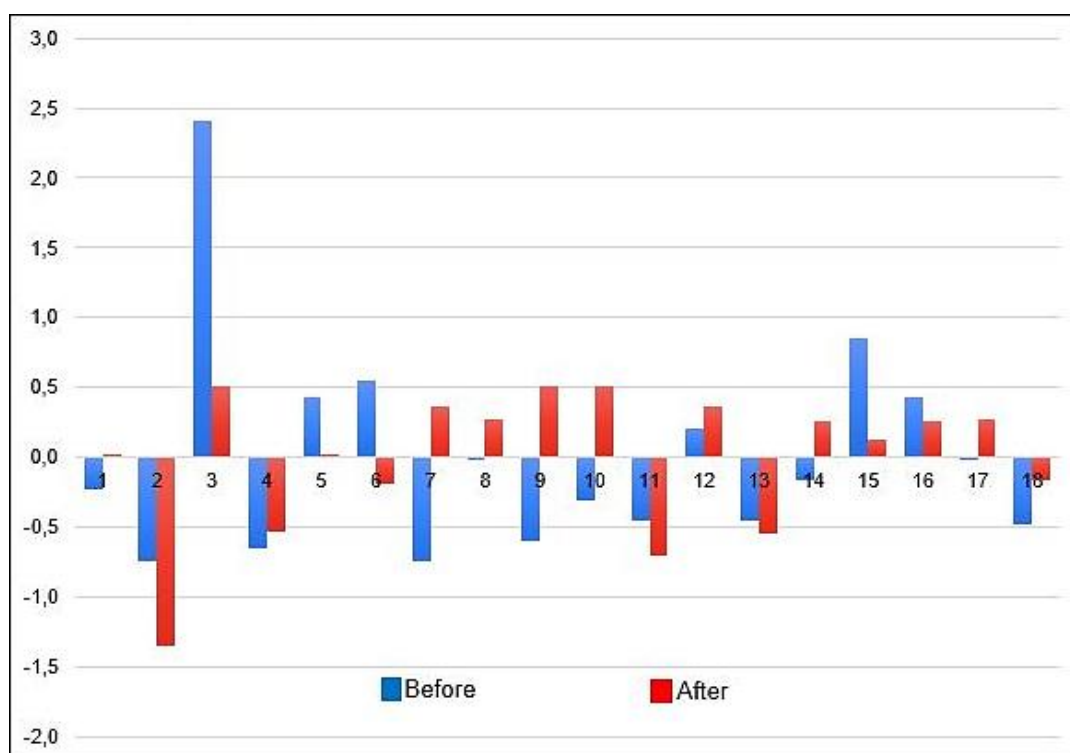
This bar chart corresponds to the difference between each participant's mean and the overall mean in the pre-test (blue color), as well as the difference between each participant's mean and the overall mean in the post-test (red color). It is worth noting that for some participants, the difference in the pre-test is very high, while in the post-test, it is minimal, indicating that they already had a good level of English vocabulary knowledge from the

beginning. For example, Participant number three, whose difference in the pre-test is 2.4 and in the post-test is 0.5.

Table 5 Individual grade increase
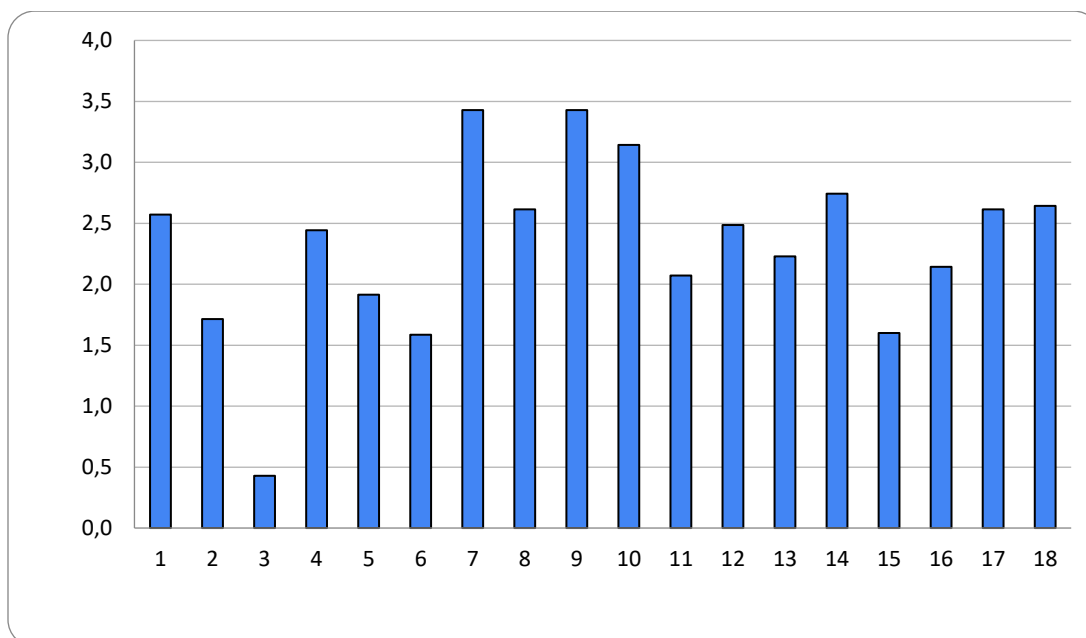
This next graph shows the increase in the score that each participant achieved in the mean between the pre-test and the post-test. For example, Participant number 9 obtained a mean of 1.6 in the pre-test and a mean of 5.0 in the post-test, indicating an increase of 3.4 in the score. Likewise, there is a trend of a significant increase in the majority of the participants' scores.

