

**The Recreational Honda: A Didactic Sequence to Build a Bilingual Ecosystem Through
Social Work in a Rural Community of Pereira**

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La Honda Bilingüe Recreativa

Luz Ángela Ramírez Álvarez

María Camila Moreno Alarcón

Natalia Carvajal Taborda

Universidad Tecnológica de Pereira

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Licenciatura en Bilingüismo con énfasis en inglés

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Trabajo de grado presentado como requisito para optar por el título de Licenciado en
Bilingüismo con énfasis en inglés

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Luz Ángela Ramírez Álvarez

María Camila Moreno Alarcón

Natalia Carvajal Taborda

Advisor: Daniel Murcia Quintero

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Abstract

This paper presents a didactic sequence about bilingual recreational which will be carried out in La Honda, a rural community located in Combia-Baja Pereira Risaralda. The sequence will involve about 8 to 10 students from 6 to 12 years old, whose English level is pre-A1. The main purpose of this didactic sequence is to generate social justice in terms of bilingual education for inhabitants of the community, with the objective to construct a bilingual ecosystem through workshops focused on recreational activities by designing lesson plans for the rural community, considering their real context, level of bilingual education, needs, and available resources. Some main concepts will be defined such as bilingual education, physical recreational activities, and Escuela Nueva. Additionally, important literature related to bilingual rural education will be reviewed to explore relevant findings from studies developed in similar contexts. Finally, the expected outcomes of this didactic sequence at the end of its implementation phase are focused on the English production of students related to vocabulary such as verbs and nouns associated with recreational activities and their English perception towards language chunks connected to body movements and commands.

Keywords: bilingual education, physical activities, recreational activities, rural community, didactic sequence.

Resumen

Este documento presenta una secuencia didáctica sobre actividades recreativas bilingües que será desarrollada en La Honda, una comunidad rural ubicada en Combia-Baja Pereira Risaralda. La secuencia será ejecutada con alrededor de 8 a 10 estudiantes desde los 6 a los 12 años, cuyo nivel de inglés es Pre-A1. El propósito principal de esta secuencia es generar justicia social en términos de educación bilingüe para los habitantes de la comunidad; con el objetivo de construir un ecosistema bilingüe a través de talleres enfocados en actividades recreativas, diseñando planes de estudio para comunidades rurales, considerando su contexto real, nivel de educación bilingüe, necesidades, y recursos disponibles. Algunos conceptos principales como educación bilingüe, actividades físicas recreativas y escuela nueva serán definidos. Adicionalmente, artículos importantes relacionados a la educación bilingüe rural serán revisados para explorar resultados relevantes de estudios desarrollados en contextos similares. Finalmente, se espera que al realizar esta secuencia didáctica los resultados se evidencien en la producción lingüística de los estudiantes relacionada a vocabulario como verbos y sustantivos asociados a las actividades recreativas y su recepción en inglés frente a fragmentos de la lengua, conectados a movimientos corporales.

Palabras clave: educación bilingüe, actividades físicas, actividades recreativas, comunidad rural, secuencia didáctica.

Acknowledgements

We would like to thank the professor Daniel Murcia Quintero who is the director and the main character of this project, to every partner of La Honda for the complicity and group work in this process, and to our families for their extraordinary support during these last 5 years. La Honda Bilingüe project would have been impossible without the help and support of all of you.

Sincerely, thanks.

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Statement of the problem

Globalization is part of modern society; thus, English has become an important tool for interacting with the world since it is a universal language that allows people to communicate. For this reason, education systems have established the teaching of English as a second language as a resource that contributes to the worldwide connection. However, in some rural schools, access to bilingual education has not been implemented since teachers are not specialized in teaching English, as in the case of La Honda (a rural community located in the village Combia Baja - Pereira, Risaralda). This rural community requires additional support in bilingual education since inhabitants do not have the opportunity to learn English although there has been created different national bilingual education programs such as Colombia very well (2015-2025) which aims to improve the competencies of English in the educative system and Colombia Bilingüe (2014-2018) whose focus is to provide economical support for teachers who wants to enhance their English proficiency in another country. Nevertheless, it is important to mention that there is not a current program focused on rural bilingual education which supplies the specific needs of the teaching of English under the Escuela Nueva model, which is a multi-grade model for rural schools that offer primary education with the characteristics of presence of one teacher, automatic promotion, active and autonomous learning.

In 1994, the General education act 115 declared that education should aim at the acquisition of one foreign language, which emerged as the starting point to fulfill bilingual education programs in Colombia. Nonetheless, it was not until 2004 that the government provided bilingual education through the national program of bilingualism (NPB) to instruct in English at schools, including the inhabitants of rural areas, but it was difficult to achieve due to the armed conflict mostly experienced in these places. Later, a study carried out by Mauricio

Perfetti (2003) in collaboration with UNESCO with the main objective of attending to the educational needs of the rural population, found out that the socioeconomic and educational context of rural areas has several flaws and raised poverty. Ten years later, Bonilla and Cruz-Arcila (2013) state that rural education is a challenging situation for English language teachers because the opportunities, elements, and resources that could be used for teaching English are very limited; almost another decade has passed since these claims, and the rural education outlook in Colombia does not seem to improve. Ramos and Aguirre (2016) pointed out that the lack of appropriate infrastructure in Colombian rural schools is another challenge. The authors suggest that rural schools do not have the implements and equipment to teach classes with relative success. Nowadays, the quality of bilingual language education in rural areas has not improved as it is evidenced in the lack of education opportunities, and resources of rural communities, many of which do not have basic technological resources that can facilitate the teaching and learning environments, in addition to a well-equipped space for comfortable and optimum learning. Besides, bilingual education at the local level in Pereira has also been material for projects, the best known is “Pereira Bilingüe”, a project led by the city's chamber of commerce whose objective is that all students from public schools graduate with an advance English proficiency level, regardless of the socio-economic stratum. Nevertheless, the project began to be developed with the Educational Institution Alfonso Jaramillo de Cuba, an urban public institution, which demonstrates that the rural sector is not a priority for the development of bilingual projects created by the state. Therefore, the La Honda Bilingüe didactic sequence has chosen a rural area of Pereira as the protagonist of a new educational sequence which holds great importance for public-rural education in Colombia. This didactic sequence will allow the target

population to develop language English skills to supply the demands of contemporary society and open their horizons to new opportunities and chances in life.

There has been less previous evidence for the implementation of didactic sequence which intend to create bilingual scenarios in the La Honda community in order to expose its inhabitants to English language learning through activities. This fact is due to the challenges involved in rural teaching and the number of areas that need to be attended to the same problem. The main drawbacks that La Honda has to face are related to the lack of specialized teachers in the English subject, the insufficiency of socio-economic resources, and the low governmental support for bilingual education in rural schools. La Honda requires additional help in educational and administrative aspects by the government of the city since this rural zone does not have the opportunity to learn English. As Bonilla and Cruz-Arcila (2013) and Cruz-Arcila (2020) contrasted, education in Colombia as urban-centered and rural schools are one of the most underexplored social diversities in the language education field; for this reason, this community deserves attention through the exposure to a high-quality bilingual education that considers the Escuela Nueva model in its execution.

The purpose of the didactic sequence is to create bilingual ecosystems through social work whose objective is to develop learning experiences and communicative skills in English and Spanish. Thus, this sequence is titled "La Honda Bilingüe" which seeks to generate social justice in this rural area, commonly known as socially vulnerable, by providing scenarios of access to bilingual education, guided by practitioner students or pre-service teachers trained in the English language. This didactic sequence is different from other sequences because of its methodology, which provides learning experiences through recreational activities in the target language. The importance of this didactic sequence is to provide the rural area of La Honda

access to teaching and learning English as a foreign language since rural schools have a gap in relation with urban schools in terms of infrastructures, professional training, and technological resources.

The contributions that this didactic sequence will bring to the community of La Honda are related to the achievement of social justice that will generate equality in education and growth opportunities for some members of the community. Considering the environmental and educational conditions of this rural context, which has not yet implemented a structured bilingual learning program, it is important to highlight the need to implement strategies that will allow them to communicate in English and Spanish. The educational gap in Colombian rural education has triggered social and economic problems such as “low remuneration, poor educational resources, and bad labor conditions” (Lackin et al., 2004 in Bonilla and Cruz-Arcila, 2013, p.28). In order to carry out bilingual education with this population, it is important to clarify that apart from the educational gap, it is necessary to consider other sociocultural factors, including empathy to improve the strategies implemented by teachers to have success in both learning and teaching processes and classroom bilingual environment. In addition, those strategies must consider the activities they do every day as they have previous knowledge about cuisine tradition, tourism, farming, and other fields.

Objectives

General Objective:

To construct a Bilingual Ecosystem through workshops focused on recreational activities with a rural community of Pereira, La Honda. Using English as a strategic language.

Specific Objectives:

- To identify the educational lacks and needs of rural communities throughout the empirical observation.
- To design lesson plans for rural communities, considering their real context, level of bilingual education, needs, and available resources.
- To articulate English vocabulary and language chunks related to health, body and movements practiced in the bilingual workshops.
- To identify and follow instructions given by the teachers in the English language.

Theoretical Framework

Conceptual Framework

The 67.5% of Colombian education represents rural schools; this statistic allows the educational field to comprehend the importance of these areas and reflect on the quality of education that they receive. This didactic sequence presented in this paper will be developed in a rural context under the perspectives of bilingual education, Escuela Nueva, and physical activity. La Honda Bilingüe Recreativa is based on experts' theories and research in the field of language teaching and learning, which are complemented with a summary and the position of practitioners. The authors considered in the bilingual education concept are García (2009), and Cummins (1999), who state different perspectives of bilingual education. In the concept of Escuela Nueva, it is contemplated the position of Torres (1996) who points out that it is a teaching model implemented in rural school areas, within this concept is addressed the term social work which contributes significantly to this project. Finally, the concept of physical activity that is defined by the World Health Organization, mentions that any physical movements that require energy expenditure can be considered as physical activity.

Bilingual Education

Bilingual education is a very old concept, and it has been mentioned in a great variety of documents and countries. The term was born in 1907 in Great Britain when The Imperial Educational Conferences were organized in order to “discuss matters of interest with representatives of the dominions, colonies and other territories (p.03)”. Bilingual education emerged because of the necessity of communication between the representatives who did not speak English, so “the idea to learn from one another in order to strengthen the bonds between the nations of the soon-to-be Commonwealth family” gave rise to the term. (Lizaire, 2018. p3).

