



**Discovering meaningful learning moments to support the learning process in an
English as a foreign language class in a rural public school**

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ABSTRACT

In the development and implementation of the research, through the applications of Meaningful Learning (ML), it was possible to identify highly valuable results regarding meaningful learning processes of the foreign language. The process allowed us to observe the experience of the eighth grade students in a rural public school in their participation in meaningful activities. This reality mobilized in them cognitive connections that helped them in the identification and memory processes of key words in the foreign language.

As can be seen in the development of the research, through the research question, the objectives, the theoretical framework, the methodology, the findings and the conclusions, this work is important because it allows us to verify that Ausubel's contribution (1983) regarding meaningful learning supports this research.

Carrying out meaningful learning and learning processes in foreign language teaching-learning contexts provides valuable components that allowed the researcher to obtain comprehensive results in relation to the learning processes of eighth grade students of a rural public school, giving as a result useful knowledge to put in practice in order to improve the foreign language learning.

Keywords: Learning processes - Foreign Language - Meaningful learning.

CHAPTER 1

1. INTRODUCTION

The purpose of this study is to identify why the students of 8th grade show forgetfulness and difficulty in the application of the topic seen in a simple way or in combination with new topics. The study is applied in 8th grade in a rural public school. In this grade the students show interest to learn English and work during the class, but they rarely do the tasks at home.

Although most of the students show motivation and interest in learning, they show, in subsequent classes, momentary or sometimes important forgetfulness of the topics covered in previous classes. During the classes they are receptive and motivated, but they tend to get distracted and lose interest easily, therefore the classes must be very well planned by the teacher, with different strategies or interesting proposals for the students. When they are assigned collaborative work, they show little management of teamwork, since one or two students elaborate and the others are dedicated to copying other students' work; cooperative group work is not observed. Homework is done carefully by only 5 or 6 students. Some others do homework but with difficulty, but there is a large group that does not do homework. Some of them like to participate constantly, others do not. In the afternoons, many of them have housework, such as cleaning the house, preparing the family meal, etc. Others have farm jobs, such as animal husbandry, agriculture, among others. And a third group is dedicated to sharing with their friends and family, reasons for which the tasks are hardly elaborated, giving them little or no importance.

The argument has been raised to find out why it is observed in adolescent eighth grade students that when English activities are carried out in the teaching-learning processes, each one of the students, as well as the group, in general show interest, motivation, participation, and they seem to have understood; however, when progress is made in the development of the activity, it can be understood that to write about the topics

learned in English, these students ask questions and it seems as if the topic had not been studied before.

It is also observed that students, when asked to apply what they have learned in the activity, do so easily verbally, but not equally in writing, and in this case they ask questions. It is important to highlight that the question process for carrying out learning in writing shows, on the part of the student body, interest and motivation; however, student progress in language learning is minimal.

Taking into account the situation raised, it is necessary to investigate about this problem, in such a way that we can understand the situation that students experience, and thus also seek strategies that encourage 8th grade students to learn the L2 in a way that is practical and meaningful, and not in a rote way, which they easily forget. Therefore, we find that the theory of Meaningful Learning proposed by Ausubel (1983) and Moreira (2012) shows us how learners learn and guides us in the meaningful strategies with which they will give students the opportunity to take advantage of its full potential to put into practice in learning the L2.

Continuing with the meaningful learning process, which is the reason for this research, it happens and is equally transferred by two aspects, namely: 1) The written process and 2) the verbal or oral process. This reality also allows us to know and understand that the eighth grade students of a rural public school generate encounters, that is significance, with the foreign language through speech but not with the written component.

This reality of interaction and meaning with oral or spoken learning is also part of our Colombian culture and is widespread, managing to contribute, in this research, that the foreign language develops its significant learning from speech. It is for this reason that songs, music and this area of art contribute significantly in the foreign language learning process.

What is experienced in the process carried out with the eighth grade students gives us the information that meaningful learning of the foreign language from writing is difficult

and complex for this group. The meanings in the knowledge of the English language do not land, in this group, in writing, showing the identification that writing is not a strong signifier in the processes of information transmission, a historically cultural matter in which stories, myths, and other oral traditions contribute more to the human connection and meaning within learning.