Table 6 Change in individual performance
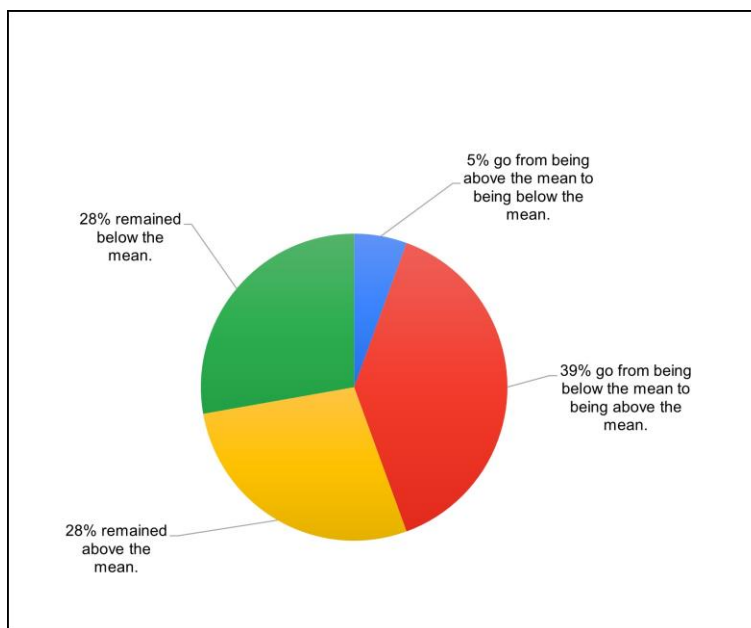
By analyzing this graph, it is possible to see the percentage of participants who remained below the average in both the pretest and the posttest (green), those who remained above the average (yellow), those who went from being below the average to being above the average (red color) and those who went from being above the average to be below the average (Blue color).

Classes with Real Objects

Realia played a significant role in adapting the Reggio Emilia approach during English vocabulary classes, as the student's environment was taken as a third teacher. Irawan (2017) states that realia refers to real and concrete objects used effectively in teaching real-life situations. It also asserts that realia is expected to make learning enjoyable for students and increase their creativity. Activities with realia in the classroom capture the attention of those involved and provide them with a direct experience with the objects, which cannot be achieved with other learning materials. Therefore, through realia, students can enhance their vocabulary in

a foreign language because real objects are more effective and are the means by which students can become familiar with their surroundings.

Taking this into account, it is important to emphasize that the use of realia or real objects was notable during the implementation of the different activities in classes when learning vocabulary in English, as they helped students have a more engaging and productive learning experience. For example, in class number 7 about fruits, students had to be blindfolded and guess which fruit they were tasting (fruits related to the taught vocabulary) using their sense of smell, taste, and touch. They would taste the fruit and then, without saying anything, write in their notebooks which fruit they believed they had tasted (see Figure 1). Some students agreed while others did not, as for many, it was their first time trying certain fruits like pear and watermelon. They were amazed and excited to continue discovering new fruits, so the activity was enjoyable for the students and kept them very attentive and organized.

It is evident that working with real objects is productive for student learning. However, at times, it can become a distracting element, as it was the case with the participants in this project. They were not accustomed to having contact with real objects or working with manipulable things. Therefore, at the beginning, they found it difficult to adapt to working with real objects. For example, in class number 5, creating a book about emotions, colors, and school supplies with materials they had at home or things they could find in their surroundings (see Figure 16), it was chaotic to some extent since some students, while working, also created disorder and threw their work materials at their classmates. They also wasted what they had and painted things they found, like their desks. However, this unexpected event only happened in that class and was resolved, as they were explained that this behavior could not happen again and that the materials were meant to be used.

For the next class (No. 6), the same students showed empathy and curiosity about their surroundings. Without the need to tell them what to do, they sought out objects from nature on their own to create artwork related to numbers. The activity involved creating an apple as they wished and assigning it a number, then sticking it on an apple tree. Later, each student had to harvest an apple with the number requested by the teachers (see Figure 17). The students' initiative to work with elements from their environment such as leaves and stones was a clear sign that the classes with the adaptation of the Reggio Emilia approach were effective.

Thus, the use of real objects in the classes proved to be more motivating than the use of artificial elements and sparked the students' curiosity for learning. Throughout the classes, elements from the same class, the schoolyard, and the students' homes were used. Elements like fruits, vegetables, leaves, stones, recycling, paint, lentils, rice, cotton, branches, notebooks, colors, caps, etc. In conclusion, realia was a great help in presenting vocabulary without the need to rely too much on the native language. It also helped reinforce the knowledge acquired by students during each class and ignited their curiosity and motivation to learn English and about their environment.

Figure 16. Emotions, school supplies, and colors book activity. Artistic creation with materials from their environment.

Figure 17. Apple tree. Students gluing and harvesting the apples created with their respective number.

Classes with real context

The Reggio Emilia approach is a constructivist, student-centered, self-guided curriculum that uses self-directed experiential learning in relationship-driven environments. This approach is focused on early childhood and primary education and is designed to foster relationships, communication and collaboration through classes with real contexts and real objects. Classroom materials are carefully incorporated to encourage creativity, problem-solving work, experimentation, exploration, and open-ended play.

According to Guo (2011), the setting where learning occurs plays a crucial role in the effectiveness of the learning process, and this is especially significant when it comes to language acquisition. In countries where English is not the primary language, there is often a lack of genuine English-speaking environments. In such nations, classroom instruction may represent the sole exposure students have to the English language. Once they step out of the classroom, they are fully immersed in their native language surroundings, providing them with limited access to English materials and minimal opportunities to observe or use English in real-life situations. Relying solely on classroom teaching falls short of providing EFL learners with adequate opportunities to practice the target language necessitating more concerted efforts to increase instances where these students can engage with English.