To provide a better understanding of the term, it is necessary to explore some definitions of bilingual education from different authors. García (2009), states that traditional language acquisition programs teach the second language as a direct subject, in contrast with bilingual education, which uses a second language as a medium of instruction. Additionally, bilingual education is also described as all those situations in which students can strengthen their weaker language skills throughout the L1 in a given subject matter (Krashen, 1981, cited in California State University, 1984). This didactic sequence is aligned with the definition of Cummins and Corson (1999), who defined the term as the use of two or more languages focused on the content subject rather than content language since it contemplates teaching English through content related to recreational activities. Considering the information previously mentioned about the meaning of bilingual education, it is important to analyze its approaches, which are divided into two important ideologies: Monoglossic and Heteroglossic.

Monoglossic as an Ideology of Bilingual Education. The Monoglossic ideology is defined as a framework of belief that assumes that legitimate linguistic practices are only those enacted by monolinguals, and the use of two different languages does not represent any purpose for learning processes (García, 2009, p.115). Although this ideology is an important part of the definition of bilingual education, monoglossic is not the most suitable ideology for applying in the La Honda Bilingüe Recreativa sequence in as much as its purposes are focused on the development of one language. On the other hand, the Heteroglossic ideology has a close relationship with this didactic sequence.

Heteroglossic as an Ideology of Bilingual Education. Heteroglossic is also another ideology of bilingual education, but its features are different from the one previously mentioned. According to García (2009), heteroglossic ideology is a framework of resources in which

speakers can use the languages to teach several languages in order to recognize the multilingualism in their societies. Besides, it considers different sociolinguistic aims, whose purpose is to improve, maintain and develop different components of languages and that includes an affective identity related to the mother tongue without forgetting the academic and social aspects in the development of L2. La Honda Bilingüe Recreativa attempts to construct a bilingual ecosystem without ignoring the diverse culture and customs that are an integral part of the community, and in accordance with the previous definition, the heteroglossic framework can facilitate its performance. This ideology of bilingual education shows us two different frameworks: Recursive and Dynamic.

Recursive bilingualism. This theoretical framework recognizes that bilingualism is not a static process because it is complex and it can take different directions at various times from that of simple shift (as in Garcia, 2009, pg.). In this sense, different languages are considered and respected because language is a resource. For instance, recursive bilingualism is commonly used by communities that have lost their native language in a wide range, but they still use it in important events like ceremonies; this is not the case of the rural community in which the project will be carried out; therefore, the recursive framework will be not considered in the implementation.

Dynamic bilingualism. It supports language interactions taking place on different planes, including multimodalities and other linguistic interrelationships. As Garcia (2009) mentioned, this theoretical framework allows the simultaneous coexistence of different languages in communication, accepts translanguaging, and supports the development of multiple linguistic identities; these features make it possible to select the dynamic framework to be applied in La Honda Bilingüe Recreativa project since one of the main objectives of the sequence is to provide

a scenario in which the mother language and the second one can coexist as equals in the same context. Bilingual Education is composed not only by ideologies and frameworks but also by types and models; in the following pages, these last will be widely exposed.

Transitional as a Type of Bilingual Education. The types are also an important part to explore when talking about bilingual education. The first is a monoglossic type called transitional, which is explained as the process of students who will learn the L2 when they already have fluency in their mother tongue (García, 2009, p. 124). This type is not related to the ideology that La Honda Bilingüe has, due to the fact that people from the rural context do not count with a high level of proficiency in Spanish, for this reason, it cannot be implemented.

Immersion as a Type of Bilingual Education. Immersion is the second type of bilingual education, and it is quite different from the one exposed above. Immersion is defined by García (2009) as the context in which the students are exposed to the second language with authentic communication by periods of time, using the mother tongue as an instructional tool. Although this type of bilingual education goes not against the purpose of the sequence, it will not be implemented in La Honda because CLIL, which will be defined below, is a more accurate type regarding the methodology of the didactic sequence.

CLIL as a Type of Bilingual Education. The last type of bilingual education is CLIL, which is in charge of teaching a second language, integrating different fields of study such as mathematics, biology, arts, among others (Martinez, 2012). For instance, the application of this type can bring multiple advantages in this sequence since it expands the abilities of the students not only in the language but also in other competencies. Thus, in the Bilingual Education literature, there are three basic models of bilingualism. According to Mejía (2002) cited by

Hurajová (2015), these are the Transitional, Maintenance, and Enrichment models, and each of them describes relationships with respect to the educational context, relationships between majority and minority language speakers, and the sequencing of language as the medium of instruction with the program.

Transitional as a Model of Bilingual Education. Transitional model refers to shifting the child from the home, minority language, to the dominant, majority language, with the result of social and cultural assimilation of the second language. This means that students use more frequently the foreign language than their first language. This model is not productive for the La Honda Recreativa sequence since it does not consider any language as the dominant one.

Maintenance as a Model of Bilingual Education. The maintenance model has as main aim fostering the minority language in the child, with strengthening cultural identity, by preserving heritage languages in heritage language programs (Baker, 2011, as in Hurajová, 2015). Students must take just one class in the native language, and the rest of the lessons are in the target language. This model is appropriate for those students who want to preserve their cultural heritage. However, the purpose of the didactic sequence is not only to maintain the native language but also to enhance it.

Enrichment as a Model of Bilingual Education. The enrichment model of bilingual education is like the maintenance one, but it goes further because it not only maintains the first language but also develops and expands it. Regarding this definition, the model enrichment is related to the La Honda project because it seeks to maintain the native language of the community and enrich it in such a way that it is not left out. The idea is to provide a notion that any language is superior and create bilingual spaces in which participants can value and use both English and Spanish in a confident way.

La Honda Bilingüe's sequence will be carried out under a Heteroglossic Ideology since it recognizes multilingualism, and it considers the mother tongue to develop the L2. Also, it will focus on a dynamic framework that allows the coexistence of both languages Spanish and English. Thus, CLIL is the type selected due to the methodology with which La Honda expects to carry out its teaching strategies, not only in the linguistic field but also in the content through which the language will be taught. Additionally, the enrichment model provides a scenario in which the participants can use and develop to the same extent. Regarding the research goals, those concepts contribute a spark of diversity but also equality of possibilities for the bilingual ecosystem that is expected to create, considering the characteristics and the context of the community.

Escuela Nueva

In Colombian rural communities, there have been implemented teaching models different from urban schools which is the Escuela Nueva model. As is stated by Torres (1996) Escuela Nueva is a Colombian school model that was created in 1975 with the purpose of offering primary education in rural schools. This concept is relevant for our project since the community with which this project intends to work is in a rural area where the model Escuela Nueva is applied. It is not a methodology, it is an integrated system that combines some components, among the most important are curriculum, training, and community. These components will be explained in the following paragraphs.

The Curriculum Component. Some features constitute the Escuela Nueva curriculum. According to Torres (1996), learning materials named "learning guides" are key components of the Escuela Nueva curriculum. These are used by children in small groups to study in a self-instruction way since they are designed with graded activities and detailed instructions which

allow students to work by themselves helping each other. Those guides are organized through the four main subjects (mathematics, natural science, social studies, and language) and are provided free of charge by the State. Using these materials brings some advantages to the school community because it helps to save teachers time, reduce the need for highly qualified teachers staff, reduce the burden and enable students to advance at their own pace. Assessment and grade promotion is another key factor that consists in the fact that when each child achieves the educational objectives set, the student moves to the next grade. This process can last more or less than a regular academic year, and any children temporarily absent are able to resume their studies without having to resign. Even Though the learning guides are implemented in this context, the La Honda Bilingüe project will not use those worksheets since it will develop learning experiences through recreational activities. This curriculum requires that teachers get training in order to apply it.

The Training Component. Implementing the curriculum mentioned above involves specific teacher training. In the Escuela Nueva system, it is fundamental to consider the teacher training component. As is stated by Torres (1996), the teacher's role is to be a facilitator through guiding, directing, and evaluating learning. This role implies a major emphasis on teachers' training due to the fact that it requires more attitudinal, pedagogical, and social changes. Teachers training process consists of sequential workshops that include methodology and organization. After completing this process, teachers put in practice what they learned, then they start working with the EN program with the idea to reproduce what the teachers will have to face in real-life situations. This component contributes to this didactic sequence due to the fact that it presents the role that the teachers should have in rural scenarios since this educational model has an autonomous learning system. In this sense, in order to develop this model, it is also important

to build community relationships.

The school-community relationship. In rural contexts where the EN model is applied exist a close relationship between the school and the community. As Torres (1996) explained, the Escuela Nueva school is expected to be a point for integration and information center. This relationship offers mutual advantages since parents and the community join in school activities, and schools promote activities to improve the quality of life of the population and foster development. Besides, there are some tools used to collect information such as the family records that are data about the agricultural activities of the areas and its season, and neighborhood map in order to help teachers to have a better understanding of the community and local conditions. This component has a deep relation with this didactic sequence due to the fact that the school is the scenario where it will be developed, and it is expected that community members participate. In addition, this didactic sequence will be promoted by the school and community leaders in order to get the community involved in the learning experience. Another factor that is related to the project implementation is the social aspect.

Social Work in the EN Context. Rural areas are also the context in which social work can be developed. The objective of this practice is to promote change and the social development of a specific community. The practice of social work in rural areas shows that people tend to value support, traditions, local autonomy, and institutions such as schools, farmers' organizations, families, and churches (Waltman, 1986, as in Ginsberg, 2012). For this reason, social workers have the challenge to understand the community and the context in which they are. For instance, one participant of the research *Social Workers' Suggestions for Effective Rural Practice* argues that "People know their history, and they live their history daily... social workers should strive to understand rural people, families, groups, and especially, communities."

Escuela Nueva and social work were selected as primary concepts of this conceptual framework due to the fact that the La Honda Bilingüe sequence would be executed in a rural community where these two concepts are part of the real-life of the target population. Thus, Escuela Nueva is a model of education with which the community is familiarized since as was mentioned, this model is used in all Colombian rural schools. In addition, due to the high levels of poverty and lack of resources, social work is a practice that most rural communities have experienced from different scopes, such as alimentation, clothing, and scholarly materials, but in few cases in the educational field which is one of the less supported areas by the government. Providing social justice in terms of education is the kind of social work that la Honda Bilingüe intends to offer to this community.

