



Develop writing English skills in fifth-grade students by using ludic strategies

Luis Fernando González Salazar and Valentina Ramírez Rosas

Director: Chrystian Mauricio Pérez Serna.

Faculty: Science of Education.

Research line: Teaching of the foreign language.

Program: Bachelor in Foreign Languages with emphasis on English.

Unidad Central del Valle del Cauca Tuluá Valle del Cauca.

2022



Institución de Educación Superior
UCEVA[®]
Unidad Central del Valle del Cauca

Develop writing English skills in fifth-grade students by using ludic strategies

Luis Fernando González Salazar and Valentina Ramírez Rosas

Director: Chrystian Mauricio Pérez Serna.

Faculty: Science of Education.

Research line: Teaching of the foreign language.

Institución de Educación Superior
UCEVA[®]
Unidad Central del Valle del Cauca

Program: Bachelor in Foreign Languages with emphasis on English.

Tuluá Valle del Cauca.

2022

Chart of Contents

Acknowledgments	8
Dedication	9
Resumen	10
Abstract.....	11
Introduction.....	12
Chapter 1: Contextualization of the research problem	14
1.1 Description	14
1.2 Problem statement.....	17
1.2.1 Research question.....	18
1.3 Rationale.....	18
1.4 Objectives.....	21
1.4.1 General.....	21
1.4.2 Specifics.....	21
Chapter 2: Reference framework.....	22
2.1 Backgrounds	22
2.1.1 International backgrounds.....	22
2.1.2 National backgrounds	27
2.2 Theoretical framework.....	33
2.3 Contextual framework.....	39
2.4 Police Framework	41
Chapter 3: Methodological design.....	44
3.1 Approach	44
3.2 Scope.....	44
3.3 Sample.....	45
3.4 Instruments	45
3.5 Implementation	46
3.6 Procedure.....	47
3.7 Didactic sequence	52
Chapter 4: Analysis and results	89
4.1 Initial diagnosis.....	91
4.2 Intervention processes	95
4.3 Final Diagnostic.....	104
4.4 Discussion	120
4.5 Conclusions	122

4.6 Recommendations.....	123
References.....	124
Annexes	127
Annex 1. Interviews.....	127
Annex 2. SERIE GUÍAS N.º 22.....	129

Chart index

Chart 1. Characteristics of the Corazón del Valle Educational Institution	16
Chart 2. Background.....	30
Chart 3. Ludic strategies in fifth-grade	36
Writing skills.....	38
Chart 4. Analysis of students' environment with English	40
Chart 5. Timeline.....	46
Chart 6. General outline of the procedure.....	48
Chart 7. Schedule of didactic sequences	50
Char 8. Interventions in the classroom	51
Chart 9. First didactic sequence	52
Chart 10. Second didactic sequence	57
Chart 11. Third didactic sequence	60
Chart 12. Fourth didactic sequence.	65
Chart 13. Fifth didactic sequence	68
Chart 14. Sixth didactic sequence	72
Chart 15. Seventh didactic sequence	75
Chart 16. Eight didactic sequence	78
Chart 17. Ninth didactic sequence.....	82
Chart 18. Tenth didactic sequence.....	85
Chart 19. Initial state in fifth grade in written skills.....	91
Chart 20. First intervention	95
Chart 21. Second intervention.....	96
Chart 22. Third intervention.....	98
Chart 23. Fourth Intervention.....	99
Chart 24. Fifth Intervention.....	100

Chart 25. Sixth intervention.	101
Chart 26. Seventh intervention.....	101
Chart 27. Eighth intervention.....	102
Chart 28. Ninth intervention	103
Chart 29. Tenth intervention	104
Chart 30. Final evaluation of scriptural categories	105
Chart 31. Matrix of Analysis by categories	108

Graph index

Graph 1. English level in Colombia according to the Common European Framework Reference for Languages	23
Graph 2. methodological triangulation	90
Graph 3. Do you like the english class?.....	92
Graph 4. What do you think of the easiest part of the english class?	93
Graph 5. What do you think is the difficult thing in english class?.....	93
Graph 6. How do you feel in english class?.....	94
Graph 7. What do you like to do in english class?	94
Graph 8. Do you like english class?	106
Graph 9. What do you think of the easiest part of the english class?	106
Graph 10. What do you think is the most difficult thing in english class	107
Graph 11. How do you feel in english class?.....	107
Graph 12. What do you like to do in english class?	108

Acknowledgments

To those people who in this time have influenced our professional and personal formation and who collaborated in the culmination of this great stage of our life, we want to give our thanks for the shared knowledge and all experience.

We thank our graduate work director, Professor Chrystian Mauricio Perez for the guidance and knowledge he provided us in the development of this work, for keeping us in the effort to realize this stage.

To all the professors and classmates who have taught us during these years, we thank them for being guides in knowledge and personal growth, for instilling love for this profession.

We thank professors who encouraged us and helped us in our process as advisors and guides in the knowledge and as personal examples, the teachers Mg. Larry Peñaranda Gómez and Mg. Marco Fidel Suarez Davila.

Finally, we thank ourselves, because we managed to form an excellent team, for the dedication and strength allowed us to reach this point

Dedication

To my father,

For all the effort I make to support myself.

To my mother,

For being the person who pushed me forward.

To my brothers,

For all your support throughout my process.

To my pets,

For being my emotional support in the hardest moments.

Luis Fernando González Salazar

To God,

For guiding me at this stage of my academic and professional training.

To my family,

For being present and giving me your support at this stage of my life.

*“We believe there is a God who says you are priceless”
(Joel Smallbone)*

Valentina Ramírez Rosas

Resumen

En la Institución Educativa Corazón del Valle de la ciudad de Tuluá en el año lectivo 2022 se realizó en el grado quinto la investigación titulada “desarrollo de la habilidad escrita en inglés en estudiantes de grado quinto mediante el uso de estrategias lúdicas”.

Como metodología se tuvo en consideración los fundamentos de una metodología cualitativa con un enfoque descriptivo, que permitió tener un amplio sentido de objetividad en la identificación del problema que se considero, desde el tema que atañe a las habilidades escriturales en estudiantes de grado quinto, los cuales en los dos últimos años tuvieron una educación en la asignatura de inglés muy fracturada por los efectos de la pandemia Covid 19.

Se plantea a lo largo del trabajo una serie de estrategias lúdicas asociadas a la aplicación de estrategias didácticas en el aula de clase, las cuales se planearon y aplicaron a través de diez sesiones, que finalmente permitieron a los estudiantes cambiar sus comportamientos y aptitudes frente a las clases de inglés que tradicionalmente habían venido recibiendo en años anteriores.

Como elemento de alto valor pedagógico y digno de compartir en otros espacios se rescata la responsabilidad de los estudiantes que en un total de 21 participaron de manera asertiva en su proceso de aprendizaje, donde se dió un alto significado al juego con una aptitud responsable en los comportamientos sociales e individuales.

Palabras claves: inglés, escritura, lúdica, pedagogía, didáctica, procesos, evaluación, enseñanza y aprendizajes.

Abstract

At the Intitucion Educativa Corazon del Valle in the city of Tuluá, in the 2022 school year, the research entitled " Develop writing English skills in fifth-grade students by using ludic strategies " was carried out in fifth grade.

As a research method, the foundations of a qualitative methodology with a descriptive approach were considered, which allowed a broad sense of objectivity in identifying the problem as it was raised, since the topic refers to writing in fifth grade students. , who in the last two years had an education in the subject of English that was very fractured by the effects of the Covid 19 pandemic.

Throughout the work, a series of ludic strategies associated with the application of didactic strategies in the classroom are proposed, which were planned based on their contribution to the students' writing ability and applied through ten sessions, which finally allowed students to develop their behaviors and skills that they had traditionally been receiving in previous years.

As an element of high pedagogical value and worthy of sharing in other spaces, the responsibility of the students is rescued, who in a total of 21 participated accurately in their learning process, where high significance was given to the game with responsible aptitude from social and individual behaviors.

Keywords: English, writing, ludic, pedagogy, didactics, processes, evaluation, teaching and learning.

Introduction

Starting from a ludic strategy for the development of writing skill in fifth grade Elementary students of the Institución Educativa Corazón del Valle (hereinafter ECV) it is sought they have a meaningful learning evidenced in the mastery of the competences that are required for the correct writing of English according to the proposals of the Ministry of education, of the institutional context, and cognitive development corresponding to their age. As a starting point in the work as a final research project at bachelor level, according to the guidelines and guidelines given by “Unidad Central del Valle” (hereinafter UCEVA) and IECV Institutional Education Project (hereinafter PEI) academic year 2022

The first chapter presents the contextualization of the problem that focuses on coherence to the contextual and real conditions of the institution in the fifth-grade versus prior identification of the state of writing skills students have. The situation arises from the description of the objectives and the problem question; they promptly identify the research in the state of development of the writing skills of fifth-grade students. For the epistemological strengthening of the research in the second chapter different backgrounds and references were considered; looking for up-to-date research elements for effective English learning in elementary education with an emphasis on didactic and pedagogical elements allow and enrich work in English learning, leading this to motivate students in meaningful learning according to the principles of Ausubel (2002). Added studies and theories on the meanings of how English is learned and taught in elementary students taking into account their environment and cognitive development. The third chapter is methodological process that focuses on a qualitative analysis of the instruments applied and a preliminary diagnosis. The information obtained from the results of structured interviews applied to the students and one to the principal allows a conceptual and academic placement according to the different problems of the specific context in relation to the way in which the English at the (IECV), especially the development of the written skills of the fifth-grade. In the final in the theoretical body of the work, the results and conclusions are elaborated, which was presented in a comparative way with what was described in the objectives and formulation of the research question.



Chapter 1: Contextualization of the research problem

The research: " Develop writing English skills in fifth-grade students by using ludic strategies.", is applied in the city of Tuluá in the IECV headquarters San Judas Tadeo of mixed gender official character in the fifth-grade. It is considered necessary and valuable to do it, after analysis in selecting the research topic, to implement a project that would contribute to improving written skills during the formal learning of English.

1.1 Description

The research is carried out at the headquarters of San Judas Tadeo (IECV) official character that has approximately 1280 students from the degree transition to eleventh with emphasis on Business Logistics and Administrative Assistance. These modalities were agreements that were established in concert between the educational community, the Municipal Administration through the Ministry of Education and the “Servicio Nacional de Aprendizaje” (hereinafter SENA).

During a previous visit to san judas headquarter, had a conversation with the coordinator of the headquarters San Judas Tadeo and the main teacher of fifth-grade in the 2022 academic year to have an objective knowledge of the environment in which the teaching practices of English were developed in aspects such as content curricular, time intensity, technological and methodological resources, which has the institution and the headquarters for the teaching of English. To know these aspects were applied to fifth-day students tomorrow a semi-structured interview in focus groups, allowed researchers an objective approach to identify the strengths and difficulties of children during their school process in learning English about developing their writing skills. Therefore, had a relationship at the institutional level to identify the effects on students during the school years 2020 and 2021 pandemic of COVID 19, since both students and teachers saw altered teaching processes-learning; being forced to give and receive an unexpected virtual education for which educational communities weren't prepared, generating various obstacles to achieve an efficient learning and teaching process, in this case about the skill of writing English. In this way, valuing the teacher's high responsibility and commitment to the group, who agrees

not to have an optimal level in English to take on a job that ensures students' learning efficiency in the field of writing skills development as suggested from the MinEducación in guide 22, Basic Standards of Foreign Language Proficiency: English 2020. (Anex 2). institutional and group evaluations in the 2021 academic year first period of this year where the academic consequences of the pandemic were evident, the average grade point score is low, corresponding to 3.1 in 70% of the group, 2.6 to 10% and only 20% manage to exceed 4.0 without in any case reaching a rating higher than 4.5. These data were provided by the Academic Committee of the Institution.

This way an analysis of priorities in the field of curriculum development in the subject of English was carried out with the Academic Committee of the IECV year 2021, group teachers, and researchers of students of the UCEVA it was considered opportune and necessary to focus the work to the teaching of English in fifth grade from the development of the skills of the writing of this language having as a didactic resource playful strategies aimed at achieving an adequate level of basic skills from the teaching of English in primary school; categorizing the learning of writing from the proposal of Ferreiro and Teberosky (2001) decoding, interpretation, comprehension, writing, and presentation. For the characteristics of the school environment in the academic aspect in the area of English, (Chart 1) and for the implementation of ludic strategies in the classroom were categorized as recreational and learning, based on the experience lived in class and according to the needs of teaching. These categories together with the design of strategies are selected considering that they are consistent with the age and interests of children who are focused on play; the conditions offered by the institution for the use of technological resources that allow to implement the written skill and competence for optimal teaching, there is an endowment of written texts that help the consultation of students and teachers. The number of students in this grade corresponds to 27 and are in an age range between 10 years to 12 years old does not possess students with special educational needs.

There are also other specific problems San Judas Tadeo that infer both teaching and learning English: low intensity, since there are only two hours a week, the subject is not integrated into other areas

of the curriculum and there are no teachers specialized in teaching English, nor cultural tradition of coexistence with this language identified within the context of the educational community.

For the epistemological treatment of research in fundamental aspects such as information collection and analysis, background, theoretical references, and conclusions and results, a qualitative methodology is assumed to taking into account the characteristics of the population as the number of students, a socioeconomic stratum that is between levels one and three, the thematic treated from the methodological criteria that are given in the institution that is based on a constructivist pedagogical model from parameters for a meaningful learning (Ausubel, 1963): and for the projection of the research, in the sense of incorporating this experience into the curriculum in IECV in the coming years as a didactic resource for the teaching of English in elementary school.

This qualitative approach is assumed from the perspectives of Hernández et al, (2014), which generally considers that this type of methodology allows us to know the social problems on which the research revolves, in this case, the social part that relates to both positive and negative implications of teaching English allows open instruments such as surveys, interviews and field diaries to obtain real and objective information on the problem to be addressed and facilitates the analysis of the information from a simple descriptive narrative, taking into account the proposed objectives and the formulation of the research question.

Chart 1

Characteristics of the Corazón del Valle Educational Institution

Place, object, or reason	Description
teaching center	Heart of the Valley Educational Institution
Campus	Saint Jude Thaddeus
Pedagogical model	Constructivist critic, dialogue pedagogy
Hourly intensity	one hour per week
class type	Virtual and face-to-face
medium institutional grade	4.1 on a scale from 1 to 5.
Average grade	4.0
The average grade of the group (5th grade)	3.2
bilingual students	None

Students in external English courses	Two.
--------------------------------------	------

Source: IECV; Institución Educativa Corazón del Valle.

1.2 Problem statement

The general characteristics of the elementary environment of fifth grade were initially addressed in what has been the teaching of English at the headquarters of San Judas Tadeo were based on the results obtained with the application of a structured semi-interview with students to through two groups which was considered between the main teacher and the student researchers of UCEVA the problem of the group was detected in general in the development of writing skills. This criterion is derived from the concept of the group teacher through routine classroom assessments of the level of writing students have in fifth grade.

A general analysis of the problems of teaching English in Colombia focused on writing skill was carried out to identify and associate the difficulties in a more general way and to be able to give a more comprehensive approach to the aspect of the skills suggested by MinEducation. In this regard it is stated that Colombia according to La Academia Internacional Education First (EF) conducted an evaluative study on English proficiency, and concluded in 2021, the level of performance increased by 17 points from a lower level in 2020 to a low level. In the same report, Colombia in Latin America is ranked 17th out of 20 countries evaluated.

In relation to this situation, there are many factors that lead to low levels of English learning in Colombia. In consideration of Castaño (2020) in a research project coordinated by Javeriana University found a problematic principle: the low command of the language by most teachers who teach English in both elementary and high schools, not so much because they do not speak it well, but because of methodological deficiencies in teaching that externalize the absence of correct use of ludic strategies as didactics in the classroom (p. 16); in many educational institutions teaching of English is an area that has more for the fulfillment of a legal norm than for reaching competences (p.17) and finally, the National Bilingualism Programme lacks a strong component that contributes to the construction of a responsible

bilingual culture in the country, since monolingualism predominates and its application in most areas of daily life, limiting the possibility of interaction in both companies and academic training establishments (p. 17). From these perspectives, the following question is posed for the development of the research, which covers the problem of writing skills as one of the essential components in the process of learning:

1.2.1 Research question

How to develop English writing skills in fifth-grade students through the use of ludic strategies?

1.3 Rationale

The importance and necessity the implementing and dynamizing the use of ludic strategies in the teaching of English for the development of writing skills in students since in today's society learning this language has become a necessity to promote communication at a global level, besides that it leads children to the development of its cognitive dimension because it contributes to better attention as to increase memory (UNIR, 2019). For this reason, it is important in the teaching process by the teacher to motivate students in early learning of this language, where ludic strategies in the classroom as a didactic and methodological element play a fundamental role in the initial and subsequent construction of the learning processes, reviews Montessori "The brain develops with stimulation, and play provides part of that stimulation. The child must be observed in his environment to adapt the teachings to his development" (Quoted Paredes, 2019. p.29).

It is presented in the fifth grade of the headquarters San Judas Tadeo that have different problems of a methodological type, since the institution has not yet defined a specific pedagogical model for the teaching of English, because it does not have teachers specialized in the area, students in each grade receive an education without parameters of institutional identity and that they obey what individually each teacher considers as teaching English, Therefore, the aim of the project at the institutional level is to provide a methodological contribution of impact on the didactic dimension.

With the use of information and communication technologies as a didactic resource to implement ludic actions, students can increase their motivation and facilitate their learning, through different strategies and learning styles, In order to begin to identify the initial level of the fifth grade compared to

the development of the written skill of English in relation to the minimum and basic competencies, previous knowledge was taken into account, the information acquired in the semi-structured interview with the students, the minutes of evaluation of the subject, the academic reports; the notes they have in their notebooks and the behaviors observed in class.

The general level identified in the diagnosis resulted in that 100% of students with regard to English have wrong knowledge since they do not coexist continuously with this language and the hourly intensity of classes in the educational venue is only one hour a week and not on a regular basis; also that institutionally is not handled a unified didactic process.

Through this, it is proposed as an intervention action in the classroom a didactic sequence with ludic strategies for their learning, leading the student to have a greater familiarity with the language, to enable it to access the implementation of the proposed objectives and performance indicators at the national and institutional levels based on the suggestions in the Curriculum Guidelines of the Ministry of National Education in Foreign Languages (2004) the Basic Foreign Language Competence Standards (2020) and the IECV Institutional Area Plan for the 2022 academic year; also achieve a state of motivation and commitment in students that encourage them to enhance their abilities and improve their written skills in general English learning.

In this respect, the Basic Foreign Language Proficiency Standards (2006) set out the following reasons why this language must be taught and learned:

It is a strategic communication tool in various areas of human development.

It encourages the student to open his mind, accept and understand new cultures and promote exchange between different societies.

Allows access to scholarships and internships outside the country. It is very important that young Colombians can take advantage, on an equal footing, of the educational opportunities offered abroad that require specific levels of performance in English.

It offers greater and better job opportunities.

It facilitates the exchange of knowledge and experience with other countries whose official language is different from English because it allows communication through a common and widespread language (p. 9).

Based on these considerations, the IECV recognizes the need to implement the teaching of English according to its resources, but it is recognized institutionally, that in this respect there is a deficiency, which is currently being faced to bring children into learning that actually has the right impact according to the technical, scientific and social demands of the moment.

Within the considerations that validate the project, identified as a social contribution the cultural inefficiency that is given within the IECV community in the assessment and importance for new generations means a good learning of English and its incorporation into their daily life is useful in the use and application of new technologies in the use of computers, social networks, cell phones and use of different applications are currently available to fifth-grade students.

As contribution to the educational institution within the project is located in the didactics of teaching English within the classroom from the implementation of permanent and coherent recreational actions to the contents given in class through different practices, which ensure states of motivation among students to access meaningful learning.

Additionally, the Project seeks to contribute to the theoretical construction of the problem and the factors possesses, to establish a theoretical point of view of the use of ludic strategies as a resource for the development of writing skills, through inputs based on the project context, which in turn can be used to adapt and apply to in different contexts as a clear theoretical reference and conscious being part of a guideline of projects based on teaching and learning writing in English by using ludic strategies as a teaching resource in the classroom.

1.4 Objectives

The objectives are based on the structural and elementary theme of the problem such as the development of written skills and from the implementation of recreational activities as a didactic resource to achieve in fifth grade students of the IECV headquarters San Judas Tadeo.

1.4.1 General

Develop the written skills in the fifth grade of elementary school headquarters San Judas Tadeo of the IECV using ludic strategies.

1.4.2 Specifics

Identify the writing skill status of fifth grade students as a starting point for appropriate classroom practices.

Design ludic strategies for the development of writing skills in fifth grade students in English.

Implement ludic activities in strengthening English writing skills in fifth grade students.

Analyze the development of writing skills in the fifth grade through interventions in the classroom through ludic strategies.

In short, these objectives are created from a given process over time and in the priority of what is sought from the development and approach of the problem, so we start from the diagnosis to identify the state of the group against the mastery of English in the skills of their writing, also to have indicators in the way and way of designing the ludic strategies.

Chapter 2: Reference framework

For the theoretical and epistemological foundation of the different contents the research requires, six international and six national backgrounds were collected which were used to know other alternatives that were had in relation to the work. The theoretical framework is designed according to theories of significant learning and principles of didactic strategies for teaching English.

2.1 Backgrounds

From the compulsory nature of the teaching of a foreign language by educational institutions in Colombia in the elementary cycle (General Education Law, 1994) increased research into ways of approaching the teaching process of learning this subject in the early years of schooling, especially from didactics and pedagogy; that have gradually enriched the work of teachers in their teaching processes for effective student learning.

For this reason, there are countless works both at international and national level that share experiences to benefit the different teaching processes learning a language such as English. After reading and analyzing works and research recognized by higher education institutions and endorsed by the educational authorities of their respective countries, as well as accepted and published in indexed journals that guarantee the ethics of intellectual production. and that within its contents there are contributions that contribute to the strengthening and construction of this work for the development of writing skills in English from the perspective of teaching in the classroom both in the didactic dimension, pedagogical and methodological and in the involvement of cognitive development and its relationship with learning.

2.1.1 International backgrounds

The first reference was of vital importance in the body of work is the reading, analysis and conceptual selection of the document Common European Framework of Reference for Languages (CEFR, 2021): Learning, teaching, assessment; which is a work intended to serve as an international standard for measuring the level of comprehension and oral and written expression of a foreign language.

This document was as a source of reference to structure the construction of interviews that apply to fifth grade students, carrying out the necessary adaptations and adjusted to the environment of the group in relation to what has been until now the writing in the English classes for the children of fifth grade of the IECV, headquarters San Judas Tadeo. Another useful contribution of this document is related to the strengthening of the social and scientific meaning that the teaching of English has for communities, in this sense the document states:

Knowledge, perception and understanding of the relationship between the "*world of origin*" and "*world of the community under study*" (distinctive similarities and differences) produce an intercultural awareness, which naturally includes awareness of regional and social diversity in both worlds, which is enriched by the awareness of a wider number of cultures than that of the mother tongue and the foreign language, which helps to place both in context (p. 101).