The Reggio Emilia approach is an educational philosophy that emphasizes the importance of connecting classroom learning to the real world. For this reason, classes with real contexts were an essential component of the implementation of this approach adaptation. These classes aimed to connect classroom learning to the real world, providing students with meaningful experiences that went beyond vocabulary knowledge. The lessons with the adaptation of the Reggio Emilia approach focused on the way in which students were able to put

the vocabulary learned into practice in situations of their daily lives, that is, in real contexts, which not only enhanced their understanding but also fostered a sense of autonomy and curiosity.

In these real-world classes, students were encouraged to explore topics related to their daily lives. For example, when learning about fruits and vegetables, students not only learned their names in English but also participated in activities such as tasting different fruits *(see Figure 1 and Figure 2)* or growing a cardboard garden *(see Figure 14 and 15)*. These activities reinforced vocabulary and additionally allowed students to understand the importance of healthy eating and the role of these foods in their lives.

It is important to highlight the interest that the students had in this type of activity where the vocabulary was learned from a real context. For example, for many of the students, their favorite class was the one in which a grocery store simulation was done, and they took the role of buyers *(see Figure 18 and 19).* Through this store, the vocabulary of fruits, vegetables, and numbers learned during previous classes was reviewed. Therefore, this activity required certain knowledge about basic operations such as adding and subtracting which the students knew how to solve in the best way. By carrying out this activity, students were able to experiment and put into practice the vocabulary learned in a real context such as going to the supermarket.

Moreover, students had opportunities to explore their creativity and express themselves through art and hands-on activities. They were not just passive recipients of information; they were active creators of knowledge. For example, they created works of art using the school supplies they learned and painted vegetables from their cardboard garden. These creative activities not only solidified their understanding but also helped them develop problem-solving skills and an appreciation for the arts.

One of the most significant results of classes with real contexts was the transformation of students into motivated and curious students. As they participated in activities that were relevant to their lives and interests, their intrinsic motivation to learn English soared. They no longer saw English as a tedious subject but as a tool for communication and self-expression. This shift from extrinsic to intrinsic motivation demonstrated the power of meaningful and contextual learning experiences. In addition, active participation and collaboration of students was fomented in these classes. They worked in small groups, shared ideas and solved problems together, improving their English language skills and interpersonal skills such as teamwork and communication.

Furthermore, the integration of outdoor activities into these real-world classes added another factor of authenticity to the learning experience. It allowed students to connect with nature, explore their surroundings and apply their English language skills in real-life situations. Whether it was a "color hunt" *(see Figure 7, Figure 8, Figure 9, Figure 10, Figure 11, and Figure 12)* or a recycling activity *(see Figure 13)*, the outdoor setting provided a rich context for vocabulary learning and practical application.

In conclusion, classes with real contexts, as implemented through the adaptation of the Reggio Emilia approach, had a profound impact on the vocabulary learning and motivation of second-grade students. The approach shifted the focus from passive learning to active engagement, from mere vocabulary knowledge to meaningful exploration, and from extrinsic to intrinsic motivation. Students became protagonists of their knowledge, actively participating in hands-on activities, expressing themselves through art, and connecting their learning to the real world. The integration of outdoor activities further enriched their learning experiences. Overall, the adaptation of the Reggio Emilia approach, with its emphasis on classes with real contexts and

student autonomy, proved to be a powerful approach for enhancing vocabulary learning and EFL motivation.

Figure 18. One of three stores created for students to purchase the different fruits and vegetables assigned to them on a list.

Figure 19. One of three stores created for students to purchase the different fruits and vegetables assigned to them on a list.

Students as Protagonists of Their Knowledge

In an increasingly active participation and knowledge-building-oriented world, the role of students as protagonists of their learning has become paramount. Academic literature has emphasized the importance of actively involving students in their educational process, recognizing that they are not merely passive recipients of knowledge but capable of constructing their understanding through interaction with their environment and peers, as Vygotsky (1978) pointed out.

This perspective has translated into the adaptation of the Reggio Emilia approach, which promotes a learning environment where students play an active role in constructing their knowledge Mitchiner et al. (1993). In this regard, the findings of this research support the premise that students can become protagonists of their knowledge when provided with an enriching and meaningful learning environment.

In the specific context of the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí, this research revealed encouraging results. Not only did students show increased enthusiasm for learning English vocabulary when exposed to an enriching learning environment and outdoor experiences, but they also stood out for their ability to make decisions related to their own learning process. This translated into a significant increase in their active participation in activities and autonomous construction of language comprehension.

When students are active participants in building their knowledge, they are developing critical thinking, problem-solving, and decision-making skills. These skills are not only essential for academic success but also for their future in society and the workforce. Furthermore, students' active participation in their learning process provides them with the opportunity to acquire a sense of responsibility and autonomy in their education. By making decisions related to their own learning, they are taking on a leadership role in their educational development, empowering them to independently face challenges in their adult lives.

The research aligns with the findings of Ryan & Deci (2000), who argue that students' satisfaction and intrinsic motivation increase when they are allowed to make decisions and actively participate in their learning process. In this sense, this project provides concrete evidence of how involving students as protagonists of their knowledge can yield tangible benefits in their motivation and commitment to learning.