Physical Recreational Activity in Language Learning

Throughout history, a series of theories have emerged about how language is learned, the most common are conductism (Skinner), the law of universal grammar (Chomsky), and constructivism (Vygotsky and Piaget) which have exposed different perspectives about language learning. Even today, there are many studies executed in order to prove not-so-popular theories, among them the one that points towards the possibility of using physical activity as a springboard to facilitate language acquisition. Nevertheless, before beginning to contemplate this type of recreational activity and what its practice entails; it is necessary to review some concepts.

The Term Physical Activity. There are different entities that address the term physical activity, one of them is the world health organization (WHO), which is the authority responsible for public health within the United Nations System, physical activity is defined as any bodily movement produced by skeletal muscles that require energy expenditures. It means that any movement that an individual performs using his body energy can be considered as physical

activity, it can include exercise as well as other activities which involve bodily movement and are done as part of playing, running, active transportation, and recreation. Physical recreational activities are a clue part for La Honda Bilingüe Recreativa in us much as they will help the development of teaching strategies different from traditional ones, which teach languages through grammatical patterns written in a paper.

The Term Recreational Activity in Education. Recreational activities are a very common concept; however, there are not several definitions of them. In accordance with EFDeportes, a magazine written by Ortiz (2013); a specialist in the linguistic and physical field, from an educational perspective, recreational activities are the main means of the free time education process for the development of knowledge, skills, motives, attitudes, behaviors, and values in relation to the positive use of free time. This concept has the same importance that the one previously mentioned, its function in this didactic sequence is to provide different scenarios for English language learning.

Why should physical activities be implemented in language education? In the second language learning process, there are many teaching methodologies and theories about how a language is better acquired. There is a method whose main objective is using physical activities and motricity for learning a foreign language; Total Physical Response (TPR) by Asher (1977) is the method that lets us know the reasons why these activities should be implemented in language education. According to EFDeportes, motricity provides a positive predisposition toward learning since it is considered highly motivational. The characteristics of TPR methods are aligned with the expectation of La Honda Recreativa whose purpose is to motivate their participants to learn English using a series of recreational physical activities which will involve motricity movements.

How are physical activities implemented in language education? Any method needs to have an implementation strategy, and the TPR is not the exception. According to Asher (1977), The implementation of physical activities in education consists in responding to teacher verbal commands with motor actions. For Asher, every concept in the second language that is learned associated with a movement provides an internalization of it in a contextualized way, which makes learning meaningful and functional, that is, applicable to everyday life situations and lasting over time. La Honda Bilingüe Recreativa has the intention to use the TPR method through recreational physical activities such as jumping the rope, following sequences of choreographies, find the treasure among others; activities in which students can follow verbal instructions of the practitioners using their motricity and at the same time practicing content related to body parts, place prepositions, senses, numbers, rhythm, coordination and so on.

In the La Honda Bilingüe Recreativa, physical activities will be included as a strategy for teaching English since as was mentioned before, TPR is a productive method for language learning, besides “Recent studies have shown that concurrent physical activity enhances learning a completely unfamiliar L2 vocabulary as compared to learning it in a static condition, they investigated the issue of the role of physical activity and vocabulary learning taking as a starting point the empirical data suggested a positive effect of physical activity in cognitive processing, in particular memory processes” even they suggest that “much empirical evidence is available on the effects of physical activity on cognition” Liu F, et al (2017). Therefore, this project aims to take as a foundation the TPR method, and the theory exposed in the study, *It Takes Biking to Learn: Physical Activities Improves Learning a Second Language*, implementing body energy, movements, and vocabulary in the L2.

La Honda Bilingüe Recreativa is a sequence that is expected to be executed under a heteroglossic ideology of bilingual education in a dynamic way, considering the CLIL type and the enrichment model. Also, this didactic sequence will be developed under the Escuela Nueva model and the framework of social work in rural areas. Due to the recent research that demonstrated the different advantages and positive results of teaching a second language hand in hand with physical responses, the bilingual ecosystem that is expected to create in the community of La Honda will be constructed through the Total Physical Response method, using recreational physical activities and motor skills to improve motivation when learning, but also the cognitive skills and in this way develop the acquisition of a second language.

Literature Review

Teaching English in rural areas has many pedagogical implications that teachers should consider since it is fundamental for students to have significant learning and a positive impact on their lives. Thus, teachers should attempt to implement methodologies to help learners maintain motivation during the learning process. Therefore, this sequence reviewed the journals of Pinzon (2014) and Zakhir (2019), which exposes the application of the Project-based-methodology and extracurricular activities such as “academic, athletic, community service clubs, performance organizations, cheerleading clubs, social fraternity, sorority and volunteering” in order to improve the proficiency level of English students in rural areas. These articles were considered with the purpose of having a better notion of the activities that have been applied in rural areas and to what extent they can contribute to our didactic sequence. Hence, the research previously mentioned considers that educators should take into account these methodologies to enhance students' attitudes and English proficiency since conducting such strategies in rural areas will enable students to be engaged.

Several studies have shown that the application of different teaching methodologies can increase students' English proficiency, as is stated in the study *‘English teaching through project-based learning methods, in a rural area’*, by Pinzon (2014). This research was developed in Boyacá (Colombia) and its most important aim is to describe and interpret to what extent the implementation of the Project-Based Method helps to increase English skills as well as the development of certain human values in students. The research study was implemented with twenty-three students of eighth grade from a rural public institution in a town in Boyacá, where the information was collected through artifacts, semi-structured, and group interviews. The group interview was implemented at the end of the project with some guiding questions to find out how

students felt during the process and compared that information with the methods used by their last teachers and the current one. In order to carry out the data analysis, the researchers implemented a triangulation strategy (a method used to converge the information from different sources) to identify common patterns and to connect the information with the research question which intended to determine to what extent the Project-Based Learning Method keeps the students motivated to learn English. One of the main findings of the study is that students remain motivated when the topics are related to their context. Furthermore, they found that learners retain English vocabulary when they associate it with pedagogical activities, such as recreational games, debates and presentations.

The implementation of extracurricular activities has also been a useful strategy to improve students' English competencies. *Extracurricular activities in TEFL classes: a self-centered approach* by Zakhir (2019), is a study developed in El Jadida (Morocco) and focused on investigating the attitudes of teachers and students towards the use of extracurricular activities in TEFL classes. The main objective of this study was to explore the relevance of extracurricular activities such as conversational, athletic, and academic clubs to improve language learning. The study was carried out with fourteen teachers and nineteen students from Morocco, and the data was collected through semi-structured interviews for the teachers and questionnaires for the students. The teacher's interviews examine the use of extracurricular activities, students' attitudes towards them, and the reactions of students to these activities. The student's questionnaire investigates their attitudes and reactions towards the use of extracurricular activities, and their views on the effects of these activities on their achievements. Both instruments used included close and open-ended questions, and during the data collection, a tape-recorder was used to transcribe the information. The qualitative result found in the teachers'

interview shows that the use of extracurricular activities creates an anxiety-free atmosphere of learning, motivates students to work harder, and avoids disruptive behavior. Moreover, it offered more opportunities to work on receptive and productive skills. The results in students' interviews show that the use of these activities promotes motivation to learn and change the class routine. In addition, all students think that the activities used by the teachers are relevant and have helped them improve their language and communication skills.

Pedagogical methodologies are not the only factors that should be contemplated for a successful teaching and learning process since it is important to consider socio-cultural and critical perspectives in foreign language education in rural contexts. A study titled '*Acervo construido por futuros maestros de inglés y francés en su práctica en escuelas rurales*' by Viafara and Pachón (2021) was conducted in a rural area from Boyacá, Colombia. It was carried out with the main objective to explore the wealth of pedagogical knowledge that the participants developed when carrying out their practices teaching English and French in rural schools from a socio-cultural perspective. It had the participation of sixty-eight pre-service teachers from la Escuela de Idiomas de la Universidad Pedagógica y Tecnológica de Colombia, and it examined the knowledge they built in rural primary schools. It is a qualitative case study in which the data was collected through an online survey through Google forms. The survey had open and close questions that inquired about the participants' knowledge concerning rural methods in English and French, their profile, and their perceptions. The study found that pre-service teachers' practicums in these rural contexts allowed them to reexamine previously learned foreign language teaching principles as they considered language use purpose, mother tongue use in classrooms, and the integration of nontraditional topics in their teaching. Likewise, participants incorporated general pedagogy principles into their jobs, sought to encourage their students to

develop intercultural abilities and to adapt their instructional practices to the Escuela Nueva approach.

The first study presented contributes substantially to La Honda's work since it exposes motivational issues related to the English learning process of students from rural areas, which is the context where the project La Honda Bilingüe will be developed. This research also shows positive results in the students' motivation with the application of learning strategies focused on the real environment and daily life of students in order to make their English learning an experience more significant to them; thus, the La Honda Bilingüe sequence considers the implementation of different activities like games in order to maintain motivation in students and teaching vocabulary related to the context of the students at the time of carrying out the bilingual sequence in the rural community La Honda.

On the other hand, the second study is useful for this work due to the fact that it shows how extracurricular activities provide a positive washback as teachers and students, and at the same time improve the quality of teaching and learning of English due to the good attitude and disposition derived from these activities.

Finally, the third research contributes to the project of La Honda since it highlights the importance of Spanish in the process of teaching English and has in consideration the educational model of Escuela Nueva and the implications it has in a rural context. Also, the implementation of the collaborative work, which is used in order to develop the autonomy of the students taking advantage of the context in which they are, provides a strategy to implement during the execution of the La Honda Bilingüe sequence. In our perspective, when teaching in rural areas it is necessary to be aware of the contexts and choose appropriate methodologies in order to construct a healthy environment.

Methodology

The following section will explain the information related to how the study will be carried out and the instruments that will be used in order to collect data. Mainly, the objective is to explain each method, how and why it will be used in the La Honda Bilingüe sequence.

Context and Setting

La Honda is a community of socioeconomic stratum 1, it is located in a rural village of Combia-baja, which is one of the thirteen townships of Pereira, there is no register of the foundation of La Honda and although the number is not exact, the sector seems to have about 253 inhabitants whose level of English is believed to be Pre-A1 due to the lack of hours of English lessons they have been exposed to since it is one hour per week and the lack of specialized English teachers in the area that exists in the only educational institution that the community has. It means that in this location there is just one primary school where most children that belong to the community attend.

The educational institution is guided by the Escuela Nueva model due to the context, conditions, and needs that the community has. Also, the implementation of this multigrade model is due to the fact that the student population is limited since there are only 52 students and two teachers (not specialized in English) for “bubble”, which is the term used to refer to each group of children. Regarding the teaching of English at this school, it is not being oriented by the standards, since English is not included in the curriculum. However, one of the teachers mentioned that she usually teaches some words and songs in English to her students for one hour per week, which is evidence of the lack of English teaching in the school; for this reason, the La Honda Bilingue project was born in this sector.