This citation identifies the perception of a language from two contexts, the first part of the particular and specific conditions of each region or individual and the second from the universal meanings and cultural connotations of a foreign language. This approach concludes the need to place the specific conditions that fifth-grade students currently have to learn English and their connection or relationship with EMCER considerations in their standards and requirements within the level considered for the characteristics of the target group.

Graphic 1

English level in Colombia according to the Common European Framework Reference for Languages

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Source: Mineducación, 2021.

Throughout this document, it is an implicit message that one of the shortcomings in the teaching of English in elementary schools it does not focus on bilingual training, as their teaching is limited to one hour of weekly school hours and does not extend to other areas of the compulsory curriculum, which translates into a child's relationship with sporadic English, also, training does not generate a permanent coexistence with the second language. This aspect serves to give the project an institutional recommendation to start a more comprehensive look at the teaching of English in the IECV for future school years, which can be achieved by linking a project that allows the integration of English into other areas of the curriculum.

To structure the methodology based on recreational activities in the classroom on a continuous basis, the work presented by Hernández (2014) to the Complutense University of Madrid entitled: B-learning was considered as a methodological strategy to improve the teaching process-learning of English students in the blended mode of the specialized language department of the Technical University of Ambato; which uses a qualitative methodology and in which different alternatives are given in the way of approaching the learning of English. In this sense, the author considers that one of the most useful methodological resources in the classroom is the cooperative work that the teacher can coordinate and manage with the students, in this respect the author states:

Cooperative learning of a distributive nature involves a division of labour among the participants in the group. In E-Ling, the purpose sought with cooperative learning is the "informative communication" of linguistic issues, organizing, updating and sharing knowledge to achieve as a final result the generation of new knowledge. In relation to collaborative learning, the principle governing E-Ling is to foster positive interdependence among students so that together they discuss a topic, analyze it and draw their own conclusions activating cognitive mechanisms of internalization of knowledge (p.132).

This implies, although it is applied to students in higher education, it is possible to evaluate the high significance of the use of a methodology that must fit the contexts of the students and not to use methods that sometimes present difficulties in using some resources that do not guarantee that all students have them, and especially in the IEDV, headquarters of San Judas Tadeo where the community is of scarce economic resources.

A very enriching work to value the didactic processes in the teaching of English is the one designed by Madrid, D (2011) of the University of Granada identified as teaching materials for the teaching of English in education sciences where it offers different options to dynamize recreational activities. It describes different arguments against the positive results of properly applying the use of teaching materials for teaching English such as: it brings students closer to the reality of what they want to teach; it motivates teaching and learning; whether the material is relevant and used appropriately; facilitates the learning of concepts, the development of procedures and strategies, and the formation of attitudes and values related to what is taught and learned; represents and illustrates; intuitively, what is explained verbally to facilitate their teaching and learning and contributes to a better fixation of learning (pp. 214-220).

Now, considering the differences between the English and Spanish languages, considers González (2018) in his work *Analysis of the methods of teaching English and Spanish*, directed by the University of La Laguna, that through a participatory action methodology it is considered essential for the objective approach of the child to the assessment of a second language the projection and observation made by the main teacher in the classroom about the importance of English in formal educational settings, which prevents students from taking learning outside practical and motivating contexts, Therefore, a great dynamism of the teacher is required in knowing how to plan the didactic strategies that comply and guarantee simultaneously both the ludic aspect a a really useful learning is projected in the whole process that is lived in the classroom.

Therefore from this research, for the work in the IECV, are incorporated as didactic principles to encourage students in the proper development of their skills in writing English aspects such as: a prior analysis of the contents to be taught and the selection in the elaboration and application of the didactic strategies in such a way that they are direct to the objectives proposed by the teacher in the classroom; evaluate the results at the level of the impact on children's motivation, which is reflected in the participation and attention in class.

Guide the meaning of the ludic dimension in the teaching of English to students of elementary education was identified by Chumaña & Llano (2018) in the project Recreational activities in the learning of the English language supervised by the University of Ecuador, analysis of how the teacher can associate the interests of the students with the contents from a perception of liking for what is learned because in the authors' view it is not easy to teach English to a community where most of the time they are far from English including the school itself; so it is important to circumvent that obstacle to associate both English and Spanish within the classroom, identifying what most pleases the students of their own environments, such as music, sport, their idols and even the use of technological devices that alternate words of both languages. It is from the approach of this research not to bring into the classroom concepts that are insignificant for students; but to access this type of work, The teacher must have a broad knowledge of the language in all aspects and above all understand how to handle the error in class and turn it at the same time into a starting point to qualify the learnings, in other words, have a correct handling didactic in the teaching of English.

For proper didactic orientation, readings of documents were made about what is meant by the development of writing skills, where Martínez (2017) in his texts entitled Read, writing and discovering from the International Reading Association incorporates grammatical elements with simple strategies and techniques that in the classroom can help facilitate the teaching and learning of English from an early age to build a solid knowledge and structured to make it easier for students to learn aspects of English with a greater degree of complexity.

From this work, emphasis is placed on the role of the teacher in the proper selection of contents so grammatical concepts do not become something misunderstood and do not encourage the work process in the classroom.

2.1.2 National backgrounds

For success in teaching students, it is important to consider and define the didactics and pedagogical sense to manage in the classroom. Regarding this aspect, the didactic dimension for teaching English is not yet defined in the IECV, it is under construction (PEI, 2021).

Therefore, the need arises to value and place the meaning of didactics as an appropriate and necessary way to achieve meaningful learning in any subject. Salamanca and Ramírez (2020) in their work *From general didactics to didactics of the English language as a foreign language*; make an interesting dissertation that allows an epistemological localization to the teacher to establish assertive teaching according to the needs and characteristics of specific environments, where universal demands are identified and recognized in the connotation of English according to the group or degree that is handled and related to the characteristics of a regional context. They consider that in teaching and learning processes a triangle is established between the student, the knowledge, and the teacher, where it is fundamental:

As for knowledge, it is necessary to take into account, in order to define the contents of teaching, the state of knowledge at the time in question must be recognized, as well as the institutional objectives. In the relationship of this knowledge with the students, it is opportune to know from them their vision of the knowledge-student relationship, their social practices, their cognitive development, pre-tasks, motivations, and spontaneous representations. (p. 45).

In the web page "Colombia Aprende" with the support of the MinEducacion is published the work of Redondo and Guzmán (2010) which is directed to the program of "Acceleration in Learning" and presents a diagram loaded with images and texts with an excellent visual and conceptual richness, where order and dosage are identified in the complexity of the concepts to be taught. The document uses

different elements for teaching work in the classroom, serves to have parameters in the design to plan interventions in the classroom, and motivates students in learning English. It is also a resource of free use as long as the copyright is recognized, so at the level of work on the Internet when technological conditions allow it can be used.

A very illustrative work done by Urbano y Villota (2017) identified The importance of designing and using teaching materials to learn English in low-income public schools, under the direction of the University of Nariño which conducts a study on how to build teaching materials for the teaching of English in schools that have low-income communities and that do not have a direct relationship with English using a methodology quantitative; in this regard, the authors state:

Teaching materials can be used as a guide to create, and design resources also are more in line with the needs of the students and the objectives that the teacher establishes for his class, thus allowing to address different skills, As Nérici says (1973, cited in Madrid, 2001), the didactic material aims to take students to work, research, discover and build. This is how its functional and dynamic aspect is evidenced, which contributes to enriching the learning experience, bringing it closer to reality, and generating opportunities to act (p. 42).

The construction of materials for the teaching of English with the participation of the student generates many situations that lead to better learning, an exchange of experiences, and above all the way to build and share new knowledge.

To have a broad view of the meaning of the motivation of learning English in fifth-grade elementary, an extensive analysis was made of the document Motivation in Learning English through the Project Work of Seventh-Grade Students of an Institution

Official Educational of Cali; as a project of a degree of Sanchez (2015) and advised by the University ICESI of Cali and applied in the same city through a qualitative methodology, where the state of motivation that must be built from the teacher and the student is valued, jointly recognizing their

difficulties and strengths. This is demonstrated by the work on the importance of the use of technological inputs that are available and do not necessarily have to be of the last generation. Considering that the IECV has some technological resources in the headquarters San Judas Tadeo these were used in the use of games and also of its construction. The following approach highlights the importance of technology in learning English:

One of the most important aspects in the knowledge and technology society is the role of educators in the inclusion and use of these tools since they are the main key to incorporating this resource into the pedagogical work of educational institutions, which should be focused on new ways of accessing and building knowledge. The immersion of information and communication technologies in education opens a debate against the way in which it should be taught properly in school, where new methods of communication and work should be used that allow the innovation of learning. As Solomon puts it (quoted in Begoña Gros, 2004). "What is technologically possible is implemented and becomes desirable". (p. 38).

It was vital to the research carried out by León (2018) Teaching English from the integrated learning of contents and foreign languages, under the direction of the Universidad Libre de Colombia from a mixed methodology, on how to make the teaching of English in any aspect a process of integration with any subject, which served the work for the planning of classroom interventions in recreational activities. Bearing in mind that the development of writing skills in children should not be carried out in isolation, it is important to make it integral through an assessment and significance in the epistemic and didactic importance of classroom practices, which allowed a wide exercise of reflection in this regard the authors affirm:

Classroom practices are those that occur in the interaction of the teacher with the student to reach a formative objective, from this point of view is a social practice; however, this interaction is

given by the guidelines contributed teacher himself, therefore it is necessary to observe the beliefs, habits, and experiences of the teacher as a subject that generates such practices (p. 65).

Taking into account the innumerable connotations have for the teaching of English and to make a better fixation on the didactic processes, from ludic criteria knowing other positions; a reading was made to the proposal of Álvarez and Bados (2018) in his work *Conceptions and methods of teachers in teaching the communicative competence of English in four educational institutions of Tuluá, Valle*. The emphasis in this work is placed on analyzing teachers' conceptions of English teaching methods versus national quality benchmarks (p.13) which are presented in the Curriculum Guidelines for the teaching of English and share the following hypothesis negatively affects the learning of students' communication processes:

Teachers do not follow the same method, on the contrary, they prefer to combine them or in their effect design, didactic strategies allow the appropriation of the communicative skills of the English language, however, it is important to note that the least worked communicative skill is writing since it is reduced in translation exercises but not in textual production, that is, in the observed classroom practices no written compositions were found elaborated and thought by the students themselves (p.12).

From this approach, we deepened the implementation of the Didactic Unit writing activities within a family context, but avoiding fragmented and incoherent work in the use of words, which can even generate in student's spaces of boredom and demotivation

Chart 2

Background

	Work	Authors	Contributions	Date
	Common European framework of references for languages. (Document).	English Language Assessment. Cambridge	Identification of basic curriculum content for teaching English.	2021

	<p>Establish basic general criteria for teaching English in educational institutions.</p> <p>B-learning as a methodological strategy to improve the Teaching-learning students of English. (Degree work)</p> <p>Improve students' level of learning in the English language from universal benchmarks</p>	Hernández, Elsa. Universidad Complutense de Madrid.	Methodology for teaching writing. Cooperative learning.	2014
	<p>Teaching materials for teaching English in education sciences. (Degree work).</p> <p>Design teaching materials appropriate and consistent to the contents to be taught for a good learning of English.</p>	Madrid, Daniel. Universidad de Granada.	Development of teaching materials. Proper orientation of recreational activities.	2011
	<p>Analysis of teaching methods in English and Spanish. (Degree work).</p> <p>Appropriate methodological processes guarantee the Hispanic student a meaningful learning in the scope of the competences.</p>	González, Dania. Universidad de la Laguna. España	Assessment and importance of learning English in Spanish speaking children,	2018
	<p>Leisure activities in the learning of English as a foreign language: an exploratory study. (Grade 9 Degree work).</p> <p>Value ludic strategies as an impact didactic resource in English learning.</p>	Chumana, Janneth & Llano, Gladiz. Universidad del Ecuador	Selection of teaching strategies	2011
	<p>The development of reading and writing skills in English as a foreign language. (Article indexed)</p> <p>Integrate reading and writing alternately in an interdisciplinary way in the teaching of English.</p>	Martínez, Oscar. Revista Electrónica Leer, Escribir y Descubrir.	The meaning of writing in English for children.	2017
NATIONAL	<p>From general didactics to didactics of the English language as a foreign language. (Degree work).</p>	Salamanca, Carolina & Ramírez, Sonia. Universidad Surcolombiana.	The assessment and meaning of didactics in the teaching of English.	2020

<p>To evaluate the didactic processes in the teaching of English.</p>			2015
<p>Educational Model Project: Acceleration of Learning: I Like English. (Degree work) Implement teaching processes according to the complexity of the basic concepts given in the classroom.</p>	<p>Redondo, Javier & Guzmán, Catalina. Colombia Aprende</p>	<p>Conceptual order and dosage in the complexity of content in English.</p>	2015
<p>The importance of materials design and use learning of English in public English schools low resources. (Degree Work). Know different ways to create teaching materials to use in the classroom for teaching English</p>	<p>Urbano. María & Rodríguez Paola. Universidad de Nariño.</p>	<p>Appropriate use of teaching materials.</p>	2017
<p>Motivation in Learning English through Work by Projects of Seventh-Grade Students of an Institution Educativa Oficial de Cali. (Degree work). Implement levels of motivation appropriate to the contexts and interests of students in the English language.</p>	<p>Sánchez, Marlín. Universidad ICESI Cali.</p>	<p>How to work as a team in the classroom for learning English through a technological resource.</p>	2015
<p>Teaching English from the integrated learning of foreign contents and languages. Bogotá. (Degree work). Integrate the teaching of English to different curricular contents.</p>	<p>León, Elba Consuelo</p>	<p>Integrate the teaching of English into other curricular subjects.</p>	2018
<p>Conceptions and methods of the teachers in the teaching of the communicative competence of English in four educational institutions of Tuluá. (Degree work). To know the different methodological concepts used by teachers in the teaching of English in the educational institutions of Tuluá.</p>	<p>Álvarez, Stephanie y Bados, Jakeline.</p>	<p>Didactic processes to dynamize communication processes.</p>	2018

Source: Researchers.

2.2 Theoretical framework

The research topic requires the theoretical understanding of different concepts, from two perspectives; first, in the epistemic meanings they have for science, in particular for pedagogy and didactics as structural constructs allow teaching-learning in any field; the second depending on the specific contexts and environments that meet its applicability.

The structural criteria are addressed and described, first presenting the conception of English as the largest compulsory education subject in basic education in Colombia, following the Curriculum Guidelines of the Ministry of Education in Colombia. In this sense, the Basic Standards of Competence in Foreign Languages present to the educational community of the country the following criteria:

In the Colombian context and for the scope of this proposal, English has the character of a foreign language. Given its importance as a universal language, the Ministry of Education has established within its policy to improve the quality of teaching of English, allowing better levels of performance in this language. Thus, it is intended that students upon graduation from the school system, reach a level of proficiency in English B1 (Pre-intermediate. p. 5)

Of course, these processes of improvement considered State policy must be complemented by plans, projects and classroom work proposed in educational institutions and which must be included as educational policies within the PEI.

In the case of the IECV and according to its area plan, the work to be done in fifth grade for the development of English writing skills has been established as a didactic resource the ludic strategies in the classroom. Play is a very familiar concept in school and sports institutions, but it is appropriate to place it from the meanings of its participation in teaching processes, such as its effect and impact on learning outcomes in students (p.34).

In the past, ludic strategies have been integrated into the school educational process, especially to educate children and make the time spent in school classrooms enjoyable. But the situation that has generated different concepts and hypotheses is not in itself ludic as such, but how the activities are selected, built, and applied in a way that generates and guarantees to learn in students through them. In

this sense, UNICEF (2018), publishes an article highlighting the importance of play in children's education for their learning and recommends that teachers and educational institutions use play to achieve success in different teaching processes, but must be previously planned, ordered, and related to the programmed curriculum contents. There are two fundamental aspects: the interests of minors and their cognitive development. It is thus understood that it is not a question of making games arbitrarily, but of those that allow learning that requires curricular programming.

ludic is defined (Chacón, 2011) " all those pleasant and pleasant educational activities developed in a ludic environment". This means ludic is directly linked to the concept of recreation and play and therefore, related to its use at an appropriate age, despite this definition, the ludic is not only through play in children, since activities that are not considered games such as group discussions or exercises in class can be a ludic strategy depending on the context in which it is supported (Torres, 2004) "The game is not limited to age, both in its ludic and pedagogical sense. The important thing is to adapt it to the needs, interests, and purposes of the educational level" (p.76). Supporting Torres' position is mentioned that "The game is a pedagogical procedure in itself. The ludic methodology generates pleasant spaces and times, provokes pleasant interactions and situations" (p.78). It is inevitable to associate the concept of ludic with the game, but in reality, the concept of ludic has a wide spectrum of activities, methods, and applications.

The ludic should be mentioned that it is a recent concept from a historical point of view, this began to be used more at the beginning of constructivism in pedagogy, but it is not a concept of constructivism in itself, since throughout history it has been mentioned repeatedly as expressed by Piaget (1973), the ludic assimilates and accommodates the reality of cognitive development in different stages, allowing reality to be understood in itself.

Currently, if traditional classes and practices in the classroom are transformed through ludic supported by a methodology that takes advantage of the characteristics of this, verifying students improve the skill to capture, participate, memorize, and continuously reason their learning, in addition to this it is possible to integrate the interests of the student so that they can implement what they learned in the

classroom in a different context with the skill to identify, capture their attention and internalize the expectations of the student.

To generate ludic processes within the classroom, it is necessary to have a defined didactic strategy that, according to Galician (2016) allows the teacher to find the appropriate ways to achieve the proposed objectives. Didactic strategy means all the material, physical, technological, and human resources interact simultaneously in the classroom and that have been previously evaluated by the teacher to adjust them to their didactic purposes (Curriculum Selection and Evaluation, 2017).

Didactic strategies with a ludic sense have a high impact on learning outcomes, so when designing the teacher must take into account aspects such as the availability of resources required by the activity, the interests and skills of the students, the level of conceptual complexity to manage and above all that the school space allows its development and that the strategy not only remains as planning but as an action that facilitates learning.

In the didactic strategy, in this case, from a ludic dimension, learning environments are added, which are perceived by Rodríguez (2014) as both internal and external conditions that lead to the teaching-learning set having an impact (p.4). Internal conditions are understood as all those aspects that occur within the classroom, where the vital elements for a suitable environment range from the deals between students and teachers, as well as the environmental health conditions that are in the environment, Obviously the moods of teachers and students, are integrated, where the willingness to carry out activities responsibly to achieve results is very important.

Now, both learning environments and classroom practices form a solid whole, which in Castro's opinion (2019) occurs simultaneously throughout the learning-teaching process. All classroom practices involve the work of students and teachers who revolve around a clear and previously defined thematic objective. The quality of classroom practices according to Vásquez and Murillo et al 2020, depends largely on an appropriate process or didactic strategy that makes them relevant and enriching activities compared to what is taught and what should be learned, where motivation levels are decisive for success

of the internship. A strategic part of the practices in the assessment processes takes place within the classroom, which is where students must participate dynamically and not be passive elements.

Considering that the research topic focuses on applying ludic strategies as a didactic resource in the classroom for the development of writing skills in learning English, it is considered that this is achieved according to the pedagogical foundations proposed by Zambrano (2017, cited by Buritica and Cataño, 2018) express they revolve on the management of didactic processes, where the environment in which students are found has a significant change compared to the one traditionally has. Since the activities will always revolve around ludic aspects, which ensures student never loses the desire to learn, then occurs in a change of motivation where you move from a passive state to an active state in the English class.

In the IECV, to approach the ludic strategy as a basic category taking into account theoretical diversity and its complexity in perception, it was classified into subcategories (Chart 3) according to classroom experiences and development of fieldwork; raised from the interests of fifth-grade students of the see San Judas Tadeo. They revolve around seeing ludic strategies as an object of learning through mental, motor, interactive and spontaneous actions as well as recreational objects.

Chart 3

Ludic strategies in fifth-grade

Category	Subcategory	Analysis approach
Learning	Appropriation	Understand the meaning of words from the game
	Relevance	To apply an idea from a playful activity
	Relationship	Uniting ideas with meaning and coherence from different dynamics
Recreational	Originality	Create texts with logical meanings from in-game experiences.
	Socialization	Work sharing, development of group activities.
	Motivating	Obvious desire to learn, for personal interest.
	Creativity	

Source: Researches.

Note: This category was developed from the pedagogical model of the IECV focused on a constructivist pedagogy

In this recognition of the recreational activity as a teaching strategy, the acquisition of knowledge, skill, or skill is associated, in this case, the writing of English in fifth-grade children. In the face of the development of writing skills in English which is recognized as a piece of basic and necessary knowledge in formal education, principles of agreements are given to institutional requirements. In the IECV, the teaching of writing for both Spanish and English is categorized according to the pedagogical and didactic constructivist principles of the research of Ferreiro and Teberosky (2002) which visualize learning the processes of writing as a simultaneous action originating in the learner himself, and not only from formal school instruction (Chart 4).

This is how a process of decoding begins, which consists in learning the recognition of signs and graphs from the identification and relationship of the name of the drawing, but not from the understanding itself. Now, when children begin to associate signs or graphics with more specific meanings, writing is categorized into an interpretive process.

Integrated and with proper handling of decoding is accessed the writing of short texts, but with more complex levels of interpretation is then worked understanding, which is a category that can have different readings from the perspective of students, example; understanding can be given from his own logic and be far removed from the intention of whoever wrote the text. In consideration Rincón (2002) considers that the level of understanding the child has is very important for the teacher since this can become an indicator to know the child's learning skill and especially his level of development in the cognitive dimension, which in turn allows adequate planning in the dosage of the complexity that the contents may have.

Later and already in a greater degree of cognitive development, the categories are the composition or writing and the presentation or aesthetics. The composition denotes aspects such as spelling, the skill of synthesis, and logical development in the approach of ideas; aesthetics refers to legibility, handling of space, use of lowercase capitals, and basic orthographic rules.

It is of vital importance that students during the processes of learning and acquiring their written skills versus learning a foreign language simultaneously develop processes of writing, reading, and understanding, as a didactic recommendation it is necessary that the different elements of communication are given alternately. In this respect Mc. Clelland and Rumelharf (1981) "the subject's mental activation, individual traits, letters, combinations, context, syntax, semantics, themes of the speech, prior knowledge, etc., activate groups of lexical possibilities for meaning or comprehension selection" (Foreign Language Curriculum Guidelines, p.61). From this argument, the classroom practices at the IECV, in the fifth grade were designed with a holistic intention, which would allow students comprehensive learning of English from the development of their scriptural skills.