Children benefit from an educational environment that encourages observation and experimentation in their knowledge and acquisition process. An illustrative example of this dynamic was seen in a specific activity where students embarked on the task of creating a representation of an apple using available resources. In this case, the children took the initiative to gather leaves from the courtyard for their creative project without needing explicit direction

from teachers. In this regard, educators played an essential role as guides, providing support and guidance throughout the process, while students assumed a leading role in constructing their own knowledge. This pedagogical approach highlights the importance of empowering students and fostering their autonomy, allowing them to actively and meaningfully develop cognitive and linguistic skills in the process of acquiring English vocabulary.

In summary, the adaptation of the Reggio Emilia approach and the implementation of outdoor activities have demonstrated a positive impact on the motivation and engagement of second-grade students in learning English vocabulary at the Institución Educativa Simon Bolivar Sede Ciro Velasco in Jamundí. These findings align with academic literature emphasizing the importance of actively involving students in their learning process and providing practical and motivating experiences.

Conclusions

The implementation of the adaptation of the Reggio Emilia approach in the context of teaching English as a foreign language (EFL) to second-grade students at the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí has yielded significant and positive results in terms of vocabulary learning and motivation of the students. To argue the previous statement and the different conclusions obtained from the creation, implementation, and analysis of this project, both the specific objectives and the general objective established in this research will be taken into account and addressed.

Firstly, the specific objective related to determining the initial level of English of the second-grade students of the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí as a result of teaching focused on a traditional methodology was met. This objective was achieved in the first stage of this research, which was the diagnostic stage where a pre-test was carried out on the students in order to find the main difficulties they presented in learning the English language through traditional teaching. Through this pre-test, the vocabulary of school supplies, numbers, colors, farm animals, fruits, vegetables, emotions, and body parts was evaluated. The results obtained in this pre-test were of great help to begin with the third stage of the research (execution of the action plan), since they provided an overview of the vocabulary that the majority of the students did not know, and therefore, which it was necessary to emphasize more during classes.

Secondly, a twelve-class English program was designed based on an adaptation of the Reggio Emilia approach. The fulfillment of this objective was achieved through the implementation of these classes in which the one hundred child languages and the five basic principles that are part of the Reggio Emilia approach were taken into account. The classes, by

adapting this approach, were held outdoors, using realia, learning through real contexts and the students being the protagonists of their learning since the research teachers were only guides in their learning process. Therefore, besides learning English vocabulary in a different way than the traditional one, students had the opportunity to put it into practice in real-life situations through the activities and material designed for each class. Additionally, each experience during the implementation of the classes was recorded in the field diary designed for the analysis and evolution of this process.

Thirdly, the last specific objective was achieved, which was to analyze the results of the implementation of the Reggio Emilia approach in the second-grade students of the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí. This analysis was conducted thanks to all the data collected in the different instruments. On the one hand, the analysis of one of the variants of this research, which is the motivation when learning English as a foreign language, was done through the responses obtained in the second stage of this research where a semi-structured interview was carried out with the students. Moreover, in the last stage of the research, which is reflection, a conversation was applied to the students to find out their opinions about the twelve classes implemented.

On the other hand, to execute the analysis of the variant of vocabulary learning in English by the students, the result of the pre-test presented by each student at the beginning of the implementation of the project and the post-test that was presented at the end of the class sessions with the adaptation of the Reggio Emilia approach was taken into account. Furthermore, the different observations recorded in the field diary at the end of each class were of great help both for the analysis of the motivation variant and for the analysis of the students' English vocabulary learning variant. In this sense, each of the three specific objectives was fully met.

Regarding the general objective, this focused on studying the influence of the adaptation of the Reggio Emilia approach on vocabulary learning and EFL learning motivation of second-grade students at the Institución Educativa Simón Bolívar Sede Ciro Velasco in Jamundí. This objective was achieved during each stage of the action research of this project, through the design and implementation of classes and materials adapted to the Reggio Emilia approach and the subsequent analysis of the data collected through the instruments.

After having achieved each of the objectives set out in this research, it was determined that the influence of the adaptation of the Reggio Emilia focus on vocabulary learning and motivation for learning English as a foreign language was significant in the second-grade students of this institution. It was shown that through the sessions with the adaptation of this approach, the students greatly improved their knowledge of English vocabulary. This was clearly confirmed by the results and the comparison of the pre-test and the post-test. These classes generated better results in the students' English vocabulary learning, taking into account a form of teaching in which the environment was the third teacher and where the classes not only focused on vocabulary learning but also on its application in daily life.

In addition, based on what was observed during each session and based on the testimonies provided by each student, it can be stated that the adaptation of the Reggio Emilia approach strengthened their motivation for learning English as a foreign language. This is because at the end of the implementation of this project, the students expressed a clear change in their attitude towards the English language. Now, they not only see it as a mandatory academic subject but as a powerful tool to communicate, make friends, travel to other countries, and expand their knowledge. The testimonies revealed that students feel more confident and enthusiastic about learning English, and are willing to actively participate in classes and

activities related to the language. This change in perception and attitude towards English is a strong indicator that adapting the Reggio Emilia approach not only improved their language skills but also sparked a genuine and lasting interest in learning this foreign language.

To summarize, the greatest lesson that this research leaves behind is the fact that the absence of interest in learning that occurs in many schools in Colombia is due to the lack of implementation of new forms of teaching. This lack generates frustration in students, which generates a rejection of this language. However, the adaptation of an approach such as Reggio Emilia shows how the interest of students gradually grows when their learning process is done in an innovative and meaningful way.

Finally, it is provided the last version of all the lesson plans implemented to carry out this project. It is intended that it helps teachers and researchers to keep working on the adaptation of the Reggio Emilia approach.