Participants. This section aims to explain the specific characteristics of the participants involved in this project in terms of their academic background and context.

Students. This didactic sequence will be carried with about 8 to 10 children from 6 to 12 years old, these students belong to the Honda school or to the community itself. Due to the fact that the school applies the Escuela Nueva model, some students are in a multigrade classroom where they learn using learning guides, for this reason, they are more autonomous in their learning process. Probably, most students have a pre-A1 level of English due to their lack of exposure to the Language. Their socio-economic strata are one, and they have more responsibilities different from school since they help their families with work farm activities.

Practitioners. This sequence has as practitioners three female students from the Universidad Tecnológica of Pereira who are in eight semesters and whose level of English is about B2. The practitioners will play different roles as designers, observers, planners, and examiners; in each session, they will change the roles, in this way, all of them can be part of the full rural teaching experience.

Design

This didactic sequence will be framed under the natural approach, which according to Krashen and Terrell (1983) is a method used for learners of different ages. Students will be able to acquire a varied vocabulary, which will be emitted unconsciously through practice. Then, throughout the repetitive use of words, students will execute a coherent speech. In this approach, the teachers' role is to motivate students by creating an environment where the classes are interesting and enjoyable for the learners; in this way, they participate actively without fear of making mistakes. Due to the fact that the La Honda Bilingüe sequence will be executed in a rural school, where the Escuela Nueva model is used, the classroom is not divided by grades, as a

result, there are children from three to twelve years old. For this reason, recreational activities will be carried out to motivate students to acquire the vocabulary that will be taught, and later they will be able to form elaborate sentences.

In addition, the La Honda Recreativa sequence will be carried out under a methodology created by Asher (1977) and known as the TPR methodology (Total Physical Response). This methodology consists in combining speaking with actions and proposes teaching languages through movements. The (TPR) methodology has been selected for developing La Honda Recreativa project in as much as the bilingual ecosystem that is intended to be built with La Honda community will be different from the traditional teaching in the classrooms, since it is expected that the children of this community can develop receptive and productive English language skills through movement carried out in recreational activities

Instructional design

This classroom project will aim at focusing special attention on the use of recreational activities in a bilingual scenario with a group of children that belong to the community of La Honda. Recreational activities are considered to be the main means of the free time education process for the development of knowledge, skills, motives, attitudes, behaviors, and values in relation to the positive use of free time. According to EFDeportes, a magazine written by Ortiz (2013); a specialist in the linguistic and physical field; motricity provides a positive predisposition toward learning since it is considered highly motivational. Children from the La Honda community will take advantage of this learning experience since it offers free access to education in a second language by specialized teachers in a course that is not implemented in their school, and through the implementation of recreational activities, this project seeks to lead students to have healthier styles and at the same time take advantage of their free time to learn a

foreign language. These aspects have a great impact since they strengthened the high quality and equal free access to education that this rural community needs.

Planning Stage. The sessions of the implementation will be planned through a lesson plan format, which is made up of content, topic, general objectives, type of skills to be developed during the session, key English vocabulary, and materials required. Also, it is divided into four main categories, time for developing each activity, description of the activities, resources needed, and plan B. An example of a lesson plan is provided below.

Learning Experiences Design

Note: Due to the fact that the Didactic Sequence was designed during the emergency health because of the covid-19 pandemic, there is a section that includes the biosafety protocol. It means that students should wash their hands at the beginning and the end of the class.

Diseño de Experiencias de Aprendizaje 1			
Guided by: Teacher in charge.	Time: 1 hour		
	Age of learners: 6 to 12 years old		
	Numbers of students: About 8 to 10		
	Proficiency Level: Pre-A1		
Content or topic: Getting to know students.	Receptive task: Listening Productive task: Speaking	General objective: By the end of the lesson ss are expected to talk about their personal information and participate in the activities.	Materials: Diagnostic Form Meter Antibacterial Speaker Computer PowerPoint

			Presentation
Key English Vocabulary:			
Greetings and farewells: Good Afternoon, goodbye.			
Commands: make a line, clean your hands.			
Time	Procedure		
Welcome (05 min)	The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.		
Song and Clean Hands (10 min)	The teachers will play an English song about the importance of keeping the hands clean, and then they will ask students in Spanish what they understood of the song. After that, teachers will ask students to “ clean their hands ” before starting with the first activity.		
Rules (15 min)	<p>The teachers will remember the rules of work.</p> <ul style="list-style-type: none"> -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water. 		
Form (25 min)	The teachers will assign a number from one to three for each student, after that all the children with the same number will “make a line” in front of the teacher with their respective number. Each line will be in charge of one teacher. Then, the teacher will ask students some questions about their physical health using a diagnostic form created in Canva.		
Song and Clean their Hands (5 min)	The teacher will remind the importance of cleaning hands before starting the class, and after it ends. And they will ask students that when they hear the song, it's time to clean their hands. After that, the teachers will say goodbye.		

<p>Resources:</p> <ul style="list-style-type: none"> • https://youtu.be/L89nN03pBzI • https://www.canva.com/design/DAEtXqvy3to/share/preview?token=cevhPjtk-bYcuaz76ZkGkQ&role=EDITOR&utm_content=DAEtXqvy3to&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Diseño de Experiencias de Aprendizaje 2			
<p>Guided by: Teacher in charge.</p>	<p>Time: 2 hours</p>		
	<p>Age of learners: 6 to 12 years old</p>		
	<p>Numbers of students: About 8 to 10</p>		
	<p>Proficiency Level: Pre-A1</p>		
<p>Content or topic: Personal information, numbers and action words through traditional games.</p>	<p>Receptive task: Listening</p> <p>Productive task: Speaking</p>	<p>General objective: By the end of the class ss are expected to use the structure “I am” in order to give information, recognize action words and use numbers.</p>	<p>Materials: Rope Music speaker Chalks Bingo (Masking tape as Plan B) Antibacterial</p>
<p>Key English Vocabulary:</p> <p>Verb to be: I am Numbers: 1 to 10 Action Words: Jump, get in, get out. Language Chunk: I have the number _____. I am _____</p>			
<p>Time</p>	<p>Procedure</p>		

<p>Welcome (05 min)</p>	<p>The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.</p>
<p>Song and Clean Hands (10 min)</p>	<p>The teachers will play an English song about the importance of keeping the hands clean. After that, teachers will ask students to “clean their hands” before starting with the first activity.</p>
<p>Rules (15 min)</p>	<p>The teachers will remember the rules of work.</p> <ul style="list-style-type: none"> -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water.
<p>Warm up (10 min)</p>	<p>The teachers will give the instructions of this activity. Students will play a memory game about the names of each person in the class, the game consists of repeating the student’s name and when it is their turn, they will introduce their names using the structure “I am”. The teachers will perform the activity first and then the students will do it.</p> <p>Example: Student 1: I am Natalia Student 2: Natalia, I am Angela Student 3: Natalia, Angela, I am Camila Student 4: Natalia, Angela, Camila, I am Nicolas</p> <p>Finally, each one of the teachers will do it again in order to know if they could learn the name of each student.</p>
<p>Warm up Sequence (5 min)</p>	<p>Warm up: Teachers will move the articulations with the students, using five exercises:</p> <ul style="list-style-type: none"> ● Flowers growing toward the sun ● Doll dance ● Windmill ● Jumping kangaroo ● Hamster in a wheel

<p>Hopscotch (20 min)</p>	<p>After the warm up activity, students will play hopscotch. In this activity the teachers will draw the hopscotch on the floor from number 0 to 10. Then, teachers will show how to play it. They will jump in each square saying the number of times to jump.</p> <p>For instance:</p> <ol style="list-style-type: none"> 1. square 1: jump once. 2. square 2: jump twice. 3. squares 3: jump three times. <p>First, a stone is thrown in the first square where the number zero will be. Then, the player has to jump on only one foot over zero until he/she reaches the number one box, when the participant is there, he/she must jump once and say “one”. After this, the student must jump to the number two box, jump twice, and say “two” and so on with each box. Finally, the player must reach the sky square and return jumping for each square, but this time he/she will jump only once, saying the number that corresponds to the square.</p>
<p>The Clock Activity (30 min)</p>	<p>Then, the teachers will explain the clock game. It consists of students making a line and while the teachers beat the rope, they should get in and jump the number of times they correspond, then get out to let the other kid jump. Students should sing the numbers while jumping, and if they lose one time, they will start again until they complete the numbers from one to twelve.</p>
<p>Bingo (20 min)</p>	<p>As a final activity, the student will produce what they learnt during the session without the help of the teachers, for this they will play a game known as “BINGO” which has been previously designed by the teachers according to the topics seen in class. The teachers will explain and demonstrate the game through an example introducing the verb “cover” and showing with movements what it means. After the example the teachers will start to dictate the letter of the BINGO in Spanish followed by a random number (from 1 to 10) that will be dictated in English. The students will have to cover the number dictated by their own, in this way the teachers will know if the students learnt the topic or need more training.</p>

	<p>In addition, students will demonstrate their understanding and pronunciation in the game when they have a number since they will have to say:” I have the number ____”.</p> <p>Example:</p> <p>The teacher will take the number seven from the bag, the students who have this numbers will say:</p> <p>I have the number seven and will cover the number from their board.</p>
<p>Stretching Time (5 min)</p>	<p>The teacher and students will stretch their muscles and then, all will say goodbye.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • https://youtu.be/L89nN03pBzI 	

<p style="text-align: center;">Diseño de Experiencias de Aprendizaje 3</p>			
<p>Guided by:</p> <p>Luz Ángela Ramírez Maria Camila Moreno Natalia Carvajal</p>	<p>Time: 2 hours</p>		
	<p>Age of learners: 6 to 12 years old</p>		
	<p>Numbers of students: About 8 to 10</p>		
	<p>Proficiency Level: Pre-A1</p>		
<p>Content or topic: Some verbs and numbers from ten to twenty using traditional games.</p>	<p>Receptive task: Listening</p> <p>Productive task: Speaking</p>	<p>General objective: By the end of the class ss are expected to follow the instruction “repeat after me”, Recognize the action verbs. In addition, identify and use the numbers from 11 to 20,</p>	<p>Materials: Flashcards with the numbers Popsicle sticks with the numbers Antibacterial Speaker</p>

		in an oral form.	Handkerchief
<p>Key English Vocabulary:</p> <p>Numbers: 1 to 20 Action Words: Run, clap, take, touch. Commands: Repeat after me. Language Chunk: This is the number _____</p>			
Time	Procedure		
Welcome (05 min)	The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.		
Song and Clean Hands (10 min)	The teachers will play an English song about the importance of keeping the hands clean. After that, teachers will ask students to “clean their hands” before starting with the first activity.		
Rules (15 min)	<p>The teachers will remember the rules of work.</p> <ul style="list-style-type: none"> -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water. 		
Warm up Sequence (5 min)	<p>Warm up: Teachers will move the articulations with the students, using five exercises:</p> <ul style="list-style-type: none"> ● Flowers growing toward the sun ● Doll dance ● Windmill ● Jumping kangaroo ● Hamster in a wheel 		
Numbers' Input (15 min)	One teacher will give the input of the numbers in English from eleven to twenty using some colorful flashcards, then she will say the name of each number while showing each corresponding flashcard.		

