

Teaching English through the Total Physical Response method as a pedagogical strategy to sensitize the listening and speaking skills in fourth-grade students at Rafael Tello School



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Abstract

The current research aims is to implement the Total Physical Response method as a pedagogical strategy to sensitize the listening and speaking skills in fourth grade students at Rafael Tello School in Santander de Quilichao (Cauca), whose ages range between 9 and 10 years old. This was based on an exploratory qualitative study because it allowed an interaction and observation process with students, to establish a relationship between the physical activities and motivational development. A series of instruments were applied to this population, which will help to know the effectiveness of the TPR method for meaningful learning of English. The results were positive because the method was managed to arouse interest and motivation, allowing significant and autonomous learning of the second language, in this way promoting the active participation of every student.

Key words:

Total Physical Response (TPR), meaningful learning, motivation.

Resumen

La presente investigación tiene como objetivo implementar el método de Respuesta Física Total como estrategia pedagógica para sensibilizar las habilidades de escucha y habla en estudiantes de cuarto grado del Colegio Rafael Tello de Santander de Quilichao (Cauca), cuyas edades oscilan entre los 9 y 10 años. Este se basó en un estudio cualitativo exploratorio porque permitió un proceso de interacción y observación con los estudiantes, para establecer una relación entre las actividades físicas y el desarrollo motivacional. A esta población se le aplicaron una serie de instrumentos, que ayudarán a conocer la efectividad del método TPR para el aprendizaje significativo del inglés. Los resultados fueron positivos porque se logró que el método despertara el interés y la motivación, permitiendo un aprendizaje significativo y autónomo de la segunda lengua, promoviendo de esta manera la participación activa de cada estudiante.

Palabras clave:

Respuesta Física Total (TPR), aprendizaje significativo, motivación.

Introduction

The development of communication skills has become a challenge for people who decide to learn English, whether due to linguistic differences, fluency, naturalness, listening comprehension, or fear of making grammatical errors, among others. Despite these challenges, many people successfully develop communication skills in a foreign language through constant practice, cultural immersion, and gradually overcoming their limitations. Perseverance and the willingness learn from mistakes are important improving.

For this reason, the main objective of the research project is to implement physical activities for sensitize listening and speaking skills in fourth-grade students at Rafael Tello School. Emphasizing the research question, how physical activities sensitize the listening and speaking skills in fourth-grade children? Could affirmed that the stimuli generated by the rhythms of songs and body awareness, following sequences as students repeated in games and aerobics, helped motivate them to successfully complete each activity. Furthermore, it is anticipated that the research findings may positively impact preparing students to face the challenges of a globalized and multilingual world.

Nowadays, the development of linguistic skills has been evidenced through students' experiences in public schools because they have had difficulties in learning English based on pedagogical memory, in which it gives more importance to grammar and writing. Despite the severe consequences that can affect the development of communication skills, there are strategies for teaching English to sensitize listening and speaking skills based in Total Physical Responses, it is a favorable option to motivate students because it uses physical activities as a teaching strategy that allows children to feel more secure and develop verbal expression and body language simultaneously.

The Total Physical Response Method was developed by linguist James Asher, to support an interactive, action-based approach to language acquisition. The TPR is based on the idea that children learn best when they actively engage in situations that involve real language use rather than merely memorizing vocabulary and grammar rules.

In summary, the proposed research significantly highlights the importance of physical activities as an effective tool to sensitize and strengthen listening and speaking skills in fourth-grade students. Through the implementation of musical rhythms, body awareness, and sequences in games and aerobic exercises, it was demonstrated that these activities played an important role in motivating students, enabling them to overcome linguistic barriers and develop their communication skills more effectively, in addition, physical activities provided a dynamic approach to improve the linguistic competence of Rafael Tello School students.

Justification

This research work sought to sensitize the listening and speaking skills in fourth-grade students at Rafael Tello School through the Total Physical Response method, which contributes to the motivation of teaching English. For this reason, the justification for this research project is based on physical activities involved students actively and playfully in the learning process. Utilizing gestures and body movements to convey concepts fosters a dynamic and motivating learning environment, which can enhance student retention and interest in English.

Also, this strategy based on movements can be created and implemented in the classrooms of all institutions of the Cauca, making it suitable for young children and raising awareness English speaking and listening skills through TPR could establish foundations for continued and successful language learning at later levels of education, giving students a significant advantage in their academic and future professional development.

Physical activities would not only benefit the students directly involved. It would also provide valuable benefits at the local and regional level. In addition, the educational community could replicate this method in other grades of study, strengthening the general pedagogy. Implementing a method as Total Physical Response could attract more students and their families to the Rafael Tello Educational Community, increasing school retention and enrollment and collaboration between educational institutions, local governments, and educational organizations. The TPR would involve the students of the Rafael Tello School in an active and playful way in the learning process. By using gestures and body movements to relate concepts, a dynamic and motivating learning environment is created that could increase student retention and interest in English.

In summary, the Rafael Tello Educational Institution would become a leader in the region for using methods such as Total Physical Response in English training in primary schools. Also, the TPR as a pedagogical strategy promises to be an effective and motivating solution to address this environment, preparing students to face the challenges of a globalized world and promoting active and lasting learning of the English language.

Problem Statement

The acquisition of English communication skills has become essential in a globalized world. However, at Rafael Tello School, fourth-grade students face significant challenges developing their speaking and listening skills. Despite students do not have an official English teacher and using traditional teaching strategies such as to write in the whole board and use photocopies, however, other language skills are favored and, in this way, listening and speaking skills are relegated or not spent much time, causing the lack of development of these important English skills.

This situation generates the need to focus on teaching speaking and listening skills, which are important to effective communication. Traditional pedagogy has focused mainly on teaching grammar and vocabulary through passive methods, leaving students with a theoretical understanding of the language but limited practical speaking and listening skills. That is why we considering implementing TPR would promote oral comprehension and production in a foreign language based on physical action and interaction.

In Colombia, foreign languages teaching in public schools needs tools to create an environment of learning the L2 focused on the culture of the English-speaking countries, thus achieving a broader approach to their environment. For this reason, the objective of the research is to implement physical activities for teaching English. Therefore, the question is, how physical activities sensitize the listening and speaking skills in fourth-grade students at Rafael Tello School? Seeks to evaluate the effectiveness of TPR as a pedagogical method in teaching the L2 to raise awareness and strengthen speaking and listening skills in this specific context. Additionally, it is intended to provide practical recommendations for implementation in the school environment, hoping to improve the quality of English teaching and student performance in listening and speaking skills in this school, which

could be used in other schools of the region to improve the teaching and learning processes of English as a foreign language.

Objectives

General Objective

- To implement physical activities as a pedagogical strategy to sensitize the listening and speaking skills in fourth grade students at Rafael Tello School.

Specific Objectives

- To select themes that allow the use of activities based on the TPR method.
- To design physical activities to support the process of learning English.
- To apply physical activities to sensitize the listening and speaking skills in students during English classes.
- To evaluate the strategies based on physical activities carried out during each session.

Frame of References

Review of Previous Studies

The following previous studies support the proposal of using the TPR method to raise awareness of speaking and listening skills in fourth-grade students at Rafael Tello School. For this project, it is necessary to consider previous research showing the different findings of the TPR method.

International researches

- *Total Physical Response (TPR) en el desarrollo de las destrezas de listening and speaking del idioma inglés de los estudiantes de séptimo año de la escuela de educación básica “Manuela Espejo”, ciudad de Ambato, provincia de Tungurahua.*
Paulina Alexandra Moscoso González. Bachelor student of Education Sciences, Mention English. Ambato - Ecuador, 2015.

The Technical University of Ambato, in the city of Ambato, Ecuador, aims to contribute to the development of learning English as a foreign language and help students become authors of their learning with various techniques using the Total Physical response method.

After obtaining information through direct observation and research on the incidence of the Total Physical Response Method in the development of listening and speaking skills in English in 7th grade in primary education, "*Manuela Espejo*" confirmed that students would want to express themselves in this language but the conventional strategies, such as writing on the board or photocopies were not appropriate for the student.

The use of physical activities in the classroom, such as dialogues, role plays, conversations, songs, and videos, were tools that helped in this process of learning the

foreign language. The creation of a didactic manual to develop listening and speaking skills in English as a foreign language using a variety of techniques that students will be able to do.

The previous study contributed to the lesson plans for the fourth-grade classroom at Rafael Tello School in the year 2023, which physical activities such as aerobic exercise routines synchronized with English songs and games that require constant communication in the language.

On the other side, fourth-grade students engage in games involving physical movements coordinated with English vocabulary and phrases, they not only improved their pronunciation and comprehension, but also incorporate physical elements that strengthen the connection between language and real-life experience, ultimately leading to more meaningful learning.

- **Total Physical Response (TPR) activity in teaching English language to young learners. By Vera M. Savić, bachelor in the Faculty of Education in Jagodina-Serbia, 2014.**

The research was adapted in teaching activities and materials to meet the specific needs of young learners in the Faculty of Education in Jagodina of the year 2014. The main objective in this research was apply physical and gestural movements into language learning and the result had significantly increase content retention and comprehension.

The most important strategies that were considered to apply within the research with the fourth-grade students of the Rafael Tello School are games will be adapted to teach the

topics presented in the lesson plan and require songs with choreographies that will be completely modified and adapted to the physical activities.

National researches

- **Enhancing learners' listening skills through Total Physical Response (TPR). By Angela Victoria Arias Calle, student of the Technological University of Pereira (TUP) of the English Language Bachelor Program. Pereira, 2016.**

The research focuses on the use of the Total Physical Response method to improve listening comprehension and increase participation of learners in speaking activities, for this reason, students from the Private Institution in the city of Pereira used physical activities to achieve their proper learning in English. The results indicate a significant improvement in students' listening comprehension when movements and instructions were used, and this improvement was reflected in student's responses at the end of each session. Furthermore, a substantial decrease in the stress levels experienced by students when participating in speaking activities due to their English proficiency was observed, leading to a significant increase in their engagement in activities.

The results of this research indicated that the development of the language skills of the learners had great advantages such as introducing new vocabulary in their speaking skills as well as in the understanding of reading through physical activities allowed her to strengthen her confidence in expressing herself in English. On the contrary, they had certain disadvantages since all students did not have a constant practice of physical activities seen in class which affected their effective learning of listening and oral skills.

The previous research contributed to the development of physical activities in the fourth-grade classroom with similar didactic materials, such as videos and songs explicitly created for children's, who helped significantly learn the foreign language. In addition, physical activity-based research for fourth grade children had advantages similar to the population of previous research such as the disposition that students had to participate in each activity that took place within the classroom at Rafael Tello School.

- *Creación de un programa innovador basado en el método Total Physical Response (TPR) en la enseñanza del inglés. Maryuris Bolaños Guerrero and Laura Daniela Trujillo Alvarez, students at Costa University CUC; bachelor in Basic Primary Education. Barranquilla, 2021.*

The previous research used physical activities for the improvement of the foreign language, in this case is English, effectively helped to selected population of Educational Institution of Barranquilla, which used instruments as surveys for primary school teachers to know which difficulties had the primary school children.

In addition, it was considered as an innovative strategy for teaching English through the total physical response method. The graduates of the University de la Costa applied instruments such as documentary analysis and an interview with the First-grade teachers, which yielded favorable results for a future application of the innovative program based on the Total Physical Response (TPR) method.

The main objective of this study was to set up a program adapted to elementary students through the total physical response method, which helped in the teaching of the foreign language, in this case English; characterizing the pedagogical practice of the teachers of the institution of Barranquilla which helped to know the level of the

communicative competences of the children of first grade. In this way validate the perception that the teachers had of the institute of the city of Barranquilla.