Recommendations

Below, a series of recommendations and suggestions aimed at promoting the continuity of future research aligned with the same area of study is presented. It is relevant to note that these recommendations take into consideration the limitations that were identified both before and after the application of the approach. Furthermore, each recommendation comprehensively addresses the challenges and obstacles that arose during the implementation of the said approach, which was designed to stimulate English vocabulary teaching.

Provide Training and Guidance: Educators and teachers involved in the implementation of this project must receive specific training and guidance on the philosophy and methods of Reggio Emilia, as well as other strategies and methodologies related to English language teaching. This training will enable professionals to be adequately prepared to effectively implement non-traditional approaches. Additionally, appropriate resources and support materials should be provided to facilitate the implementation of these methodologies.

Address the Perception of Outdoor Activities and Creativity: Given that students may perceive outdoor activities or greater creative freedom in creating materials as leisure or play moments, it is recommended to design pedagogical strategies that help students understand the importance of these activities in their learning. This may include explaining how these activities contribute to the development of language skills and creativity, as well as conducting activities that educationally integrate play and fun.

Tackle Discipline Challenges: Since discipline-related challenges have been observed, it is necessary to establish a support system and clear disciplinary measures that are consistently applied. Additionally, strategies can be implemented to promote self-regulation and respect in the classroom, such as conflict resolution, effective communication, and the promotion of

individual responsibility. Collaboration with parents and guardians in managing student behavior is also essential.

Adapt the Approach to Student Diversity: Given the disparity in students' age and skills, it is important to adapt the Reggio Emilia approach and other methodologies to the individual needs of students. This may include differentiated instruction, the use of materials and activities suitable for different skill levels, and the promotion of an inclusive environment that celebrates student diversity.

Overcome Institutional Limitations: If the institution imposes limitations on certain activities (as was the case in the implementation of this project), such as parental involvement or the display of student work in the classroom, work together to find solutions or alternatives that allow for adherence to the principles of the Reggio Emilia approach.

Pedagogical Documentation: Even if the institution does not allow pedagogical documentation, there is potential to explore the possibility of keeping personal records that can serve as a basis for future research and improvements in the Reggio Emilia approach. These records can be valuable for assessing student progress and the impact of the project.

Promote Ongoing Research: Research on alternative pedagogical approaches and strategies related to English language teaching should continue. This will contribute to the enrichment of foreign language instruction and the development of education in general. Researchers and educators should collaborate on research projects to continuously evaluate and improve the effectiveness of these approaches and share the lessons learned with the educational community.

The implementation of the Reggio Emilia approach and the assessment of student motivation to learn English require careful planning, training, adaptation to student diversity, and

ongoing discipline management. By following these recommendations, more effective and motivating education for students will be promoted, benefiting both educators and students.

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Annexes

Lesson plans

Class N° 1: Presentation class, structured semi-interview and pre-test

Topic	*Description of activity*	*Resources*
Icebreaker Aroosta sha (10 min)	With the Aroosta sha musical round, the teacher will give orders that have to do with moving certain parts of the body. Example: you sing Aroosta sha 3 times and then you say thumbs up or knees together, elbows back, etc... until you name various parts of the body. Each time it is sung, another part is added.	Aroosta sha song.
Activity Hot potato (30 min)	The students will form in a circle, one of them will have an object, in this case a microphone. When the counselor arranges this object, he will begin to say hotpotato, on several occasions. At the same time, the students must pass the object from hand to hand, paying attention to the teacher saying stop. The person holding the microphone will introduce themselves in English and will also share their tastes and preferences.	Microphone.
Interview activity (10 min)	To carry out the 6 interview questions, the teachers will divide the students into 3 groups where each group will have a giant dice with the 6 questions. The idea is to roll the die and have the students answer the question of the number that comes up.	3 giant dice.

	The teachers will be recording the students' responses to the interview questions and then reflect and analyze the data collected.	
Activity Pre-test (40 min)	For this activity, the previously designed pre-test will be applied as an instrument for collecting information on vocabulary topics in English such as: colors, numbers, farm animals, school supplies, fruits, vegetables, body parts and emotions. Students will have 40 minutes to complete it.	Photocopies for each pre-test student.
Wrap up Simon says (10 min)	This activity consists of making students perform some action requested by the teacher. For example, if the teacher says: "Simon says bring something red", the student must bring something red and also with other colors that are requested. In this way, the topic of the next class is introduced, which will be colors.	

Class N° 2: The colors

Topic	*Description of the activity*	*Resources*
Icebreaker The traffic light (10 min)	In this session we will play traffic light. This game consists of choosing two student volunteers who will make a bridge with their hands. After that, the teacher will start saying the three colors of the traffic light. Red corresponds to stop, green to fast and yellow to slow. Students will walk slowly, fast or stop according to the	

	color said by the teacher. Students who get stuck on the bridge by saying the color red (stop) will have to be part of the bridge. In this way, students will learn the function of each traffic light and what must be done to cross the street in real life.	
Colors Hunt Activity (60 min)	To begin, teachers will tell students how to pronounce colors in English using the large names. After that, the teachers will ask the students to make 5 groups of 6 people and each group will be given a list with 11 colors. Each group must look for elements in their environment that are of the requested colors. After having found them, each group must make an artistic creation with the elements found.	Big names of colors, things of the least common color in nature, paints, glue and sheets of newsprint.
Recycling activity (20 min)	Students will be explained how to recycle in trash cans. For this, it will design a type of recycling bin where different waste is deposited. The red can is for electronics, the orange is for plastic, the yellow is for metal, the green is for glass, the blue is for paper, and the gray is for organic. In addition to the color, each jar will have the name of what can be thrown in there. So you will give the students a piece of paper, for example. Then they will be asked to classify in the bin	Recycling bins.

	what color that paper should be and they must put it there after having named the color in English..	
Wrap up Walk around (10 min)	This activity consists of giving students instructions in English to walk in a circle (slow and fast) and asking them to create groups of people according to the number indicated by the teacher or to go to the station of a color mentioned by the teachers. teachers.	Seasons with color names.