Continuing with the analyses given to the didactic meanings of scriptural skills, it is essential to give a look at inclusion in the processes of learning English, so its didactic dimension is reviewed in trying to cover other spaces, especially school students there is more familiarity and continuity with the language. Traditionally teaching English is reduced to a few working hours and this is a strong obstacle to good learning. Through recreational actions considers Alcón (2002) that many alternatives can be generated for learning English in the development of writing especially when the fundamental bases of language are being given and should take advantage of the student's own oral discourses to generate written texts own usual mother tongue to bring to English, this familiarity motivates the student and allows him to have more continuity than when unfamiliar terms are used (p.53).

In the implementation of the didactic unit when the teaching was dynamized from ludic strategies, example rounds were taken from the thematic context of the students and served as a motivating element for the improvement of writing in a more familiar environment.

Chart 4

Writing skills

Category	Subcategory	Description
Decoding	Visual identification	

	Transcript	Initial period in which signs, drawings or graphics are related to a name without giving an interpretation. It starts between three and six years old.
Interpreting	Proper significance Linguistic	Space in which the apprentice very superficially gives a very slight meaning to what he writes. It can be considered a mechanical learning.
Understanding	Personal Textual	It appears when the writing of one or more terms is associated by assigning an explanation to what is understood apart from decoding the signs.
Composition	Personal Directed	It is the moment in which several terms are written giving a conceptual priority and logical order to the function of words.
Presentation	Spelling Readability	Basic correct writing according to English standards Clarity and easy identification of graphemes.

Source: Researches.

2.3 Contextual framework

The IECV is an institution made up of seven headquarters, attached and approved by Resolution N° 310-059.309 of 18 June 2008, by the Municipal Education Secretariat of Tuluá (Valle); provides formal education; official, and mixed, at preschool levels, elementary and technical media specializing in Business Administration; with day days, governed by a calendar type "A", with Resolution N° 310-059.320 to award the Academic Baccalaureate degree in the Youth and Adult Education program. The institution has an emphasis on business education and has a full faculty of graduate teachers, as well as master's degrees.

Its social and academic function is reflected and externalized through its mission and vision.

Mission: Through its Humanist - Constructivist pedagogical model, the IECV's mission is to guide students toward their integral formation, emphasizing life projects and the construction of citizenship.

Vision: The IECV will be 2023, recognized at the national level in for its strategies in academic improvement, school coexistence, and citizenship construction.

The fifth-grade students of the IECV of the headquarters in San Judas Tadeo are located in the central sector of the municipality and belong to social stratum one, two, and three according to the policies of classification of the municipal administration, the reason why 60% of them are affiliated to SISBEN (System of Identification of Potential Beneficiaries of Social Programs). They are mobilized within a sector with diverse socio-cultural characteristics in religious, political, sporting, and economic aspects, which generates situations that make the community a diverse and multicultural population in its behaviors. Many of the students have to endure difficulties in basic aspects of food and health since most families suffer the consequences of social phenomena such as unemployment and informal jobs that do not guarantee sufficient income to cover their basic needs. These aspects are reflected in the behavior of students since there are problems in academic performance, attendance, dropout, repetition, and coexistence.

All these conditions do not create a suitable environment for students to familiarize themselves with the teaching of English to acquire the respective competencies, as is not the case in areas such as language, physical education, natural and social sciences where students in one form or another have greater and continuous contact with disciplinary content through the media, family situations, daily experiences with friends, training courses, etc. Some children attend external training in physical and sports activities but do not learn English since they do not have training spaces and the few that exist cannot be paid for by parents.

In relation to English in its social and academic state, three general factors were selected that describe the real situation of the students against this language (Chart 5).

Chart 4

Analysis of students' environment with English

Factor	Description
	Minimum hourly intensity. One hour a week.
	Isolated subject: Not associated with any curriculum area.

Institutional	Academic	Affected by the effects of the pandemic in the school years 2020, 2021 and 2022. Absence of specialized teachers. Lack of unified methodologies at the institutional level. Lack of teacher training in foreign language teaching.
	Materials	Little provision of texts. Little graphic material. There is no production of teaching materials.
	Technology	Lack of software as a teaching resource. Difficulties in using the Internet. Computers are not configured for teaching foreign languages.
Familiar		No family group handles a foreign language. No student intensifies learning a second language outside of school. No student has a preference for learning English. Children do not live in a culturally related environment in a foreign language.
Social		Out-of-school settings show no relationship with a foreign language, particularly English. Public spaces such as hospitals, supermarkets, parks, schools, terminals, and sports fields do not have a bilingual nomenclature that allows children to become familiar with English.

Source: Researches.

Note: The data were extracted from the minutes of meetings of the Board of Directors of the institution (2021).

2.4 Police Framework

By taking a tour of the State policies in Colombia on the teaching of English during the last 20 years and knowing the changes in the teaching of English, you are in the first place, in Colombia the teaching of other languages has received attention for several years; for a long time, the national government tried to present the French and English languages and originated a decree that made compulsory the teaching of French in grades 10 and 11 and English for grades 6 and 7 according to political and economic (Quoted by Mejía, 2014).

In 1982, The English Syllabus was published as a proposal by MineEducación together with the British Council and the Colombo Americano Center to teach English in grades 6-11. The results were not as expected, the main reason being that teachers were neither linguistically nor pedagogically

prepared to take on this challenge (García and García, 2012). Later, in the 1990s, a new plan was implemented for the teaching of English as a foreign language identified as COFE (Colombian Framework for English) for the training of English teachers in the country's universities (Frodden and Correa, 2000). Subsequently, the General Education Act (1994) brought about a major change in the Colombian education system, and on languages, the need to teach a foreign language from elementary basic education was included; Then came the curricular guidelines in foreign languages that sought to implement the provisions of the General Education Law.

In other words, for several years there has been an initiative on the part of MineEducación to develop actions aimed at strengthening and transforming English language learning in Colombia for the coming years. To this end, we can mention the National Bilingualism Programme (PNB, 2004-2019), which carried out actions during the years 2006 and 2010, during which time the Common European Framework of Reference (CERF) was adopted, a document developed by the Council of Europe, which describes the scale of gradual achievement levels a language student is achieving. From the MCER in Colombia, the MEN designated the levels expected to be reached by grade 11 students, demonstrating language skills in each of the qualitative performance categories.

Categories A1 and A2 are basic users, who can communicate mainly in everyday and simple circumstances. On the other hand, it designated category B1 and created category B+ where independent users are located, who can communicate and express themselves in more abstract and complex circumstances. As you can see, the categories B2, C1 or C2 suggested in the Common European Framework are not presented, and this is because only a very small proportion of the student population on average reaches these levels.

The main objective of MineEducación was to adopt levels as specific targets for the different populations of the educational system and also to design guide 22; Standards for the development of foreign language skills: English (MineEducación 2006) for basic and high education. With these standards, the National Bilingualism Plan (PNB) proposed training initiatives for 4,300 teachers for the

years 2004-2019, and above all established the minimum skills that a student of basic and secondary education must develop when learning English as a foreign language (García and García, 2012).

This effort was reflected in the growing interest on the part of institutions in implementing improvement plans, and in the bets that were consolidated in recent years to improve English skills at the regional level by the various education secretariats. Considering also that the English language need not be the only foreign language taught in Colombia, the MineEducación published the Bilingualism Act (Law 1651 of 2013) of Article 21 of Law 115, and the development of conversation, reading, and writing skills in at least one foreign language was determined, and teachers were instructed to teach themselves as independent skills.

The current Colombia Bilingüe program (2014-2018) aims to generate actions on different fronts: in-service teacher training, incentive plans, diagnosis of proficiency in the language, and delivery of teaching materials to students from institutions linked to the project in the education secretariats. Thus, in 2016 some modifications were socialized and the Basic Learning Rights (DBA) and the New Curricular Guidelines for the teaching of the English language in Colombia were presented. All these actions are designed to achieve a consensus on the quality of education in the language and a conceptual horizon of curricular plans, and become a mandatory reference point for all elementary and high education institutions and therefore, for institutions that train teachers of this language in the country.

In the current academic year 2022, the IECV is in a transitional stage compared to how to adapt and implement the bilingual policies proposed by Mineducación, this is due to different aspects that have not allowed its full development as the effects of the Covi pandemic 19, lack of teachers with the given training and absence of a bilingual room.

Chapter 3: Methodological design

In the selection and construction of the methodology, the characteristics of the socio-cultural environment of the educational community were taken into consideration based on the sample with which the project was developed and the theoretical constructs of Hernández et al, (2014) which allows for describing objectively the results throughout the work, in this case, and specifically what refers to the ten classroom experiences.

3.1 Approach

The methodology used has a qualitative approach, with a descriptive process, since a sample of 27 students of grade 5 of the IECV was taken, to which a semi-structured interview was applied to have the initial information and as fieldwork ten interventions were made in the classroom from the design of a teaching unit. Thus, a broad and necessary knowledge of the subject of study was obtained to understand it comprehensively, taking into account that the students participated directly in the whole process of work in the classroom. Hernández et al, (2014), propose that "qualitative studies can develop questions and hypotheses before, during or after data collection and analysis" (p. 7), which leads to the whole process having a qualitative control.

3.2 Scope

It is intended that, through the methodology used, in this case, descriptive type, the necessary information is obtained to plan and organize in a coherent way the different class activities by means of ludic actions in such a way as to achieve the general objective set against the skills of writing. Likewise, to be able to carry out qualitative analyses of the results at the end of the experience of each of the interventions in class denoting the results achieved in relation to the problem posed. This allows you to sort information at the initial and final stages, to describe the results obtained by identifying the aspects of greatest impact on the writing skills in English by fifth-grade students of the San Judas Tadeo headquarters of the IECV.

3.3 Sample

Considering the conditions of the environment of the San Judas Tadeo Headquarters of the IECV, and the institutional requirements, it was taken as a sample to all the fifth-grade students of the morning day, without considering any selection criteria except that they were in the fifth grade of elementary school. students are 26, equivalent to 9.3% of the students in the headquarters, of which 14 are male (53% of the sample) and 12 are female (47% of the sample). None of the members present conditions that require a type of special education, either for cognitive deficiencies, cultural characteristics, or a superlative level of development in the cognitive dimension.

3.4 Instruments

Consequently, the research encompasses data collection through direct observation of students' work in the classroom by researchers, the construction and application of a direct interview with the main teacher, and a semi-structured interview with students in focus groups to establish an initial diagnosis that serves as a reference to a final situation achieved, that evidences the positive or negative impact of the implications of the didactic strategies in the development of the writing of the English in the fifth grade of elementary school students Sede San Judas Tadeo of the IECV.

The interview with the teacher was of ten open questions and previous written consent was given by the principal of the institution, was performed verbally, and was recorded in his presence. Each of the questions had a direct relation with their experience in the area of English in their teaching processes and had a qualitative evaluation.

The semi-structured interview was applied to the sample using the focus group technique. A total of five questions were asked openly. Each of them was presented with a qualitative analysis and a percentage record represented graphically through the Excel application.

3.5 Implementation

The research, being of a qualitative nature, facilitates the analysis of how the conditions of the students in the acquisition and improvement of the writing of English from its beginnings are given both in the family and in school. The possibility of having a qualitative cut makes the research a flexible and active action, which requires attention, analysis, and interpretation from the data obtained, establishing the necessary relationships between the information acquired and the previous criteria proposed by the researcher, according to Hernández et al, (2014).

Chart 5

Timeline

Activity	Description
Selection of the topic to investigate	Analysis of the needs of the CVI context in relation to the academic and curricular dimension.
Presentation of the research to the UCV and the IECV.	Meeting with the UCV advisor. Socialization with the IECV community.
Thematic development: bibliographic consultations, selection of backgrounds, theoretical references, and methodology to use.	Consultation of electronic and physical texts. Epistemological analysis with advice from UCEVA. Instrument building.
Design of applied instruments: interviews and field diaries.	Direct open questions were asked and a semi-structured interview was applied to the sample.
Initial knowledge diagnosis to the sample about its relationship with learning English.	The initial instrument was applied and the respective analysis was performed qualitatively.
Socialization of advances to the UCV in the theoretical and practical development of research	First cut Proposals, considerations and adjustments between students and UCEVA evaluators
	Second cut Proposals, considerations and adjustments between students and UCEVA evaluators
	Third cut Proposals, considerations and adjustments between students and UCEVA evaluators
Classroom practices (10 sessions)	Curricular contents to be applied according to the development of written skills. Application of

didactic strategies in the classroom as a didactic resource.

Presentation of final document in written form and maintenance at EUV.

Evaluation of the jury and certification by UCEVA.

Source: Researches.

3.6 Procedure

The relationship between the topic worked and the methodology used in class requires that the information be classified into categories identified openly (Corvin and Strauuss, 1998) to give a conceptual analysis to each of them throughout the process on the deficiencies, virtues, and levels of writing in students, which are sorted according to the information through analysis matrices with their respective performance indicators according to the purposes to be taught.

These categories are given from the results of the information obtained, activities, and performance of the students in the English classes in fifth-grade headquarters San Judas Tadeo of the IECV regarding the processes given within the development of writing skills. This identification starts from obtaining the results of a previous examination in diagnostic quality in the group, on the development of writing skills during the application of the teaching unit. The motivational state of the group is conceptualized by the teachers of the project from the observations made in class by the behaviors, commitment, and participation in class reflected in how they develop exercises, tasks, etc.

Another category to consider is the state of progress students have in their writing skills compared to initial identification, in aspects such as readability, spelling, and grammar in writing short texts.

Due to the characteristics of this type of research, the hypotheses that arise during the development of experiences in the classroom originate from the behaviors of students, and teachers in the management, transmission, and assimilation of content, pedagogical or didactic obstacles, and in general any situation allows raising a doubt or assessment of the given processes.

The analyses of each category are done in a descriptive way, where the general conclusions of the group are drawn regarding the teaching and learning of English in the advances of written skills, from the initial stage to the end of the experience to validate the research.

Both the diagnostic instruments of the initial state of the fifth grade and the final results (Chart 6) allow identifying the objectives, techniques, and information collection of the entire sequence of work in the classroom.

Chart 6

General outline of the procedure

General objective				
Develop the written skills in the fifth grade of elementary school headquarters San Judas Tadeo of the IECV using ludic strategies				
Specific objectives	1. Identifying learning performance in writing skills in fifth-grade students Semi-structured teacher interview, semi-structured student interview Observation of material written by students.	2. Design ludic strategies for the development of writing skills in fifth-grade students in English	3. Implement ludic activities in strengthening English writing skills in fifth-grade students	4. Analyze the development of writing skills in the fifth grade through classroom interventions through ludic strategies
Techniques	Semi-structured teacher interview, semi-structured student interview Observation of written material by students.	Background check content application	Assessment of the development of writing skills in students	Analysis of results by categories based on documentary analysis.
Data collection instruments	The semi-structured teacher interview guide (taken from BENMAC) Semi-structured student interview guide designed by Monterey Tech)	Databases International and national classification of background	Observation journals photographic record	analysis matrix by category

Writing skill
assessment rubric.

Application of instruments	Initial identification of the status of fifth-grade writing skills is made	A didactic sequence was designed using ludic strategies for the development of written skills.	The didactic sequence was applied through ten interventions to fifth-grade students	The category analysis matrix was used to assess and analyze the results
-----------------------------------	--	--	---	---

Source: Researchers

Note: The whole description revolves around a qualitative descriptive methodology (2022).

The methodology used in classroom practices is based on the recommendations given in the Foreign Language Curriculum Guidelines (2000), which in their initial part consider that:

Learning is a process of building cognitive, affective, and social capacities that allow students to be recognized as persons endowed with developing intelligence and personality. Educational interventions should therefore be designed in terms of capacity building (p. 13).

Therefore, all the methodology given in the classroom for the development of the learning process is based on the assessment of the learning skills and conditions that students manifest in their different ways of capturing their learning, properly assessed by teachers.

Bruner et al, (1991) propose four principles of learning: meaning, social context, relationships between language processes, and the particularity and interests of the human being, and affirm this is achieved through active, collaborative, and reflective participation; conditions that can be applied in any methodology. for the teaching of a foreign language.

In the correct application of any methodology, it must be considered that language is integral and not fragmented or isolated from a context, which obeys a social reality, since when it lacks meaning it

loses interest and becomes irrelevant. In addition, there are factors such as fear, distress, pain, confusion, and pressure that must be well handled by the teacher in class.

Already in the disciplinary part and specifically has a methodological process for a practice of twenty hours of class for writing skills applied in two sessions for the development and implementation of writing, two for audio and listening practices depending on attention, capture, and understanding, two textual production sessions and finally two reinforcement sessions. In the two reinforcement sessions, the group was organized according to the level of understanding evidenced in the students, emphasizing the reinforcement activities for the students who had more difficulties in learning.

Chart 7

Schedule of didactic sequences

Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10
Vocabulary I	2									
Vocabulary II		2								
To be I			2							
To be II				2						
Storytelling I					2					
Storytelling II						2				
Grammar I							2			
Grammar II								2		
Mechanics I									2	
Mechanics II										2

Source: Researchers

The general structure was based on the theory of acquiring a second language (SLA) which suggests teaching it in an integrated way according to the starting levels identified in the target group of teaching since it promotes structurally the learning of contents developing metacognitive strategies that facilitate the development of the new language in the student, adding all actions must be mediated by ludic activities, taking into account the age of the students, since for better development of attention the game is a very valuable resource to achieve learning. It should be borne in mind that recreational activities should always be associated with specific learning previously planned, it is also recognized that,

although the play is the most ludic for a student there are ways to present ludic actions without necessarily being a game, for example of them is when they paint or perform crafts.

It is essential in classroom work to give high value to the way of establishing dialogue, in the way of leading the class, assuming instruction, understanding and helping the child who is presenting difficulties in the levels of understanding, in knowing how to carry out the evaluation process, which must be addressed continuously and above all formative avoiding judgments and always associated with performance indicators in the classroom, without forgetting that each student can learn but in their own way.

Aspects such as the tone of the teacher's voice, the relationship established with the child, the level of trust for the group, and the control of progress in the development of writing skills are basic for an impact work in the classroom and benefit the students.

Chart 8

Interventions in the classroom

Intervention	Scriptural aspect	Ludic strategy
lets running!	contenido, organización y vocabulario	Yincana
lest go to play pictionary!	Vocabulario y gramática	Competencia de escritura
how do you fell today?	Vocabulario y organización	Dibujo y narrativa escrita
my dream job	Vocabulario y gramática	Narración oral, escrita e ilustrada
my super star family	vocabulario y contenido	Manualidades en papel
delicious	vocabulario, organización, mecánicas	Video foro
she is beautiful and he is handsome	vocabulario, mecánicas y gramática	Redacción de cartas
jumo loudly	Gramática, vocabulario y contenido	Actuación y charadas (adaptadas a escritura)
my bro	Gramática, vocabulario y organización.	juegos de rol
ballons of words	contenido, organización, vocabulario, gramática y mecánicas	Creación de narrativa

Source: Researchers.

3.7 Didactic sequence

Ten didactic sequences were applied as classroom practices, in which writing skills in English were developed in the fifth grade.

Chart 9

First didactic sequence

TOPIC: WORD RUNNING	
LEARNING OBJECTIVES: COMPETENCIES AND STANDARDS:	Create stories through clues. PERFORMANCE INDICATORS:
Listening: I recognize when people talk to me in English and react verbally and nonverbally.	Excellent: the student completely masters the vocabulary and the use of verbs
Reading: I can predict a story based on pictures and familiara keywords.	Outstanding: the student masters the vocabulary and the use of verbs
Writing: I write the name of places and elements that I recognize in a picture.	Acceptable: the student moderately dominates the vocabulary and the use of verbs
Monologue: I mention that I like and dont like with simple phrases.	Insufficient: the student does not master the vocabulary and the use of verbs
CLASS MOMENT / CONCEPTUAL REFERENCES	
INSIDE MY BACKPACK - VOCABULARY	
EXPLORATION	Pencil - Lápiz Notebook - Cuaderno Book- Libro Eraser- Borrador Paper- Papel Ruler- Regla Dictionary- Diccionario Scissor- Tijera Pencil case- Cartuchera Sharpener- Taja lápiz Glue- Pegante Pen- Lapicero File- Carpeta Colored Pencils- Colores
	Bring to me a pencil Bring to me a notebook Bring to me a book Bring to me an eraser Bring to me a paper Bring to me a ruler una Bring to me a dictionary Bring to me a scissor Bring to me a pencil case Bring to me a sharpener Bring to me a glue Bring to me a pen Bring to me a file Bring to me colored pencils

CLASSROOM OBJECTS

A vocabulary review of the class elements was carried out.

STRUCTURING



BRING TO ME A/AN ...

What is the right way?

A
Before a word that begins with a consonant.
Example:
I have **a** dog
I have **a** red bike

AN
Before a word that begins with a vowel.
Example:
I have **an** elephant
You have **an** eraser

Exceptions

1. If the word begins with a silent H is used AN
It was an honor
She is an honest lady
2. If the word begins with a consonant sound used A
I went to a university in Italy
I would like a one-way ticket

VERB TO BE PRESENT SIMPLE

	PERSONA	PRONOMBRE	VERBO TO BE	TRADUCCIÓN
SINGULAR	1ª	I	Am	Yo soy
	2ª	You	Are	Tú eres
	3ª	He She It	Is	Él es Ella es Eso es
PLURAL	1ª	We	Are	Nosotros somos Ustedes son Ellos son
	2ª	You		
	3ª	They		

What does the verb “to be” mean?

It is one of the main verbs in English. The meaning in Spanish of the verb to be is “ser” or “estar”.

The verb to be is the fundamental verb used to indicate the existence of an entity (person, object, abstraction) or to relate an entity to its qualities or characteristics.

BASE FORM

Be ... Is mostly used to form the imperative.

IMPERATIVE OF THE VERB “TO BE”

Example: Be nice with your mother

INFINITIVE OF THE VERB “TO BE”

Example: I like to be in my house.

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

Grammar-translation: This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or ‘classical’ way of learning a language and it’s still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they’re able to translate a number of sentences

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

Vygotsky Sociocultural: In this method Vygotsky’s shows how learning is built up gradually during the early years and with the help of the child’s social context. Lev Vygotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.

TEACHING SECUENCUCENCE

CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
	The teacher will start with a kind and polite greeting in English and will go on to explain and perform the warm-up, after this, the students will be asked to leave the classroom to a place with an open field where they have more freedom to move and at the same time do not lose the comfort of being able to write in their notebooks or sheets. and the teacher so that they can start with a small warm-up activity.		