The results of the research based on the creation of an innovative program with the total physical response method established that the pedagogic practice of teachers was implemented during the sessions of the English classes. It was possible to create an analysis of the methodology used by teachers in each session and it was understood that the use of didactic material was important to enhance each of the skills to produce L2. On the contrary it was known difficulties presented by teachers such as pedagogical and linguistic training in the English language, but it was possible to know that teachers needed to be trained in the technological area because most teachers did not know how to handle certain types of apps as classroom, meet and puzzle.

The research work carried out at the Rafael Tello School with fourth grade students achieved to collect great attributions such as new technological strategies for the teaching of English, in this case, for the fourth-year children, videos and designed songs were used, which were presented through the video beam.

Regional researches

- *La efectividad de la implementación de una unidad didáctica basada en el método de Respuesta Física Total (TPR) para el aprendizaje de inglés en estudiantes de primero de primaria de un colegio bilingüe de la ciudad de Santiago de Cali. By Martha Isabel Rodas Ramírez, Julián Andrés López Díaz, Santiago de Cali, 2018.*

The research carried out at a Bilingual School in Cali City whose population was first-grade students aimed to prove the effectiveness of the Total Physical response method

as a didactic unit to help to improve Learning English through Conversation Clubs to increase confidence in oral skills.

The previous results identified that the implementation of a didactic unit based on physical activities was effective for the learning of English in first grade students of the bilingual school of the city of Cali, designing other didactic units based on the total physical response method, and analyzing the performance of children before and after each didactic unit was implemented, as well as the perceptions teachers had before and after the implementation of the movement-based didactic unit.

In analyzing the results obtained in this prior study, responses from first-grade teachers at the bilingual school of Cali were considered. This enabled an understanding of their perception of the Total Physical Response (TPR) method. However, it was noted that there was a lack of awareness about this strategy among some teachers, as they claimed to be unfamiliar with the TPR method. These responses facilitated the introduction of a didactic unit centered around physical activities, thereby broadening knowledge of this innovative method. Finally, teachers provided feedback on the proposed activities based on TPR, thus gaining insights into both theoretical and practical aspects of this beneficial method for teaching English.

The previous study contributed to the didactic unit utilizing Total Physical Response, employing physical activity as a significant factor in teaching and learning a foreign language. It incorporated didactic activities such as children's games involving the alphabet, colors, and actions. Furthermore, concepts such as body schema including body parts, location, and laterality resulting from these activities were utilized to support our lesson plan at Rafael Tello School with fourth-grade students. This approach prioritizes comprehension based on teachers' training experiences. In summary, this didactic unit was

used to involve students in practical exercises in the same way as fourth-grade students at Rafael Tello School because the researchers of the ICESI University used activities for teaching English, such as body parts, infantile rounds, alphabet, and colors and for the implementation of the Total Physical Response method.

Local researches

- **Strategy implementation: Total Physical Response, in Nasa indigenous students, seventh grade, La Muralla Educational Institution; for learning English. By Julio Cesar Centeno Cruz; bachelor in Distance Higher Education, *Universidad Nacional Abierta y a Distancia-UNAD de Páez (Cauca)*, 2019.**

The research applies as a pedagogical strategy the Total Physical Response method for Learning English as a foreign language in a community of Cauca where there are many difficulties in acquiring a second language because teachers. For that reason, the Institution Educative la Muralla uses physical activities such as action verbs, command, and songs for learning the main vocabulary, and children achieve significant learning and proper level in English.

The research focuses on the implementation of physical activities as a pedagogical strategy to improve English learning in seventh grade students, specifically in a multicultural context. The objective was explore how the integration of physical activities in the educational process can enhance the linguistic development of indigenous students. A pilot study is conducted to design and implement interventions that combine physical exercise with English language instruction.

The study aims to evaluate the impact of these activities on students' academic performance, as well as their motivation and participation in the learning process. Mixed

methods including quantitative measurements, such as language proficiency tests, qualitative methods, observations and interviews, were used to obtain a complete understanding of the results.

Preliminary findings suggested that the implementation of physical activities can have positive effects on the learning of English, improving both the language skills and the attitude of students towards the subject. This interesting approach could have significant implications for the design of inclusive and culturally sensitive educational programs, especially in contexts where cultural diversity is a key factor.

The previous research has a significant contribution to teaching English through physical activities to sensitize the listening and speaking skills in fourth-grade students at Rafael Tello School in Santander de Quilichao Cauca because it will implement didactic tools in the meaningful learning for the indigenous students of remote municipalities of the department of Cauca. Children learn the English language actively and pleasantly as the population of fourth-grade students at Rafael Tello School.

- ***Los juegos como herramienta lúdico-pedagógica para el fortalecimiento del speaking y listening del idioma. Elsi Janeth Ojeda Carlosama; Licenciatura en educación básica con énfasis en lengua castellana e inglés, Universidad del Cauca, Popayán, Cauca (2018).***

The research evaluates the process of teaching English to the teachers from Rafael Pombo Educational Institution, located in the municipality of Popayan, Cauca. It observed the improvement of the English level in the population selected through games as playful pedagogical tools such as audiovisual devices and video beam, laptops, and speakers to play the songs related to the game rounds for the teaching of English and applying physical

activities children could improve their English Learning Process and their communicative skills.

For this study it was necessary to implement different playful-pedagogical games for the teaching of English, managing to strengthen the listening and speaking skills in the first-grade students at the Educational Institute Rafael Pombo. In addition, with the help of didactic materials, it was possible to design activities based on the total physical response method, enhancing communication skills, and promoting teamwork, learning environments are also created for students to develop their English language skills.

Also, the opportunity to implement games in the classroom was created, managing to facilitate the development of English language speaking and listening skills, with the help of physical activities which first graders related their prior knowledge to their everyday life. In addition, it was carried out that encouraged motivation and interest in learning L2 through the games, activities were also carried out with some of the verbs considering the TPR method, facilitating the incorporation of commands such as running, jumping, walking, singing, allowing first grade children to relate words to actions.

The previous research has a significant contribution because it implements the Total Physical Response (TPR) method as a pedagogical approach to focus on teaching English through physical action using audiovisual devices. In this way, the fourth-grade students at Rafael Tello School use a speaker and video bean to project songs based on the topics designed for sessions in the school already mentioned. These physical activity-based tools can visually represent the concepts and actions being taught. For example, a video showing a native speaker performing a particular task or activity can help students better understand what they are asked to do. In addition, audiovisuals can be helpful to keep students' attention and make the learning experience exciting and engaging. In summary,

audiovisuals can be a powerful tool to complement and improve the application of the TPR method in the classroom.

Conceptual Framework

The following conceptual framework defines and organizes key concepts of the research project based on the Total Physical Response method for teaching English in fourth-grade students at Rafael Tello School.

Pedagogical Strategy

All the activities used in the classroom and are carried out so that students can perceive knowledge more effectively. These strategies may be implemented by teachers or in collaboration with experts or specialists. The choices of pedagogical strategies depend on specific subjects, educational levels, and the school's educational philosophy (Bravo, 2008). Among the most important strategies are:

Active Learning

It involves students interacting with their classmates to understand and develop concepts. Furthermore, this strategy encourages active listening so that an exchange of knowledge occurs that helps reflect and learn, promoting mutual respect (Bravo, 2008). Among the most important active learning strategies are:

Game

The game is a medium that constitutes and enriches intellectual development (Piaget, 1951).

Playful

It is a practical tool for the different games that are contemplated in it where the rules are simple and exact for their development, guidelines for the reader-practitioner to make the game a pleasant activity (Piaget, 1951).

GBL (Game-Based Learning)

Game-based learning is a type of learning that is motivating for the students and makes it easier for them to participate in active learning experiences. This learning is classified as a branch of games that deals with assuming learning objectives from other environments. GBL is a methodology that consists of the direct use of specifically created or already existing games in the classroom (Tobias, Fletcher & Wind, 2014).

Meaningful learning

Meaningful learning is a type of learning in which the student can acquire new knowledge through previous understanding. Therefore, this process is considered the most appropriate because the student acquires and retains a new perception about the environment. Meaningful learning is a pedagogical approach valued in education as it promotes a deep and lasting understanding of content. Educators seek to design activities and materials that encourage this type of learning, encouraging students to connect actively and reflectively what they already know and learn (Moreira, 2017).

Sensitization

Sensitization is the increase in the response of an organism to a stimulus. It consists of becoming a state of increasing activation when receiving a type of stimulus. In addition, sensitization in learning a foreign language refers to the creation of awareness and a

positive disposition towards the process of acquiring and using a new language. In the educational context, awareness is considered a crucial aspect as it can influence students' attitudes and motivation toward learning a foreign language (Patrick, 1996). Sensitization highlights some key aspects related to raising awareness in learning a foreign language:

Greater Autonomous Learning

Sensitized students may be willing to actively participate in their learning process, seeking opportunities to practice the language outside the classroom and seeking additional resources to improve their skills (Patrick, 1997).

Reducing Fear of Error

Sensitization can reduce fear and help people understand that making mistakes is a natural part of the language learning process. Students can feel safer expressing themselves and practicing without fear of judgment (Patrick, 1997).

Theoretical Framework

This theoretical framework explains the point of view of the authors that support the research project based in teaching English with the Total Physical Response Method as a pedagogical strategy in fourth-grade students at Rafael Tello School, for this reason, the theories most important of the research are:

The TPR theory according to James Asher is based on the idea that second language acquisition resembles the process of acquiring a first language in childhood. Asher

emphasizes the importance of using the body and physical action in language learning. In his approach, students respond to verbal commands in the target language by performing corresponding physical activities. He considers TPR especially effective in the early stages of language acquisition and for developing listening comprehension.

In addition, by using games, commands and songs can achieve that the data is processed in an understandable way, as Stephen Krashen mentions in his theory, which posits that language acquisition is most effective when students are exposed to language slightly beyond their current level but still understandable, for this reason, he recognizes the value of TPR. On the other side, his focus centers more on the importance of comprehensible input through reading and listening because he argues that language acquisition is primarily a subconscious process, and forced oral production is not necessary in the early stages of learning.

The similarities shared by both emphasize the importance of listening comprehension and consider it a fundamental step in the language acquisition process. They believe that language learning should be a natural and relaxed process, avoiding pressure and excessive correction in the early stages. However, the main difference lies in Asher's emphasis on using the body and physical action in Total Physical Response, as opposed to Krashen's focus on exposure to comprehensible input through reading and listening.

Both have contributed significantly to language acquisition with complementary but slightly different approaches. Furthermore, motivation in language learning is an important piece in the implementation of physical activities as mentioned by Zoltán Dörnyei and Robert C. Gardner, who are renowned for their theories on motivation in language learning,

and although their approaches exhibit significant similarities and differences, it is important to highlight how the Total Physical Response (TPR) theory can relate to their ideas.

In Dörnyei's Self-Determination Theory, he emphasizes the significance of self-determination in motivation. He argues that students are more motivated when they feel they are choosing to learn and perceive that they have control over their learning process. Also, Dörnyei underscores the importance of the learner's identity and the relationship between motivation and identity in second language learning.

While in Socio educational Motivation Theory, Robert C. Gardner focuses on the influence of social factors on motivation. He proposes that attitudes toward the language and the culture of the community that speaks the target language affect motivation. Gardner also suggests that affective attitudes toward the language and the community of speakers are significant predictors of motivation and success in language learning.

The similarities of both theories lie in recognizing the importance of motivation in language learning and suggesting that motivation, including TPR-based learning, can be important for success in language learning. While the differences in Dörnyei's theory focus on self-determination, goals, and the learner's identity as motivators but Gardner concentrates on social influence, affective attitudes, and different types of motivation (integrative and instrumental). These differences highlight the complexity of motivation in language learning and how it can vary depending on the pedagogical approach, such as TPR, which emphasizes action and comprehension over language production.