	<p>- As a manner of example one of the teachers will say the name of another of the teachers followed by “repeat after me” and then the same teacher will say the name of a number, and the other teacher will repeat it. After that, the teacher will say, “niños, repeat after me”, and then the students will have to repeat the number that the teacher said. And so on until the number 20.</p> <p>Example:</p> <p>Main teacher (Luz Angela): “Natalia, repeat after me, Eleven”</p> <p>Natalia: “Eleven”</p> <p>Main teacher (Luz Angela): “Camila, repeat after me, twelve”</p> <p>Camila: “twelve”</p> <p>Main teacher: “niños, repeat after me, thirteen”</p> <p>Students: “thirteen”</p>
<p>Numbers Race (25 min)</p>	<p>The instructions of the following game will be given in Spanish. The teachers will give to the students 10 “palitos de helado” each one with the written number in English from 11 to 20, the students will have to form a horizontal line so that all the students are at the same distance to the teachers. The teacher will say a number from 11 to 20 in Spanish and then the students will have two minutes for selecting the correct “palito”, then the teachers will count to 3 and say “run”, so the students will have to run toward the teachers to deliver the “palito de helado” with the corresponding number. Students who carry the correct number should say “This is the number ___” aloud. An example of the game will be performed by the teachers using the verb “run”.</p>
<p>Clapping and Singing Game (20 min)</p>	<p>In order to review content of the last class and practice the new, the students will play a game known in Colombia as “el perro muerto”. The game consists in forming a circle and clapping the hands of the other gamers singing a song in Spanish by syllables, in a specific moment which is indicated by the song, one gamer will have to say a number that will be prohibited to repeat by the gamers. Then the following gamer will have to start counting the numbers in order while clapping the hand of the following gamer, the gamer who makes a mistake and says the prohibited number will have a penance, which will be write “con la cola” a number from 11 to 20 which will be selected by the teacher.</p>

<p>Numbers Game (20 min)</p>	<p>The instruction of this game will be given in Spanish and English, and the teacher will perform an example before the start. The teacher will organize the students into two teams with the same number of members; he secretly will assign the same numbers from 11 to 20 in English to each member of each group. Therefore, there will be two equal numbers, one in each team, the teacher will place in the middle of the two teams a handkerchief that will be inside a large circle drawn on the floor with chalk, and then he will say aloud and in English one of the numbers, then the student of each team that has been assigned that number will have to run towards the circle to take the handkerchief and leave the circle without being touched by their opponent.</p>
<p>Stretching Time (5 min)</p>	<p>The teacher and students will stretch their muscles and then, all will say goodbye.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • https://youtu.be/L89nN03pBzI 	

<p style="text-align: center;">Diseño de Experiencias de Aprendizaje 4</p>			
<p>Guided by: Luz Ángela Ramírez Maria Camila Moreno Natalia Carvajal</p>	<p>Time: 2 hours</p>		
	<p>Age of learners: 6 to 12 years old</p>		
	<p>Numbers of students: About 8 to 10</p>		
	<p>Proficiency Level: Pre-A1</p>		
<p>Content or topic: Face parts, prepositions of place and some verbs.</p>	<p>Receptive task: Listening</p> <p>Productive task: Speaking</p>	<p>General objective: By the end of the class ss are expected to recognize the face parts, some prepositions and verbs.</p>	<p>Materials: “Señor cara de papa” made by the teachers Map Markers Board Speaker Antibacterial</p>

			Computer
<p>Key English Vocabulary:</p> <p>Prepositions: under, in, behind. Action Words: tell, search, and write. Face parts: eyes, nose, mouth, ears, head. Language Chunk: This is my_____</p>			
Time		Procedure	
Welcome (05 min)		The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.	
Song and Clean Hands (10 min)		The teachers will play an English song about the importance of keeping the hands clean. After that, teachers will ask students to “clean their hands” before starting with the first activity.	
Rules (15 min)		<p>The teachers will remember the rules of work.</p> <ul style="list-style-type: none"> -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water. 	
Warm up Sequence (5 min)		<p>Warm up: Teachers will move the articulations with the students, using five exercises:</p> <ul style="list-style-type: none"> ● Flowers growing toward the sun ● Doll dance ● Windmill ● Jumping kangaroo ● Hamster in a wheel 	
Introducing Song (15 min)		The teachers will explain some vocabulary about face parts and prepositions using a music video presented in a computer and flashcards with images where the prepositions are evidence.	

<p>Looking for the Treasure (40 min)</p>	<p>The teachers will introduce the verb “search” by performing the action with the body, then they will explain in Spanish the game, but some clue words like face parts, prepositions and the verb “search” will be told in English. After the explanation, the students will have to look for the parts of “el señor cara de papa” which will be hidden around the school. The students will have to follow a map in Spanish which will indicate where they should go for finding a written clue in English that will tell them where the part of the face that they need to find is. At the end they will find the face of “el señor cara de papa” without its parts, and then they will have to put each part in its corresponding place.</p> <p>Example clue: The eyes are behind the board.</p>
<p>Chinese Whisper (15 min)</p>	<p>The teacher will introduce the verbs “write and tell”, while they explain the dynamic of the activity. Then, students will have to make two lines, which will be different teams in order to play the traditional Chinese whisper. In a low voice, the teacher will tell the first student of each line a face part, the student will tell the same to his/her partner and so on until the last student, who will have to take the marker and draw on the board the face part he/she heard. The team that draws the correct part faster will be the winner.</p>
<p>My body (10 min)</p>	<p>Then, the students must say each of the learned body parts and use the structure "This is my"</p> <p>Example:</p> <p>This is my eye. This is my mouth.</p>
<p>Stretching Time (5 min)</p>	<p>The teacher and students will stretch their muscles and then, all will say goodbye.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • https://youtu.be/L89nN03pBzI • https://drive.google.com/file/d/1jh-Pn868xhM-3XrKiCA7CsVe8mXUGImm/view?usp=sharing 	

Diseño de Experiencias de Aprendizaje 5			
Guided by: Luz Ángela Ramírez Maria Camila Moreno Natalia Carvajal	Time: 2 hours		
	Age of learners: 6 to 12 years old		
	Numbers of students: About 8 to 10		
	Proficiency Level: Pre-A1		
Content or topic: Body parts.	Receptive task: Listening Productive task: Speaking	General objective: By the end of the class ss are expected to recognize parts of the body.	Materials: Speakers Cardboard Worksheet Colored pencils Markers Poppets
Key English Vocabulary: Body Parts: arms, elbows, hands, fingers, legs, knees, feet, and toes. Action Words: touch. Language Chunk: Touch your _____.			
Time	Procedure		
Welcome (05 min)	The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.		
Song and Clean Hands (10 min)	The teachers will play an English song about the importance of keeping the hands clean. After that, teachers will ask students to “clean their hands” before starting with the first activity.		

<p>Rules (15 min)</p>	<p>The teachers will remember the rules of work.</p> <ul style="list-style-type: none"> -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water.
<p>Warm up Sequence (5 min)</p>	<p>Warm up: Teachers will move the articulations with the students, using five exercises:</p> <ul style="list-style-type: none"> ● Flowers growing toward the sun ● Doll dance ● Windmill ● Jumping kangaroo ● Hamster in a wheel
<p>Poppets Introduction (10 min)</p>	<p>The teachers will ask students to sit in a circle, then, she will introduce to the students the poppet Rigoberto who will present the body parts.</p>
<p>Simon Says (25 min)</p>	<p>In this game a teacher will be Simon and children will have to do what she says, but when she does not say “Simon”, the children will not have to follow the orders.</p> <p>Example:</p> <p>Simon says touch your foot with your hand</p> <p>Simon says touch your knees with your fingers</p> <p>Touch your leg with your hand</p> <p>And so on until all parts of the body are reviewed.</p> <p>Then, teachers will change roles and students will be Simon. In this way, they could practice the language chunk: “Touch your ____.”</p>
<p>Make the Monster (30 min)</p>	<p>In this activity the teachers will have a large sheet with a circle drawn, which is the monster. Then, the educators will call each child to draw the parts of the body that the teachers mention.</p> <p>Example:</p>

	<p>This monster has three arms. The student will have to draw three arms on the sheet.</p> <p>This monster has five feet. The student will have to draw five feet.</p> <p>And so on with each student and each part of the body until the monster is completed.</p>
Let's Move (25 min)	In this activity, the teachers will play a song called "Move" in which there is a sequence of movements related to the vocabulary practiced in the class. Learners will dance following the song sequence. Teacher will dance with learners for the first time to review the vocabulary, then, the teacher will play the song for a second time where students will dance without teachers' performance.
Stretching Time (5 min)	The teacher and students will stretch their muscles and then, all will say goodbye.
Resources: <ul style="list-style-type: none"> • https://youtu.be/L89nN03pBzI • https://youtu.be/VsgpUHUYuJI 	

Diseño de Experiencias de Aprendizaje 6	
Guided by: Luz Ángela Ramírez Maria Camila Moreno Natalia Carvajal	Time: 2 hours
	Age of learners: 6 to 12 years old
	Numbers of students: About 8 to 10
	Proficiency Level: Pre-A1

<p>Content or topic: Primary colors and verbs.</p>	<p>Receptive task: Listening</p> <p>Productive task: Speaking</p>	<p>General objective: By the end of the class ss are expected to recognize the primary colors and some verbs.</p>	<p>Materials: Visual aids Music speaker Antibacterial Twister Rope Basket Computer</p>
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Key English Vocabulary:

Action Words: like bring, catch, pull, put, and find.
Primary Colors: blue, yellow, red, white and black.

Language: I am_____.