CLASS CONTEXT	<p>The warm-up will consist of the identification of the elements of the classroom of the class and as these have their name in English with the aim that the professor when saying (bring to me a / an) and when mentioning an element, the students identify and give or show this element to the professor, as an example if the teacher says (bring to me a notebook) the students must identify the meaning of show it to the teacher.</p>	Flashcards board markers	160 minutes
WARM-UP -	<p>The development of the class will begin with a warm-up which has its name bring to me, this activity aims that students can identify vocabulary within the classroom, as an example the teacher will say bring to me a notebook, this activity is done in order to learn vocabulary and observe the participation of students, continuing to explain the activity to be carried out which will be called word running where through groups they must find through clues the sentences and at the end make a story with the sentences seen in class.</p>	notebooks board	40 minutes
CLASS DEVELOPMENT	<p>The teacher explains the activity which will be carried out using clues where the students should look for them in the institution through these, it should be clarified that five clues were written in English.</p> <p>Continuing, the teacher will explain the clues so that they understand and thus acquire more vocabulary in English, the five clues are:</p> <ol style="list-style-type: none"> 1. Where you go when you're thirsty? 2. The largest stand in your living room 3. Score points to learn English 4. What gives more shade ? 5. Reunite with your parents <p>These clues will be taken into account to find the phrases which will be placed in the specific places mentioned.</p>	Clues made by teachers	120 minutes

CLASS ENDING EVALUATION - FINAL DE LA CLASE EVALUACION

The type of evaluation that would be done in this sequence of the class would be formative where the teacher assigns a qualitative grade to the students, important aspects such as the students; learning process would be reflected because they are identifying in the corresponding activities such as the verb to be and Pictionary, making correct use of the verb to be.

At the end of the class, the teacher evaluates the students by carrying out the activities which are:

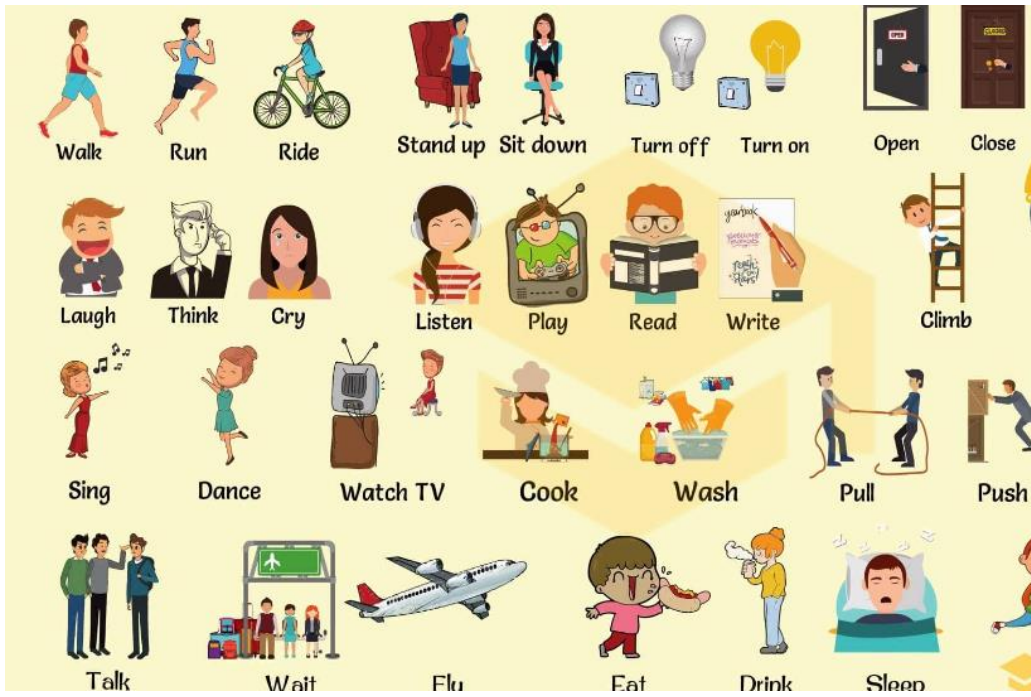
Bring to me and Word running

These activities will be evaluated through the participation and complete completion of the creation of the story according to the clues given, in addition, the promotion of teamwork will be taken into account.

Chart 10

Second didactic sequence

CLASS TOPIC: PICTONARY -ACTION VERBS	
LEARNING OBJECTIVES: Identify the different verb actions and making correct use of the verb to be	
COMPETENCIES AND STANDARDS:	PERFORMANCE INDICATORS:
Listening: I recognize when people talk to me in English and react verbally and nonverbally.	Excellent: the student completely masters the vocabulary and the use of verbs
Reading : I can predict a story based on pictures and familiar keywords.	Outstanding: the student masters the vocabulary and the use of verbs
Writing :I write the name of places and elements that I recognize in a picture.	Acceptable: the student moderately dominates the vocabulary and the use of verbs
Monologue: I mention that I like and dont like with simple phrases.	Insufficient: the student does not master the vocabulary and the use of verbs

CLASS MOMENT / CONCEPTUAL REFERENCES ACTION VERBS- VOCABULARY	
EXPLORATION	FIRST PART
	
	*SECOND PART
	Barber- Barbero Doctor- doctor Teacher- professor

Farmer-Granjero
 Singer-Cantante
 Police officer-Polcia
 Nurse-Enfermera

Only a brief explanation will be made to remind the different professions

STRUCTURING

ACTION VERBS

An action verb can express something that a person, animal or even object can do. To determine if a word is an action verb, look at the sentence and ask yourself if the word shows something someone can do or something someone can be or feel.

Example:

I eat pizza with my friends at school

You run all-day The importance of action verbs

Are used to deliver important information in a sentence and add impact and purpose. These verbs play a vital role in grammar and signals to the reader what action the subject is performing in the sentence.

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

The Grammar Translation

This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences.

Vygotsky's Sociocultural

This method VygVygotskyotsky's shows how learning is built up gradually during the early years and with the help of the child's social context. Lev Vigotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.

TEACHING SECUENCUECE			
CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
CLASS CONTEXT	<p>At the beginning of the class, the teachers will greet the students and, in this way, they will continue with the topic of warm-up, first, the teachers will mention that they should organize the horseshoe messages in a way that this way is a ludic way when doing this. exercise.</p> <p>The warm-up will consist of identifying verbs on flashcards after it is explained, the students must write in their notebooks</p> <p>Note that this dynamic will be called Simon says he knows the verbs</p> <p>For example: Teacher mentions that Simon says jump Students must perform the action that the teacher mentions.</p>	Flashcards board markers notebook	120 minutes
WARM-UP	<p>the development of the class will begin with a warm-up which has the name Simon says, this activity has the objective that students can first identify through flashcards to acquire new vocabulary which will be actions of verbs later the teacher will start the activity by saying.</p> <p>for example, Simon says dance for which the students must perform the action.</p> <p>continuing the class, the teachers will continue with the theme which will be Pictionary the purpose of this activity is that through the previously learned vocabulary the students can act taking into account the verbs that were seen during the class the idea is that the student A who Act out the action of the verb, the classmates can guess it and in this way student B writes on the board the action that student A performed.</p>	notebooks board	40-50mn

**CLASS
DEVELOPMENT**

teachers will explain the activity which will take place inside the classroom.

In this way, different steps will be taken to take into account the realization of the theme.

First, the teacher will mention that the positions should be organized in the shape of a horseshoe in order to create a pleasant space when the students have to stand up.

Second, the purpose of the activity will be explained, which is to learn vocabulary and make prior use of the verb to be.

Third, the teachers will choose the students who must perform the action by guessing the number which will be written on a piece of paper.

fourth, the student who guesses the number must perform the action, the student must choose a paper that shows the action which she is going to perform.

fifth one of his classmates must guess the action and also write it on the board.

Paper numbers 60 min
Markers
Board

EVALUATIVE PRACTICES

The type of evaluation that would be done in this sequence of the class would be formative where the teacher assigns a qualitative grade to the students, important aspects such as the students; learning process would be reflected because they are identifying in the corresponding activities such as the verb to be and Pictionary, making correct use of the verb to be. At the end of the class, the teacher evaluates the students by carrying out the activities that are: Simon says. These activities will be evaluated through participation and writing Pictionary has two parts, the first is the identification of the actions through the flashcard and the second where the students must identify the verb and the partner write it on the board, it is important to keep in mind that the action can be together with the theme of the present simple.

Chart 11

Third didactic sequence

CLASS TOPIC: HOW DO YOU FEEL?

LEARNING OBJECTIVES: Identify the different emotions seen in class.
Use the present simple when responding correctly.

COMPETENCIES AND STANDARDS:

Listening : I recognize when people talk to me in English and react verbally and nonverbally.

Reading: I can predict a story based on pictures and familiar keywords.

PERFORMANCE INDICATORS:

Excellent: the student completely masters the vocabulary and the use of verbs

Outstanding: the student masters the vocabulary and the use of verbs

Writing: I write the name of places and elements that I recognize in a picture.

Acceptable: the student moderately dominates the vocabulary and the use of verbs

Monologue: I mention that I like and don't like with simple phrases.

Insufficient: the student does not master the vocabulary and the use of verbs

CLASS MOMENT / CONCEPTUAL REFERENCES

VOCABULARY – My emotions

EXPLORATION	<p>Sad-triste Happy -feliz Cry-llorar Surprised -sorpresa Embarrassed-avergonzado Nervous -nervioso Annoyed -molesto Angry -furioso Exited -exitado Proud -orgullosa Scared -asustado Bored -aburrido</p>
STRUCTURING	<p>Feelings and Emotions</p>

Emotions play a fundamental role in all people, we all have different feelings and it is common for a person to experience several emotions in their day-to-day, taking into account the different situations experienced.

Another point to clarify: feelings and emotions are not the same, this means that emotions are automatic responses that appear when faced with certain stimuli.

and feelings are the way each of us interprets emotion and gives it a name, but still, there is no emotion without feeling and vice versa.

Therefore, emotions and feelings are part of us.

Next, the related vocabulary will be reflected



Several questions will be asked, which the students must write in their notebooks, this will be done before starting the class, with the purpose of knowing the subject.

How are you feel?

Are you happy or not?

How are you?

Why are you bored, happy, angry, and sad?

VERB TO BE

se tendrá en cuenta el uso correcto del presente simple al momento de dar respuesta a las preguntas.

For example:

How are you feel?

I feel happy or I am happy.

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

<i>The Grammar Translation</i>	<i>Vygotsky's Sociocultural</i>
<p>This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences.</p>	<p>In this method Vygotsky's shows how learning is built up gradually during the early years and with the help of the child's social context. Lev Vygotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.</p>

TEACHING SECUENCUECE			
CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
CLASS CONTEXT	<p>At the beginning of the class, the teachers will greet their students, then the theme of the class will begin, but first, several questions will be asked, which will be:</p> <p>How are you? How do you feel today? Are you ok?</p> <p>This will be done to have an opening to the activity which is the warm-up which will consist of the students, after relating the questions and having continued to write them in their notebooks, the teacher will show several flashcards which will be shown the emotions these flashcards should write them in the notebooks.</p>	Flashcards Computer lab markers notebook	120 minutes
WARM-UP	<p>The warm-up which has the name emotions in this activity the purpose is to identify the emotions through flashcards likewise the students must write them in their notebooks and draw according to the emotion that will be shown.</p> <p>Continuing the class, the topic will be emotions, the teachers will explain what emotions are and provide an active space so that students can answer questions such as how do you feel today? the students will have didactic help since by means of the flashcards they will be stuck around the computer lab.</p>	notebooks markers colored pencils computer lab	30 minutes
	<p>Continuing the theme of the class, the teachers will explain the following activity which will be by means of roulette, this aims to generate a ludic space through teams, this roulette will be observed through an audiovisual aid in the systems room Here the instructions for the activity will be reflected</p>	Markers	

CLASS DEVELOPMENT	<ol style="list-style-type: none"> 1. The teachers will choose the groups in this case there will be two teams which will be called group A and group B 2. When the students choose the two groups, the teacher will start with the activity of pressing the button to spin the roulette wheel. 3. When it finishes turning, it will fall into a box which will show a question and an image alluding to an emotion 4. The two teams must write the answer. It is important to mention that it must be related to the image that will be seen on the roulette wheel. 5. At the end of this activity, the two sheets of the teams will be reviewed in order to show if they carried out the activity of writing and identifying the emotions seen in class 	Computer lab Board Teams A and B Notebooks Papers team	130 minutes
----------------------	--	---	----------------

EVALUATIVE PRACTICES

The type of evaluation that would be done in this sequence of the class would be training where the teacher assigns a qualitative grade to the students, important aspects like the students; the learning process would be reflected because they are identifying themselves in the corresponding activities such as the verb to be and identification through flashcards and also the roulette which has as its objective the identification of emotions and good grammatical use of the present simple.

At the end of the class, teachers will evaluate through different activities:

the warm-up was through the identification of the flashcards and writing in the notebooks

The second theme will be teamwork at the time of doing the dynamics with the roulette and being able to identify and write what is the emotion that will be shown.

and third work in pairs where what has been learned in class will be observed through drawings and the correct grammar use of the present simple. together with the theme of the present simple.

Chart 12*Fourth didactic sequence.*

TOPIC: My dream job	
LEARNING OBJECTIVES: Identify the different professions by performing a mime.	
COMPETENCIES AND STANDARDS:	PERFORMANCE INDICATORS:
Listening: I recognize when people talk to me in English and react verbally and nonverbally.	Excellent: the student completely masters the vocabulary and the use of verbs
Reading: I can predict a story based on pictures and familiar keywords.	Outstanding: the student masters the vocabulary and the use of verbs
Writing: I write the name of places and elements that I recognize in a picture.	Acceptable: the student moderately dominates the vocabulary and the use of verbs
Monologue: I mention that I like and don't like with simple phrases.	Insufficient: the student does not master the vocabulary and the use of verbs
CLASS MOMENT / CONCEPTUAL REFERENCES	
	My dream job
	PROFESIONES
PROFESSIONS	
police man	policia
teacher	profesor
firefighter	bombero
musician	cantante
farmer	granjero
nurse	enfermera
chef	chef lider en la cocina)
doctor	médico/doctor
EXPLORATION astronaut	astronauta
veterinarian	veterinario
baker	panadero
artist	artista
pilot	piloto
mechanic	mecanico
scientist	científico
	PROFESSIONS
	My dream job
STRUCTURING	The theme of the intervention is evidenced by means of flashcards.



verb to be

The theme of the verb to be will be taken to be able to make simple sentences and thus allow a good grammatical structure when using them.

Example:

Chef – this profession will become a sentence taking into account the use of the verb to be.

I am a chef — yo soy un chef

You are a chef -tu eres un chef

He is a chef — el es un chef

o

Note: during the Intervention, the structure of the present simple will be reflected through the use of the flashcards and the activities that will be carried out.

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

<i>The Grammar Translation</i>	<i>Vygotsky's Sociocultural</i>
This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences.	In this method Vygotsky's shows how learning is built up gradually during the early years and with the help of the child's social context. Lev Vygotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.

TEACHING SECUENCUECE			
CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
CLASS CONTEXT	<p>The context of the class will be based on interactive flashcards whose main objective will be to observe and learn through these the different professions in English and thus continue with the activities where the present simple will be used.</p> <p>The development of the class will be reflected in several phases which will be</p> <p>First, a warm-up will be held, whose main objective is to ask the students' ideas about professions.</p> <p>Second, the different professions in English will be evidenced through the flashcards where the students must observe, know, draw and write the related vocabulary in their notebooks.</p> <p>As a third point, students must group into four teams to carry out the activity.</p>	<p>flashcards</p> <p>board</p> <p>markers</p>	<p>120 minutes</p>
WARM-UP	<p>to start the class there will be a warm-up which will consist of asking a question which will be <i>What do you want to be when you grow up?</i></p> <p>This question has as Objective to know the different ideas of the students to know what profession they would like to do.</p> <p>As a second point when asking the question, students should copy it in their notebooks and thus be able to answer it individually so that they can actively participate in the following activity.</p>	<p>Notebook</p> <p>pen</p> <p>markers</p> <p>board</p>	<p>30 minutes</p>
	<p>the development of the main activity of the class and as a third point the students should be grouped into four teams to carry out the activity which will consist of mimicry, group a should imitate a profession and groups b, c and d should figure out which one it is the profession</p>	<p>flashcards</p> <p>notebook</p> <p>pen</p> <p>markers</p>	<p>130 minutes</p>

CLASS DEVELOPMENT	The idea of the activity is that by means of mimes they are deciphered and the groups must write using the verb to be in their notebooks in order to obtain points.	board
-------------------	---	-------

CLASS ENDING EVALUATION

To complete the intervention and emphasizing written ability, the following points were taken:
 identify and write the professions
 creation of sentences using the verb to be
 the type of evaluation that would be done in this sequence of the class would be formative where the teacher assigns a qualitative grade to the students, making the correct use of the verb to be in the sentences
 At the end of the class, the teacher evaluates the students by carrying out the activities which are: warm up and mimics
 These activities will be evaluated through the participation and complete completion of the creation of the story according to the clues given, in addition, the promotion of teamwork will be taken into account.

Chart 13

Fifth didactic sequence

TOPIC: My super star family

LEARNING OBJECTIVES: Identify personal pronouns sentence creation by using family vocabulary.

COMPETENCIES AND STANDARDS:

Listening: I recognize when people talk to me in English and react verbally and nonverbally.
 Reading: I can predict a story based on pictures and familiar keywords.

Writing: I write the name of places and elements that I recognize in a picture.

Monologue: I mention that I like and dont like with simple phrases.

PERFORMANCE INDICATORS:

Excellent: the student completely masters the vocabulary and the use of verbs.
 Outstanding: the student masters the vocabulary and the use of verbs.

Acceptable: the student moderately dominates the vocabulary and the use of verbs.

Insufficient: the student does not master the vocabulary and the use of verbs.

CLASS MOMENT / CONCEPTUAL REFERENCES

MY SUPER STAR FAMILY

Family members will be noted below
 Extra vocabulary

EXPLORATION

Abuela	Grandmother
Abuelo	Grandfather
Abuelos	Grandparents
Bisabuela	Great grandmother
Bisabuelo	Great grandfather
Esposa	Wife
Esposo	Husband
Hermana	Sister
Hermano	Brother
Hermanos	Siblings
Hija	Daughter
Hijo	Son
Hijos	Children

MY SUPER STAR FAMILY

STRUCTURING

What is a pronoun?

The main objective of pronouns is to replace the Name of the person in order to place the proName in this way and thus avoid the use of repeating the Name of the thing, animal or person.

Here we will see an example:

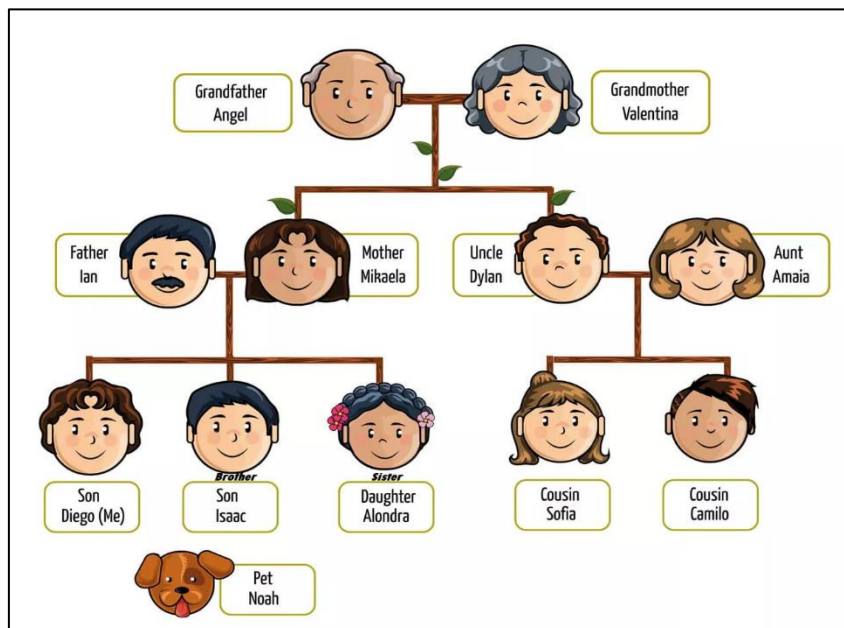
Anna is beautiful— Anna es hermosa.

lo reemplazaremos por un proName personal

She is beautiful — ella es hermosa.

Pronombre	Traducción	Ejemplo	Traducción
I	Yo	I am Colombian	Yo soy colombiano
You	Tú	You are my brother	Tú eres mi hermano
He	Él	He is a pilot	Él es piloto
She	Ella	She is a veterinarian	Ella es veterinaria
It	Ello / Eso *	It is November	Es noviembre
We	Nosotros	We are friends	Somos amigos
They	Ellos	They are tall	Ellos son altos

Family members



The family plays an important role today and that is why we will see how to use it correctly in a sentence.

for instance:

My father is a doctor

Using the personal pronoun He is a doctor

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

The Grammar Translation

This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences.

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

Vygotsky's Sociocultural.

In this method Vygotsky's shows how learning is built up gradually during the early years and with the help of the child's social context. Lev Vygotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.