Contextual Framework

Image 1



Map Web. (2023). the Department of Cauca, Colombia.

The department of Cauca is located in the southwest from Colombia, between the Andean and Pacific regions, bordering Valle del Cauca and Tolima to the north, Huila to the east, Caquetá to the southeast, Putumayo and Nariño to the south, and the ocean to the northwest Pacific.

It has an area of 29,308 km², which represents 2.56% of the national territory. It is politically and administratively divided into 42 municipalities. Its economy generates 1.82% of Colombian GDP. According to DANE, it has an estimated population (2020) of 1,436,916 inhabitants.

Santander de Quilichao is known for its ethnic diversity, as it is home to a varied population of indigenous, Afro descendant, and mestizo communities. Its rich cultural tradition is reflected in festivals, dances, music, and local crafts.

This municipality plays a significant role in the economy and cultural life of the region. Its spectacular geographical environment, with landscapes including mountains, rivers, and lush vegetation, makes it an ideal destination for nature and ecotourism lovers.

In economic terms, the city plays an essential role in the region's agricultural production, especially in the production of sugar cane and derived products such as *panela* and liquor. In addition, its strategic location on the road network makes it a necessary transportation and commerce center in the area.

Santander de Quilichao combines history, culture, and natural beauty in one place, for this reason, its cobblestone streets, colonial architecture, and hospitality make it a fascinating destination for visitors who want to explore the diversity and richness of Colombia's Cauca region.

Image 2



Google Maps. (2023). Map of Santander de Quilichao.

Image 3



Molano, Camilo. (2022). Institución Educativa Instituto Técnico.

Image 4



Coordination Rafael Tello. (2021).

The Educational Institution "*Instituto Técnico*" is an official and mixed establishment, legally approved by the Ministry of National Education by Ordinance on April 13, 1913, which offers formal education at the levels of: Preschool, Basic Primary, Basic Secondary and Media, in the Academic Calendar A. Located at street 3 No. 7-68, in the Municipality of Santander de Quilichao. It has a headquarters called "Rafael Tello

School” and is located in the urban area and has a morning, afternoon, night and weekend shift. In the morning it has grades from first to fifth; in the afternoon from sixth to ninth grade. Also, the teachers of the Rafael Tello School are characterized by their values such as love and discipline and for a better interaction and clarity of the processes they meticulously organize the entry and exit times during the first weeks that a student enters. Finally, his address is street 6 #9-88, Cauca, *Santander de Quilichao*.

The school was called “*Camilo Torres*” and began its location in the *La Fortuna* neighborhood in *Santander de Quilichao (Cauca)*. It started as a school only for boys; then girls were admitted until it became a mixed school as it is known today. The year 2009 began in the fourth grade with two girls, but the school's directors, seeing that they were working well, began to enter all grades in three girls to maintain order in each classroom.

The place in which the school was built was donated by Mr. Rafael Tello, who received the same name years later in his honor. To begin operating with all the regulations the Ministry of Education required, the school started with 12 teachers who specialized in their subject. However, there was no English teacher because there were not enough monetary resources to hire an official teacher in English. They settled for ten male teachers and two women, which years later would change, there being more female teachers than men today.

The Rafael Tello School is a space where these students can develop their cognitive, social, and emotional skills while exploring their interests and passions. Each of them is unique, with their background, talents, and challenges, which enriches the school community and promotes an inclusive learning environment.

The fourth grade students at Rafael Tello School whose ages range between 9 to 10 and there are 35 students in which 19 are girls while 16 are boys; the majority come from

families belonging to status 1 and 2. The classroom of the fourth grade students has resources that can be utilized in the English classes as speakers and video beams and they have materials including school supplies that allow them to develop different activities in each session such as colored pencils, different kinds of paper, glue, among others.

The population of fourth-grade students at the Rafael Tello School in Santander de Quilichao is a diverse and vital group within the educational community of this institution. Generally, these students are between 8 and 10 years old and represent a crucial stage in their primary education process. During this period, they are immersed in a fundamental learning process, acquiring essential mathematics, science, language, and social studies knowledge.

The fourth-grade students at this school represent the future of society, and their education is essential to prepare them for the challenges and opportunities they will face. The Rafael Tello School, with its dedicated educators and support staff, works hard to provide quality education and foster values such as responsibility, empathy, and respect to form committed citizens who are well-prepared to contribute positively to their community and the world.

Methodology

The research project implemented physical activities as a pedagogical strategy to sensitize the listening and speaking skills of fourth-grade students at Rafael Tello School. For the application and data collection, direct observation and surveys were used to perceive the influence of physical activities on learning English in the population. A previous observation was also considered during the OEP I and II (Orientation of the Educational Process) in the year 2022.

The fourth-grade teacher assisted with her contribution through an informal interview to obtain detailed information about the teacher's knowledge of TPR. Additionally, informed consent was given to students to begin the sessions of the research project through direct observation and participation, whose objective was to obtain information about students' reactions regarding the physical activities proposed by the lesson plans to learn the English language meaningfully for children.

A survey was necessary for the research because it allowed obtaining responses freely and made it possible to obtain more profound answers about how physical activities sensitized listening and speaking skills in fourth-grade students and evaluated the strategies used during each session based on the Total Physical Response method. Furthermore, the survey had closed questions, which allowed students to evaluate the level of satisfaction they had with each activity. Additionally, the instruments that helped in the development of the research project were necessary, and we found the following:

- The field diary was used for data collection, considering the observation process during the sessions. This instrument was important for data collection because it obtained the information of reflection, procedure, and conclusion of the ten lesson plans.

- The video recording was a very important instrument for the research with fourth-grade students at Rafael Tello School because it allowed obtaining a record of each session carried out at the school.
- The survey was used to evaluate the physical activities during 10 sessions. The main objective of the survey was to periodically evaluate the results of strategies based on the Total Physical Response method in the fourth-grade classroom.
- The informal interview was important for the research because the information collected could serve as a basis for knowing what the difficulties were in learning English and developing a personalized intervention plan for students who present low performance in this subject. This may include adapting the curriculum, providing additional supports, and implementing specific teaching strategies in this case the Total Physical response. This tool helped to know the perception of the fourth-grade group director, also to check the prior knowledge of the Total Physical Response method.

Research Method

The project was Qualitative Approach because it allowed collecting and analyzing non-numerical data to understand concepts, opinions, or experiences in fourth-grade students at Rafael Tello School. The qualitative approach uses data collection without numerical measurement to uncover or refine research questions in the interpretation process.

Type of Research

The present project is Participatory Action Research; it has a structure of self-reflexive questioning carried out by the participants and the researchers themselves on certain occasions to improve the rationality of situations of their educational and social practice, with the aim also of enhancing knowledge of said practice and of the cases in which the action is carried out. This type of research was used for identifying a pedagogical strategy to be implemented in the class, intending to improve listening and speaking skills in **35** students at Rafael Tello School.

Participatory Action Research is characterized by its repetitive nature, in a spiral way between the action and the reflection, in which these two elements are integrated and complemented. On the other side, the action research was carried out in the following four stages: planning, acting, observing, and reflecting.

First stage

At this stage, difficulties that arise in listening and comprehension skills in fourth-grade students were identified. Therefore, it was proposed to implement the Total Physical Response (TPR) Method to enhance awareness of the a forementioned skills.

Thanks to the diagnostic presented in the OEP (*Orientation of the Educational Process*), was evident in children who had low interest when learning English because the teaching methods used by teachers were not dynamic. In addition, for the implementation of the Physical Activities in the classroom was necessary an informed consent (**See Appendix A**) signed from the student's parents and avoid some problem of taking the pictures for the evidence in the research project. Also, teachers in training based on topics

for the fourth grade (**Table 1**) to carry out during the ten sessions and through of an area plan, in which is a curricular document prepared by the teachers of the Rafael Tello School that includes the objectives, methodology and evaluation criteria for single area, in this case English was used to design topics for fourth grade students (**See Appendix B**)

Second stage

The physical activities were incorporated into each session through ten (10) lesson plans featuring dynamic games, songs, and videos. These sessions revisited topics covered in previous sessions to initiate the development of new content and facilitate significant learning. Each lesson plan was divided into various sections including didactic units, content, specific objectives, materials, vocabulary, and activity names. It is important to note that activities included songs and aerobics. Additionally, the lesson plans included procedures, class observations, reflections, conclusions, and photographic evidence.

Lesson plans

This lesson plan was designed to implement physical activities to sensitize and strengthen listening and speaking skills in the English language, giving fourth-grade students at Rafael Tello School the opportunity to acquire effective communication through activities, creative pedagogical approaches, and confidence in their interactions in English, for this reason, below are the lesson plans with created activities to the Total Physical Response:

Table 1 Topics of the fourth-grade

Topics of the fourth-grade

Topics of the fourth grade

Basic competency standards

- I describe some characteristics of myself and of other people.
- I participate in short performances that help meaningful learning.
- I understand the general idea of each activity seen in class to reinforce my interest and motivation.

Sessions	Content
First session	<p>Thematic unit: Diagnostic session</p> <p>Topics Vocabulary:</p> <ol style="list-style-type: none"> 1. Body parts: Head and shoulders, knees, and toes. 2. commands 3. Let's play! 4. Simon says.
Second session	<p>Thematic unit: The body parts</p> <p>Topics Grammar and lexical:</p> <ul style="list-style-type: none"> • Body parts (Head, hear, forehead, eyes, nose, mouth, shoulders, arms, hands, fingers, legs, feet, toe) • Greetings and farewells (Hello, good morning, good afternoon, good evening, good night, goodbye, bye-bye, see you) • Commands (Standup, sit down, open the book, close the book, silence please, look, listen, write)
Third session	<p>Thematic unit: Self-introduction</p> <p>Topics Grammar and lexical:</p> <ul style="list-style-type: none"> • Body parts (Head, hear, forehead, eyes, nose, mouth, shoulders, arms, hands, fingers, legs, feet, toe) • Greetings and farewell: Hello, Good morning, Good afternoon, Good evening,

	<p>Goodnight, Goodbye, bye-bye, see you.</p> <ul style="list-style-type: none"> • Commands (Stand up, sit down, open the book, close the book, silence please, look, listen, write) • Self-introduction (presentación personal) My name is... (Mi nombre es...) I am ...years old (Yo tengo... años) I live in ... (Yo vivo en ...) This is my... (Este en mi...)
<p>Fourth session</p>	<p>Thematic unit: Greetings and farewells</p> <p>Topics Grammar and lexical:</p> <ul style="list-style-type: none"> • Greetings and farewell: Hello, Good morning, Good afternoon, Good evening, Goodnight, Goodbye, bye-bye, see you. • Commands (Standup, sit down, open the book, close the book, silence please, look, listen, write)
<p>Fifth session</p>	<p>Thematic unit: To describe people in English.</p> <p>Topics Grammar and lexical: What is your name? (¿Cuál es tú nombre?)</p> <ul style="list-style-type: none"> • Last name (Apellido) • Family name (Apellido) • Middle name (Segundo nombre) • Full name (Nombre completo) • She (Ella), He (Él), She is (Ella es) • He is (Él es) • She is smart (Ella es inteligente) • He is smart (Él es inteligente)
<p>Sixth session</p>	<p>Thematic unit: To meet people in English.</p> <p>Topics Grammar and lexical:</p>