Time	Procedure
<p>Welcome (05 min)</p>	<p>The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.</p>
<p>Song and Clean hands (10 min)</p>	<p>The teachers will play an English song about the importance of keeping the hands clean. After that, teachers will ask students to “clean their hands” before starting with the first activity.</p>
<p>Rules (10 min)</p>	<p>The teachers will remember the rules of work.</p> <ul style="list-style-type: none"> -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water.
<p>Warm up Sequence (5 min)</p>	<p>Warm up: Teachers will move the articulations with the students, using five exercises:</p> <ul style="list-style-type: none"> ● Flowers growing toward the sun ● Doll dance ● Windmill ● Jumping kangaroo ● Hamster in a wheel

<p>Colors Song (15 min)</p>	<p>Teachers will play a musical video on a computer about the primary colors, and they will encourage the learners to listen and sing the song. Then, the teacher will review the vocabulary presented in the song through flashcards. The teachers will present the colors that are not in the video with flashcards.</p>
<p>Colors Game (30 min)</p>	<p>The teacher will explain the game. Teachers will participate in the game with the roles of angel and devil.</p> <p>The teacher with the devil role will perform the following activities:</p> <ol style="list-style-type: none"> 1. Guess the colors that the angel has. 2. Run behind the colors and try to catch them. <p>The teacher with the angel role will do the following activities:</p> <ol style="list-style-type: none"> 1. Assign in secret a color to each student 2. Wait that her colors run the stipulated distance and run back to her. <p>Students must run to avoid being caught by the devil and will have to run a determinate distance (optional: corner to corner) trying to return toward the angel. If the color returns to the angel without being captured, the angel will have one member in her team, but if the devil catches the color before, the devil will have one member in her team.</p> <p>Finally, the angel and her group will pull a rope against the devil and their team; and finally, the stronger team will win.</p> <p>At the end, students will make a line and say their corresponding colors using the structure "I am ".</p> <p>Example:</p> <p>I am yellow.</p> <p>I am red.</p> <p>I am blue.</p>
<p>Twister (20 min)</p>	<p>The twister mat will have the following colors: yellow, blue, red, white and black. In addition, the twister wheel will include the colors and the parts of the body (hands and feet) that the child will have to put on the mat.</p> <p>The teachers will explain the instructions of the game:</p>

	<p>Here, children will make a line to wait their turn. The first child is going to spin the roulette and be attentive to the color and part of the body.</p> <p>Example:</p> <p>The roulette marks left foot, yellow. The participant should put their left foot in the color yellow. The player must stay in the same position until it is their turn and must put another part of the body on the mat. Then, the next participant spins the wheel and performs the activity. The game ends when the participants cannot hold the same pose or make a mistake, confusing the colors or the body part.</p>
Color Hunt (10 min)	This activity is an outdoor color hunt. Teachers will give kids a basket and allocate a different color to each. They must go in search of items of that color and place them in their basket.
Stretching Time (5 min)	The teacher and students will stretch their muscles and then, all will say goodbye.
<p>Resources:</p> <ul style="list-style-type: none"> • https://youtu.be/L89nN03pBzI • https://drive.google.com/file/d/1jgrdB62jTVdUCxC7NAbd6Z-50mjk0YwU/view?usp=sharing 	

Diseño de Experiencias de Aprendizaje 7			
<p>Guided by:</p> <p>Luz Ángela Ramírez Maria Camila Moreno Natalia Carvajal</p>	Time: 2 hours		
	Age of learners: 6 to 12 years old		
	Numbers of students: About 8 to 10		
	Proficiency Level: Pre-A1		
<p>Content or topic:</p> <p>Secondary colors.</p>	<p>Receptive task:</p> <p>Listening</p>	<p>General objective:</p> <p>By the end of the class ss are expected to</p>	<p>Materials:</p> <p>Visual aids Music speaker</p>

	<p>Productive task: Speaking</p>	<p>recognize the secondary colors and some verbs.</p>	<p>Antibacterial Sacks Paints Cardboard Computer</p>
<p>Key English Vocabulary:</p> <p>Secondary Colors: pink, purple, gray, brown, green, and orange. Action Words: mix, paint, touch and run Language Chunk: It is ____.</p>			
Time	Procedure		
Welcome (05 min)	<p>The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.</p>		
Song and Clean hands (15 min)	<p>The teachers will play an English song about the importance of keeping the hands clean. After that, teachers will ask students to “clean their hands” before starting with the first activity.</p>		
Rules (15 min)	<p>The teachers will remember the rules of work.</p> <ul style="list-style-type: none"> -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water. 		
Warm up Sequence (5 min)	<p>Warm up: Teachers will move the articulations with the students, using five exercises:</p> <ul style="list-style-type: none"> ● Flowers growing toward the sun ● Doll dance ● Windmill ● Jumping kangaroo ● Hamster in a wheel 		

<p>Colors Song (15 min)</p>	<p>Teachers will play a music video on a computer about the secondary colors, and they will encourage the learners to listen and sing the song. Then, the teachers will present the colors that are not in the video with flashcards.</p>
<p>Game Colors Activity (10 min)</p>	<p>Teachers will take students outside the classroom and will explain how to play this game. The activity consists in pasting the flashcards used in the previous activity around the game place. (paste the same colors repeatedly), when students listen to the color, they should run and touch the color mentioned by the teacher. The student who touches the wrong color or does not touch any color will be out of the game. Play several times and give several opportunities to students of listening and performance.</p>
<p>Color Mixing (10 min)</p>	<p>In this activity, the teachers will have the paints of the primary colors (yellow, blue, red, black and white) then they will combine the colors to obtain new ones.</p> <p>Example:</p> <p>Teacher: Let's combine yellow and blue</p> <p>What color is this?</p> <p>Students: This is Green!</p> <p>With each color the teachers will paint a circle on a cardboard, and they will have the primary colors with the mixtures.</p> <p>Teacher will be emphasized in the use of the structure “it is”</p>
<p>I Spy with my Eye (10 min)</p>	<p>The teachers will begin the activity by saying the sentence</p> <p>I spy with my eye ...</p> <p>Example:</p> <p>I spy with my eye something blue</p> <p>The students will have to guess the blue object that the teacher is spying on. After guessing it, each student will spy with their eyes until the others guess and all the colors learned are completed.</p>

<p>Sack Race (20 min)</p>	<p>In this activity each child will have a sack to carry out a sack race. Also, in their hands they will have tied a ribbon of each color (red, yellow, green, purple, etc.) Then they should make a line and wait for the teachers to say the color of the ribbons.</p> <p>Example:</p> <p>Teacher: Color red</p> <p>The child with the red ribbon should jump out in his sack and come back and so on with each color taught.</p>
<p>Paint the Monster (10 min)</p>	<p>In this activity the teacher will bring sheets in which there is a drawn monster. Then, the teachers will distribute the worksheets to each student, and they will listen carefully to the educator to paint the monster correctly. The teachers will tell each part of the body and the color with which they will have to paint the monster.</p> <p>Example:</p> <p>The monster's eyes are red</p> <p>The monster's hands are gray</p> <p>The children will have to paint each part of the body following the teacher's instructions until they finish the drawing.</p>
<p>Stretching Time (5 min)</p>	<p>The teacher and students will stretch their muscles and then, all will say goodbye.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • https://youtu.be/L89nN03pBzI • https://drive.google.com/file/d/1jiquoK5PgkgUG1s7w9lbbGJixiMx0Zh5/view?usp=sharing 	

<p align="center">Diseño de Experiencias de Aprendizaje 8</p>	
<p>Guided by:</p>	<p>Time: 2 hours</p>
	<p>Age of learners: 6 to 12 years old</p>

Luz Ángela Ramírez Maria Camila Moreno Natalia Carvajal	Numbers of students: About 8 to 10		
	Proficiency Level: Pre-A1		
Content or topic: Animals.	Receptive task: Listening Productive task: Speaking	General objective: By the end of the class ss are expected to identify body parts and recognize animal names.	Materials: Water Music speaker Antibacterial A quiet place
Key English Vocabulary: Animals: frog, snake, butterfly, monkey, and dog. Language Chunk: You are _____. Action Words: jump, guess, look, listen.			
Time	Procedure		
Welcome (05 min)	The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.		
Song and Clean Hands (15 min)	The teachers will play an English song about the importance of keeping the hands clean. After that, teachers will ask students to “clean their hands” before starting with the first activity.		
Rules (15 min)	The teachers will remember the rules of work. -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water.		
Warm up Sequence (5 min)	Warm up: Teachers will move the articulations with the students, using five exercises: <ul style="list-style-type: none"> ● Flowers growing toward the sun ● Doll dance ● Windmill 		

	<ul style="list-style-type: none"> ● Jumping kangaroo ● Hamster in a wheel
A Trip to the Jungle (25 min)	<p>The teacher will introduce the animals' activity by telling the students that they are going to explore nature. Teachers will post images of different animals around the school and take the students for a walk to get to know some of them and listen to the animals' sounds.</p> <p>Example:</p> <p>Look at the frog Look at the butterfly</p>
Strike a Pose (30 min)	<p>Then, teachers and students will get on a circle based on where they must stand. In front of each circle there is an image of an animal pose and the animal's name. Students will look at the image and recreate the yoga pose for four minutes. Later, when the teachers indicate that the time is over, they will move to the next circle and repeat the process.</p>
Guess the animal (30 min)	<p>The teachers will carry out an activity called "guess the animal". Here the teacher will develop the game to explain it to the learners. She will do characteristic movements related to the animal. In addition, students will use the "You are" structure.</p> <p>Example:</p> <p>The teacher will jump and stick out the tongue.</p> <p>The students will guess the animal that makes those movements, in this case it will be a frog, for instance, students should say: "You are a frog". Next, each student will develop the activity until all the animals are guessed.</p>
Stretching Time (5 min)	<p>The teacher and students will stretch their muscles and then, all will say goodbye.</p>
<p>Resources:</p> <ul style="list-style-type: none"> ● https://youtu.be/L89nN03pBzI 	

Diseño de Experiencias de Aprendizaje 9			
Guided by: Luz Ángela Ramírez Maria Camila Moreno Natalia Carvajal	Time: 2 hours		
	Age of learners: 6 to 12 years old		
	Numbers of students: About 8 to 10		
	Proficiency Level: Pre-A1		
Content or topic: Elements of nature.	Receptive task: Listening Productive task: Speaking	General objective: By the end of the class ss are expected to recognize nature's elements.	Materials: Water Puzzle Music speaker Antibacterial
Key English Vocabulary: Nature's Elements: sun, clouds, trees, sky, grass, and flowers. Language Chunk: Thi is _____.			
Time	Procedure		
Welcome (05 min)	The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.		
Song and Clean Hands (10 min)	The teachers will play an English song about the importance of keeping the hands clean. After that, teachers will ask students to “clean their hands” before starting with the first activity.		