I believe that, in order to improve the memorization and learning of English structures in eighth grade students, it is necessary to apply various strategies that enhance meaningful learning in them. These can be:

- Elaboration of posters with characters of their interest
- Guess who is the hidden character
- Description of self and others
- Narrative about personality (tastes, way of being, behaviors)
- Any modality of art: Music, singing, drawing, painting, among others
- Group activities: Games, dynamics among others
- Different visual, auditory and participatory tools

The experience of the research process on meaningful learning of English leaves us as a guideline that the activities, in addition to being dynamic and fun, must be linked to the social, psychological, cultural and ideological processes of the student.

This topic of meaningful learning interested me because I observed that students quickly forgot what they had learned, so when carrying out the bibliographical review, I was oriented to know how learners learn. And when reading about meaningful learning I managed to find an approach to my concern, in the context of foreign language teaching, learning and meaning, which indicates, according to my research based on the writings of Ausubel (1983), a connection with previous experiences and learning, they contribute to

the instruction, contributing to the content and retaining what they have learned. In the development of the research, I was able to understand the significant processes that students go through for their learning, mainly in relation to the foreign language.

The research is being applied in a rural public school in Palmira, Valle del Cauca, focusing on grammatical structures, vocabulary, and pronunciation. This study will highlight how teaching based on meaningful learning can greatly improve the way our students learn and tend to foster in them the motivation to learn the L2.

1.2 RESEARCH PROBLEM

Grade 8 students show constant forgetfulness and difficulty in the application of the topic seen in a simple way or in combination with new topics, which does not allow the advancement and application of the L2 in a significant way.

Eighth grade students, with respect to learning English, have difficulties to show the learning acquired in the activity carried out, such as: Writing in English, identifying the words that they must use as well as maintaining the use of spelling and the right language for the expression of some idea. I have to emphasize that this issue is mainly presented in writing, as I have mentioned before. With respect to the combination, it is difficult for them to link new learning with previous topics due to issues of forgetting and not generating meaning. They do not correlate, intercept, or express fluently, neither in writing or verbally, everything known, both in the immediately preceding moment and also in a longer past.

1.2.2 Research Question

How can meaningful learning help students remember the topics and vocabulary covered in class and allow them to apply them in new contexts and topics?

The research question aims to rely on meaningful learning to generate support processes for students in their introductions to learning English. It is to investigate meaningful learning so that it offers us tools, forms, ideas and contributions that encourage

students of English to remember what they have learned, to combine different topics and to maintain learning over time. It is also to generate suitable conditions for the student of English, through their own meanings, to feed their vocabulary in the new language, in addition to generating expansions in writing, language and the use of English as a second language in order to facilitate social interaction in the different fields of life.

1.3 OBJECTIVES

Main Objective:

To apply a pedagogical intervention based on the principles of meaningful learning, to help English as foreign language students to expand their vocabulary and improve their knowledge of English.

Specific Objectives:

- To determine what are the factors that cause forgetfulness and the lack of application of the topics seen, in the 8th grade students.
- To identify strategies that enable meaningful learning in students.
- To implement a pedagogical intervention to promote meaningful learning of English as a foreign language.
- To analyze how the implementation of the designed pedagogical intervention influenced students' learning process of English as a foreign language.

1.4 JUSTIFICATION

Although most of the students show interest in the English subject, it is observed, with concern, that in later classes, where the topic or topics are used again, the learners show forgetfulness in a repetitive way, and in most cases, show difficulty in applying it.

Concerned about the situation that is occurring with my students, I decided to do a literature review of texts that approach this issue, regarding the theory of Meaningful Learning proposed by Ausbel, the one that most identified with the problem in this investigation. This theory shows the natural processes that learners go through in learning and how we can stimulate them so that our students improve the acquisition of the L1 in a more accurate way.

The research is being applied in a rural public school in Palmira, Valle del Cauca, focusing on grammatical structures, vocabulary, and pronunciation. This study will try to understand how teaching based on meaningful learning can help improve the way our students learn and tend to foster in them the motivation to learn the L2.

Among other difficulties presented is the fact that the students from this rural public school start English learning from sixth grade and not from elementary school. This situation becomes a barrier to the students' interaction with the foreign language because only after this moment do students have the opportunity to know the L2.

This phenomenon is one of the most detailed problems, that the English teaching-learning processes do not build strong components with which students, even with all their interest, can create meaningful learning realities, which becomes an interference to remember and practice what they have learned.