	<ul style="list-style-type: none"> • Greeting (Hello, good morning, good afternoon, good evening, good night, goodbye, bye-bye, see you) • Introducing people (Presentando gente) <ul style="list-style-type: none"> • He is... (Él es...) His name is... (Su nombre es) • She is... (Ella es...) Her name is...(Su nombre es...) • This is Luis (Este es Luis) He is ten years old (El tiene 10 años) • This is Laura (Esta es Laura) • She is ten years old (Ella tiene diez años)
Seventh session	<p>Thematic unit: The time.</p> <p>Topics Grammar and lexical:</p> <ul style="list-style-type: none"> • Numbers 1 to 60. <p>What time is it? (¿Qué hora es?)</p> <ul style="list-style-type: none"> • It's 7:00 o'clock (Son las siete en punto) • It's 7:15 (Son las siete y quince) • It's a quarter past seven (Son las siete y cuarto) • It's 7:30 (Son las siete y treinta) • It's half past seven (Son las siete y media) • It's 7:45 (Son las siete y carenta y cinco) • It's a quarter to eight (Falta un cuarto para las ocho).
Eighth session	<p>Thematic unit: To express the time - What time is it?</p> <p>Topics Grammar and lexical:</p> <p>What time is it? (¿Qué hora es?)</p> <ul style="list-style-type: none"> • It's 8:00 o'clock (Son las ocho en punto) • It's 8:15 (Son las ocho y quince) • It's a quarter past eight (Son la ocho y cuarto)
Ninth session	<p>Thematic unit: Feelings and emotions in English.</p> <p>Topics Grammar and lexical:</p> <ul style="list-style-type: none"> • Vocabulary: Feelings and moods (Sentimientos y estados de ánimo) angry (enojado), sick (enfermo), nervous (nervioso), excited (Emocionado), bored (Aburrido), surprised (sorprendido), tired (Aburrido), exhausted (Exhausto), mad (enojado), happy (fe

	liz),sad(triste), hungry (hambriento), proud (orgullosa), afraid (asustado).
Tenth session	<p>Thematic unit: To express feelings and emotions in English.</p> <p>Topics Grammar and lexical:</p> <ul style="list-style-type: none"> • I am happy (Yo estoy feliz) • I feel happy (Yo me siento feliz) • He is (El es...)/She is (Ella es...) • He is happy/ She is happy (Él o ella es / Está feliz) • He feels happy (Él se siente feliz) • She feels happy (Ella se siente feliz)

Table 2 Diagnostic session

Diagnostic session

Diagnostic session	
Date: 9 Mars, 2023	Time: 120 minutes Number of students: 35
School: Rafael Tello	Topic: Diagnostic session
Objectives	<ul style="list-style-type: none"> • To use the parts of the body in English to review them. • To stimulate their motor skills through songs. • To stimulate their gross motor skills. • To promote their imagination. • To associate the parts of the body with their names in English and to practice the pronunciation of the words.
Materials	Paper, colored pencils, speaker and voice
Vocabulary	Head and shoulders, knees and toes, stand up! sit down! please, be quite!
Name of activities	<ul style="list-style-type: none"> • Let´s learn your body parts! • Fun commands song! • Let´s play!

	<ul style="list-style-type: none"> • Simon says.
Procedure	<p>At the beginning of the session the students used some word that they already know about the body parts, for example the word head, hair, eyes and nose were the most known for them. Then, in the activity named “Let’s learn your body parts!” the students had to recognize the body parts mentioned in a famous song “Head,shoulder,knees and toes” they tried to imitate the same of the training teacher. For the following activity, students only know two commands that were “Sit down! stand up!” To refresh their memories, we used two songs about the commands that were very funny because they easily remembered the other commands such as: “Silence, please! Read the book,jump.</p>
Observation phase	<ul style="list-style-type: none"> • In the activity "let’s learn your body part" children could sensitize their listening skill through the rhythm song because the repetitive lyrics allowed for a better understanding of the topic. • In the activity “Fun commands song!” the students sensitized their listening skill through two songs that were played during the class and thanks to their repetitive lyrics the children remembered two commands which made it easier to repeat the new commands. • In the activity "Simon says" the students sensitized their speaking and listening skills through imitation because they verbally repeated the commands that the training teachers represented within the game.
Reflection	<p>These activities, which are carried out with much love and dedication, acquire a new level of emotional and cognitive connection. TPR becomes a valuable tool for addressing the concerns of some children, as it provides a practical and experience-based approach. Patience becomes a fundamental pillar, since we recognize that each student has its own rhythm of assimilation and understanding.</p>
Conclusions of the session	<ul style="list-style-type: none"> • Associating the commands with physical activities promoted the participation in each activity. • This activity also helped stimulate their imagination and motor skills because they like to move. • The songs were a very helpful tool because it was possible to memorize some parts of the body with ease.
Evidencphotography	



Picture 1. First lesson plan: Diagnostic session.

Table 3 my body parts

My body parts

Let's learn the body parts!	
Date: 30 Mars, 2023	Time: 120 minutes Number of students: 35
School: Rafael Tello	Topic: Body parts
Objectives	<ul style="list-style-type: none"> • To use the parts of the body in English to review them. • To stimulate their motor skills through songs. • To stimulate their gross motor skills • To promote their imagination • To associate the parts of the body with their names in English and to practice the pronunciation of the words.
Materials	Paper, colored pencils, speaker and voice
Vocabulary	Head, hear, eyes, mouth, shoulders, knees, toes.
Name of activities	<ul style="list-style-type: none"> • Make your own monster! • Sing it! Head, shoulders, knee, and toes... • Pick and tap! • Sing and move!

<p>Procedure</p>	<p>At the beginning of the session the students used their imagination to create a monster in which they drew their own monster with as many arms, eyes and legs as they wanted. They could color it later and gave it a name. When finished, the student asked the parts of the body, then the children learnt the parts of the body in a fun way through a song, the children must imitate the training teachers as they listened to the song. In the next activity a child was chosen and with the help of signs with the parts of the body, the others said where each of them goes, the idea was to recognize the parts of the body in the body of the other, when they finished the activity, the students names a body part in Spanish and the other students had to touch that part on their own body. Then another student names another part of the body. Training teachers made the game more difficult by adding a time limit for naming the next body part. Concluding children chose a song that has movements associated with parts of the body, such as "Head, Shoulders, Knees, and Toes." Students sang the song and followed the movements as they sang.</p>
<p>Observation phase</p>	<ul style="list-style-type: none"> • In the activity "Make your own monster" the children sensitized their speaking skill through the body parts song, which helped to imitate with a drawing and the repetition lyric of the song to sensitize the listening skill. • In the activity "Sing and Move!" the children could sensitize and improve their listening and speaking skills through participating with rhythmic songs, as repetitive lyrics make it easier to understand various topics. • In the activity "pick and tap" the students sensitized their listening skill through association of words with movements because the children repeated what they heard from the teacher touching their own body.
<p>Reflection</p>	<p>TPR is based on the premise that language acquisition benefits when combined with physical action. In this case, students felt more comfortable and actively participated compared to the first session. The difference in participation can be attributed to the interactive nature of TPR, which allows students to learn through movement and action.</p>
<p>Conclusions of the session</p>	<ul style="list-style-type: none"> • Associating their body parts with the drawing of the monster they drew allowed for more participation on their part. This activity also helped stimulate their imagination because they like to draw. • The songs were a very helpful tool because it was possible to

memorize some parts of the body with ease.

Evidencephotography



Picture 1. Second lesson plan: My body parts.

Table 4 my body parts

Self-introduction

Self-introduction		
Date: 13 April, 2023	Time: 120 minutes	Number of students: 35
School: Rafael Tello		Topic: Self-introduction
Objectives	<ul style="list-style-type: none"> • To use of the main expressions about the self-introduction in English to review them. • To stimulate their motor skills through songs. • To stimulate their gross motor skills. 	
Materials	Marker, speaker and voice.	
Vocabulary	<ul style="list-style-type: none"> • Hello • Good morning • Good afternoon • Good evening • Goodnight • Goodbye • Bye-bye and see you). 	

	<ul style="list-style-type: none"> • Self-introduction: My name is... (Mi nombre es...) I am ...years old (Yo tengo... años) I live in ... (Yo vivo en ...) This is my... (Este en mi...)
<p>Name of activities</p>	<ul style="list-style-type: none"> • Let's learn the main expression about introduction! • Let's play! Stimulate their gross motor skills. • Pick and tap! • Sing and move!
<p>Procedure</p>	<p>At the beginning of the session the students used the main expressions about how make a self-introduction. When finished, the student asked the parts of the body, then the children learnt the parts of the body in a fun way through a song, the children must imitate the training teachers as they listened to the song. In the next activity a child was chosen and with the help of signs with the parts of the body, the others said where each of them goes, the idea was to recognize the parts of the body in the body of the other, when they finished the activity, the students names a body part in Spanish and the other students had to touch that part on their own body. Then another student names another part of the body. Training teachers made the game more difficult by adding a time limit for naming the next body part. Concluding children chose a song that has movements associated with parts of the body, such as "Head, Shoulders, Knees, and Toes." Students sang the song and followed the movements as they sang.</p>
<p>Observation phase</p>	<ul style="list-style-type: none"> • In the activity "Let's learn the main expression about introduction!" The students sensitized their speaking skill through repetitive lyrics of the song helped the child remember the main expressions about self-introduction. • In the activity "Let's play! Stimulate their gross motor skills" the students sensitized their listening and speaking skills through instructions which helped in their body awareness because these allowed following sequences as they repeated games and aerobics. • In the activity "pick up and touch" The students sensitized their listening skills through linking words with physical actions of self-introduction because they imitated the teacher's instructions when performing the activity.

Reflection	The implementation of the Communicative Approach and the Total Response Method (TPR) in the teaching of English has proven to be an effective strategy to encourage active participation and deep understanding of students. In this session, positive results were seen from the implementation of the TPR, as activities became more dynamic compared to the previous class. The introduction of this approach generated a more participatory environment and, consequently, students experienced a higher degree of satisfaction.
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Conclusions of the session	<ul style="list-style-type: none"> • Easily remember the expressions used for the self-introduction. • To use the movements correctly to imitate the songs for some of the activities in this specific session. • To remember topics seen in previous sessions to carry out the new activities.
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Evidenc photography



Picture 1. Third lesson plan: Self-introduction.

Table 5 my body parts

Greetings and farewells

Greetings and farewells		
Date: 20 April,2023	Time: 120 minutes	Number of students: 35
School: Rafael Tello	Topic: Greetings and farewells	
Objectives	<ul style="list-style-type: none"> • To use greetings and farewells in English to review them. • To stimulate their motor skills through songs. • To stimulate their gross motor skills 	

Materials	Speaker and voice.
Vocabulary	<ul style="list-style-type: none"> • Hello • Good morning • Good afternoon • Good evening • Goodnight • Goodbye • Bye-bye and see you).
Name of activities	<ul style="list-style-type: none"> • Body greetings! • Simon says: Let's learn greetings! • The Cha Cha Slide Dance • Greetings song!
Procedure	<p>At the beginning of the session the teachers in training used the activity named "Body greeting!" who propose to teach the greeting through of the body , the first of all the teachers in training with the help of the sentences such as: shake with your right hand and say hi! and Give me a hi five! but it only used for the close friend because this greeting are informal. In the next activity the song "The Cha Cha Slide Dance" was projected through the laptop and the students had to made the same thing that in the video, This was very similar to aerobics because each student was asked to place their positions around the room and then they were located in the center of the classroom and they were organized in three lines and in coordination they were doing the steps of this song; also in the "Greeting song!" He taught greetings such as: good morning, hello and how are you.</p>
Observation phase	<ul style="list-style-type: none"> • In the activity "Body greetings!" the students sensitized their listening skill through the song about greetings which with repetitive lyrics helped the children remember the main greetings. • In the activity "Simon says: Let's learn greetings!" the students sensitized their listening and speaking skills through instructions that increased their self-awareness. • In the activity "The Cha Cha Slide Dance" The students sensitized their listening skill through sequences while they repeated various aerobics exercises and repetitive lyric song.
Reflection	<p>The fact that students presented no difficulties during the activity suggests that the TPR approach had a positive impact on their learning. By using a vocabulary, they had already seen in previous classes, students were able to apply the acquired knowledge in a practical and meaningful way. This</p>

	aspect reflects the coherence and continuity in teaching, creating a bridge between past lessons and current activity.
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| Conclusions of the session | <ul style="list-style-type: none"> • Associating their body parts with the commands allowed the participation of their part. • This activity also helped stimulate their imagination because they like to move. • The songs were a very helpful tool because it was possible to memorize some greetings and farewells. |
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Evidencephotography



Picture 1. Fourth lesson plan: Greetings and farewells.