TEACHING SECUENCUECE			
CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
CLASS CONTEXT	<p>The context of the class will be to know the members of the family and later to carry out a craft related to the subject using the written skill, it must be taken into account that sentences will be made emphasizing the personal proNames and the use of these is the members of the family, in addition, students will be given the opportunity to develop their Creativity and their competence in English as part of a common means of communication and in a personal environment such as the family group.</p>	<p>paper colors decorative material origami guide</p>	<p>120 minutes</p>
WARM-UP	<p>The warm-up will consist of the students having to organize themselves in the shape of a horseshoe with the objective that they participate when the teachers ask if they know any member of the family in English.</p> <p>It will be carried out with the objective that students participate actively.</p> <p>warm-up rules: The student must go to the board and write a member of the family in English. If the student makes a mistake when writing the sentence, classmates will be given the opportunity to correct it. If no student demonstrates how to spell correctly she will get help from teachers to strengthen vocabulary.</p>	<p>Notebook pen markers board</p>	<p>20 minutes</p>
CLASS DEVELOPMENT	<p>In the development, the activity carried out with the students stands out, which was the origami house, in this activity the students with the help of the teachers and a guide sheet should be able to build a house on paper in 3D form in which they should draw and name the members of their respective family group in English in order to identify and use the vocabulary of this topic, in addition to this the students will be free to decorate the house as they see fit including written additions to the house such as greetings or small phrases in English in addition to the aesthetic part such as paint or glitter, after this the review is carried out by the teachers to give feedback and give their students the opportunity to take and deliver the house to the person they consider correct.</p>	<p>flashcards notebook pen markers board</p>	<p>90 minutes</p>

CLASS ENDING EVALUATION

To complete the intervention and emphasizing written ability, the following points were taken:
 identify and write the professions
 creation of sentences using the verb to be
 the type of evaluation that would be done in this sequence of the class would be
 formative where the teacher assigns a qualitative grade to the students, making the correct use of the
 verb to be in the sentences
 On this occasion, the following will be evaluated: vocabulary and content

Chart 14*Sixth didactic sequence*

TOPIC: Delicious

LEARNING OBJECTIVES: Learning new vocabulary through different English skills

COMPETENCIES AND STANDARDS:

PERFORMANCE INDICATORS:

Listening: I recognize when people speak to me in English and I react verbally and non-verbally

Reading: I can predict a story based on familiar pictures and words

Writing: I write the name of places and elements that I recognize in the image

Monologue: I mention what I like and don't like in simple sentences

Excellent: the student completely masters the vocabulary and the use of verbs

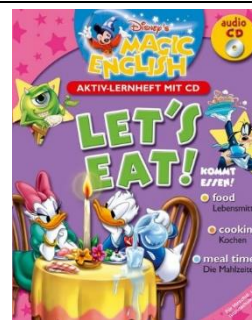
Outstanding: the student masters the vocabulary and the use of verbs

Acceptable: the student moderately dominates the vocabulary and the use of verbs

Insufficient: the student does not master the vocabulary and the use of verbs

CLASS MOMENT / CONCEPTUAL REFERENCES

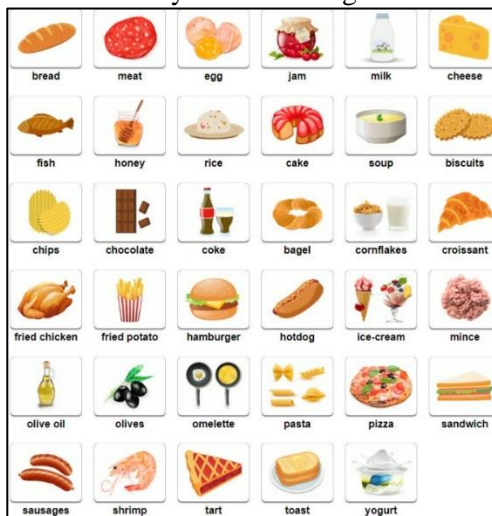
EXPLORATION	Food:	comida:
	hamburger	hamburguesa
	pizza	pizza
	hotdog	perrito caliente
	burrito	burrito
	bacon	beicon-tocino
	noodles	fideos chinos
	pancakes	tortitas
	onion rings	aros de cebolla
	kebab	kebab
	fish and chips	pescado con patatas fritas
	French fries	patatas fritas
	fried chicken	pollo frito
	verbs:	verbos:
like	gustar	
eat	comer	
drink	beber	



STRUCTURING

Let's eat!

Simple food vocabulary is used throughout the intervention.



Eat, drink and like

The verbs to use in the present simple are eat – eat, drink – drink, like – like. These are used in simple sentences to express the action and in the case of like personal taste, example:

I eat a chocolate --- yo como un chocolate

I drink a juice --- yo bebo un jugo

I like pizza and hot dog --- me gusta la pizza y el perro caliente

Estos también se usan en combinación del verbo to be o en español el verbo ser/estar, por ejemplo:

She likes pizza --- a ella le gusta la pizza

He eats a hamburger --- a él le gustan las hamburguesas

They drink a big soda --- ellos beben una gran soda

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

Grammar-translation: This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

Vygotsky Sociocultural: In this method Vygotsky's shows how learning is built up gradually during the early years and with the help of the child's social context. Lev Vygotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.

TEACHING SECUENCUECE			
CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
CLASS CONTEXT	The context of the class is given based on a main aspect which is the ability to reproduce audiovisual media, this is completely developed based on the material entitled "lets eat!" coming from the Disney company in a series of audiovisual material entitled "magic English", in the class they work through this, involving the students in their different activities and taking the teachers as a means of interpreting and clarifying doubts that the students may have. Based on this, throughout the class there is interaction with listening, speaking, reading and writing skills exercises which will guide the students during their learning.	Computer room or lounge with audiovisual media Video player Video or TV projector Pencil Markers Audio player	2 hours
WARM-UP	The warm-up of this class consists of making an exploration through a series of questions to the students in relation to the vocabulary of food and the vocabulary of verbs related to eating, drinking and liking, after which the material is introduced. It will be seen in class and a simulation of the activities that will be seen in all the audiovisual material is carried out with the objective that students carry them out as fluently as possible.	Pencil Paper Markers projector or tv Audio player	10 minutes
CLASS ENDING EVALUATION			
Consistent with the subcategories of Writing skills, the management given to the different activities of the Intervention is reviewed, emphasizing those related to Writing skills, these being: Complete sentences Transcribe listening material to notebook			

Phrase creation

The formative evaluation and the analysis of these activities are taken as criteria to yield a result according to the performance indicators in order to demonstrate the development of the activities, whether positive or negative, framing as a focus the development of the Writing skills in grammatical and structural aspects thus giving an indicator of performance for the student.

Chart 15

Seventh didactic sequence

TOPIC: She is beautiful and he is handsome

LEARNING OBJECTIVES: Identify the adjectives in the different sentences

COMPETENCIES AND STANDARDS:

Listening: I recognize when people talk to me in English and react verbally and nonverbally.

Reading: I can predict a story based on pictures and familiar keywords.

Writing: I write the name of places and elements that I recognize in a picture.

Monologue: I mention that I like and don't like with simple phrases.

PERFORMANCE INDICATORS:

Excellent: the student completely masters the vocabulary and the use of adjectives

Outstanding: the student masters the vocabulary and the use of adjectives

Acceptable: the student moderately dominates the vocabulary and the use of adjectives

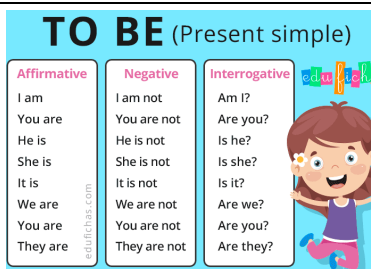
Insufficient: the student does not master the vocabulary and the use of adjectives

CLASS MOMENT / CONCEPTUAL REFERENCES

EXPLORATION

Adjectives:
 Bad (Malo)
 Beautiful (Hermoso)
 Better (Mejor)
 Big (Grande)
 Cold (Frío)
 Delicious (Sabroso)
 Good (Bueno)
 Hot (Caliente)
 Long (Largo)
 Tiny (Diminuto)

To be:
 I (yo)
 You (tu)
 She (ella)
 He (el)
 They (ellos)



Adjectives



STRUCTURING

She is beautiful and he is handsome

The use of adjectives is the one that occurs as the main theme throughout the intervention.



Lest go to write!

With the idea of enhancing the ability of Writing skills, it is sought that students understand adjectives as an important part of grammar, adjectives are those words that qualify or describe a noun:

She is blue --- where blue or azul acts as an adjective to describe the woman
He is tall --- where tall or tall is used to describe the man as tall

LOS ADJETIVOS -ADJECTIVES

<p>Adjetivo + sustantivo</p> <p>a green </p> <p>a beautiful </p> <p>an amazing </p>	<p>Verbo + adjetivo</p> <p>Verbs: be- look-become- get-feel-seem</p> <p>My car is red. </p> <p>She looks happy. </p>
---	---

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

Grammar-translation: This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

Vygotsky Sociocultural: In this method Vygotsky's shows how learning is built up gradually during the early years and with the help of the child's social context. Lev Vygotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.

TEACHING SECUENCUECE			
CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
CLASS CONTEXT	The context of the class is given based on a main aspect which is to promote the Creativity of the students also relating to the aspect of the development of English not only in Writing skills but also at a general level of skills, with this in mind it is proposed a class where the student has an Objective in mind in this case the creation of a letter for a close person and that through the fulfillment of this Objective the student develops the skills and the theme that the Intervention works in a way that he uses in turn this knowledge in a real context.	Pencil Markers Paper Colors Decoration materials for papers	2 hours
WARM-UP	The warm-up of this class consists of making an exploration through a series of questions to the students in relation to the vocabulary of adjectives and the Concept of the same from what they are to their use related to the description of people, later To this, the material that will be seen in class is introduced and a simulation of the activities that will be seen is carried out to know the format of the letter and the Objective that the students carry it out as fluently as possible.	Pencil Paper Markers decorative materials	10 minutes
	The development of the class is based on the main activity of creating letters, for this first reinforcement is given in the vocabulary of adjectives and in the creation of sentences with these in combination with the verb	Notebooks Pencil decorative materials	

CLASS DEVELOPMENT	To be, secondly, explains the format of letters to students consisting of the message, the author and the recipient, after this the main activity of the Writing skills of the body of the letter begins where students can go to their teachers to clarify doubts or support their Learning in the process of Writing skills and Learning of new vocabulary, after this the final phase of decoration takes place where students, through the use of materials and drawings, will be able to decorate the letter to their liking in order to deliver it to the teachers to detect and correct errors and then these deliver them to their final recipients.	110 minutes
-------------------	--	-------------

CLASS ENDING EVALUATION

Consistent with the subcategories of Writing skills, the management given to the different activities of the Intervention is reviewed, emphasizing those related to Writing skills, these being:

Complete sentences

coherence, cohesion

Creation of sentences and short texts

The formative evaluation and the analysis of these activities are taken as criteria to yield a result according to the performance indicators in order to demonstrate the development of the activities, either positively or negatively, framing as a focus the development of the Writing skills in grammatical and structural aspects thus giving an indicator of performance for the student.

Chart 16

Eight didactic sequence

TOPIC: Jump loudly	
LEARNING OBJECTIVES: Creation of sentences by means of attractive papers.	
COMPETENCIES AND STANDARDS: COMPETENCIAS Y ESTANDARES	PERFORMANCE INDICATORS: INDICADORES DE DESEMPEÑO
Listening: I recognize when people speak to me in English and I react verbally and non-verbally	Excellent: the student completely masters the vocabulary and the use of adverbs

Reading: I can predict a story based on familiar pictures and words

Writing: I write the name of places and elements that I recognize in the image

Monologue: I mention what I like and don't like in simple sentences

Outstanding: the student masters the vocabulary and the use of adverbs


Acceptable: the student moderately dominates the vocabulary and the use of adverbs

Insufficient: the student does not master the vocabulary and the use of adverbs

CLASS MOMENT / CONCEPTUAL REFERENCES

EXPLORATION

low – Lento	Slowly – Lentamente
Easy – Fácil	Easily – Fácilmente
Simple – Simple	Simply – Simplemente
Careful – Cuidado	Carefully – Cuidadosamente
Natural – Natural	Naturally – Naturalmente
Happy – Feliz	Happily – Felizmente
Clear – Claro	Clearly – Claramente
Here Aquí	Upwards Hacia arriba
There Allá	Downwards Hacia abajo
Near Cerca	Inwards Hacia adentro
Nearby Cerca	Outwards Hacia afuera
Far Lejos	Forwards Hacia adelante
Away Lejos	Backwards Hacia atrás

<p>Time (when?) yesterday today this morning last week, etc. <i>Yesterday, I went to the beach alone.</i></p> 	<p>Place (where?) here there everywhere up down outside <i>The accident happened here.</i></p>	
<p>Frequency (how often?) often always never regularly <i>My sister often eats pizza.</i></p>	<p>Manner (how?) beautifully honestly gracefully <i>The ballet dancer dances gracefully.</i></p>	
<p>Degree (how much? how little?) very extremely almost nearly too <i>The woman is very pretty.</i></p>	<p>Confirmation and negation Confirmation: certainly, naturally, definitely, surely, etc. Negation: no, not, never, not at all, etc.</p>	
<p>Probability maybe perhaps probably possibly <i>Maybe they are studying right now.</i></p>	<p>Ordinals firstly secondly thirdly finally <i>Firstly, she opened the door quietly.</i></p>	<p>Purpose (why?) to for because <i>He lost his job because he's always late.</i></p>

<p>Abroad: en el extranjero</p> 	<p>Extremely: extremadamente</p> 	<p>Maybe: tal vez</p> 	<p>Suddenly: de repente</p> 
<p>Again: de nuevo, otra vez</p> 	<p>Finally: finalmente</p> 	<p>Previously: previamente</p> 	<p>Together: juntos</p> 
<p>Almost: casi</p> 	<p>Forever: (por) siempre</p> 	<p>Probably: probablemente</p> 	<p>Tomorrow: mañana</p> 
<p>Carefully: con cuidado</p> 	<p>Honestly: honestamente</p> 	<p>Quickly: rápidamente</p> 	<p>Tonight: esta noche</p> 
<p>Easily: fácilmente</p> 	<p>Immediately: inmediatamente</p> 	<p>Slowly: lentamente</p> 	<p>Yesterday: ayer</p> 

STRUCTURING

The adverbs
Adverbs go hand in hand with adjectives and action verbs so it is essential to touch on these topics

ADJECTIVES Describe a person, animal or thing	ADVERBS Describe an action
This apple is bad 	He dances badly 
A cheetah is quick 	He runs quickly 
This music is good 	He plays football well 

Jump loudly

Adverbs in English (or adverbs) are a fundamental part of the language because they allow different nuances to be given to sentences. In addition, there are so many that the more adverbs you know, the more you can improve oral and written expression, examples:

-ly ending. The most common ending is to add -ly to an adjective to make it an adverb. Examples:

Bad (malo) | Badly (de mala forma/malamente)
 Eventual (eventual) | Eventually (eventualmente)
 General (general) | Generally (generalmente)
 Perfect (perfecto) | Perfectly (perfectamente)

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

Grammar-translation: This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

Vygotsky Sociocultural: In this method Vygotsky's shows how learning is built up gradually during the early years and with the help of the child's social context. Lev Vigotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.

TEACHING SECUENCUECE

CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
CLASS CONTEXT	<p>The context of the class is developed based on the exploration and development of Concepts and vocabulary that are intertwined with previous knowledge of students and topics covered in previous classes, with the beginning of the class it is sought to explore this relationship between knowledge in addition to prepare the students for new vocabulary that is included in the intervention, through the use of the mother tongue by the students, adverbs were expressed that the teachers would translate into English starting the first phase of the class, after this the axis central, that is, the activity where students take a piece of paper with an adjective and an adverb at random that they must imitate in turn, their classmates will seek to guess them to write them on the board in order to specify the identification of vocabulary and their Learning</p>	<p>Pencil Paper Free space Board Markers</p>	2 hours
WARM-UP-	<p>The warm-up of this class consists of making an exploration through the use of the mother tongue by the students for the identification of the adverbs and the vocabulary related to them so that the teachers can expand it in English through the Writing skills on the board in the classroom.</p>	<p>Pencil Paper Markers board</p>	10 minutes

CLASS DEVELOPMENT	The development is based on the acting activity carried out by the students, in this each student will draw a paper previously brought by the teachers that will contain an adjective or verb accompanied by an adverb which the student must act so that their classmates can guess what words are on the paper, in turn they must write them on the board so that their partner who is acting can review it and help their classmates correct it in case of mistakes.	Notebooks Pencil Video player Audioplayer	110 minutes
--------------------------	---	--	-------------

CLASS ENDING EVALUATION

Consistent with the subcategories of Writing skills, the management given to the different activities of the Intervention is reviewed, emphasizing those related to Writing skills, these being:

Complete sentences
Spelling and grammar
Phrase creation

The formative evaluation and the analysis of these activities are taken as criteria to yield a result according to the performance indicators in order to demonstrate the development of the activities, whether positive or negative, framing as a focus the development of the Writing skills in grammatical and structural aspects thus giving an indicator of performance for the student.

Chart 17

Ninth didactic sequence

TOPIC: My bro!

LEARNING OBJECTIVES: Learning de nuevo vocabulario mediante las diferentes habilidades del inglés

COMPETENCIES AND STANDARDS:

Listening: I recognize when people talk to me in English and react verbally and nonverbally.

Reading: I can predict a story based on pictures and familiar keywords.

Writing: I write the name of places and elements that I recognize in a picture.

Monologue: I mention that I like and don't like with simple phrases.

PERFORMANCE INDICATORS:





Excellent: the student fully masters the vocabulary and identifies the context of formal and informal English

Outstanding: the student masters the vocabulary and identifies the context of formal and informal English

Acceptable: the student moderately masters and identifies the context of formal and informal English

Insufficient: the student does not master the vocabulary and identifies the context of formal and informal English

CLASS MOMENT / CONCEPTUAL REFERENCES

Formal and Informal Vocabulary Words			
Informal	Formal	Informal	Formal
 Good for	 Beneficial	 Stubborn	 Obstinate
By	By means of	Danger	Peril
Lead to	Cause	Put off	Postpone
Complex	Convoluted	Here	Present
Go out of	Exit	Keep	Preserve
Death	Demise	Go ahead	Proceed
Break off	Sever/Discontinue	Go after	Pursue

EXPLORATION

Formal	Informal
Full sentences ✓	Short sentences ✓
Correct grammar and vocabulary ✓	Lack formal grammar and vocabulary ✓
No contractions e.g. I would... ✓	Contractions e.g. I'd... ✓
No idioms ✓	Idioms e.g. On point (good) ✓
Passive voice ✓ e.g. The application form is complete.	Active voice ✓ e.g. I completed the application form.
No phrasal verbs e.g. To investigate ✓	Phrasal verbs e.g. Look into ✓
No abbreviations e.g. As soon as possible ✓	Abbreviations e.g. ASAP ✓
No exclamation marks ✓	Exclamation marks ✓
No imperatives. ✓ e.g. You may complete the form.	Imperatives (start with a verb) ✓ e.g. Complete the form.

Formal or informal?

The differentiation between informal and formal is of the utmost importance in English as it prepares students academically and socially allowing them to adapt to the environment.

FORMAL	INFORMAL	ESPAÑOL
<i>Increase</i>	Go up	Subir
<i>Continue</i>	Carry on	Continuar
<i>Surrender</i>	Give up	Rendirse
<i>Discover</i>	Find out	Descubrir
<i>Cancel</i>	Call of	Cancelar
<i>Examine</i>	Look at	Examinar
<i>Explode</i>	Blow up	Explotar
<i>Obtain</i>	Get	Obtener
<i>Commence</i>	Start	Comenzar
<i>Permit</i>	Let	Dejar

STRUCTURING

Diferences

Formal English, as we mentioned, is more for academic, literary, and work use, while informal English is more for everyday use. We use it to talk to friends, on the phone with relatives, when we send a WhatsApp to our friends or on personal social networks.

In the case of formal English, sentences are longer and more complex. While in the informal they are short and simple.

Prepositional verbs / phrasal verbs (See our article) are not used regularly in formal English, but in informal English they are used very frequently. Contractions should be avoided in formal English, just like idioms and slang (slang). On the other hand, in the informal, you can use all this without problem.

When writing or speaking in English in a formal way, you should avoid speaking in the first person, which is common in informal English.

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

Grammar-translation: This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences

Vygotsky Sociocultural: In this method Vygotsky's shows how learning is built up gradually during the early years and with the help of the child's social context. Lev Vygotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.

TEACHING SECUENCUECE

CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
CLASS CONTEXT	The context is "the work related to contractions and rules of the Writing skills in formal and informal English, to start the class the warm-up "the crazy competence of wrtiting" is carried out in which each student must write a word in a cardboard with the condition that it had coherence with the other words, thus creating a story among all, from this the main activity of the class begins, which is the creation of a comic through the use of related to contractions and rules of the Writing skills in formal and informal English so that students can see the application of these and apply them in a real profession such as being a writer, in this activity the relationship between drawings and the creation of dialogues is also promoted.	Computer room or lounge with audiovisual media Video player Video or TV projector Pencil Markers Audio player	2 hours
	The warm-up "the crazy competence of wrtiting" in which each student must write a word on a cardboard, for this the students must take into account two criteria:		

WARM-UP	<p>The coherence between words must be enough to form a story The words must have their corresponding complement if necessary With this in mind, the final result of the warm-up will be a compilation of vocabulary in addition to promoting cooperativism in the students.</p>	<p>Pencil Paper Markers projector or tv Audio player</p>	10 minutes
CLASS DEVELOPMENT	<p>The development is based on the creation of a comic through the use of related to contractions and rules of Writing skills in formal and informal English so that students can see the application of these and apply them in a real profession such as being writer, in this activity Creativity is also promoted through the creation of drawings and the writing of dialogues that allow teachers to observe the development of students through the class until its completion where each student presented their comic to their classmates to have cooperative feedback.</p>	<p>Notebooks Pencil Video player Audioplayer</p>	110 minutes
CLASS ENDING EVALUATION			
<p>Consistent with the subcategories of Writing skills, the management given to the different activities of the Intervention is reviewed, emphasizing those related to Writing skills, these being:</p>			

Chart 18

Tenth didactic sequence

TOPIC: Ballons of words	
LEARNING OBJECTIVES: Creation of stories by means of a balloon	
COMPETENCIES AND STANDARDS:	PERFORMANCE INDICATORS:
<p>Listening: I recognize when people talk to me in English and react verbally and nonverbally.</p>	<p>Excellent: the student fully masters the vocabulary and the creation of short texts</p>

Reading: I can predict a story based on pictures and familiar keywords.

Writing: I write the name of places and elements that I recognize in a picture.

Monologue: I mention that I like and don't like with simple phrases.

Outstanding: the student dominates the vocabulary and the creation of short texts

Acceptable: the student moderately dominates the vocabulary and the creation of short texts

Insufficient: the student does not master the vocabulary and the creation of short texts

CLASS MOMENT / CONCEPTUAL REFERENCES

Creating short stories is a skill. Writing skills that are acquired in the early stages of learning a language, this is related with the vocabulary and the use of various rules grammatical for the story to have coherence and cohesion.

EXPLORATION



A story tells that two friends were walking through the desert. During some point of the journey they had an argument, and one friend slapped the other one in the face. The one who got slapped was hurt,

STRUCTURING

Ballons!

A short story consists of five elements.

A short story is a short work of fiction. Fiction, as you know, is writing prose about imaginary events and characters. Writing skills in prose differ from poetry in that it does not rely on lines, meters, or rhymes for organization and presentation. What makes these authors such remarkable short story writers? They are true masters at combining the five key elements that go into every great short story: character, setting, conflict, plot and theme.

Character

A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.

see *The Green Door* by O. Henry

Setting

The setting of a short story is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.

see *The Last Leaf* by O. Henry

Plot

A plot is a series of events and character actions that relate to the central conflict.

Conflict

The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict.

On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness).

see *To Build a Fire* by Jack London

Theme

The theme is the central idea or belief in a short story.

see *The Gift of the Magi* by O. Henry

METHODS

Audio-lingual: Focused on repeating words, phrases, or dialogues. The student learns, in this way, to speak and listen, leaving for later the skills of reading or writing.

TPR (Total Physical Response): This is a language teaching method that combines speech with action and proposes to teach the language through the combination of verbal and motor skills, facilitating the acquisition of the second language and carrying out the natural process of learning the mother tongue.