The other difficulty identified in the observation and this research process is the fact that the English language and communication of this rural school is generally basic, with few words which are focused on family and social small contexts, making it harder for students' learning process.

This research: "DISCOVERING MOMENTS WITH SIGNIFICANT LEARNING THAT SUPPORT LEARNING PROCESSES IN THE CLASS OF ENGLISH AS A FOREIGN LANGUAGE IN A RURAL PUBLIC SCHOOL" is important because it allows me to address a reality experienced by students which has been described in detail in the previous paragraphs. It is intended to contribute to the educational reality and the teaching-learning processes of English in rural

sectors and thus propose a contribution with some information on meaningful learning that from this investigative process allows us to observe realities that can be addressed considering some significance of learning.

As stated in the previous paragraph, learning English as a foreign language is a motivator for the students in the rural sector and although they show serious forgetfulness in relation to previous teaching processes. It can be considered that this research leaves important findings, which are the beginning of future positive transformations, which tend to improve the processes of learning English as a foreign language in the students in a rural public school.

It could be said that the problem cannot be corrected through this research, but it is important to highlight some considerations that may be useful to future generations that continue in the teaching-learning process of the rural sector.

CHAPTER 2: REVIEW OF THE LITERATURE

2.1 Introduction

In the following chapter we will cover the topic of Meaningful Learning (ML). This theory proposed by David Ausubel tries to show the importance of knowing how learners learn. Ausubel establishes that ML depends on two main factors that intervene in establishing this kind of relationship; that is, both the nature of the material to be learned as the cognitive structure of the student in particular (see table 1). The first one, because the material should not be arbitrary, but highly significant. And the second one, because the acquisition of meanings as a natural phenomenon occurs in specific human beings, and not in humanity in general (Ausubel, 1983).

Based on the experience lived during the time of observing my students, I feel identified with Baque and Portilla (2021), regarding the fact that teachers must apply pedagogical approaches that promote innovation in teaching processes, as well as seeing ML not only as an internal process of the student, but as an approach that tends to the meticulous observation, to the analysis, among others, of the process of the student to tend to improve the quality of student learning, since learning for students must be meaningful, permanent and renewed over time.

**RELACIÓN DEL APRENDIZAJE SIGNIFICATIVIDADES POTENCIAL
Y LÓGICA Y SIGNIFICADO PSICOLÓGICO (Tabla 1)**

A. APRENDIZAJE SIGNIFICATIVO O ADQUISICIÓN DE SIGNIFICADOS	requiere de	1) Material potencial mente significativo	y 2) disposición para el aprendizaje significativo
B. SIGNIFICATIVIDAD POTENCIAL	depende de	Significatividad lógica (la responsabilidad intencional y sustancial del material del aprendizaje con las correspondientes ideas pertinentes que se hallan al alcance de la capacidad de aprendizaje humana)	La disponibilidad de tales ideas pertinentes en la estructura cognoscitiva del alumno en lo particular.
B: SIGNIFICADO PSICOLÓGICO (SIGNIFICADO FENOMENOLÓGICO INDIOSINCRÁTICO)	es el producto del	Aprendizaje significativo	La significatividad potencial y la disposición para el aprendizaje significativo.

(Ausubel, 1961, p 3, 4).

The structure of this chapter has two parts. The first part describes the concept of meaningful learning, and the second part shows some studies that implement this as a learning strategy.

2.2 Meaningful Learning

2.2.1 Definition Meaningful learning:

Moreira (2012) defines ML as one in which ideas expressed symbolically interact in a substantive and non-arbitrary way with what the learner already knows. Substantive means non-literal, which is not verbatim, and non-arbitrary means that the interaction does not occur with any previous idea, but with some specifically relevant knowledge, already existing in the cognitive structure of the learner.

Moreira (2017) also indicates that ML “is the acquisition of new knowledge with meaning, understanding, criticality and possibilities of using that knowledge in explanations, arguments and problem solution” (p. 2).

In Baque and Portilla (2021), Latorre (2017) also refers to the fact that ML relates the new knowledge to the student’s previous knowledge, which allows them to assign meaning to what they have learned and to be able to use it in later situations experienced by the students (p. 02). Likewise, Carneros (2018) comments that “ML promotes knowledge in which the student starts from the selection, collection and analysis of the information obtained through the study of the content, relating the information analyzed with previous knowledge and experiences lived in daily life” (Baque and Portilla, 2021, p 78).