Table 6 my body parts

To describe people in English

To describe people in English	
Date: 5 May 2023	Time: 120 minutes Number of students: 35
School: Rafael Tello	Topic: To describe people in English.
Objectives	<ul style="list-style-type: none"> • To use of the personal pronouns and verb TO BE in English to review them. • To use the main expressions that allowing to introduce other people in English to review them. • To stimulate their motor skills through songs. • To stimulate their gross motor skills.
Materials	Speaker and voice.

Vocabulary	Lastname, family name, middle name, full name, she, he, she is, he is, she is intelligent, he is smart.
Name of activities	<ul style="list-style-type: none"> • Greetings song: Hello, hello! • Follow the leader • Charades • Simon says: Make an introduction to your classmate!
Procedure	<p>At the beginning of the session the students used the “Greeting song” for making an introduction to their classmates, for this, the song was put on with the help of a speaker provided by the institution and the song was played as the students imitated the movements that said song represented, such as: shaking their hands, tapping their knees, among others. For the next activity called "Follow the leader" the training teachers gave orders such as: make pairs! Make groups of two! and so on until they were asked to say the expressions that were taught in the previous sessions such as: Hello, my name is... and so on until everyone introduced themselves, here it was considered that since everyone already knew each other They were asked to make the respective movements that corresponded to the greetings to make it more dynamic. So for the next activity called "Charades" they were asked to sit in a circle for greater concentration because it was what the students needed to carry out this activity, the first thing they did was pay attention to what the trainee teachers told them, for example: a student was chosen and the person (in this case a classmate) was told in his ear to imitate him or make a gesture that represented him and so the others would guess who he was. Finally, the activity called "Simon says: Make an introduction to your classmate!" It was the activity that was enjoyed the most because first of all the training teachers asked the students to sit on the floor and introduce themselves with the partner next classmate, then they had to make the movements corresponding to the greetings and imitate a gesture characteristic of his partner.</p>
Observation phase	<ul style="list-style-type: none"> • In the activity “Follow the leader” The students sensitized their listening skill through instructions made by teachers in training which helped to remember the greetings seen in the previous class. • In the activity “Charades” The students sensitized their listening and speaking skills through the imitation of gestures to remember the main expressions to describe a person. • In the activity “Simon says: Make an introduction to your classmate!” The students sensitized their speaking and listening skills through the sequences that were repeated in the imitation to give a small introduction to a classmate and with the help of the

	repetitive lyric's song students remembered the personal pronouns to make the introduction.
Reflection	The implementation of Total Physical Response (TPR) in English language teaching represents an innovative pedagogical strategy that capitalizes on the power of physical activity and active student participation to improve language learning. Noting the initial statement highlighting the comfort of children in adapting to physical activities and the willingness of students to participate in activities related to introduction to others, we can see a clear connection with the fundamental principles of the TPR.
Conclusions of the session	<ul style="list-style-type: none"> • To use the main expression about how describe people allowed the participation on their part. • This activity also helped stimulate their imagination because they like to move. • The songs were a very helpful tool because it was possible to memorize some expression about the introduction of the people and the verb TO BE.

Evidencephotography



Picture 1. Fifth lesson plan: To describe people in English.

Table 7 my body parts

To meet people in English

To meet people in English		
Date: 18 May,2023	Time: 120 minutes	Number of students: 35
School: Rafael Tello	Topic: To meet people in English.	
Objectives	<ul style="list-style-type: none"> • To use the main expressions that allowing to introduce other people in English to review them. 	

	<ul style="list-style-type: none"> • To stimulate their motor skills through songs. • To stimulate their gross motor skills.
Materials	Marker, speaker and voice.
Vocabulary	Lastname, family name, middle name, full name, she, he, she is, he is, she is intelligent, he is smart.
Name of activities	<ul style="list-style-type: none"> • Greeting song • Simon says: Make an introduction to your classmate! • Verb TO BE song!
Procedure	At the beginning of the session the song Hello, hello! To review the greetings and through gestures, children must imitate each greeting with their body just as the song says. On the other hand, in the song called “Greeting song for kids”, it helps the child to memorize in a fun way the different ways of greeting which is a great help to start by greeting the person to whom students are going to introduce them self. For next activity Simon says: Make an introduction to your classmate children must make an introduction to their classmate but using the main expressions the most used in daily life such as: how are you? nice to meet you... and others. Finally in the activity called Verb TO BE students have touse the personal pronoun such as: I, she and he because they are the most used in their age, for this activity children also used the verb TO BE such as: am and is with their respective pronoun.
Observation phase	<ul style="list-style-type: none"> • In the activity “Greeting song” the students sensitized their listening and speaking skills through practicing repeated sequences in imitation exercises and musical activities that heightened their sensitivity with rhythm. • In the activity “Simon says: Make an introduction to your classmate!” the students sensitized their listening and speaking skills through introductions that teachers said for children imitate any of their classmates using the main greetings. • In the activity “Verb TO BE song!” children sensitized their listening and speaking skills through repetitive lyric song because students imitate the movements for make an introduction of their classmates using three pronouns.

Reflection	During the session, it became clear that the implementation of the TPR (Total Physical Response) in English language teaching generated substantial participation by children who were already familiar with this method. This familiarity was reassuring for teachers in training, as it was noted that physical activities played a crucial role in motivating children to learn English significantly.
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Conclusions of the session	<ul style="list-style-type: none"> • Correctly use expressions to introduce other people. • This activity promoted the participation of all students. • Gross motor skills were the protagonist in this session, which greatly helped the development of physical activities.
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Evidencephotography



Picture 1. Sixth lesson plan: To meet people in English.

Table 8 my body parts

The time

The time	
Date: 19 May,2023	Time: 120 minutes Number of students: 35
School: Rafael Tello	Topic: The time
Objectives	<ul style="list-style-type: none"> • To use the numbers of the 1 until 60. • To stimulate their motor skills through songs. • To stimulate their gross motor skills.
Materials	Speaker and voice.
Vocabulary	<ul style="list-style-type: none"> • It's7:00o'clock • It's7:15: It's quarter past seven • It's7:30: it's half past seven • It's7:45: it's a quarter to eight

Name of activities	<ul style="list-style-type: none"> • Let's learn with me! • Count with me! • The human clock. • How do you say?¿cómo se dice?
Procedure	<p>At the beginning of the session students learn the main ways to tell the time in English in a fun way through movements, for this the first activity "Let's learn with me!" which consists of forming two groups for this the room was divided because there are 35 students, a group of 14 and another of 15 and the game begins in which two lines are formed and the first member that is in this must go out to run and write on the board, the number that the teacher in training is imitating with his body as quickly as possible and the more points he achieves will be the winner. Then in the activity called "Count with me!" which is related to the previous activity, the students must imitate or make the shape of the numbers from 1 to 35, but with the exception that from number 10 there are two students who must make the shape of the number that was already mentioned. The activity called "Clock activity" the students must be in the form of a circle, and they will be assigned a number and each of the students must make the shape of the number and be located in the corresponding place according to the shape of a wall clock and then the teachers in training will ask them what time they formed. Finally, in the activity "How do you say: What time is it?" the students in the position that agree to the previous activity must say the expression What time is it? to the partner next to him and if he says it correctly, he earns a point for his participation grade.</p>
Observation phase	<ul style="list-style-type: none"> • In the activity “Let’s learn with me!” the students sensitized their listening skill through instructions using bodies to imitate the numbers through sequences and they managed to associate it from Spanish to English. • In the activity “Count with me!” children sensitized their listening and speaking skills through imitation following instructions from the teachers to make with his body the shape of the numbers and then say which one. • In the activity “The human clock” the students sensitized their listening and speaking skills through imitation making with their bodies the shape of numbers, then children followed instructions to mark the right time with your body and then say it in English.
Reflection	<p>Experience shows that the implementation of TPR not only facilitates conceptual understanding, but also reinforces material retention. Teachers in training find that this methodology stimulates creativity and</p>

interaction in the classroom, generating positive feedback. The TPR also aligns with contemporary, student-centered pedagogical approaches and highlights the importance of mind-body connection in the learning process.

Conclusions of the session

- To associate the numbers through the figures made by their own body to represent the numbers.
- Correctly say the expressions that indicate the time taught during class.

Evidencphotography



Picture 1. Seventh session: The time.

Table 9 my body parts

To express the time - What time is it?

To express the time - What time is it?	
Date: 25 May,2023	Time: 120 minutes Number of students: 35
School: Rafael Tello	Topic: To express the time
Objectives	<ul style="list-style-type: none"> • To use the numbers of the 1 until 60. • To use the question “What time is it?” to express the time. • To stimulate their motor skills through songs. • To stimulate their gross motor skills.
Materials	Marker, speaker and voice.

Vocabulary	<ul style="list-style-type: none"> • What time is it? • It's 8:00 o'clock • It's 8:15: It's a quarter past eight • Time expressions: Yesterday, today and tomorrow.
Name of activities	<ul style="list-style-type: none"> • How do you say?: ¿cómo se dice? • Count with me! • Numbers song. • The clock activity.
Procedure	<p>At the beginning of the session to return to the topic of the previous session, use the activity called "How do you say: what time is it?" that serves to express the time in English and thus have a significant learning but for this we take into account the activity "Count with me" to reinforce the numbers in the students and it will be very useful to use the song "Number song" that teaches the numbers through movements with your body making the shape of the numbers from 1 to 20. Finally with the activity "The clock activity" the students are formed in circles and they are going to hold hands as if doing a round and they sing the phrase What time is it? and count from 1 to 12 which are the hours of the clock but first take into account that two students will be chosen to be the hands of the clock and the teacher in training will say an hour taught in class and the children must imitate with their body the shape of the number of the hour already said.</p>
Observation phase	<ul style="list-style-type: none"> • In the activity "How do you say: what time it's?" The students sensitized the listening and speaking skill through imitation the shape of the numbers with their bodies, they also used movements to represent a human clock. • In the activity "Numbers song" the students sensitized their listening skill through the rhythm and repetitive lyrics of the song to imitate the numbers from 1 to 20 and in this way retake the past activities. • In the activity "The clock activity." the students sensitized their listening and speaking skills through imitation following instructions from teachers to make with their bodies the corresponding time using time expressions: Yesterday, today, and tomorrow.
Reflection	<p>The research with fourth grade students highlights the importance of recognizing and valuing students' efforts. The successful implementation of TPR is based not only on meticulous planning of activities, but also</p>

	on the ability of educators to foster an environment in which students feel motivated and committed to the learning process.
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- | | |
|-----------------------------------|--|
| Conclusions of the session | <ul style="list-style-type: none"> • Active participation by all students. • A good concentration on the activities proposed for the session. • To stimulate gross motor skills because children have to run. |
|-----------------------------------|--|

Evidence photography	 <p>Picture 1. Eighth session: To express the time- What time is it?</p>
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Table 10 my body parts

Feelings and emotions in English

Feelings and emotions in English.	
Date: 26 May,2023	Time: 120 minutes
Number of students: 35	
School: Rafael Tello	Topic: Feelings and emotions in English.
Objectives	<ul style="list-style-type: none"> • To use the adjectives that express feelings and emotions in English. • To stimulate their motor skills through songs. • To stimulate their gross motor skills.
Materials	Marker, speaker and voice.
Vocabulary	Angry, sick, nervous, excited, bored, surprised, tired, exhausted, mad, happy, sad, hungry, proud, afraid.
Name of activities	<ul style="list-style-type: none"> • How do you feel? • What is this emotion? • Imitate the emotion! • Charades about of feelings.