Grammar-translation: This method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or 'classical' way of learning a language and it's still commonly used when learning some languages. The main idea behind this method is that the students learn all grammar rules, so they're able to translate a number of sentences

Vygotsky Sociocultural: In this method Vygotsky's shows how learning is built up gradually during the early years and with the help of the child's social context. Lev Vygotsky argued that children gradually develop their learning through social interaction: they acquire new and improved skills, as well as the logical process of their immersion into a familiar, routine way of life.

TEACHING SECUENCENCE

CLASS MOMENTS	DESCRIPTION	MATERIALS	TIME
CLASS CONTEXT	The context of the class begins with the activity that will take place outside the classroom, this consists of a series of inflated balloons which each one will contain within it a series of words with which the students in turns must pop the balloon. , choose and create a sentence with these words as well as the sentences together must create a story for which the final feedback.	Computer room or lounge with audiovisual media Video player Video or TV projector Pencil Markers Audio player	2 hours

CLASS
DEVELOPMENT

The development is based on a series of inflated balloons which each one will contain within a series of words with which the students in pairs in turns must burst the balloon, choose and create a sentence with these words in addition to the sentences together They must create a story for which the students must be attentive to their classmates and the sentences they are creating, after a series of rounds where a paragraph will be completed, the teachers will evaluate each sentence and the paragraph to give a score. activity teachers will give final feedback.

Notebooks
Pencil
Video player
Audioplayer

110 minutes

Source: Researchers

The application of each of the didactic sequences was ordered according to the results of the initial diagnosis and through the experiences experienced in the group. These were adapted to the needs of the students in the face of higher-level difficulties in the development of writing skills in the English language taking into account their cognitive development and the complexity of the contents.

The selection of ludic strategies was made according to the interests of the students with the implementation of games that would allow access to the themes of each of the units and give a state of continuous motivation in the classroom.

Chapter 4: Analysis and results

The information obtained during the investigation was obtained with the application of the following instruments:

Semi-structured interviews are applied to the teacher of the group and to fifth-grade students of the IECV, headquarters San Judas Tadeo day morning

Observation of notebooks, class work, and review of note records.

Two types of diagnosis were established the first was at the beginning of the experience to know the academic level of the fifth grade in the domain of scriptural abilities of English.

The results obtained through classroom practices were given in ten interventions of two classes each having as a pedagogical characteristic the use of ludic strategies focused on the skills of writing English. It should be noted that these interventions are initiated by knowing the results of the initial diagnosis by the teacher. The results were 100 percent heterogeneous and lacked adequate training in the use of didactics and methodological processes in the teaching of English, which generated at the initial stage high levels of disinterest in classroom work; a situation in which throughout the application of the didactic sequence in the classroom there was a very positive evolution achieving the expected results from the objectives and the approach of the problem,

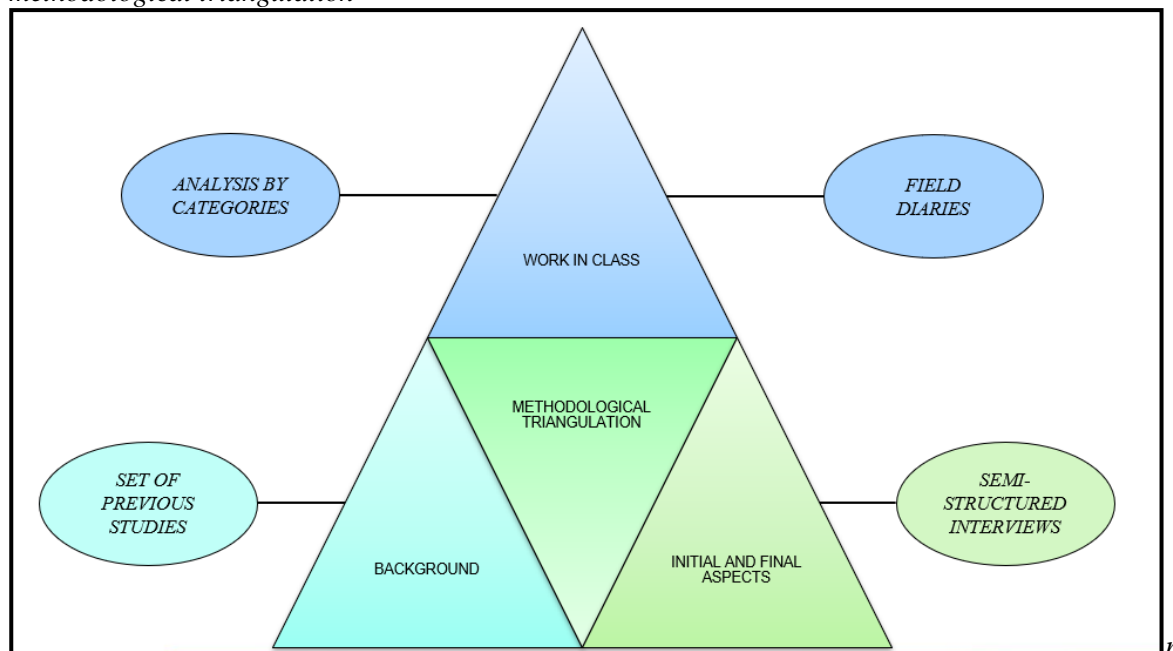
Each of the interventions records the experience in field journals, which describe the processes given in class in the development of writing skills from different didactic strategies as a resource to facilitate learning. Among the interventions, in class, the findings of greater impact were focused on the motivation status of the group in general, on the change of aptitude to participate in English classes, and integration into the development of ludic strategies, which facilitated learning from students' understanding and reasoning according to the parameters of meaningful learning.

After each of the interventions was applied, the respective qualitative descriptive analyses of the classroom experience were developed.

The analysis of the results obtained in the work is carried out through methodological triangulation (Figure 1)

Graph 2

methodological triangulation



Source: Researchers

From the treatment of the research through a qualitative analysis throughout the work, the theoretical foundations selected and the previous knowledge of the students who were placed at a low level is proposed as a resource for improving the development of English writing skills and solution to the problem the design and application of ten mediated didactic sequences as motivation proposal different didactic strategies that guarantee a positive effect in the direct integration of children into class participation. The different data were analyzed qualitatively at the beginning and end of the experience, contrasting results that will guarantee the impact of the project on the IECV.

4.1 Initial diagnosis

The initial diagnosis is made on the basis of a semi-structured interview with the teacher in the group and a general interview with the fifth-grade students (Annex 1), complemented with the observation of the children's notebooks to know the concepts and activities worked so far in the English class, especially related to writing skills (Chart 10); the record of students' grades and their average in the English area was also reviewed.

The objective of the diagnosis (Chart 10) was taken as a reference to have a starting point in the management of contents and activities to be carried out in the teaching unit during the ten interventions in the classroom, which are characterized in their methodology by the application of Ludic strategies as a didactic resource to achieve adequate learning.

Chart 19

Initial state in fifth grade in written skills.

STU DE NTS	Do You like the English class?	What do you think of the easiest part of the English class?	What do you think is the most difficult thing in English class?	How do you feel in English class?	What do you like to do in English class?
E1	yes	write	write	afraid	play
E2	yes	read	write	afraid	play
E3	yes	listen	write	afraid	play
E4	yes	listen	write	afraid	play
E5	yes	listen	write	afraid	play
E6	yes	listen	write	afraid	play
E7	no	listen	write	afraid	play
E8	no	listen	write	afraid	play
E9	no	listen	write	afraid	watch movies
E10	no	listen	write	afraid	watch movies
E11	no	listen	write	afraid	watch movies
E12	no	read	listen	nervous	watch movies
E13	no	listen	read	nervous	watch movies
E14	yes	speak	read	nervous	watch movies
E15	yes	speak	read	nervous	write stories
E16	yes	speak	listen	nervous	write stories
E17	yes	speak	listen	nervous	draw
E18	no	speak	speak	good	draw
E19	no	read	speak	good	draw
E20	no	read	speak	neutral	draw

E21	no	read	speak	neutral	draw
-----	----	------	-------	---------	------

Source: Researchers

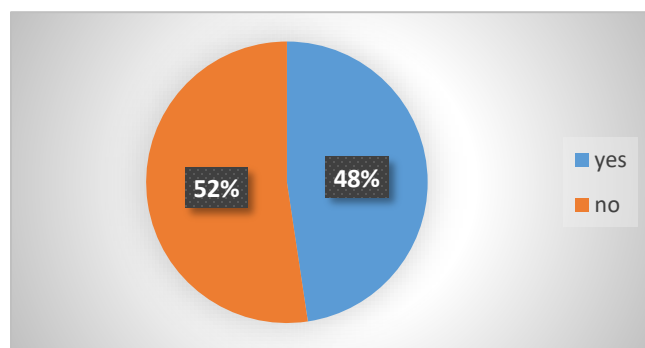
Description and analysis.

Question one: Of the 21 students who finished the experience, ten of them show a desire to receive the English class, which implies that eleven feel otherwise (Graph 3). There is a situation that indicates that the group needs to homogenize the motivational state of the students against the willingness to receive the English class. This is one of the reasons why it was considered the teaching resources to be used in class were appropriate from a didactic perspective to focus on the application of ludic strategies.

One reason for this situation can be caused by the adverse conditions in which the class occurs, such as lack of continuity, low hourly intensity, time lost due to the effects of the pandemic, the absence of didactic resources focused on the game and certainly for the lack of a teacher who is specialized in teaching this subject.

Graph 3

Do you like the english class?

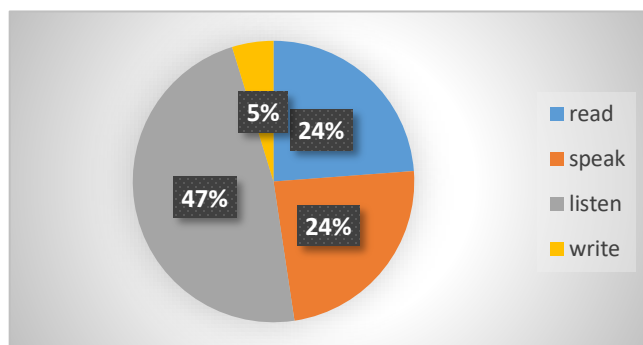


Source: Researchers

Second question: When the group is asked what is the easiest activity in English class? , (Graph 3) only a student sees in writing what pleases him most, others say that they like to read, listen and talk. It is concluded that the writing part should be worked thoroughly to generate in the group a higher level of liking for this activity.

Graph 4

What do you think of the easiest part of the english class?

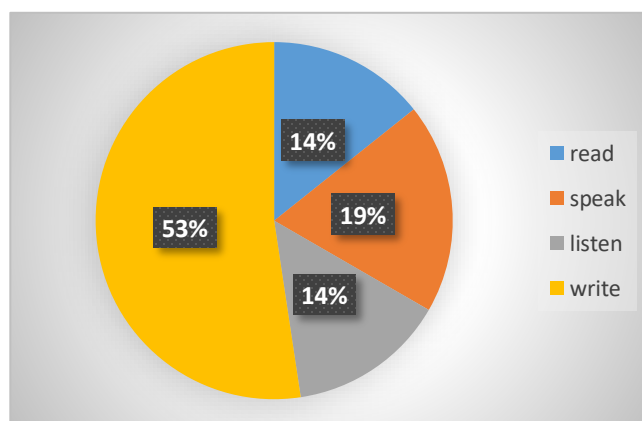


Source: Researchers

Third question : The aspect of writing shows in the initial diagnosis that in the fifth grade is what generates the most difficulty, (Graph 5) since eleven of them see it as the part that causes them more difficulty for their learning, to a lesser degree is reading, listening and reading. This aspect directly affects the preferences that the group shows for learning English as a basic subject i

Graph 5

What do you think is the difficult thing in english class?

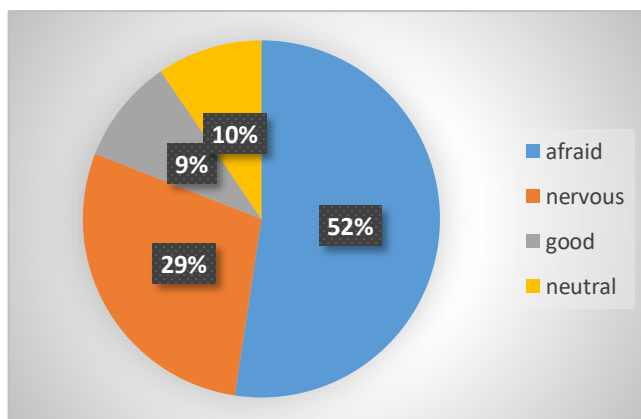


Source: Researchers

Fourth: About how they feel in English class 13 students say it causes them fear and fear. A very high indicator which induces that work should be done allow to modify this situation in the fifth grade, since this directly affects any learning process.

Graph 6

How do you feel in english class?

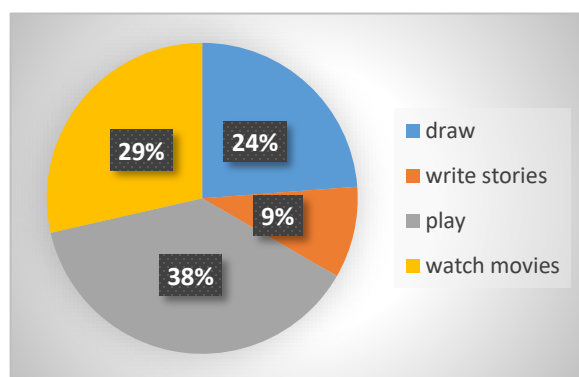


Source: Researchers

When asked what they want to do in class (Graph 7), they are mostly inclined to play games, watch videos and draw, undoubtedly ludic situations can be recreated in interventions to encourage and appropriate fifth-grade children in a good performance of written English skills as a vital part of learning this language.

Graph 7

What do you like to do in english class?



Source: Researchers

Another factor that was taken into consideration was the analysis of the written works that had been in the notebooks of fifth-grade students, in which aspects such as readability, spelling, and decoding level were observed, such as interpretation, composition, and presentation of texts.

A review of the group's notes was also made in its rating reports.

The students showed that their scriptural skills in the process of learning English compared to the evaluated categories (Graph 8) are at an insufficient level and very few acceptable, This corresponds to the majority of students and none of them are at good or excellent levels.

4.2 Intervention processes

The results are presented from the initial description in the way in which the intervention was carried out, explaining the contents, classroom activities and in general all the processes experienced within the classroom. Then a tour is made of how the learning performances were in each of the selected categories.

Chart 20

First intervention

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
<p>The first intervention was titled "Word running", focused on learning a general vocabulary that is part of the didactic sequence as "induction I". At the beginning of the intervention, the researchers began with a greeting to their students and proceeded to explain the subject to work which is the learning of new vocabulary, after this, begins with a warming activity entitled "bring to me" where the researchers named different elements in the room in English and the students had to identify them and teach them, the warming developed consistently to what was expected as it fulfilled the objective of reinforcing the pre-existing vocabulary.</p> <p>In the course of the intervention, students were asked to leave the normal classroom to go to an outdoor room that the institution has, at this time, and already with the students housed in horseshoe form the researchers began the explanation of the activity to develop in the class that consisted of practicing and learning</p>	<p>As for the researchers' point of view regarding the intervention performed, the state of the students at the beginning of the intervention is highlighted as they were timid and nervous about the presence of two additional teachers in their class, Despite this, by warming this state was changing making students more expressive and less nervous, while expressing that their greatest fear is the lack of knowledge in English and the risk of acquiring a bad grade.</p> <p>As the class developed, students became increasingly involved and interested in the class, this was finished culminating at the time of carrying out the activity of the yincana where they expressed that they had fun solving the clues and discovering the hidden phrases, In addition to creating their story in English</p>	<p>The learning performance of the students for the subject of this intervention is the vocabulary presents a negative behavior towards the written expression in English as expressed in the focal interview.</p> <p>In the intervention the above is evidenced more because the students do not have a training for written expression in English which can be explained due to their level of English, despite this, it was possible to observe a slight transformation as the intervention progressed since having a better attitude towards English they could take a better use of vocabulary, improving the development of written skill in English, evidenced this in the final histories created by the students who demonstrated a level of coherence, cohesion, grammar and structuring more in line with the level to be had in English in the fifth grade according to the MEN.</p>

new English vocabulary by using phrases that the researchers previously had distributed like a yincana. on the campus of the institution as small signs, these had to be found through clues and memorized for later transcription on a sheet, being a total of five these, Students were allowed to do so in groups of up to three students and make use of the dictionary. In the second part of the activity already collected and transcribed from the sentences, students had to make use of this for the writing of a minimum story of a paragraph containing a degree of consistency, grammar and cohesion according to the stipulated level of English, These had besides the use of the dictionary, the help of the researchers in quality to be able to ask them a new vocabulary or grammatical topics for their reinforcement. After the activity, you feed back the sentences and a history example with the required characteristics, as well as a collection of errors with their corresponding solution to reinforce the topic and allow the training of students.

they usually could not have fun because each activity led to the possibility of a negative note. from our point of view the students in this intervention could correctly start the learning process of the written English skill through ludic strategies.

Source: Researchers

Chart 21

Second intervention

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
<p>The second intervention was entitled "act, learn and have fun", focused on learning a general vocabulary reinforcing the previous intervention this is part of the didactic sequence as "induction II".</p> <p>At the beginning of the intervention the researchers began with a greeting to their students and proceeded to explain the subject to work that is the learning</p>	<p>Regarding the students in this second intervention the researchers observed a behavior a little more open to our presence in addition to the students express a more positive attitude towards the activities since in the warm up they could not only have fun but also strengthen teamwork and strengthen their knowledge of</p>	<p>The performance of students with respect to English presents a negative behavior towards the written expression in English expressed the previous intervention despite its small improvement in vocabulary so it seeks to strengthen that in this intervention the performance towards the writing skill in the students showed an</p>

of new vocabulary, then this begins with a warming activity entitled "Career slate" which consisted of a competition between two groups in the room where the Chart was in turn divided into two, one part for each group, after this activity is explained by allowing each group to work as a team so that a representative would go to the blackboard and write as many English words as possible in twenty seconds, alternately there were quick rounds, Rounds in groups of two to three students and rounds with specific topics such as professions or fruits and vegetables.

After this the subject matter of class was explained which was to continue the story started in the previous intervention, through an activity called "Be actor" in this first one they had to specify the story of not having done it before and with this in the same groups they prepare to represent it as theater, this theater came in two phases first a phase with a silent performance where the other students had to write so many elements identified in the performance of their peers, this in English reinforcing their vocabulary, In the second phase the students had to prepare scripts for their performance, this was also done with the support of a dictionary and the accompaniment of teachers..

A second activity was performed where students through the identified story and the dialogues made by their classmates would make a comic to represent this story, This comic had to have its peers as characters in their corresponding role and dialogues as complete as possible in English. Finally, at the end of the intervention, a round of questions to students about doubts in English and comments on the intervention was made.

vocabulary, grammar and sentence structure.

In addition to this in the main activity of "being an actor" through costumes and the creation of the script in English by themselves, It was given not only learning but also a factor that helps the creativity of students as well as a factor of attention and respect when viewing the work of their peers. At the same time, the students gave a positive response to this intervention and to the strategy carried out to demonstrate an improvement and appropriation of English.

improvement evidenced in the reduction of errors committed previously in addition to the fact that there is a greater willingness to learn to write in English showing even an interest in subjects such as contractions or the verb to be in addition to demonstrating a broader vocabulary which is the aim of this second intervention, in order to improve expression apart from writing, in addition to this there is a more open aptitude as regards English in general so there is an improvement in the overall performance of students.

Source: Researchers

Chart 22

Third intervention

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
<p>In intervention number three entitled "how do you fell?" The theme of the feelings was worked; this intervention began with three questions to the students which were:</p> <ul style="list-style-type: none"> - How are you - How do you fell today? - Are you ok? <p>By way of warm-up the students in addition to answering these questions orally, they also had to express it in a written way first alone in order to know the previous vocabulary and later with the help of flashcards related to the vocabulary of the subject, after this and a short vocabulary and feelings class was moved to the main activity where flashcards became support for students being glued around the classroom so that students could observe them and draw them, later with the help of a virtual roulette starts the activity where the rules are set:</p> <ol style="list-style-type: none"> 1. The teachers will choose the groups in this case there will be two teams which will be called group A and group B 2. When the students choose the two groups, the teacher will start with the activity of pressing the button to spin the roulette wheel. 3. When it finishes turning, it will fall into a box which will show a question and an image alluding to an emotion 4. The two teams must write the answer. It is important to mention that it must be related to the image 	<p>From an investigative point of view concerning the strategy applied, it is identified that it had a positive impact on students in order to motivate them through healthy competition and teamwork in turn encouraging cooperation between students with a higher performance in terms of English and students with normal performance or low, being able to not only improve the overall result but also that in turn students to whom it gives a feeling of fear to ask their teachers could clarify doubts as regards the activity and the English in general.</p> <p>On the other hand, in the activity the playful strategy used had a calming effect on the class since the students did not have nerves to participate in addition to facilitating a full learning environment for them.</p>	<p>In the writing part this intervention shows that the vocabulary of the students is not according to the level that is stipulated in the educational system and that this in turn is caused by factors that are solvable at a certain level by the project as for example the guide learning for a bilingual teacher, material, teaching sequences and proposing a learning environment prone to learning English as a foreign language.</p> <p>In spite of this it was evident that the use of the strategy positively affected the aspect of vocabulary and thus could have an easy assimilation and understanding of this by students who at the end of the intervention had a correct use of it in regards to the theme.</p>

that will be seen on the roulette wheel.

5. At the end of this activity, the two sheets of the teams will be reviewed in order to show if they carried out the activity of writing and identifying the emotions seen in class

At the end of the activity was the review where team A was the winner as its members had a better performance in their writing ability, after a feedback and clarify doubts is given as finished intervention.

Source: Researchers

Chart 23

Fourth Intervention

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
<p>The fourth intervention entitled "my dream job" began normally by greeting the students who after three previous interventions were already Familiar with the work being done in the research, after this greeting is passed to explain the theme of the day which are the professions where first way warm-up I asked students about their parents' professions so I would later form a list of professions which would then be translated so I could have new English vocabulary, after this begins a brief explanation with the help of flashcards with more vocabulary of professions and illustrations of them for this reason students were asked to transcribe these flashcards to their notebooks in addition to include the drawing and in turn draw in case that some profession of warm-vocabulary up wasn't on the flashcards.</p>	<p>As far as the ludic strategy used is concerned, that is, the oral narrative, written and illustrated, the students showed a positive response to it, although it should be noted that there was a sense of doubt about this strategy, since the fear of error persists among students and makes it difficult to participate in this type of strategy, In the same way as the intervention the students were losing this fear and were more willing especially in the illustrated part, but despite this they did not leave out the oral and written parts.</p>	<p>Concerning the writing skill in this intervention was mainly grammar and vocabulary, both being sub-categories of the same writing, In these at the beginning it was shown a level far below what was stipulated for the fifth grade according to the Ministry of Education but when advancing the interventions and observing the use of these in the intervention you see a gradual development that can hopefully reach the level desired, students in turn show more confidence in written skill and are more observant to word composition.</p>

Once this is finished, we move on to the main activity where students had to perform a mime imitating the professions they chose while another student tried to decipher what profession it was and write it in English in his notebook, It should be noted that this activity was done in 4 teams and focused on cooperative learning and healthy competition. Finally, at the end of the intervention a feedback was made with the most common errors and a round of questions.