Class N° 3: School Supplies

Topic	*Description of the activity*	*Resources*
Icebreaker Freeze dance (10 min)	To start, teachers will play the song "Freeze dance" When the song says "Dance" the students can move and dance and when it says "Freeze" they must stay still. Whoever the teachers see move will answer questions about the colors seen in the last class.	Freeze dance song Speaker.
The museum of school supplies activity (25 min)	To introduce school supplies, teachers will place the different school supplies with their names in an outdoor area. Afterwards, a tour will be taken with the students as if it were a museum to show them each school supply, the name of each school supply will be pronounced and the students will repeat it. In addition, they will be asked questions such as: What do you think this school supply is	Different school supplies, (8) Name of the supplies and the museum on cardboard.

	for? What color is this school supply? What is the shape of this school supply?, among others.	
Activity Exploring school supplies (25 min)	For this activity, teachers will have different school supplies on three outdoor tables. Then, the students will be seated in 3 rows facing the other side of the table, one from each row will be called and their eyes will be blindfolded. Students will have to explore the supplies that will be in front of them, such as touching them, smelling them, and trying to decipher what the school supply is in their hands and remember what its name is in English..	School Supplies. 2 Tables. 2 Blindfolds.
Activity Create and learn. (30 min)	Groups of 4 or 5 students will be formed, each group will be assigned a single school supply that is part of the vocabulary taught and a certain amount of this will be given to them. The idea is that students can create an animal or any real-life object with said school supplies. The important thing is that they use their creativity and imagination. At the end each group will share and show their creation and say the name in English.	School Supplies.
Wrap up School supplies riddles	A school supply will be described giving some characteristics such as its color, size, use and function, among others. They will have to guess what useful it is.	School Supplies

(10 min)		

Class N° 4: Emotions

Topic	Description of the activity	Resources
Icebreaker If you're happy and you know it song (10 min)	Teachers will sing the song "If you're happy and you know it" with the students before starting class.	Song and speaker.
Actividad Imitating emotion (25 min)	To introduce emotions, teachers will write all the emotions on the board along with flash cards and then they will represent them using gestures and ask the students to repeat them..	Board and markers.
Activity Searching for emotions (25 min)	In the previous class, the teachers asked the students to bring magazines and newspapers to cut out for this class. In magazines and newspapers, students will look for faces of people that contain the different emotions seen in class. Subsequently, they must cut out the emotions and paste them in their notebook where they will have the name of each emotion written.	Magazines, newspapers, clippings with images, scissors and glue.

Activity Put emotion on the face (25 min)	Students will be distributed in 6 rows, each of these rows will be responsible for creating a different emotion. Each student will go to the board and must use the different cutouts of the parts of the face to represent an emotion. When each row finishes creating the face with the emotion they will name that emotion.	Parts of the face on cardboard, board and marker.
Wrap up Act out the emotion and guess (15 min)	To end the class, teachers will act out real-life cases that are related to emotions, for example: I am eating my favorite food at home, how do I feel? and the students must guess the emotion. Then the teachers will ask the students: How do you feel today? and they must respond with some of the emotions seen in class.	

Class N° 5: Review of colors, school supplies and emotions

Topic	*Activity description*	*Resources*
Icebreaker Walk around (10 min)	This activity consists of giving instructions to students in English to walk in a circle (slow and fast) and asking them to create groups of people according to the number indicated by the teacher. Those who are left out of a group must say a color, an emotion or a school supply that the teacher requests.	

I see colors everywhere (3 min)	Teachers will show students a video to review colors in English.	Video beam, computer and speaker.
Presentation and activity about school supplies and emotions. (30 min)	The teachers will design a presentation in which there will be different images to review the school supplies and the emotions learned in the previous classes. For example, there will be images of happy, sad and angry people, etc. Also, there will bw images of school supplies but not in cartoons but in realistic ones, which is a characteristic of the Reggio Emilia approach. Each image will be covered with squares of different colors and "hot potato" will be played. The student who is left with the object must choose a square, say the color of the square they chose and say the name of the emotion or the school supply that is under that square.	Video beam, computer and speaker.
Book (50 min)	In the previous class, students will be asked to bring things from their homes that they have such as leaves, stones, rice, lentils, colors, etc. Each student will be given a sheet where they will have written either a school supply, a color or an emotion. Firstly, they must fill in that name with what they brought to class and then create a work of art that	Home materials, wool and sheets with names of categories.

	represents it based on the given name. Finally, the students will go out to present what they have done together with their classmates who have the same category.	
Wrap up Simon says (10 min)	Teachers will ask students to perform different actions such as: Simon says be happy! or show a pen! or be sad!, etc.	

Class N° 6: Numbers

Topic	*Activity description*	*Resources*
Icebreaker Hello Song (10 min)	Teachers will teach this song to the children to make it a starting ritual in each class.	
Activity Giant apple tree (30 min)	Teachers will bring a drawing of a giant tree to class. Each student must draw an apple, paint it, write a number from 1 to 10 on it, cut it out, and then when finished, each student will stick their apple on the giant tree. Subsequently, each student must harvest an apple that has the number requested by the teachers. For example, the teachers will say "harvest apple number 5", so the student must take off that apple from the tree that has the number 5 and then put it in a basket that the teachers will carry.	Large sheet of paper to draw the tree, glue and basket.