Procedure	<p>To start the penultimate session teachers in training use the activity called "How do you feel!" which children must use time expressions such as: yesterday, today and tomorrow to orally express the emotion they imitate according to the one assigned by teacher in training but the activity becomes more interesting when the students must represent the emotion they felt yesterday, the emotion they feel today and the one they will feel tomorrow in this way putting into practice the expressions of time seen in class. For the activity "What is this emotion?" Five children will be chosen to represent the emotions seen in class. In this way, the other students must say what emotion they are representing with their facial gestures and To make the session more fun, the children through the activity called "Imitate the emotion" the students must do exactly the same emotions that the teacher in training says and also does with his body, in this activity concentration is taken into account because the teacher can say an emotion but represent it with his body in a different way. Finally, for the activity called "Charades about feelings" the students will be divided into groups and must imitate with their body the emotion that will be assigned to them and the other children must guess and the group with the most points will win.</p>
Observation phase	<ul style="list-style-type: none"> • In the activity “How do you feel” the students sensitized their listening and speaking skills through rhythms of songs and imitation gestures to express emotions and use time sequences to complete the sentence. • In the activity” What is the emotion” the students sensitized the listening and speaking skills through imitation following instructions from teachers to make with their gestures the emotion they felt in the activities. • In the activity “Charades about of feelings” the students sensitized their listening and speaking skills through imitation following the instructions given by the teacher so that the student by repetition for guess what is the emotion that is representing the classmate.
Reflection	<p>Despite initial challenges that may have arisen during the research, children’s self-confidence was strengthened. This phenomenon can be attributed to the TPR methodology, which focuses on understanding through action. The connection between language and physical execution not only facilitates retention of vocabulary and grammar structures, but also fosters a sense of personal achievement.</p>
Conclusions of the session	<ul style="list-style-type: none"> • Use of time expressions: yesterday, today, and tomorrow. • Student participation in the activities proposed for the session.

- There was more confidence on the part of the children to carry out the activities that required expressing the emotions they felt at that moment.

Evidence photography




Picture 1. Ninth session: Feelings and emotions and English.

Table 11 my body parts

To express feelings and emotions in English

To express feelings and emotions in English.	
Date: 30 Mars, 2023	Time: 120 minutes Number of students: 35
School: Rafael Tello	Topic: To express feelings and emotions in English.
Objectives	<ul style="list-style-type: none"> • To use of the personal pronouns and verb TO BE in English to review them. • To use the adjectives that express feelings and emotions in English to review them. • To stimulate their motor skills through songs. • To stimulate their gross motor skills. • To expand their vocabulary
Materials	Marker, speaker and voice.
Vocabulary	<ul style="list-style-type: none"> • I am happy. • I feel happy. • He is.../She is. • He is happy/ She is happy. • He feels happy. • She feels happy.

Name of activities	<ul style="list-style-type: none"> • Charades about the feelings. • Express how do you feel now! • Feelings song. • Let's learn with me about the emotion!
Procedure	<p>At the beginning of the session the teachers in training began with the activity called "Charades about feelings" with this dynamic the students must form two groups in such a way that they must choose a leader and the leader will represent with the gestures and organize to students and make the expression that relates to a correct emotion assigned by the teacher in training. For the activity called "Express how do you feel now!" Each and every one of the students must represent in a time established by the teachers in training a feeling that they want to express right in the present moment, in this way the children will say the expression in English seen in class and to lighten the atmosphere and have a meaningful teaching, the teachers in training will play the song called "Feeling song!" which shows in a fun way through facial gestures each of the feelings. Finally with the activity "Let's learn with me about the emotion!" we are going to implement a fun game that is almost like a review for children to remember the main emotions.</p>
Observation phase	<ul style="list-style-type: none"> • In the activity "Express how do you feel now!" the students sensitized their listening and speaking skills through imitation following instructions, which led to greater awareness of their bodies, and it allowed them to follow sequences while engaging in repetition. • In the activity "Feelings song" the students sensitized the listening skill through musical rhythm with the repetitive lyrics of the song following the choreography of the video. • In the activity "Let's learn with me about the emotion!" the students sensitized their listening and speaking skills through imitation following the instructions given by the teacher so that the student represents the same emotion and then the children say what it is.
Reflection	<p>The gratitude expressed to the students highlights the commitment and effort they put into each session. The implementation of TPR seems to have created a dynamic and participatory learning environment, where students were motivated to give their best. This approach is not limited to the memorization of vocabulary and</p>

	grammatical rules but extends to the practical experience of the language through physical action.
Conclusions of the session	<ul style="list-style-type: none"> • Frequent use of emotions during all activities. • An active participation by the students in the activities proposed for the session. • Use listening and oral skills for the development of physical activities in the classroom.
Evidencephotography  <p>Picture 1. Tenth session: To express feelings and emotions and English.</p>	

Third stage

In this stage, the information collected through the instruments as the field diary (See **Appendix D**) where the behavior of the fourth-grade students was detailed and for this step the four specific objectives proposed in this research project were necessary to know the way children reacted toward the Total Physical Response (TPR) method and observations were a useful tool for this process with children.

Fourth stage

In this stage, a survey (See **Appendix E**) was a useful technique to evaluate the physical activities in the process of learning English and analysis of results and conclusions, where progress was evidenced in improving the listening and speaking skills

in fourth-grade students; different aspects were also identified through the implementation of physical activities such as motivation and participation.

Analysis of results

The research carried out had results following the application of sequential and coordinated methodology, in particular, the Total Physical Response Method (TPR), which was organized below.

Many games encourage collaboration and social interaction, even playing in pairs or groups promoted communication in the foreign language, which helps children gain confidence and improve their communication skills through physical activities. Also, the games can be repeated several times, providing opportunities to reinforce what is learned through this pedagogical approach. Repetition, supported by the actions, is essential for learning a new language.

It is important that games are selected and adapted appropriately for the level of the students, and that they are effectively integrated into the curriculum, incorporating elements from physical activities, for this reason, it is essential that games be structured in combination with other pedagogical strategies to guarantee a balanced approach in learning the foreign language, as happened in the present research proposal and the analysis determined through the methodology developed, they were ordered in some categories that were detailed below.

Musical activities: songs-audio/video.

In the classroom were carried out 10 sessions and in each one the musical activities were worked on, considering that the children arrived in some cases excited from their break and very few were calm, for this reason, the songs helped to relax their physical state

and their effective learning of English was promoted. For Jean Piaget, music is a creative and progressive activity, whose development will be directly linked to the cognitive level at which the student is, for this reason, in this research was guided using songs in each session to sensitize the listening and speaking skills in fourth-grade students. According to Vygotsky, learning is not limited to the simple accumulation of knowledge; rather, the student, through his experience and interaction with others, constructs and adjusts that knowledge in relation to what he already possesses.

Also, Cañas and Chacón (2015) argued that musical rhythm is a crucial strategic tool to strengthen the learning processes of a foreign language. Music, according to these authors, activates pathways that promote neural connections, positively impacting the student's emotional state, relaxation, attention, and concentration.

On the other side, the integration of audiovisual methods in the process of learning English has proven to be an extremely effective and enriching pedagogical tool. In today's digital age, where technology plays a fundamental role in education, audiovisual resources not only capture students' attention, but also facilitate the understanding and retention of language concepts in a dynamic manner.

The audiovisual methods also made it possible to raise awareness of the listening and oral skills of the fourth-grade students through the projection of videos that combined visual and auditory stimuli. According to Nick Peachey, an expert in educational technology, Peachey has written about the use of audiovisual and digital tools in the teaching of English, which allowed the students to learn and understand the language and the reproduction of audios.

Audiovisual methods helped sensitize listening and speaking skills through visual and auditory stimuli, allowing students to associate words and phrases with images and

sounds. This combination strengthens the understanding of language in a more holistic and memorable way. Multiple senses were also activated, which can increase language retention and understanding. Active participation in physical responses during TPR lessons was supported by additional sensory stimulation provided by audiovisual media.

Imitation and repetition activities

Imitation activities in the context of TPR involve students in the active reproduction of instructions or models provided by the teacher. These activities go beyond simple verbal repetition, as they incorporate physical elements to reinforce the understanding and retention of vocabulary and language structures. According to James J. Asher, the creator of the TPR (Total Physical Response) method. His work "Learning another Language through Actions" provides a theoretical and practical basis for the implementation of imitation activities in language teaching.

Some common imitation activities in the TPR method include following instructions for simple actions, such as raising your hand, turning around, walking forward, etc. These actions are accompanied by the corresponding English verbal expression, allowing students to associate words with concrete movements. For this reason, in the research project the imitation and repetition activities, such as Simon says, the human clock, charades, commands, aerobics, greetings and emotions; the fourth-grade students imitated models, with help of classmates and the teachers in training, activities were developed in sessions 1, 4, 5, 6, 7, 8, 9 and 10.

Behavioral learning also took place because the students imitated certain specific stimuli, in this case, the commands, for this reason, information processing was a fundamental part of learning, because the children recognized, remembered, and associated words with their equivalents in English.

The effective processing of this information allowed to expand their vocabulary and the constant repetition of the songs helped to process the English words regularly through listening practice, according to Helen Doron founder of the Helen Doron English method, which uses songs and games to teach English to children from an early age. Their approach is based on the idea that students can learn a second language in a natural and fun way.

Based on the above information, the instructions for each activity carried out in the classroom and on the football field had an instructional approach that was equally impactful. Using the Total Physical Response (TPR) method, inspired by the work of James J. Asher, in fourth-grade students at the Rafael Tello School were encouraged to physically respond to commands given in English. This method not only reinforced vocabulary related to sports and physical activities, but also provided a multi-sensory experience, linking language with movement, for this reason, these strategies were implemented in the following activities for fourth-grade students at Rafael Tello School.

Simon says: In this activity, the students paid attention to the verbal instructions of the teachers in training to determine what action they should perform. This effectively sensitized active listening, because children had to focus on the specific words to perform the corresponding action. On the other hand, the students raised their oral skills through clear and concise instructions that were given in the activity. This helped them develop oral communication skills, including word choice and proper intonation so that instructions are understood by others.

The human clock: The teachers in training designed this activity in a playful way for the notion of time through physical activities, which made it possible to sensitize the students' auditory skills by associating the words with the body representations given by the game instructions. Ultimately (the human clock) offered a comprehensive educational experience

that fused learning the time in English with raising awareness of your listening and speaking skills.

Greetings: In this activity, the students organized themselves in a coordinated manner through the verbal instructions given by the teachers in training. This sensitized listening and speaking skills thanks to stimuli that went beyond simple memorization, thus creating significant learning to apply in subsequent sessions.

Emotions: In this activity, the students raised their oral skills through the words associated with emotions, strengthening the connection between verbal and non-verbal language because the children had to imitate an emotion without using words, while their partner guessed what it was. By using movement as a pedagogical tool, this activity not only taught the language, but also sensitized students to emotional diversity, promoting greater awareness in interpersonal communication in English.

Charades: In this interactive game, students had to represent words and phrases using body expressions and gestures instead of spoken words, which sensitized their listening and oral skills through imitation, thus improving their listening comprehension and oral expression because it promoted their cultural awareness and linguistics, turning learning English into a dynamic and participatory experience.

Commands: In this activity, the students reinforced their memorization of vocabularies, which promoted auditory and oral awareness through the repetition of commands, helping in the correct pronunciation by repeating each of them, turning language learning into a dynamic and participatory experience that stimulates the comprehensive development of linguistic skills.