Source: Researchers

Chart 24

Fifth Intervention

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
<p>The fifth intervention was titled "my super star family", this began on a regular basis with the greeting to the students who already in that fifth intervention had fully adapted to the presence of the researchers, from this the warm-startup which consisted of a simple round of questions and answers to inquire into the knowledge of the students' vocabulary in relation to the family theme, through this it was identified that the students possessed part of this vocabulary in an oral way but at the time of passing to the writing this declined considerably, so it gave way to the main activity which consisted of three parts, The first being the realization of a paper house by means of origami, the second the illustration in the house of the family group of the students and the third the naming of these members of the family group through writing them in English.</p> <p>In order to carry out the activity and evaluate a constant accompaniment was given to the students in order to observe their progress and clarify the existing doubts, so at the end of the</p>	<p>In the ludic aspect the use of origami in combination with the drawing gave positive results motivating the students which they set as goal to perform the best possible work since they wanted to deliver that work to their families , on the other hand this strategy motivates students to be able to reinforce not only writing but also other English language skills, finally the strategy allowed the relationship between speaking and writing so that these were complemented and could be developed correctly.</p>	<p>In this aspect the aspect of vocabulary and content was mainly touched, in these aspects the students have shown greater difficulty through interventions and was not the exception in this intervention, but a positive development is evidenced in them where students identifying the vocabulary possessed more idea of how it is written and used in the generation of written content even some suggesting the creation of letters or longer texts.</p>

activity the students asked the teachers to be able to deliver what was done in the activity to the relatives, to which the teachers responded positively and thus ending the intervention

Source: Researchers

Chart 25

Sixth intervention.

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
<p>The intervention entitled "delicious" begins with greeting the students and instructing them to go to the institution's systems room, This is followed by an explanation of the class in which it is indicated that this will have as a central focus an audiovisual material for learning English based on classic Disney stories .</p> <p>As a warm-up the students are introduced to the different activities that are going to be done in class with examples of how to do them being three activities, a writing, a listening and a content creation. After this begins the reproduction of the material and start the activities being the first the identification of vocabulary and its correct way of writing encouraging students to correct grammatical errors presented in the subject, the second activity consists of identifying words and according to how they are heard the task of the students is to write them correctly, finally the third activity seeks to create a written story similar to the one seen in the audiovisual material is to say a short story in English, in this last activity the students worked and finished it in group.</p>	<p>The ludic strategy used was learning through audiovisual material, this had a more positive result than expected as it completely motivates students who could learn in a more enjoyable way and with a more fun learning environment, what for them was a movie and game really showed as an effective strategy in acquiring knowledge and developing the motivation of students when learning about a specific topic that would be categorized by the same as boring in a class traditional.</p>	<p>The main part in this intervention was the correct writing of new vocabulary in addition to being able to identify by using the listening skill the correct way of writing a word, this skill was almost non-existent at the beginning with the students but in this intervention an improvement was evidenced so that more use can be given to the English language in the class since the students have a better understanding of it from the auditory and scriptural part.</p>

Source: Researchers

Chart 26

Seventh intervention

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
<p>In the intervention entitled "she is beautiful and he is handsome" the theme that is carried through the interventions was worked, this time the intervention began in a normal way with the warm-up up which would consist of an inquiry into the students' knowledge regarding the use of adjective to describe a person after this and with an explanation that it is an adjective was moved to the main activity which consisted of the creation of letters in English to deliver to a friend, This letter had the characteristic of being decorated freely but with the requirement of having at least one paragraph written in English.</p> <p>At the end of the activity the letters were collected and revised to give a correct feedback and to be able to deliver the letters back to the students so that they finally deliver it to their respective recipients.</p>	<p>As far as the writing of letters as a ludic strategy was concerned, a positive result was especially in the motivation of the students who, when creating the letters, wanted to express feeling towards the person who was addressed the letter in addition to wanting to demonstrate their knowledge of the English language. Moreover, it allowed to have a pleasant environment for the identification of errors and their corresponding correction without affecting the motivation of the student.</p>	<p>In the writing part, we went from basic vocabulary to the creation of short texts, this reflects the development that is given through the interventions in addition to the students being aware of the grammar of simple words and the use of the verb to be in the present simple so they begin to lay the groundwork to develop a more advanced level in the scriptural part of English.</p>

Source: Researchers

Chart 27

Eighth intervention

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
<p>In this intervention catalogued as "jump loudly" the complement of the previous intervention is worked that is the complement of the adjectives being these adverbs, in this way the intervention begins by making clear this point and instructing through the warm-up to students for the identification of the concept of adverbs and its use not only in English but in the mother tongue, this consisted of a flurry of vocabulary where students mentioned adverbs in Spanish and teachers translated them</p>	<p>In the ludic part the participation of the students was potentiated because at the beginning they were afraid to participate in the activity, but through them they were more participative and with own initiative without fear of error, this also had an unexpected result as far as their behavior is concerned since among them the respect to the participation and the actions of the students</p>	<p>In written skill there is an improvement in grammar and phrase creation, students demonstrated better scriptural language management and denotes the more advanced use of English as a foreign language in the other skills which in turn complements their learning process. In turn the content in the writing part is more varied and demonstrate a better</p>

into English to expand vocabulary, later the activity begins where a student took a random paper where there was an action and an adverb that should imitate for example "jumps noisily", by making the student mimic the other students were given the task of guessing what was written on the paper and in turn run to the board to write it themselves being the winner who wrote correctly what was on the paper.	who interpreted some phase to avoid demotivating them.	handling of verbs, adverbs and adjectives.
--	--	--

Source: Researchers

Chart 28

Ninth intervention

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
In this intervention entitled "my bro" work related to contractions and rules of writing in formal and informal English, to initiate the intervention was performed warm-up "the crazy competence of writing" in which each student had to write a word on a cardboard with the condition that it had coherence with the other words thus creating a story, from this which served as an icebreaker and in turn as a way of remembering vocabulary gave rise to the main activity of the class which was the creation of a comic by using related contractions and rules of writing in formal and informal English to so that students could see the application of these and apply them in a real profession such as being a writer, This activity also promoted the relationship between drawings and the creation of dialogues that allowed teachers to observe the development of students through the intervention until its completion where each student presented their comic to their peers.	In the ludic aspect the creation of the comic was exciting for the students because these related it to the current world where comics and comic films are in fashion so create a comic in English the motive to a great extent to handle this format and its Language skills in English. On the other hand, by sharing their comics students were able to identify mistakes and help their peers through cooperative learning.	In the ludic aspect, the creation of the comic book was exciting for the students because they related it to the current world where comics and comic films are in fashion, so they create a comic in English, the reason largely for handling this format and your English language skills. On the other hand, by sharing their comics, students were able to identify mistakes and help their peers through cooperative learning.

Source: Researchers

Chart 29*Tenth intervention*

DESCRIPTION OF THE INTERVENTION	LUDIC ASPECT	WRITING SKILLS
<p>In this last intervention entitled "balloons of words" began immediately with the activity due to time constraints that occurred, the activity was carried out outside the salon in a kiosk room owned by the institution, this consisted of a series of inflated balloons which each contained within a series of words with which students on straws in turn must burst the balloon, choose and create a phrase with these words in addition to the phrases together should create a story so students should be attentive to their peers and the phrases they were creating, after a series of rounds where a paragraph was completed, teachers evaluated each sentence and paragraph to give a score.</p> <p>Finally, at the end of the activity teachers give final feedback and give students the latest guidelines to improve writing in English as tips that can motivate them to continue learning.</p>	<p>In the ludic part the surprise factor was key to be able to influence the students since they did not know what words they found in the balloons was waiting and thinking what could be written, this enhances not only your motivation but also your skill to analyze and plan when writing in English which also with cooperative learning looks positive thanks to this strategy.</p>	<p>In the scriptural part is reflected everything worked in the interventions so that the students developed from a level below the basics to reach a level according to the MEN, although this goal was not achieved if a breakthrough was developed and the level was balanced in one that would allow them to continue improving and enter the most advanced stage of schooling, in what concerns developed strong bases in the use of the verb to be, vocabulary, action verbs, adverbs, adjectives etc.</p>

Source: Researchers

As final results after the classroom interventions (chart 20), we found evidence that in the fifth grade of the San Judas Tadeo headquarters of the IECV, a level of academic performance in the domain of written skills was identified which is considered at a good level compared to what it had at the beginning of the experience and classroom work.

4.3 Final Diagnostic

Applying the different interventions and under the same parameters, the group underwent a highly significant change in which the different interventions given by ludic strategies in the classroom work influenced. Their main findings are described below.

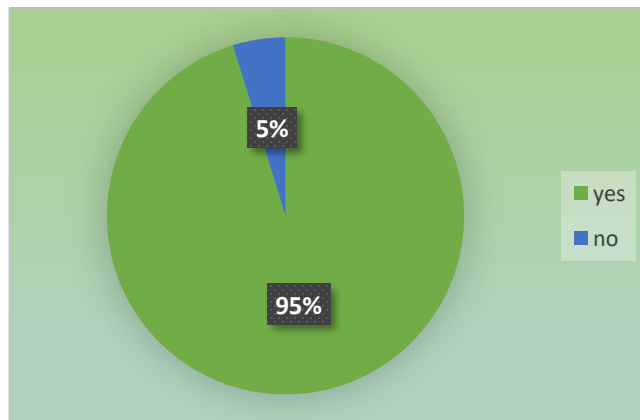
Chart 30*Final evaluation of scriptural categories*

STU DE NTS	Do You like the English class?	What do you think of the easiest part of the English class?	What do you think is the most difficult thing in English class?	How do you feel in English class?	What do you like to do in English class?
S1	yes	write	write	afraid	play
S2	yes	write	read	afraid	play
S3	yes	write	read	nervous	play
S4	yes	write	read	good	play
S5	yes	write	read	good	write stories
S6	yes	write	read	good	write stories
S7	yes	write	read	good	write stories
S8	yes	write	read	good	write stories
S9	yes	write	read	good	write stories
S10	yes	write	read	good	write stories
S11	yes	write	read	good	write stories
S12	yes	read	read	good	write stories
S13	yes	read	read	good	write stories
S14	yes	listen	read	good	write stories
S15	yes	listen	read	good	write stories
S16	yes	speak	listen	good	write stories
S17	yes	speak	listen	neutral	draw
S18	yes	speak	listen	neutral	draw
S19	yes	speak	speak	neutral	draw
S20	yes	speak	speak	neutral	draw
S21	no	speak	speak	neutral	watch movies

Source: Researchers

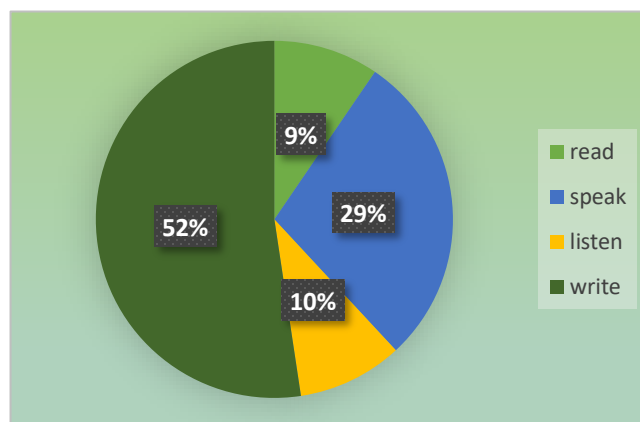
Description and analysis:

First question: The results of the final survey showed a significant change in the motivation of fifth-grade students. The identified causes are that the students changed their perception of the class and above all understood the meaning it has for them in their life projects to learn this language. Example of the 21 students in group 19 say they like English class (Graph 8)

Graph 8*Do you like english class?*

Source: Researchers

Question two: In relation to the part that is most provided (Graph 8) of the English class, writing was valued as the activity that causes the least difficulty. What evidence a direct impact on the importance of classroom work; It is likely that the incidence of didactic strategies was vital in-class work.

Graph 9*What do you think of the easiest part of the english class?*

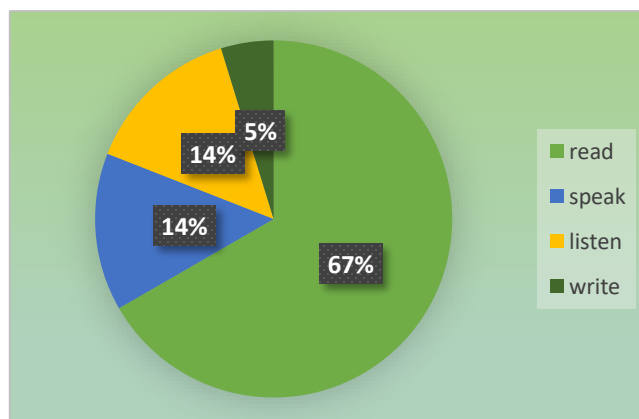
Source: Researchers

Question three: Faced with the greatest difficulty that students have in the English class (Graph 9) there are only a few children who see it as such. This situation certainly reflects a change in the

group's aptitude, which implicitly shows that it has more property in the mastery of the subject and its participation in class

Graph 10

What do you think is the most difficult thing in english class

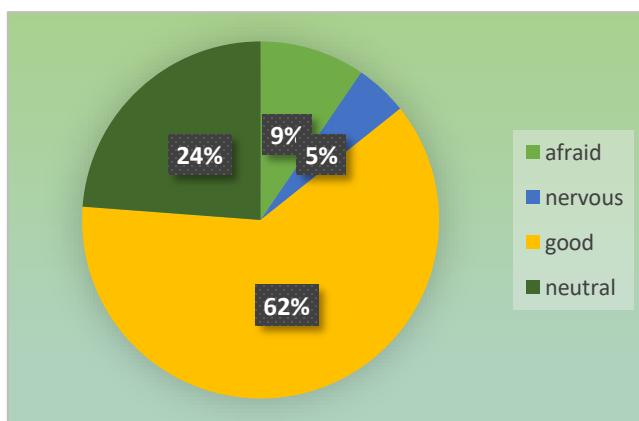


Source: Researchers

Question four: How do you feel in English class? (Graph 10) Undoubtedly the aptitude of the group had a considerable twist in this respect, since more than half see this very pleasant space since they are allowed to play or perform activities that motivate them to learn English. Now faced with the minimum of children who still see this class without any motivation should be continued in a timely work that allows them to change such a state.

Graph 11

How do you feel in english class?

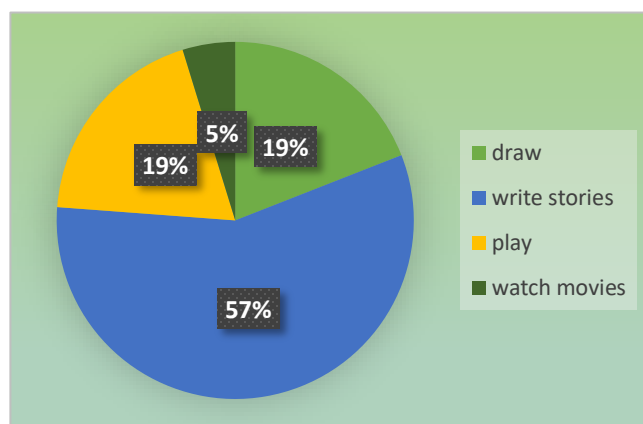


Source: Researchers

Question five: When they answer What do they like to do most in English class? (Graph 11) the group has almost a common denominator about it, most agree that what they like most is to write stories, play and watch videos. It is remarkable that more than half of them significantly value the act of writing in English.

Graph 12

What do you like to do in english class?



Source: Researchers

The results of each of the scriptural categories are known (Graph 12) The changes generated by skill after the intervention in class are presented from the ten didactic sequences from didactic strategies as a didactic resource to optimize learning and level of competence.

Chart 31

Matrix of Analysis by categories

Intervention 1	Concept	Categories	SubCategories	Analysis	
Name: Word running Objective: Create stories in English through grammar clues.		Decoding	Visual identification	Students have difficulty relating vocabulary to its English meaning.	
			Transcript	Errors are presented in the writing skills of texts, usually generated by lack of attention and concentration.	
		Writing skills	Interpreting	Proper significance.	
				Linguistic significance	English words that students consider are written that way. (Previous concepts).
		Presentation	Composition	Personal Textual	
				Spelling	Understanding: Students do not present knowledge to associate one or more terms together for the creation of short sentences and texts. The spellings in most of the group are understood, but they are not always correct.
				Readability	Few students have difficulty understanding the graphics.
		Ludic	Recreation	Understanding Reasoning	The students showed uncertainty at the beginning of the intervention, but at the development of it and at the end they took a more positive attitude.
				Imagination Socialization	Students positively developed the creative aspect by creating their own stories
				Participation	It is low at the beginning, but in the advance of the class the Interventionaumenta and a greater interest is generated by the topic treated.

Intervention 2	Concept	Categories	SubCategories	Analysis	
Name: Let`s play pictionary Objective: Identify the different verbs and use them correctly with the verb to be	Writing skills	Decoding	Visual identification Transcript manual	Students do not even relate words to their English meaning.	
		Composition	Proper significance. Linguistic significance	There is no logical order when writing in English presented inconsistencies They present flaws in the correct English word writing skills	
		Spelling			
		Presentation	Readability	Although most of the group does not have identity problems in the writing skills of words, but they have difficulties in the management of space.	
	Ludic	Motivating	Socialization		It is little, but through the development of the activity the participation is increased
			Imagination		fear to participate is shown due to the fear of being wrong, but this is dissipating increasing the participation of various students.
		Learning	Appropriation		Students demonstrate better Appropriation of knowledge by using Ludics strategies in class

Intervention 3	Concept	Categories	SubCategories	Analysis	
<p>Name: How do you feel?</p> <p>Objective: Identify emotions in English and use them appropriately with the simple present</p>	Writing skills	Decoding	Visual identification	ecoding the relationship between some English words and their correct writing skills.	
			Transcript manual		
		Composition	Proper significance. Linguistic significance Personal	tudents through external support such as notebooks and dictionary are able to create simple phrases with grammatical and spelling errors..	
	Ludic	Presentation	Spelling		Students still do not fully develop the ability to write with correct basic spelling the most common words worked in class.
				Readability	Space management is improved, but it is an aspect that still requires more work.
			Originality	pace management is improved, but it is an aspect that still requires more work.	
			Recreational	Socialization	Participation in class is increased
		Learning	Motivating	Questions increase in class and more attention is shown by explanations.	
			Appropriation	The group expresses responsibility for class work and activities at home.	
			Relevance	Experiences are shared among children and proposals are made to overcome a difficulty.	

Intervention 4	Concept	Categories	SubCategories	Analysis		
Name: My dream job Objective: Identify the different professions by performing a mimic		Interpreting	Visual identification	Identify and mechanize simple meanings of indispensable words in the Writing skills of English and use of the verb to be		
			Writing skills	Transcript manual	Correct copies of words are made and given orally.	
				Understanding	Proper significance	It begins to develop the ability to create short sentences with a coherent meaning.
		Linguistic significance			understand the management of simple structures with simple and common words in short texts with logical order. Significant progress between student-generated meanings and their literal meaning	
		Composition		Textual construction	There is consistency in the writing skills of short texts prepared by children.	
			Ludic	Logical sequence	students use their Imagination to create phrases and texts in addition to working cooperatively	
				Recreational	Originality	Originality is shown in the development of Ludics activities related to the writing skills of English words.
					Socialization	The Writing skills of new terms arises at the initiative of children, generated by a good level of Motivating.
					Motivating	

Intervention 5	Concept	Categories	SubCategories	Analysis
Name: My super star family Objective: identify the personal proNames text creation by using family vocabulary		Decoding	Visual identification	It shows a basic relation between words and meanings with greater property besides understanding the relation and importance of the use of the verb to be.
			Transcript	The uses of different graphemes are written correctly in simple texts familiar to the group.
	Writing skills	Interpreting	Linguistic significance	students give meaning to the verb to be in accompaniment with a limited number of verbs
			Proper significance	students have basic knowledge for creating phrases with minor errors in spelling and grammar..
	Ludic	Understanding	Personal	It increases the handling of meanings expressed in the writing of new sentences.
			Textual	Written applications of the same term are given in different situations.
			Recreational	The Intervention was positive and the students were very involved in the subject in a spontaneous and orderly manner. .
	Ludic	Learning	Motivating	The students were motivated in the development of the Intervention in an active way.
			Socialization	Work was shared in the group, which allowed a proper fixation of Concepts..
			Appropriation	The Ludic strategy had a positive effect on the students, allowing them a logical reasoning in understanding the theme worked
			Relation	It relates the semantic meaning of the written term of its grammatical function.

Intervention 6	Concept	Categories	SubCategories	Analysis	
Name: Delicious Objective: Learning new vocabulary using different English skills	Writing skills	Understanding	Textual	There are errors in the translation of some terms that are confused with others by their similarity in the writing skills	
			Personal	Minor errors are identified in the Understanding of grammatical meanings.	
		Composition	Personal	Errors are identified in much of the group in the proper use of the proName when writing short sentences..	
			Directed	Classroom work is increased for the proper use of the proName in the construction of sentences and short texts..	
	Ludic.	Learning	Presentation.	Spelling	Errors in written texts are considerably reduced when words from the family and school context are handled
				Readability	The space handling and clarity of the grapheme is good and easy to identify by any reader.
			Appropriation	Ludics strategies allowed memorizing the correct writing skills of a considerable number of words.	
			Relevance	In the games made to evaluate the use of the proName a significant advance is perceived in part of the group, but the classroom work must be intensified to allow a greater thematic relevance.	

Intervention 7	Concept	Categories	SubCategories	Analysis
Name: She is beautiful and he is handsome		Understanding	Proper significance.	The group assigns proper meanings to different words written independently of the grammatical sense
			Objective: Learning new vocabulary through the different skills that identify the adjective.	Writing skills
		Composition	Personal	students positively develop the use of several terms giving priority to logical order, coherence and cohesion.
		Presentation	Directed	The use of adjectives, nouns, verbs, pronames and verbs in a single text is not clearly constructed in the group.
			Spelling	Spelling is acceptable when writing written texts with different grammatical roles.
		Learning	Readability	They do not present any worrying difficulties in the readability of their writings.
			Appropriation	The group proposes new terms as adjectives linked to their context to know their written form, which they associate to a Ludic activity..
	Ludic		Relevance	The work proposals in class are directly related to their vocabulary in the contexts of play, school and family
			Relation	It showed a better state of connecting different written words with different grammatical functions: verb, adjective, proname and verb..