Activity Printed trees and paper apples (30 min)	For this activity, each child will have a photocopy with ten printed trees. Students must make red kite paper balls to make the apples on each tree. They must place these apples according to the number of each tree. On the stems of the trees, students will write in letters the numbers in English that will be on the board. They will be told that the first tree is one, the second is two, and so on, and then they will stick the corresponding number of apples on it.	photocopies, red paper and glue.
Activity (30 min)	Each student will be given a blond sheet and will also be assigned a different number, therefore, they will have to draw something that is present in nature that represents that quantity. For example, if the student is assigned the number four, he or she could draw an animal with four legs, a flower with four petals, etc.	Blond sheet and colors.
Wrap up Little number (10 min)	A colored apron will be used to look up certain numbers in English. The activity consists of singing: Little number, Little number, Are you in the? and the students must say in English one of the colors of the apron and if the required number is not there, they sing again until they find it.	Apron and numbers.

	In the colors where the number indicated is not there will be other types of numbers, which the students will say in English.	

Class N° 7: The fruits

Topic	*Activity description*	*Resources*
Icebreaker Hello Song (5 min)	Teachers will teach this song to the children to make it a starting ritual in each class.	Song.
Activity Fruits introduction (20 min)	Teachers will introduce fruits in English using flashcards and some real fruits. In addition to teaching the name of each fruit in English, teachers will talk to students about the benefits they bring to our health.	Flashcards and fruits.
Are you hungry song (5 min)	Teachers will show students a video of a song about fruits in English.	Song.
Activity My favorite fruit	Each student will choose their favorite fruit from the flashcards presented. Afterwards, each of them will make a brief oral presentation to present their fruit	Flashcards.

(35 min)	saying: My favorite fruit is…and its color is…And they will also write these phrases in their notebooks and the teachers will review what they did.	
Active pause Fruit shake (5 min)	This activity involves students performing some movements. For this, some commands related to fruits that indicate a movement will be explained, for example if you say "apple", the student will move their head, and thus when saying another fruit they will make the movement indicated by said fruit.	
Activity Tasting fruits (35 min)	For this activity, teachers will take several of the different fruits taught in class chopped up and put them in a magic fruit box. Each student will be asked in the previous class to wear a blindfold so that during class they will be blindfolded so that they can be given the piece of fruit on a toothpick. The blindfolded students must taste the fruit (all at the same time) and then uncover their eyes and write in their notebooks in English the name of the fruit they think they just tasted. Then they blindfold themselves again and repeat the same thing until they have tried all the fruits.	Chopped fruits, bandages, fruit box, board, napkin, chopsticks and notebook.

| | At the end, the teachers will tell the order of the fruits they tried and they will figure out if they were good or bad.

The names of the fruits will be written on the board in disorder. | |

Class N° 8: The vegetables

Topic	*Activity description*	*Resources*
Icebreaker Hello Song (5 min)	Teachers will teach this song to the children to make it a starting ritual in each class.	Song and speaker.
Activity Tour of the Garden and presentation of vegetables (35 min)	There will be a fictitious garden with different vegetables distributed in boxes with soil. These vegetables are images cut out and glued to a toothpick that has been buried in the ground. Students will have to take a tour of this garden and take notes of the different vegetables they have observed in English (the boxes will have the English name of the vegetable planted in them glued to them). Once they have completed the list, the teachers will introduce the topic and show the vocabulary in English for them to learn. While	Flashcards, vegetables in cut-out and real figures, boxes with soil with names of vegetables, notebook and pencil.

	teaching vocabulary, some real vegetables will be rotated for students to observe, touch, and smell.	
Activity Harvest and create the vegetable (35 min)	After the vocabulary is presented, each student will be assigned a mini list with 3 vegetables in English which they have to harvest from the mini garden. Each box in the garden has its name. After harvesting them, they will be given a sheet of block divided into 3 and a little bit of paint so that with their index finger they can draw the 3 vegetables they harvested.	Small list, boxes from the garden, paper vegetables and on sticks, block sheets in 3 parts, paints and a cloth to clean the finger.
Activity Trim and plant the vegetable (35 min)	When the students have drawn the corresponding vegetables, they are going to cut them out and glue them on sticks and then go to plant again what they had already harvested and also their new creations in each box according to the name.	Scissors, glue or tape, boxes of soil and toothpicks.
Wrap up Watch and imitate the movement (10 minutes)	Teachers will ask students to imitate the movement that is drawn in a series of figures on a piece of paper. As follows:	Sheets with movement figures.

Class N° 9: Review class (fruits, vegetables and numbers).

Topic	*Activity description*	*Resources*
Icebreaker Hello Song (5 min)	Teachers will teach this song to the children to make it a starting ritual in each class.	Song and speaker.
Review of what has been learned (numbers, fruits and vegetables) and presentation of new vocabulary. (35 min)	Teachers will design a presentation in which there will be different images to review the numbers, fruits and vegetables learned in previous classes. For example, there will be images of apples, pears, carrots, broccoli, etc, but not in cartoons but in realistic ones, which is a characteristic of the Reggio Emilia approach. Each image will be covered with squares that will have different numbers from 1 to 10. Then, each student will choose a square saying for example "I choose the number five". Later, the square the student chose will be uncovered and he or she will say the name of the fruit or vegetable that is under that square. In addition,	Canva presentation and, computer and HDMI https://www.canva.com/design/DAFhKEwmLG4/o9vJ_oUQStxbJUGVqYKiog/edit?utm_content=DAFhKEwmLG4&utm_campaign=designshare&utm_medium=li