Aerobics: In this activity, the students carried out their rhythmic coordination of movement and language, reinforcing the retention of the vocabulary already seen in previous classes,

which sensitized their oral and listening skills through the imitation of the gestures made by the teachers in training, creating a pleasant and effective environment for the development of English.

In summary, each activity allowed motor development, body awareness, following sequences as they were repeated in the games and aerobics among other physical activities adapted to the needs of fourth-grade children and finally the conclusions and some recommendations were carried out.

Conclusions

According to the research work based on how physical activities sensitize the listening and speaking skills in fourth grade students at Rafael Tello School of Santander de Quilichao through Total Physical Response method for Teaching English, it can be concluded that:

- The population studied did not know about The Total Physical Response method, but teachers and students were interested in the strategies based on physical activities for teaching English and they felt comfortable in the classes.
- The ten classes were planned using different teaching methods, such as Total Physical Response, to engage students through dancing, singing, and aerobics activities. Additionally, students responded to the commands taught during the classes and imitated English phrases and words.

- The information gathered through instruments such as the field diary, which detailed the behavior of fourth-grade students, was fundamental. For this step, the four specific objectives proposed in this research work proved necessary to understand how children would react to the Total Physical Response (TPR) method.
- The observations were revealed as a useful tool in this process with children, allowing a deeper understanding of their participation and response to physical activity-based strategies for teaching English.
- The implementation of physical activities provided a more complete vision, identifying additional factors such as motivation and participation that influence the educational process.
- The findings support the effectiveness of TPR as a pedagogical approach, highlighting its positive impact on the integral development of language skills in students.
- Role of Observations and Field Diary: the information gathered through instruments such as the field diary, detailing the behavior of fourth-grade students, proved to be fundamental. The four specific objectives outlined in the research work were essential in understanding how children would react to the Total Physical Response method. Observations emerged as a valuable tool, offering a deeper understanding of students' participation and response to physical activity-based strategies for teaching English.

- Considering these conclusions, it is recommended that further exploration and integration of the Total Physical Response method be considered in language teaching methodologies. The positive outcomes observed in this study suggest the potential for enhancing language learning through innovative and engaging approaches, contributing to the overall success of language education in elementary school settings.

Recommendations

This research project aimed to implement TPR in the English teaching process for fourth-grade students at Rafael Tello School in Santander de Quilichao, with the objective of significantly enhancing their linguistic competence. For this reason, the following recommendations were identified:

- **Design of Interactive Activities:** The interactive activities integrating TPR should be creatively and attractively designed. These activities should be suitable for fourth-grade students and tailored to their interests and learning styles. Variety in activities will help maintain student interest and participation throughout the process.
- **Appropriate Didactic Resources:** it is crucial to have suitable didactic resources to support TPR implementation. These may include image cards, audiovisual materials, role-playing games, among others. Resources should be carefully selected to reinforce taught concepts and vocabulary, as well as to provide meaningful practice opportunities.

- **Continuous and Formative Assessment:** Implementing a continuous and formative assessment system is recommended to monitor students' progress in English learning through TPR. This will help identify areas for improvement and adjust teaching strategies according to individual student needs.
- **Parental Involvement:** Involving parents in the educational process is important by informing them about TPR methodology and providing guidelines to support English learning at home. Information sessions, workshops, or sending materials for parents to reinforce classroom learning can be organized.

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Appendixes

Appendix A

Informed consent



Universidad
del Cauca

CONSENTIMIENTO INFORMADO

Programa de Licenciatura en Lenguas Modernas Énfasis en Inglés
Francés

Santander de Quilichao, ____ de ____ de 2023

Nosotros los estudiantes Diana Carolina López Narváez y Jonathan Jaramillo Sarria solicitamos de manera respetuosa la participación de su hijo en el proyecto de investigación denominado “La enseñanza del Inglés a través del método Respuesta Física Total como estrategia pedagógica para el desarrollo de la habilidad de escucha y habla en los estudiantes del grado Cuarto-B de la Escuela Rafael Tello” cuyo objetivo general es implementar actividades físicas como estrategia pedagógica para el desarrollo de las habilidades auditivas y orales en la población mencionada anteriormente. De esta manera lograr la participación de cada estudiante mediante las estrategias llevadas a cabo dentro de la institución durante la clase. El consentimiento es con fines académicos, si usted está de acuerdo, por favor diligencie el siguiente texto:

Yo, _____, identificado con C.C. N° _____ de _____, autorizo a los estudiantes del Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés Francés para la realización de un proceso de recolección de información personal que incluye la aplicación de encuestas, entrevistas, medios audiovisuales (fotos, videos) observación directa y encuentros dentro de la universidad para la exploración de algunas de mi experiencia en el contexto abordado. Declaro haber sido informado(a) en qué consiste este ejercicio académico, por lo que doy consentimiento para que se administren varias técnicas de recolección de datos con el fin de contribuir en el proceso formativo de la investigación. También comprendo que la información suministrada es confidencial y no afectará mi integridad.

Por su parte, los estudiantes se comprometen a proteger mi privacidad y a notificarme sobre los resultados del ejercicio realizado.

Firma del consultante: _____

C.C.: _____

Código estudiantil _____

Docente que supervisa: Mg. Adriana Idrobo Hurtado.

Appendix B

Area plan of the Rafael Tello School

GRADO CUARTO

INGLÉS			
ÁREA	INGLÉS	DOCENTES	<ul style="list-style-type: none"> Erika Escobar Tello Luz Dary León Ruth Beyra Gómez
INTENSIDAD HORARIA	2 HORAS SEMANALES		
GRADO	CUARTO		
PERÍODO	PRIMERO		
Pregunta Problematicadora	¿Cómo me presento en inglés?		
Objetivos Específicos	<ul style="list-style-type: none"> ➤ Reforzar los temas vistos en años anteriores ➤ Incentivar el uso de expresiones en inglés para realizar la presentación personal. 		
Estándares Básicos de Competencia EBC	<ul style="list-style-type: none"> ➤ Describo algunas características de mí mismo, de otras personas, de animales. ➤ Participo en representaciones cortas; memorizo y comprendo los parlamentos. 		
Derechos Básicos de Aprendizaje DBA	<ul style="list-style-type: none"> ➤ Comprendo la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de interés 		
Unidad Temática	Self- Introduction (Presentación Personal)		
Articulación	Ciencias Sociales y Ética		
Ejes Temáticos	Grammar and lexical: <ul style="list-style-type: none"> ✓ Greetings and farewells (Hello, good morning, good afternoon, good evening, good night, good bye, bye-bye, see you) ✓ The alphabet ✓ Commands (Stand up, Sit down, open the book, close the book, silence please, look, listen, write) ✓ Numbers from 1 to 100 ✓ Self-Introduction (Presentación Personal) My name is... (Mi nombre es...) I am ... years old (Yo tengo... años) I live in ... (Yo vivo en...) I go to... school (Yo voy al colegio...) My parents are... (Mis padres son...) My mother is... (Mi mamá es...) My father is... (Mi papá es...) My favorite food is... (Mi comida favorite es...) I like... (Me gusta...) 		
Actividades Pedagógicas	<ul style="list-style-type: none"> ✓ Monólogos y diálogos ✓ Actividades lúdicas (canciones, juegos, entre otros). 		

	✓ Tareas		
Evaluación	Aplicación del SIEDE y las REDES Actitudinales y Comportamentales ✓ Asistencia Puntual ✓ Participación en Clase ✓ Trabajo en Equipo Competencias cognitivas ✓ Tareas y talleres ✓ Evaluación escrita ✓ Evaluación oral	Recursos	Materiales didácticos Recursos humanos y audiovisuales
Estudiantes con Capacidades Diversas	Teniendo conocimiento de la existencia de estudiantes con capacidades Diversas, se establece que estos tendrán un porcentaje diferente en cada uno de las competencias a ser evaluadas, otorgando una mayor ponderación a aquellos que hacen alusión a las actitudes que debe tener un estudiante comprometido con su proceso formativo. Actitudinales y Comportamentales 40%. Cognitivas 30%. Tareas y talleres 30% NOTA: Se concertan y consignan en los Acuerdos de Aula.		
Indicadores de Desempeño	Se tendrán en cuenta los establecidos dentro del sistema de evaluación de la institución de tal manera que se codificarán de la siguiente forma: (1 -3) Para los estudiantes que superen satisfactoriamente todas las actividades propuestas. (6- 7) Para los estudiantes que superen todas las actividades propuestas. (9 -12 – 13) Para los estudiantes que presenten algunas dificultades para la superación de las actividades propuestas. (14 – 15 - 16) Para los estudiantes que no superen las actividades propuestas.		

INGLÉS			
ÁREA	INGLÉS	DOCENTES	<ul style="list-style-type: none"> • Erika Escobar Tello • Luz Dary León • Ruth Beyra Gómez
INTENSIDAD HORARIA	2 HORAS SEMANALES		
GRADO	CUARTO		
PERÍODO	SEGUNDO		
Pregunta Problematicadora	¿Cómo expreso el tiempo en inglés?		
Objetivos Específicos	<ul style="list-style-type: none"> ➤ Desarrollar conversaciones cortas con información básica en inglés. ➤ Reforzar las temáticas anteriores mediante el uso de diferentes dinámicas. 		
Estándares Básicos de Competencia EBC	<ul style="list-style-type: none"> ➤ Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. ➤ Refuerzo con gestos lo que digo para hacerme entender. ➤ Relaciono ilustraciones con oraciones simples. 		
Derechos Básicos de Aprendizaje DBA	<ul style="list-style-type: none"> ➤ Pregunto y respondo de forma oral o escrita, interrogantes relacionados con el “quién, cuándo y dónde”, después de leer o escuchar un texto corto y sencillo siempre que el tema sea conocido. 		
Unidad Temática	What time is it? (¿Qué hora es?)		

Articulación	Matemáticas y Ciencias Naturales		
Ejes Temáticos	<p>Grammar and lexical:</p> <ul style="list-style-type: none"> ✓ Greetings and farewells (Hello, good morning, good afternoon, good evening, good night, good bye, bye-bye, see you) ✓ The alphabet ✓ Commands (Stand up, Sit down, open the book, close the book, silence please, look, listen, write) ✓ Numbers from 1 to 100 ✓ Questions and answers (Preguntas y respuestas) <ul style="list-style-type: none"> • Hello, how are you? Fine thank you, and you? • What's your name? My name is... • How old are you? I am ... years old • Where are you from? I am from... <p>(¿De dónde eres? Yo soy de...)</p> <ul style="list-style-type: none"> ✓ Time <p>What time is it? (¿Qué hora es?)</p> <ul style="list-style-type: none"> • It's 7:00 o'clock (Son las siete en punto) • It's 7:15 (Son las siete y quince) • It's a quarter past seven (Son las siete y cuarto) • It's 7:30 (Son las siete y treinta) • It's half past seven (Son las Siete y media) • It's 7:45 (Son las Siete y cuarenta y cinco) • It's a quarter to eight (Falta un cuarto para las ocho). 		
Actividades Pedagógicas	<ul style="list-style-type: none"> ✓ Monólogos y diálogos ✓ Actividades lúdicas (canciones, juegos, entre otros). ✓ Tareas 		
Evaluación	<p>Aplicación del SIEDE y las REDES</p> <p>Actitudinales y Comportamentales</p> <ul style="list-style-type: none"> ✓ Asistencia Puntual ✓ Participación en Clase ✓ Trabajo en Equipo <p>Competencias cognitivas</p> <ul style="list-style-type: none"> ✓ Tareas y talleres ✓ Evaluación escrita ✓ Evaluación oral 	Recursos	<p>Materiales didácticos</p> <p>Recursos humanos y audiovisuales</p>
Estudiantes con Capacidades Diversas	<p>Teniendo conocimiento de la existencia de estudiantes con capacidades Diversas, se establece que estos tendrán un porcentaje diferente en cada uno de las competencias a ser evaluadas, otorgando una mayor ponderación a aquellos que hacen alusión a las actitudes que debe tener un estudiante comprometido con su proceso formativo.</p> <p>Actitudinales y Comportamentales 40%. Cognitivas 30%. Tareas y talleres 30%</p> <p>NOTA: Se concertan y consignan en los Acuerdos de Aula.</p>		
Indicadores de Desempeño	<p>Se tendrán en cuenta los establecidos dentro del sistema de evaluación de la institución de tal manera que se codificarán de la siguiente forma:</p> <p>(1 -3) Para los estudiantes que superen satisfactoriamente todas las actividades propuestas. (6- 7) Para los estudiantes que superen todas las actividades propuestas. (9 -12 – 13) Para los estudiantes que presenten algunas dificultades para la superación de las actividades propuestas. (14 – 15 - 16) Para los estudiantes que no superen las actividades propuestas.</p>		