<p>Rules (15 min)</p>	<p>The teachers will remember the rules of work.</p> <ul style="list-style-type: none"> -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water.
<p>Warm up Sequence (5 min)</p>	<p>Warm up: Teachers will move the articulations with the students, using five exercises:</p> <ul style="list-style-type: none"> ● Flowers growing toward the sun ● Doll dance ● Windmill ● Jumping kangaroo ● Hamster in a wheel
<p>Walk (30 min)</p>	<p>The teachers will take students outside the classroom and will tell them that they will make a tour of the school in order to introduce the vocabulary related to nature.</p> <p>Example:</p> <p>That is the sky, the sky is blue</p> <p>This is the grass, it is green</p> <p>and so on until completing the vocabulary.</p> <p>While introducing each vocabulary, the teachers will paste the words.</p>
<p>Race (25 min)</p>	<p>Then the educators will carry out a race, where teachers will give to students a card with an English word related to nature's vocabulary, then, and the student will have to run through the field to match the word with the corresponding images that represents it.</p> <p>Example:</p> <p>The teacher gives a card with the word sun, the student will have to run to the other cards and find the image that corresponds to the sun.</p>
<p>Puzzle (25 min)</p>	<p>In this activity, students will be divided into groups, each group member will have a piece of a puzzle, and they should join the pieces of the puzzle to complete the image. When it is complete, students will</p>

	<p>expose the nature elements that are in the puzzle using the “this is” structure.</p> <p>Example:</p> <p>This is the sky This is a three This is the sun</p>
Stretching Time (5 min)	The teacher and students will stretch their muscles and then, all will say goodbye.
<p>Resources:</p> <ul style="list-style-type: none"> • https://youtu.be/L89nN03pBzI 	

Diseño de Experiencias de Aprendizaje 10			
<p>Guided by:</p> <p>Luz Ángela Ramírez Maria Camila Moreno Natalia Carvajal</p>	Time: 2 hours		
	Age of learners: 6 to 12 years old		
	Numbers of students: About 8 to 10		
	Proficiency Level: Pre-A1		
<p>Content or topic: Fruits (healthy and unhealthy).</p>	<p>Receptive task: Listening</p> <p>Productive task: Speaking</p>	<p>General objective: By the end of the class ss are expected to recognize the fruits and classify food.</p>	<p>Materials: Boxes Flashcards with fruits and junk food Water Music speaker Antibacterial</p>

Key English Vocabulary:	
<p>Fruits: banana, grapes, apple, pineapple, strawberry, and orange. Action Words: run, jump, touch. Language Chunk: They are _____.</p>	
Time	Procedure
Welcome (05 min)	The teachers will wait for students to get into the workspace. When students arrive, the teachers will greet students in English “good afternoon”.
Song and Clean Hands (10 min)	The teachers will play an English song about the importance of keeping the hands clean. After that, teachers will ask students to “clean their hands” before starting with the first activity.
Rules (15 min)	<p>The teachers will remember the rules of work.</p> <ul style="list-style-type: none"> -Be organized. -Be punctual. -Be respectful. -Participate actively. -Bring their own water.
Warm up Sequence (10 min)	<p>Warm up: Teachers will move the articulations with the students, using five exercises:</p> <ul style="list-style-type: none"> ● Flowers growing toward the sun ● Doll dance ● Windmill ● Jumping kangaroo ● Hamster in a wheel
Box Presentation (25 min)	<p>The teachers will carry a box in which the flash cards of fruits will be. One teacher will take a fruit out of the box and will ask “what is this?” and she will say the fruit that she took out of the box.</p> <p>Example:</p> <p>What is this? This is an apple, this is red, this is small.</p>

	<p>She will make that presentation with each one of the fruits.</p> <p>Then, the teachers will have two boxes. Each box will have a picture of a thumb, pointing up (healthy) pointing down (unhealthy). Teachers will also have fruit and fast food on flashcards and will ask the children which category each food belongs to.</p> <p>Example:</p> <p>The teacher shows a banana and an apple</p> <p>This is a banana, and this is an apple. Are they healthy or unhealthy?</p> <p>Ss should answer:</p> <p>They are healthy</p> <p>The teacher shows a pizza and a hamburger</p> <p>This is a pizza, and this is a hamburger. Are they healthy or unhealthy?</p> <p>Ss should say:</p> <p>They are unhealthy</p>
<p>Fruit Race (25 min)</p>	<p>In this activity children will have to make two lines. The teachers will ask a child from each row to stand at the starting line and they will say the fruit that the two participants must take in the race. On the floor there will be a line that they must jump, then they must run, take the fruit and the first one to put it in the box will be the winner.</p>
<p>Touch the Fruit (25 min)</p>	<p>After the race, the teachers will paste pictures of each fruit on the walls of the classroom. In this activity the teacher will say:</p> <p>Touch the grapes and the students must run and touch the fruit that the teacher has said.</p> <p>This dynamic will be carried out until all the fruits are recognized.</p> <p>The first student who touches the fruit should say the name of the fruit using the “this is” structure.</p> <p>Example: This is the orange.</p>
<p>Stretching Time (5 min)</p>	<p>The teacher and students will stretch their muscles and then, all will say goodbye.</p>

Resources:

- <https://youtu.be/L89nN03pBzI>

Assessment stage. The expected language outcomes will be assessed in each class through the students’ responses, and by the use of some observation instruments such as formats and photographic registers.

Reflection stage. The reflection after the implementation of the sessions will be done through journals, in which each practitioner will write their thoughts regarding the experiences and their professional growth.

Resources

The resources that will be used in this project are related to recreational activities, for this reason, balls, jump ropes, and speakers will be needed. It will also be necessary for an open space where participants can perform different activities such as running, jumping, and dancing. On the other hand, in order to comply with the biosafety protocol that was established due to the COVID-19 situation, antibacterial, alcohol, and soap will be required.

Evaluation phase

Hetero-Evaluation

<p>First Lesson</p>	<p>In this learning session, teachers will present some recommendations based on the student’s performance during speech and action coordination activities, whose main topic is getting to know students.</p> <p>Table 1</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;">Dimensions</td> <td style="width: 5%; text-align: center; padding: 5px;"></td> <td style="width: 5%; text-align: center; padding: 5px;"></td> <td style="width: 5%; text-align: center; padding: 5px;"></td> <td style="width: 15%; padding: 5px;">Suggestions</td> </tr> </table>	Dimensions				Suggestions
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<p data-bbox="196 720 293 789">Second Lesson</p>	<p data-bbox="358 720 1430 825">In this learning session, teachers will present some recommendations based on the student’s performance during speech and action coordination activities, whose main topics are verbs and numbers.</p> <p data-bbox="358 894 456 928">Table 2</p> <table border="1"> <thead> <tr> <th data-bbox="358 928 1154 997">Dimensions</th> <th data-bbox="1154 928 1187 997"></th> <th data-bbox="1187 928 1219 997"></th> <th data-bbox="1219 928 1252 997"></th> <th data-bbox="1252 928 1284 997"></th> <th data-bbox="1284 928 1446 997">Suggestions</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 997 1154 1066">The student participated actively during the session.</td> <td data-bbox="1154 997 1187 1066"></td> <td data-bbox="1187 997 1219 1066"></td> <td data-bbox="1219 997 1252 1066"></td> <td data-bbox="1252 997 1284 1066"></td> <td data-bbox="1284 997 1446 1066"></td> </tr> <tr> <td data-bbox="358 1066 1154 1136">The student articulated accurately the vocabulary presented.</td> <td data-bbox="1154 1066 1187 1136"></td> <td data-bbox="1187 1066 1219 1136"></td> <td data-bbox="1219 1066 1252 1136"></td> <td data-bbox="1252 1066 1284 1136"></td> <td data-bbox="1284 1066 1446 1136"></td> </tr> <tr> <td data-bbox="358 1136 1154 1205">The student followed the instructions given by the teachers</td> <td data-bbox="1154 1136 1187 1205"></td> <td data-bbox="1187 1136 1219 1205"></td> <td data-bbox="1219 1136 1252 1205"></td> <td data-bbox="1252 1136 1284 1205"></td> <td data-bbox="1284 1136 1446 1205"></td> </tr> <tr> <td data-bbox="358 1205 1154 1274">The student had coordination with speech and action.</td> <td data-bbox="1154 1205 1187 1274"></td> <td data-bbox="1187 1205 1219 1274"></td> <td data-bbox="1219 1205 1252 1274"></td> <td data-bbox="1252 1205 1284 1274"></td> <td data-bbox="1284 1205 1446 1274"></td> </tr> <tr> <td data-bbox="358 1274 1154 1344">The student counted from one to ten and recognized command verbs used during the instructions.</td> <td data-bbox="1154 1274 1187 1344"></td> <td data-bbox="1187 1274 1219 1344"></td> <td data-bbox="1219 1274 1252 1344"></td> <td data-bbox="1252 1274 1284 1344"></td> <td data-bbox="1284 1274 1446 1344"></td> </tr> </tbody> </table> <p data-bbox="358 1402 618 1512">Excellent Good Needs improvement</p>	Dimensions					Suggestions	The student participated actively during the session.						The student articulated accurately the vocabulary presented.						The student followed the instructions given by the teachers						The student had coordination with speech and action.						The student counted from one to ten and recognized command verbs used during the instructions.					
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<p data-bbox="196 720 289 789">Sixth Lesson</p>	<p data-bbox="358 720 1430 827"> In this learning session, teachers will present some recommendations based on the student’s performance during speech and action coordination activities, whose main topic is primary colors. </p> <p data-bbox="358 863 456 896">Table 6</p> <table border="1"> <thead> <tr> <th data-bbox="358 896 1154 963">Dimensions</th> <th data-bbox="1154 896 1187 963">Green</th> <th data-bbox="1187 896 1219 963">Yellow</th> <th data-bbox="1219 896 1252 963">Orange</th> <th data-bbox="1252 896 1464 963">Suggestions</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 963 1154 1033">The student participated actively during the session.</td> <td data-bbox="1154 963 1187 1033"></td> <td data-bbox="1187 963 1219 1033"></td> <td data-bbox="1219 963 1252 1033"></td> <td data-bbox="1252 963 1464 1033"></td> </tr> <tr> <td data-bbox="358 1033 1154 1102">The student articulated accurately the vocabulary presented.</td> <td data-bbox="1154 1033 1187 1102"></td> <td data-bbox="1187 1033 1219 1102"></td> <td data-bbox="1219 1033 1252 1102"></td> <td data-bbox="1252 1033 1464 1102"></td> </tr> <tr> <td data-bbox="358 1102 1154 1171">The student followed the instructions given by the teachers</td> <td data-bbox="1154 1102 1187 1171"></td> <td data-bbox="1187 1102 1219 1171"></td> <td data-bbox="1219 1102 1252 1171"></td> <td data-bbox="1252 1102 1464 1171"></td> </tr> <tr> <td data-bbox="358 1171 1154 1266">The student had coordination with speech and action, associating verbs such as “bring”, “catch”, “pull, put, find</td> <td data-bbox="1154 1171 1187 1266"></td> <td data-bbox="1187 1171 1219 1266"></td> <td data-bbox="1219 1171 1252 1266"></td> <td data-bbox="1252 1171 1464 1266"></td> </tr> <tr> <td data-bbox="358 1266 1154 1335">The student identified primary colors.</td> <td data-bbox="1154 1266 1187 1335"></td> <td data-bbox="1187 1266 1219 1335"></td> <td data-bbox="1219 1266 1252 1335"></td> <td data-bbox="1252 1266 1464 1335"></td> </tr> </tbody> </table> <p data-bbox="358 1371 618 1480"> Excellent Good Needs improvement </p>	Dimensions	Green	Yellow	Orange	Suggestions	The student participated actively during the session.					The student articulated accurately the vocabulary presented.					The student followed the instructions given by the teachers					The student had coordination with speech and action, associating verbs such as “bring”, “catch”, “pull, put, find					The student identified primary colors.				
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<p>Ninth Lesson</p>	<p>In this learning session, teachers will present some recommendations based on the student’s performance during speech and action coordination activities, whose main topic is elements of nature.</p> <p>Table 9</p> <table border="1"> <thead> <tr> <th data-bbox="347 1619 1154 1688">Dimensions</th> <th data-bbox="1154 1619 1187 1688" style="background-color: #00FF00;"></th> <th data-bbox="1187 1619 1219 1688" style="background-color: #FFFF00;"></th> <th data-bbox="1219 1619 1252 1688" style="background-color: #FFA500;"></th> <th data-bbox="1252 1619 1476 1688">Suggestions</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 1688 1154 1751">The student participated actively during the session.</td> <td data-bbox="1154 1688 1187 1751"></td> <td data-bbox="1187 1688 1219 1751"></td> <td data-bbox="1219 1688 1252 1751"></td> <td data-bbox="1252 1688 1476 1751"></td> </tr> <tr> <td data-bbox="347 1751 1154 1814">The student articulated accurately the vocabulary presented.</td> <td data-bbox="1154 1751 1187 1814"></td> <td data-bbox="1187 1751 1219 1814"></td> <td data-bbox="1219 1751 1252 1814"></td> <td data-bbox="1252 1751 1476 1814"></td> </tr> <tr> <td data-bbox="347 1814 1154 1877">The student followed the instructions given by the teachers</td> <td data-bbox="1154 1814 1187 1877"></td> <td data-bbox="1187 1814 1219 1877"></td> <td data-bbox="1219 1814 1252 1877"></td> <td data-bbox="1252 1814 1476 1877"></td> </tr> </tbody> </table>	Dimensions				Suggestions	The student participated actively during the session.					The student articulated accurately the vocabulary presented.					The student followed the instructions given by the teachers														
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	The student identified elements of nature when listening.					
Excellent Good Needs improvement						
Tenth Lesson	In this learning session, teachers will present some recommendations based on the student’s performance during speech and action coordination activities, whose main topics are fruits, healthy or unhealthy.					
	Table 10					
	Dimensions					Suggestions
	The student participated actively during the session.					
	The student articulated accurately the vocabulary presented.					
	The student followed the instructions given by the teachers					
	The student had coordination with speech and action.					
	The student identified fruits and recognized healthy and unhealthy food.					
Excellent Good Needs improvement						