	the presentation will reveal the new words and phrases that will be used in the store's activity.	nk2&utm_source=sharebutton
Active pause Imitate the movement (1 min)	Teachers will ask students to imitate the movement that is drawn in a series of figures on a piece of paper.	Drawings on the paper.
Grocery store simulation (35 min)	For this activity, teachers will create a simulation of a grocery store roof and a poster with all the products and their prices (fruits and vegetables). Each student should go to the store and buy the 2 fruits and 2 vegetables that will be on a list that will be given to them. For example, they should say the phrase "can I have 1 apple, 2 pears, 3 carrots and 4 broccolis?" and upon receiving it they should go to the next line and pay saying "How much is it?" and the teachers will respond two thousand, ect and the students should pay correctly with the fake bills.	Fake bills, grocery store poster and grocery store roof.
Wrap up Salad of fruits and vegetables. (10 min)	Each student will be assigned a different fruit and vegetable. That is, in the classroom there are 31 students and 3 will have the same fruit, another 3 will have another fruit or another vegetable, etc. The teachers will tell a story and when they name a fruit or	

| | vegetable, the students who have that fruit or vegetable should change positions. | |

Class N° 10: Farm animals

Topic	*Activity description*	*Resources*
Icebreaker Hello Song (5 min)	Teachers will teach this song to the children to make it a starting ritual in each class.	Song.
Topic introduction (20 min)	The teachers are going to reproduce on a speaker the sounds made by the farm animals that will be taught in class (pig, cow, cat, chicken, dog, horse, hen, rooster, sheep and bird). They will try to guess which animal makes a certain sound and then the teachers will tell them the names of the animals in English by imitating their movements and sounds and the students will have to write them in their notebook.	Speaker and animals sounds.
Create your favorite farm animal (40 min)	For this activity, each teacher will have an animal station. Students will be divided into 3 groups and each group will have to go through all the stations in clockwise order. The teachers will ask them to repeat with them the animals they have at the station and then they will be given a piece of plasticine so that they can create that animal in 5 minutes.	Plasticine and flashcards of farm animals.

	They will do the same at all stations and in the second round, the teachers will change the animals.	
Active pause Old Macdonald had a farm song (10 min)	The teachers will teach the song related to the topic, everyone will sing. This will be a moment of active pause.	Speaker and song.
Vegetable, fruit or animal? (15 min)	Teachers will name a fruit, vegetable or animal from those seen in class. If the teachers name a fruit or a vegetable, the students should not do anything, but if the teachers name an animal, the students should imitate the named animal and make its sound.	

Class N° 11: The parts of the body

Topic	*Activity description*	*Resources*
Icebreaker Hello Song (5 min)	Teachers will teach this song to the children to make it a starting ritual in each class.	Song.
Vocabulary presentation (20 min)	Teachers, using a drawing with written body parts and their own bodies, will introduce the vocabulary to the students.	Drawing with the body parts.

Around the circle song (5 min)	Teachers and students will sing and perform the actions of the song "around the circle" in which they walk, jump, etc, around the circle and then students must point to the indicated body part a certain number of times.	Song and speaker.
Bodynuncol roulette (40 min)	It consists of a human body to which body parts can be attached and separated. In total, there are 15 parts of the body (Shoulders, knees, feet, arms, hands, nose, eyes, mouth, teeth, tongue, ears, head, hair and legs). Each part of the body has a number and a color on the roulette wheel. There are 15 different colors on the roulette wheel (yellow, blue, red, white, black, purple, gray, gold, pink, brown, dark blue, dark green, green, orange), and in each color there is a different number from 1 to 15. Therefore, the sticky ball is thrown to this spinner. Hotpotato is played, and the student who keeps the object is the one who throws it. When throwing, the student must say the number and color where the ball landed. Then, according to that number and that color, the student must locate the body part. In addition to this, the student must pronounce the body part correctly.	Roulette and big drawing with the body parts.

Head, shoulders, knees and toes song. (5 min)	Teachers will teach this song to students little by little and then sing it in full and do it faster and faster.	Song and speaker.
Wrap up Simon says (10 min)	Teachers will order students to point to different parts of their bodies such as Simon says "touch your head," "touch your nose," etc.	

Class N° 12: Closing class, conversation and post-test

Topic	*Activity description*	*Resources*
Icebreaker Hello Song (5 min)	Teachers and students will sing the hello song for the last time.	Song.
Activity Presentation of pedagogical documentation. (30 min)	In this activity, the idea is to share all the work that the students have done throughout the classes with the adaptation of the Reggio Emilia approach.	Work done by students.
Activity Conversation (10 min)	The students will form in a circle, one of them will have an object, in this case a microphone. When the teacher arranges this object, he will begin to say hot potato, on several occasions. At the same time, the students must	Microphone.

	pass the object from hand to hand, paying attention to the teacher saying stop. The person holding the microphone must answer one of the questions in the conversation that has been previously designed..	
Activity pos-test (40 min)	For this activity, the previously designed post-test will be applied as an evaluation and verification instrument on the vocabulary topics learned during the classes (colors, numbers, farm animals, school supplies, fruits, vegetables, body parts and emotions). Likewise, it will help us evaluate the adaptation of the Reggio Emilia approach. Students will have 40 minutes to complete it.	Photocopies of the post-test.
Detail moment	The teachers will give each student a medal designed by them and a chocolate bar.	Medals and chocolate bars.
Wrap up Snow storm (10 min)	Students will write what they learned, what they liked, and what they didn't like about the classes on a small piece of paper and roll it up. At a signal, they will throw their paper snowballs into the air. Then, each student takes a close answer and reads it aloud. At the end, the teachers will collect all the pieces of paper so they can review them.	Pieces of paper.