INGLÉS			
ÁREA	INGLÉS	DOCENTES	• Erika Escobar Tello

INTENSIDAD HORARIA	2 HORAS SEMANALES		<ul style="list-style-type: none"> • Luz Dary León • Ruth Beyra Gómez
GRADO	CUARTO		
PERÍODO	TERCERO		
Pregunta Problematicadora	¿Cómo describo a las personas en inglés?		
Objetivos Específicos	➤ Trabajar vocabulario de forma oral y escrita acerca de la descripción de las personas.		
Estándares Básicos de Competencia EBC	<ul style="list-style-type: none"> ➤ Escribo Información personal en formatos sencillos. ➤ Participo en representaciones cortas, memorizo y comprendo los parlamentos. 		
Derechos Básicos de Aprendizaje DBA	➤ Intercambio opiniones sencillas sobre un tema de interés a través de oraciones simples y conocidas.		
Unidad Temática	He and She		
Articulación	Ética, Ciencias Sociales y Español		
Ejes Temáticos	<p>Grammar and lexical:</p> <ul style="list-style-type: none"> ✓ Greetings and farewells (Hello, good morning, good afternoon, good evening, good night, good bye, bye-bye, see you) ✓ Commands (Stand up, Sit down, open the book, close the book, silence please, look, listen, write) ✓ Numbers from 1 to 100 (Números del 1 al 100) ✓ Self-Introduction (Presentación Personal) ✓ Vocabulario <ul style="list-style-type: none"> • What is your name? (¿Cuál es tu nombre?) 		
	<ul style="list-style-type: none"> • Last name (Apellido) • Family name (Apellido) • Middle name (Segundo nombre) • Full name (Nombre Completo) • She (Ella), He (Él), She is (Ella es) • He is (Él es) • She is intelligent (Ella es inteligente) • He is Smart (El es inteligente) ✓ Introducing people (Presentando gente) <ul style="list-style-type: none"> • He is ... (El es...) His name is... (Su nombre es) • She is... (Ella es...) Her name is... (Su nombre es...) • This is Luis (Este es Luis) He is ten years old (El tiene 10 años) • This is Laura (Esta es Laura) She is ten years old (Ella tiene diez años) 		
Actividades Pedagógicas	<ul style="list-style-type: none"> ✓ Monólogos y diálogos ✓ Actividades lúdicas (canciones, juegos, entre otros). ✓ Tareas 		

Evaluación	Aplicación del SIEDE y las REDES Actitudinales y Comportamentales ✓ Asistencia Puntual ✓ Participación en Clase ✓ Trabajo en Equipo Competencias cognitivas ✓ Tareas y talleres ✓ Evaluación escrita ✓ Evaluación oral	Recursos	Materiales didácticos Recursos humanos y audiovisuales
Estudiantes con Capacidades Diversas	Teniendo conocimiento de la existencia de estudiantes con capacidades Diversas, se establece que estos tendrán un porcentaje diferente en cada uno de las competencias a ser evaluadas, otorgando una mayor ponderación a aquellos que hacen alusión a las actitudes que debe tener un estudiante comprometido con su proceso formativo. Actitudinales y Comportamentales 40%. Cognitivas 30%. Tareas y talleres 30% NOTA: Se concertan y consignan en los Acuerdos de Aula.		
Indicadores de Desempeño	Se tendrán en cuenta los establecidos dentro del sistema de evaluación de la institución de tal manera que se codificarán de la siguiente forma: (1 -3) Para los estudiantes que superen satisfactoriamente todas las actividades propuestas. (6- 7) Para los estudiantes que superen todas las actividades propuestas. (9 -12 – 13) Para los estudiantes que presenten algunas dificultades para la superación de las actividades propuestas. (14 – 15 - 16) Para los estudiantes que no superen las actividades propuestas.		

INGLÉS

ÁREA	INGLÉS	DOCENTES	<ul style="list-style-type: none"> Erika Escobar Tello Luz Dary León Ruth Beyra Gómez
INTENSIDAD HORARIA	2 HORAS SEMANALES		
GRADO	CUARTO		
PERÍODO	CUARTO		
Pregunta Problematicadora	¿Cómo expreso sentimientos y emociones en inglés?		
Objetivos Específicos	<ul style="list-style-type: none"> ➤ Desarrollar con los estudiantes habilidades orales en inglés. ➤ Fortalecer el vocabulario relacionado con la descripción de personas y sus emociones. 		
Estándares Básicos de Competencia EBC	<ul style="list-style-type: none"> ➤ Respondo a preguntas sobre cómo me siento. ➤ Refuerzo con gestos lo que digo para hacerme entender. ➤ Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. 		
Derechos Básicos de Aprendizaje DBA	<ul style="list-style-type: none"> ➤ Comparo características básicas de personas objetos y lugares de su escuela y comunidad, a través de oraciones simples. 		
Unidad Temática	Feelings!		
Articulación	Ética, Ciencias Sociales y Español		

Ejes Temáticos	<p>Grammar and lexical:</p> <ul style="list-style-type: none"> ✓ Greetings and farewells (Hello, good morning, good afternoon, good evening, good night, good bye, bye-bye, see you) ✓ Commands (Stand up, Sit down, open the book, close the book, silence please, look, listen, write) ✓ Numbers from 1 to 100 ✓ Feelings and moods (Sentimientos y estados de ánimo) Angry (enojado), Sick (enfermo), Nervous (nervioso), Excited (Emocionado), Bored (Aburrido), Surprised (sorprendido), Tired (Aburrido), Exhausted (Exhausto), Mad (enojado), Happy (feliz), Sad (triste), Hungry (hambriento), Proud (orgulloso), Afraid (asustado). ✓ I am happy (Yo soy / Estoy feliz) I feel happy (Yo me siento feliz) ✓ He is... (El es...) / She is (Ella es...) He is happy/ She is happy (Él o ella es / Está feliz) He feels happy (Él se siente feliz) She feels happy (Ella se siente feliz) 		
Actividades Pedagógicas	<ul style="list-style-type: none"> ✓ Monólogos y diálogos ✓ Actividades lúdicas (canciones, juegos, entre otros). ✓ Tareas 		
Evaluación	<p>Aplicación del SIEDE y las REDES</p> <p>Actitudinales y Comportamentales</p> <ul style="list-style-type: none"> ✓ Asistencia Puntual ✓ Participación en Clase ✓ Trabajo en Equipo <p>Competencias cognitivas</p> <ul style="list-style-type: none"> ✓ Tareas y talleres ✓ Evaluación escrita ✓ Evaluación oral 	Recursos	<p>Materiales didácticos</p> <p>Recursos humanos y audiovisuales</p>
Estudiantes con Capacidades Diversas	<p>Teniendo conocimiento de la existencia de estudiantes con capacidades Diversas, se establece que estos tendrán un porcentaje diferente en cada uno de las competencias a ser evaluadas, otorgando una mayor ponderación a aquellos que hacen alusión a las actitudes que debe tener un estudiante comprometido con su proceso formativo.</p> <p>Actitudinales y Comportamentales 40%. Cognitivas 30%. Tareas y talleres 30%</p> <p>NOTA: Se concertan y consignan en los Acuerdos de Aula.</p>		
Indicadores de Desempeño	<p>Se tendrán en cuenta los establecidos dentro del sistema de evaluación de la institución de tal manera que se codificarán de la siguiente forma:</p> <p>(1 -3) Para los estudiantes que superen satisfactoriamente todas las actividades propuestas. (6- 7) Para los estudiantes que superen todas las actividades propuestas. (9 -12 – 13) Para los estudiantes que presenten algunas dificultades para la superación de las actividades propuestas. (14 – 15 - 16) Para los estudiantes que no superen las actividades propuestas.</p>		

Appendix C

Informal interview

Interview for fourth grade teacher:

1. Did you know the Total Physical Response method?
2. Do you apply physical activities based on movements or commands?
3. What strategies do you use to improve English?
4. What are the difficulties that students present in learning the skills that are: listening, speaking?
5. What are the most frequent problems in the classroom when you explain your English class?
6. Are you patient with children who have difficulties learning in English class?
7. Do you take time to talk to children who have learning difficulties?
8. What are the reactions you have when a child manages to understand a subject seen in English class?
9. How do you develop the motivation in the English class?


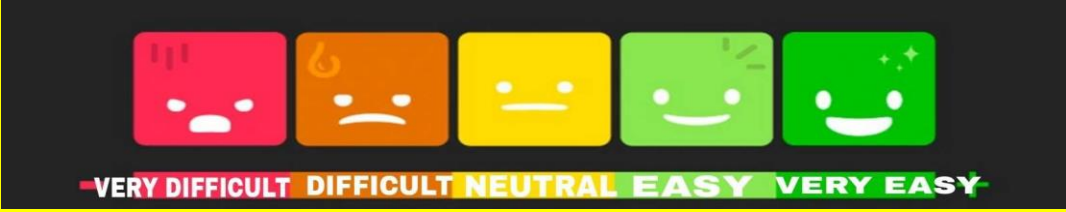
Appendix D

Field diary

<ul style="list-style-type: none">• To develop themes that help improve listening and speaking skills through physical activities.	<ul style="list-style-type: none">• To design physical activities that support the process of learning English.	<ul style="list-style-type: none">• To apply physical activities that support the attention of students during English class.	<ul style="list-style-type: none">• To evaluate the strategies based on physical activities carried out during each session.
<p>- Through the area plan of Rafael Tello School, it was possible to develop dynamic topics based on physical activities for teaching English and fourth grade students liked them.</p>	<p>- Creativity was the protagonist because the teachers in training managed to design topics based in Total Physical Response that helped in the learning English process and students participation.</p>	<p>- Thanks to the instructions of the teachers in training, the students felt very comfortable with physical activities. There was also an improvement in listening and speaking skills.</p>	<p>- Through the survey it was possible to know how physical activities support in the significant learning of English in fourth grade students. at Rafael Tello School.</p>

Appendix E

Survey

ENCUESTA SOBRE LAS SESIONES BASADAS EN ACTIVIDADES FISICAS	
1. ¿Qué te gusto sobre las clases de inglés?	<hr/> <hr/>
2. ¿Piensas que los temas enseñados enclase basados en las actividades físicas te ayudaron para aprender inglés? Escribe que palabras te acuerdas.	<hr/> <hr/>
3. ¿Cómo calificarías el método de enseñanza de los profesores en entrenamiento basadas en las actividades físicas?	
4. ¿Qué tan fácil o difícil fueron las actividades físicas implementadas en la clase de inglés?	
5. ¿Te gustaría seguir teniendo este tipo de clases basadas en actividades físicas? ¿Por qué?	<hr/> <hr/>