Co- Evaluation:

Students will sit in a round table in order to provide insights about their process based on a series of questions. Teachers will lead the conversation by asking questions and taking notes of the answers.

Instructions: Make a round table and answer the following questions.			
Preguntas	Si	No	Justificación de la respuesta

¿Piensas que tus amigos aprendieron más inglés?			
¿Consideras que tus compañeros tuvieron un buen comportamiento en las clases?			
¿Crees que tus compañeros realizaron correctamente las actividades de clase?			
¿Qué crees que tus compañeros podrían mejorar?			
¿Qué cosas crees que tus compañeros hicieron muy bien?			
¿Crees que hubo trabajo en equipo durante las actividades?			
¿Les gustaría que las actividades de la Honda Recreativa continúen realizándose en la escuela?			

Self-Evaluation

Teachers will share with students a [template](#) in which they will make three draws based on three main questions: 1. What was my favorite activity? 2. What did I do well? 3. What should I improve? Also, they must answer each question in a brief way. The teachers will provide an example.

Instrucciones
Responde las siguientes preguntas: 1. ¿Cuál fue mi actividad favorita? 2. ¿Qué hice bien? 3. ¿Qué debo mejorar? Luego realiza un dibujo que ilustre tu respuesta a cada una de ellas.

Conclusion

The Colombian education system that children have access to, has many challenges that affect its quality. As mentioned in this document, one of the main difficulties and inequalities

that the education system has is the lack of opportunities for bilingual education in rural schools. This lack of access is due to the need of specialized teachers in English teaching. Based on this statement, this didactic sequence was designed to create a bilingual ecosystem that allows students from rural schools to learn English as a second language through physical and recreational activities, considering their socio-cultural features. In order to have the possibility to implement this project, a series of learning experiences that intend to create a free-anxiety environment in open-wide spaces in which they can learn English through recreation. In terms of the pragmatic competence of these learning experiences, it was considered students' context, daily-life aspects, and environment to integrate into vocabulary and language chunks.

When implementing this project, we strongly recommend to practitioners in charge to get to know the community without expectations to create a safe and respectful relationship since it is a fundamental aspect that will allow community members to participate with motivation. We also suggest creating a checklist to ensure all the supplies and lesson procedures are carried out to avoid stressful emotions that could affect the development of the sessions. For this project to succeed, it requires energetic, cheerful, and compromised practitioners that enjoy every step of it and can support their students to overcome any difficulties that get along the way.

Finally, being able to design and be part of this project let us as teachers in development reflect and grow professionally and personally. One relevant aspect that allows us to evidence the inequalities that rural schools face is the lack of socioeconomic resources that were provided by the state since they were not enough to cover infrastructure damages and materials that can guarantee good quality education. Thus, many classrooms were not available to take lessons because they could collapse and place kids in danger. Besides, it was evidenced that many rural

students leave school because they must take on work responsibilities to help their families. An attempt to overcome this common situation in rural contexts, it created the Escuela Nueva model to allow students to continue their education following a self-instruction process which has been very innovative and contributes to improving the rural quality of education. Also, planning bilingual experiences in a rural context was not an easy task, but it gave us professional experience in an unknown field.

As mentioned before, during our lesson design experience, we had to consider the fact that students of different ages were in the same classrooms, which was challenging to assimilate since we had not been exposed to the Escuela Nueva model. This situation demanded us to include this concept in the written project and do more research about it. Besides, we had to integrate the Escuela Nueva model in planning lessons; therefore, we took into account the implementation of topics, resources and activities that were appropriate for kids and teenagers. The aspects previously mentioned, led us to conclude that implementing bilingual scenarios in rural schools through social work is an effective way to contribute to the Colombian education system.

Limitations

This project was first intended to be a classroom project, but due to several inconveniences, it had to be changed to a didactic sequence. One of the reasons the project had to be readjusted was that the school was committed to other extracurricular activities. Moreover, some adult community members were unwilling to participate since they considered that learning

English was unnecessary, and it was a difficult task. They also had mistrust reactions because they were promised different benefits for their community in political campaigns.

On the other hand, the practitioners also had different challenges that impeded the course of the project. One of the inconveniences was that the school's location was in a rural zone far away from the teacher's home, and to get there, they had to travel long distances, which made the transportation expensive and delayed. Furthermore, to carry on the activities properly, it was necessary to get supplies such as speakers, balls, and rope, which had to be funded by the practitioners. For these reasons, teachers felt limited even in the lesson planning since they did not include activities that required other expensive materials that they could not afford.

When the project was being designed, society was facing the covid 19 pandemic, and many biosafety standards were established. Those aspects had to be considered when planning activities, such as the fact that students had to keep two-meter distances and recreational activities that required body contact were forbidden. The face mask used was mandatory, and it did not allow proper breathing in physical activities that demanded physical effort. It was also a drawback, the fact that there were not allowed more than 15 students performing activities in the same space to decrease the contagion possibilities. Thus, these conditions were considered in the design of the learning experiences and washing hands before and after each activity were included by the teachers.

Implications

Pedagogical Implications

In terms of pedagogical implications, it is recommended to be aware of the chosen population to implement this kind of project since it would not be catching for adults or

teenagers to participate actively in recreational activities that are mainly focused on songs and child games with a language aim. In case this project is going to be adapted or modified to be adjusted to other populations or contexts, it is suggested to keep in the learning experiences the three main steps are warm-up, development of activities, and stretching, which will be part of a complete and well-prepared sequence. Besides, it is advised for teachers to implement physical and recreational activities such as games and gymkhanas to be used as a channel to teach English as a second language since it gives children new experiences different from conventional classes. To conclude, teachers of a second language should consider students' English knowledge and context to implement this type of project.

Research Implications

Some research implications that teachers should consider improving this project are the effects on students when participating in physical and recreational activities. Considering aspects such as the increment of pupils' motivation and the enhancement in learning results due to the fact that, it is necessary to take into account how emotional factors can influence learning to be significant. The authors of this project consider that incorporating music in the development of the activities could be meaningful since music opens possibilities for comprehension and changes the attitude toward learning. Moreover, it is suggested to inquire about school-children behavior to determine if students incorporate the activities and language used during the lessons in their free time activities like playtime and if implementing these activities improves school life and group work. Future researchers could analyze the use of total physical response as a strategy to teach English and reinforce Spanish in rural schools due to this didactic sequence's aim is to promote bilingualism. Finally, it is suggested to consider rural English language teaching as an object of study since there is a lack of research related to this topic.

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