	Recreational	Socialization	The work in the group through teams, allows an eye-catching didactic form for children and put on stage sincerely their difficulties
		Motivating	The Intervention of students in class is continuous when Concepts are transmitted from a Ludic activity.

Intervention 8	Concept	Categories	SubCategories	Analysis	
Name: Jump loudly Objective: Learn new vocabulary through different English skills using adverbs	Interpreting		Proper significance.	The children previously showed a valid approach to the Concept of what is the adjective in a written text	
			Linguistic significance	The levels of differentiation in the grammatical functions of words written as adverbs are interpreted differently in the group.	
		Writing skills	Understanding	Personal	There is knowledge development in the basic understanding of approximate adverbs at the level established by the MEN.
				Textual	The Writing skills of new terms presents simple flaws to correct from Ludics actions.
	Composition		Personal	short texts are written making appropriate use of adverbs more familiar to their context	
			Directed	Very short texts are drafted following the instructions given..	
		Presentation		Spelling	In the writing skills of new terms errors were identified especially in the combination of some graphemes: confusion in combination of letters..
				Readability	Written graphemes are easily understood by anyone.

	Learning	Appropriation	Develop exercises with logical sense demonstrating Appropriation of what is taught in class
Ludic		Relation	A las palabras escritas en textos cortos la mayor parte del grupo le asignan la función gramatical que le corresponde.
	Recreational	Motivating	Students' interest in writing and learning new vocabulary was reflected through mimics as a Ludic strategy
		Creativity	Most students participate with their own ideas in the writing skills of new terms, however, there is still a minority which for different reasons such as nervousness or fear chooses not to participate actively

Intervention 9	Concept	Categories	SubCategories	Analysis
Name: My bro		Interpreting	Proper significance.	Developed a basic level according to their cognitive level and sociocultural environment in terms of the meaning they give to vocabulary
Objective: Learning new vocabulary through different English skills through formal and informal language	Writing skills	Understanding	Linguistic significance	The linguistic meanings of the vocabulary written in the fifth grade are correctly applied.
			Personal	The basics for the written relation between Concepts and its corresponding meaning in English are mastered.
			Textual	Simple instructions for short writing such as greetings and dialogues are understood.
			Personal	New terms are used for writing and short dialogues at the initiative of students..

		Composition		Phrases such as greetings, simple sentences and conversations between children are written according to the instructions given by the teacher
			Directed	
			Originality	The students were creative writing simple dialogues among themselves.
		Recreational		
	Ludic		Socialization	he group created short writings based on shared work that helps students integrate.
			Appropriation	It is perceived commitment of students to acquire a good Learning of what worked in class.
		Learning		
			Relevance	The group's interest in improving their writing skills was one of commitment to making significant advances in a better vocabulary.

Intervention 10	Concept	Categories	SubCategories	Analysis
Name: Hallons of words Objective: Creation of short stories using verb vocabulary and the verb to be	Writing skills	Interpreting	Proper significance	Each student made a coherent and short written Composition of a personal experience.
			Linguistic significance	The grammatical meanings of the words were correctly applied.
		Understanding	Personal	Individually each child explained correctly and in written form the meaning of a short sentence given by the teacher

		Textual	The group had a high approach in giving a correct interpretation to texts written in English given by the teacher
	Composition	Personal	Different texts were written identifying the role of the verb and the importance of the verb to be.
		Directed	Different verbs were properly applied in the construction of grammatical sentences..
Ludic	Learning	Relevance	There was Appropriation of Concepts learned by students which was evidenced in different written texts.
		Relation	All the written production of the students was made according to their interests such as sport, music, etc.
	Recreational	Motivating	The interest and desire to work in the written production of texts in English was notary and there are advances in the Learning of each of the students.
		Creativity	Several writings were made with different themes that generally show an impact development in relation to the initial state of the group

In this analysis by categories, it is concluded in each of them there is an advance that evidences the impact of the work in the classroom where the interpretation shows a lower number of students in the level of excellence. The category of understanding is the most qualified category since three-quarters of the group are at a level of excellence, and in the other categories, the whole group shows advances that give validity to the research and advances in the learning of English in the competences at the level of writing

4.4 Discussion

Educating children in the written skills of English requires considering different criteria ranging from knowing: the disciplinary foundations of the language, that is to say, managing the

language effectively; added to this is the knowledge of being a teacher which translates into the appropriate mastery to use teaching resources, pedagogical and technological tools that allow fluid communication in class to facilitate learning in students and finally be able to overcome socio-cultural obstacles that may occur in the environment in which teaching is developed learning, It should be borne in mind that in the school environment of the IECV is complex and varied which means in the educational processes different factors are inferred in the results of any project, especially curricular or academic type.

These conditions over time have led to many theories and hypotheses about how best to teach English to children. In this experience the socio-cultural condition of the sample had a high interference in the development of the experience, in this respect, the Common European Framework of Reference for Languages considers that the cultural and social development of a region or community is a condition for effective learning processes, this aspect is validated in the IECV, San Judas Tadeo since fifth-grade children and the whole community, in general, have minimal contact with English which means the environments by parents are sometimes not adequate to help their children in this regard, This does not mean that learning is not achieved, but it is then necessary to go to strengthen other processes to minimize the effects of the community socio-cultural environment.

This leads us to understand why in the research carried out it was important and vital to review the background to strengthen the work of the didactic sequence in each of the classroom interventions, as it leads to having other routes and alternatives for teaching, for example in the contributions of Hernández (2011) the cooperative work is valued, understood as a resource that facilitates and optimizes work with all children taking advantage of their ideas but not becoming instructors, to mobilize in the classroom to create motivational spaces and exchange ideas, which serve to strengthen spaces. The situation that was highlighted in the San Judas Tadeo headquarters when children in a job wrote a text

badly and their colleagues made suggestions to correct it, which allowed spaces of trust in the work; Therefore, it was identified in a concrete way improvement processes in decoding since works were exchanged in the classroom where students through observation contributed ideas for the improvement of the writing of words and their oral identification.

Within the relationships of theoretical contributions, it was useful to understand the meaning of the elaboration and placement of didactic strategies in a methodological triangulation, which according to Madrid (2011) in the proposal it allows to expand the use and proper design of the teaching material to dynamize an effective teaching strategy. In the application of the experience in the fifth grade, I experienced the usefulness of performing with the children pictorial works that brought them closer to the proper visualization of the writing of texts in English and their correct spelling, as the interpretation of short texts which showed a positive evolution over the working time. González (2019) uses his experience in measuring the management of both Spanish and English to familiarize students with the most frequent words and phrases without generating any confusion in the meanings of words. It is valued from the didactic part that starting from the use of familiar words and texts for students is necessary, since this motivates children more and allow them to easily access understanding.

All these experiences contributed to the proper configuration of the interventions taking into account the structure of the educational sequence proposed and the fulfillment of the objectives, that from the general proposes to work on the written skills in English using different ludic didactic strategies, which were operated the fulfillment of correct learning.

It is fundamental from the contributions of Chumaña & Llano (2018) to understand the social context to select recreational activities so that these become a basic element of learning, and do not cause the same impact on children to see a poster already made, as the one made by them. In this respect, the motivation of students to write their own texts was generated within the group as one of the most significant results stimulated by didactic strategies, which allowed to rework an improvement in the presentation of new writings where adequate management of the space is evidenced, a spelling more defined and above all readable for anyone.

Although not many works were identified against the use of new technologies this aspect was valued within the classroom especially video and audio projection as recordings made by students they heard their voices when they played verbally their own writings which left in them a significant action to improve their own writing by recognizing their mistakes

Another result that emerged from the ludic strategies was the development of better care in class, which undoubtedly had an impact on the students for a good interpretation of auditory messages that were reproduced correctly in a textual way and was highly valued by the teacher and practitioners to see how the children externalized their written in English.

4.5 Conclusions

As relevant elements that allow the IECV to continue in a process of improvement in the teaching of English, the following considerations are established, given what is proposed in the general and specific objectives.

The sole condition of the overall objective is to develop written ability. This objective had a positive advance since more than half of the group evidenced structured advances in each of the categories of written ability, and one of the causes for this achievement was the application of pictorial activities within the classroom and freedom of work in the fifth grade both individually and comprehensively; since in the times in which the didactic sequences were given this was a general condition of the work. Taking into account the results of the initial diagnosis that was under the indicator can be qualified as good and impact in the fifth grade. The most advanced categories were decoding and interpretation as well as presentation; the least advanced was composition, This is a situation which is regarded as logical in view of the fact that this category is a task of long working years and its structure requires other knowledge which the students of the great fifth are just beginning to build in their educational process.

As for the specific objectives the first was practically achieved in its entirety since the instruments applied and the works of written analysis externalized the reality of the group against the difficulties of

writing that had initially the fifth grade and allowed researchers to plan actions consistent with the needs of the group that kept the attention of students captive from the development of ludic strategies.

The objective of the design of playful strategies was considered appropriate and allowed the participation of the entire group of students who, although not all retained the same motivation were not detected as boring students or far from class spaces during practices.

The implementation of didactic strategies together with their analysis processes as expressed by the last two specific objectives was one of the propositions that brought students closer in the motivational part and raised the category of understanding high like the levels of class participation.

It is necessary to make precision that these advances in the categories of writing are given within the criteria and performance indicators that are only available for elementary education.

4.6 Recommendations

At the institutional level, it is classified as a priority that for the development of children's written skills is required to be implemented from the first grades from playful strategies appropriate to the ages of the students and with a direct relationship in the learning processes.

The experience of designing and applying didactic sequences as a teaching resource is very useful for the teacher since it allows him to have direct control of all the phases of the class such as initiation in motivational aspects, the apprehension of contents, behavior situation, attention and participation in the class of the group and the evaluation.

With regard to the evaluation, it is suggested should be focused all the time on improving very precise aspects in the improvement of difficulties fully identified and should be permanent and not general but specific with a qualitative vision, in addition to allowing the student to intervene in their own assessment; in other words, not to take the assessment processes to qualifying events.

It is essential to take into account that the selection of teaching strategies requires a controlled process and that their development does not become a pleasant activity for the group, but with little impact on the learning objectives designed in the development of the teaching sequence.

References

- Alcón, E. (2002). Bases lingüísticas y metodológicas para la enseñanza de la lengua inglesa. Universitas.
<https://books.google.com.co/books?id=gJuitmqCkpEC&printsec=frontcover&dq=la+acci%C3%B3n+del+ingl%C3%A9s+en+la+ense%C3%B1anza+del+ingl%C3%A9s&hl=es-419&sa=X&ved=2ahUKEwiixqfD6bz6AhUjQzABHcr9BK84ChDoAXoECAQQA#v=onepage&q&f=false>
- Álvarez, S & Bados, A. (2018). Concepciones y métodos de los maestros en la enseñanza de la competencia comunicativa del inglés en cuatro instituciones educativas de Tuluá, Valle.
<http://repositorio.uceva.edu.co:8080/bitstream/handle/20.500.12993/1202/T00030730.pdf?sequence=1&isAllowed=y>
- Amaya, B. (2016). Habilidades básicas en idiomas extranjeros.
https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_13/BELINDA_AMAYA_1.pdf
- Chumaña, J & Llano, G. (2018). Actividades lúdicas en el aprendizaje del idioma inglés. Universidad del Ecuador.
<https://www.efdeportes.com/efdeportes/index.php/EFDeportes/article/download/512/177?inline=1>
- Ferreiro, E. & Teberosky, A. (1979). Los sistemas de escritura en el desarrollo del niño. México: Siglo XXI Editores.
<https://books.google.com.co/books?id=wHFXcQcPvr4C&printsec=frontcover#v=onepage&q&f=false>
- González, D. (2018). Análisis de los métodos de enseñanza del inglés y el español. Universidad de la Laguna.
<https://riull.ull.es/xmlui/bitstream/handle/915/11502/Analisis%20de%20los%20metodos%20de>

20enseñanza%20del%20ingles%20y%20el%20espanol.%20Como%20se%20reflejan%20actualmente%20en%20las%20aulas%20de%20educacion%20primaria..pdf?sequence=1

Hernández, E. (2014). B-learning como estrategia metodológica para mejorar el proceso de enseñanza-aprendizaje de los estudiantes de inglés en la modalidad semipresencial del departamento especializado de idiomas de la Universidad Técnica de Ambato.

<https://eprints.ucm.es/id/eprint/29610/1/T35913.pdf>

Hernández, R; Fernández, C; Baptista, P. (2014). Metodología de la investigación. Sexta edición.

<https://www.uca.ac.cr/wp-content/uploads/2017/10/Investigacion.pdf>

Institución Educativa Corazón del Valle (2021). Proyecto Educativo Institucional 2022; Plan de área de lengua extranjera. Comité Académico.

León, E. (2018). Enseñanza del inglés desde el aprendizaje integrado de contenidos y lenguas extranjeras. Unilibre. Bogotá Colombia.

<https://repository.unilibre.edu.co/bitstream/handle/10901/15973/TESIS%20FINAL%20CD.pdf?sequence=1>

Ministerio de Educación Nacional. (2012). Marco Común Europeo de Referencia Lingüística.

https://www.mineducacion.gov.co/1759/article237704_archivo_pdf_marco_europeo.pdf

Ministerio de Educación Nacional (2002). Directrices curriculares de lenguas extranjeras.

https://www.mineducacion.gov.co/1759/articles-339975_recurso_7.pdf

Ministerio de Educación Nacional. (1994). Ley General de Educación.

https://www.mineducacion.gov.co/1621/articles-85906_archivo_pdf.pdf

Ministerio de Educación Nacional (2006). Guía 22, Estándares básicos de dominio de idiomas extranjeros: inglés [https://www.mineducacion.gov.co/1780/w3-article-](https://www.mineducacion.gov.co/1780/w3-article-115174.html?_noredirect%3D1)

[115174.html?_noredirect%3D1](https://www.mineducacion.gov.co/1780/w3-article-115174.html?_noredirect%3D1)

Madrid, D. (2011). Materiales didácticos para la enseñanza del inglés en ciencias de la educación. La Universidad de Granada.

<https://www.ugr.es/~dmadrid/Publicaciones/Materiales%20didacticos%20enseñanza%20ingles%20CC%20Educacion.pdf>

Paredes, E. (2020). Importancia del factor lúdico en el proceso enseñanza-aprendizaje Propuesta de un manual de actividades lúdicas para la asignatura de Estudios Sociales.

<https://repositorio.uasb.edu.ec/bitstream/10644/8119/1/T3508-MINE-Paredes-Importancia.pdf>

Revista Semana. (2022). Índice de Dominio del Inglés. Informe de La Academia Internacional Education First.

<https://www.semana.com/educacion/articulo/colombia-en-el-puesto-17-de-20-en-latinoamerica-en-el-indice-de-dominio-del-ingles/202144/>

Rincón, G. (2014). Artículos Boletín Enredate-Vé. Universidad del Valle.

http://www.lenguaje.red/docs/2021/Bol_EnredateVe-25.pdf

Salamanca, C & Ramírez. (2020). De la didáctica general a la didáctica de la lengua inglesa como lengua extranjera.

https://www.researchgate.net/publication/347657744_De_la_didactica_general_a_la_didactica_d_el_idioma_ingles_como_lengua_extranjera

Sánchez, M. (2020). La Motivación en el Aprendizaje del Inglés a través del Trabajo por Proyectos de los Estudiantes del Grado Séptimo de una Institución Educativa Oficial de Cali. Universidad ICESI de Cali.

https://repository.icesi.edu.co/biblioteca_digital/bitstream/10906/85570/1/T01859.pdf

UNIR. (2019). Seis ventajas de aprender inglés en la etapa de educación infantil. Universidad UNIR, Internet.

<https://www.unir.net/educacion/revista/seis-ventajas-de-aprender-ingles-en-la-etapa-de-educacion-infantil/>

Urbano, M& Villota, O (2017). La importancia de diseñar y utilizar materiales didácticos para aprender inglés en escuelas públicas de bajos ingresos. Universidad de Nariño

<https://revistas.udenar.edu.co> > artículo > descargar

Annexes

Annex 1. Interviews

Con el profesor del grupo.

Entrevistas: Luis Fernando González Salazar y Valentina Ramírez Rosas.

Entrevistado: Profesor Lic. Sandra Patricia Valencia Henao.

Buen día maestro. En primer lugar, gracias por su amabilidad en la realización de esta entrevista, que nos permitirá conocer sus criterios respecto a cómo en este momento se genera el proceso de enseñanza-aprendizaje en los niños de quinto grado que usted dirige.

El profesor le ha asegurado a usted y a la institución que los contenidos de esta encuesta no están sujetos a juicios o evaluaciones cuantitativas y toda la información será solo para la mejora académica en la enseñanza del inglés en el quinto grado de IECV, sede San Judas Tadeo

P//. ¿Cuánto tiempo ha tenido experiencia docente y cuánto tiempo en el IECV?

R//. He tenido experiencia docente durante 30 años y aquí en la institución durante unos 23 años.

P//. Puede contarnos brevemente sobre su preparación académica.

R//. Mi especialidad es la lucidez educativa.

P//. ¿Qué estrategias utilizas en clase?

R// Mucha lucidez y trabajo en equipo, dependiendo del tema y del tema. También el uso de vídeos.

P//. Tienes los elementos necesarios para impartir una clase.

R//. No los que quería, aunque eso es un problema en toda Colombia.

P//. ¿Qué es la educación para ti?

R//. Para mí, un intercambio de conocimientos y tareas previas entre los niños y sus profesores les ayuda en su formación como personas.

P//. ¿Qué relación encuentras entre jugar y enseñar y aprender inglés?

R// En primer lugar las áreas están relacionadas con el juego en actividades como rondas y supongo que en inglés pasa lo mismo.

P//. ¿Cómo organizas la clase de inglés?

R// Depende del estado de los niños, se hacen recomendaciones generales y se presenta el tema tratando de traerles mucha dinámica en el trabajo para evitar la monotonía.

P//. ¿Cómo motivas al grupo en la clase de inglés?

R//. De varias maneras, a través de canciones, videos, juegos de trabajo en equipo, uso de Internet, búsquedas de palabras y crucigramas. También me preparé en varios aspectos para tener más fundamento ya que los estudiantes de quinto grado requieren otras condiciones.

P//. Hable con los niños en inglés.

No porque el nivel no lo permita, sino que se han formalizado algunos aspectos como saludar, escribir fechas, y algunos comandos para llevarlos en su aprendizaje.

P//. ¿Consideras que los niños alcancen el nivel de inglés que se solicita?

R//. No, porque han pasado muchos problemas como la pandemia, que afectó demasiado al aprendizaje y la intensidad horaria no es suficiente para conseguir lo que se quiere.

Muchas gracias por su atención.

A los estudiantes a través de grupos focales.

Esta entrevista tiene como objetivo identificar las aptitudes y actitudes de los estudiantes de quinto grado del corazón del valle de la institución educativa anfitriona San Judas Tadeo a través del uso de grupos focales y diarios de observación.

Actitud y aptitud de los estudiantes hacia la clase de inglés.

1. ¿Te gusta la clase de inglés? (sí/no) ¿por qué?

2. ¿Qué opinas de lo más fácil de la clase de inglés?

3. ¿Qué crees que es lo más difícil de la clase de inglés?

4. ¿Cómo te sientes en la clase de inglés?

5. ¿Qué te gusta hacer en la clase de inglés?

Annex 2. SERIE GUÍAS N.º 22

Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés Ministerio de Educación Nacional República de Colombia Formar en lenguas extranjeras: ¡el reto! Lo que necesitamos saber y saber hacer. (Fragmento p. 20-21)

GRADOS 4 a 5 Básica Primaria Básico I (A 2.1)		Además de lo que logra en el nivel anterior, en este nivel	Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios	Comprendo cuentos cortos o lo que me dice mi profesor en clase.	Participo en conversaciones cortas usando oraciones con estructura predecible
Escucha					
<ul style="list-style-type: none"> Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. 2,3 Participo en juegos y actividades siguiendo instrucciones simples. 1,2 Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. 1 Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. 3 Identifico de quién me hablan a partir de su descripción física. 1,2 Comprendo información personal proporcionada por mis compañeros y mi profesor. 1,2 Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor. 1,2 Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria. 1, 2, 3 	<ul style="list-style-type: none"> Asocio un dibujo con su descripción escrita. 2 Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. 1,2 Ubico en un texto corto los lugares y momentos en que suceden las acciones. 1 Identifico las acciones en una secuencia corta de eventos. 1,2 Utilizo gráficas para representar la información más relevante de un texto. 2 Utilizo el diccionario como apoyo a la comprensión de textos. Identifico elementos culturales como nombres propios y lugares, en textos sencillos. 1,3 Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco (cumpleaños, navidad, etc.). 1,3 Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde. 1,2 Participo en juegos de búsqueda de palabras desconocidas. 1, 2, 3 				
Escritura		Monólogos			
<ul style="list-style-type: none"> Escribo sobre temas de mi interés. 2 Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. 2 Escribo tarjetas con mensajes cortos de felicitación o invitación. 1, 2, 3 Describo los rasgos personales de gente de mi entorno. 1, 2 Enlazo frases y oraciones usando conectores que expresan secuencia y adición. 1, 2 Escribo textos cortos que describen mi estado de ánimo y mis preferencias. 1, 2 Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. 1, 2 Verifico la ortografía de las palabras que escribo con frecuencia. 1 Escribo pequeñas historias que me imagino. 1, 2, 3 	<ul style="list-style-type: none"> Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas. 1, 2, 3 Uso oraciones cortas para decir lo que puedo o no puedo hacer. 1, 2 Deletreo palabras que me son conocidas. 1 Expreso en una palabra o frase corta, cómo me siento. 1, 2 Digo un texto corto memorizado en una dramatización, ayudándome con gestos. 3 Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda. 2, 3 Recito un trabalenguas sencillo o una rima, o canto el coro de una canción. 1, 3 Hablo de las actividades que realizo habitualmente. 1, 2 Busco oportunidades para usar lo que sé en inglés. 3 Puedo hablar de cantidades y contar objetos hasta mil. 1, 2 				
		Conversación			
		<ul style="list-style-type: none"> Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. 1, 2 Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. 2, 3 Saludo cortésmente de acuerdo con la edad y rango del interlocutor. 2, 3 Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. 2, 3 Pido y acepto disculpas de forma simple y cortés. 2, 3 Sigo y doy instrucciones básicas cuando participo en juegos conocidos. 1, 2 Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. 1, 2 Pregunto y respondo sobre las características físicas de objetos familiares. 1, 2 Respondo preguntas sobre mis gustos y preferencias. 1, 2 Puedo cortésmente llamar la atención de mi profesor con una frase corta. 1, 2, 3 			