According to Rodríguez (2004, p 5), “it is a triadic interaction between teacher, learner and educational materials of the curriculum in which the responsibilities corresponding to each one of the protagonists of the educational event are delimited”. Based on this contribution, and taking into account what was observed during the classes, the student-educator interaction gave me the opportunity to provide open spaces of trust and participation to the students; spaces in which students could make mistakes and lead them to discover them and make their own corrections. Spaces, where, also, their concerns were heard, and in turn they were resolved between teacher and students, resulting in the gradual strengthening of their learning.

Meaningful Learning is a way to acquire new knowledge. It is a process of confrontation, in which two contrary realities (previous knowledge or ignorance and new

knowledge) face each other, enabling the learner to acquire, understand, confront, compare, among other actions that allow the subject to acquire learning, which will allow students to build new life options, knowledge, information, solutions, among others.

2.2.2 Subsumption or Anchor

Based on what Moreira (2012) says, we understand that the subsumption or anchor is the name given to specific knowledge, existing in the knowledge structure of the individual, which allows giving meaning to a new knowledge that is presented to him or that is discovered by him. For example, in the case of students in my school, an important anchor is the students themselves and the relationship with the language.

"Students have a series of experiences and knowledge that affect their learning and can be used for their benefit" (Bolívar, 2009, p 1). In the experience of the research process, it was notorious that the students' favorite character facilitated and allowed the use of English, that, through prior knowledge, they could make a physical and personality description, regarding the character in question. This activity promoted the benefit of meaningful learning in the learners, since the previous knowledge, in the student's favorite character, moved in the students' emotions, feelings and memories that facilitated the expression of the description.

2.2.3 Assimilation

In accordance with Moreira (2012), this consists of assimilation in progressive learning, through the subsumption already built and personal mediation (generally from the teacher or professor) and that becomes a negotiation of meanings, accepted and not accepted in the context of a certain body of knowledge. In sum, it is a cognitive interaction between new and previous knowledge. Regarding this, Ausubel (1983) emphasizes: "this process of interaction modifies both the meaning of the new information as the meaning of the concept or proposition to which it is attached....Therefore, assimilation is not a process that concludes after significant learning but that continues over time and may

involve new learning as well as the loss of the ability to reminisce and reproduce subordinate ideas” (Ausubel, 1983, p. 7).

Bobadilla (2016), also cites Ausubel et al. (1983), who say that the forms of meaningful learning according to the assimilation theory are classified into the following currents:

i. Subordinate learning:

a) Derivative inclusion: the new information is linked to the superordinate idea and represents another case or extension of the established idea. Attributes are not changed.

Criterion of the concept, but new examples are recognized as relevant.

b) Correlative inclusion: The new information is linked to the established idea, but it is an extension, modification or limitation of the existing idea. The criteria attributes of the included concept can be extended or modified with the new inclusion correlative.

ii. Superordinate learning:

In superordinate learning, established ideas are recognized as more specific examples of the new idea and link. The idea superordinate of the new idea is defined by a new set of attributes of criterion encompassing the subordinate ideas.

iii. Combinatorial learning:

The new idea is seen in relation to existing ideas, but it is neither more inclusive nor more specific than new ideas. In this case, it is considered that the new idea has some criteria attributes in common with pre-existing ideas. In the examples below, it can be observed that the students have previous ideas about the vocabulary, but to these ideas, in

turn, others are added, which carry more information that enriches the knowledge of the learners (see the charts below).

WHAT DOES HE / SHE LOOK LIKE ?



	1.80 cm	1.50 cm	1.60 cm	1.65 cm	1.70 cm
weight					
height					
hair					
eyes					

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VOCABULARY REVIEW

WEIGHT: Slim/thin, fat, obese, well-built, medium weight.

HEIGHT: Tall, medium-height, short, medium size.

HAIR:

- COLOR: Brown hair, red hair, blond/e hair, black hair, red hair, bald.
-
- LENGTH: Short hair, medium length hair, long hair.
-
- SHAPE: Straight hair, wavy hair, curly hair.

EYES: Brown eyes, dark eyes, blue eyes, green eyes.

These images were presented in class, during the study of the topic "Physical Description", with the purpose that the students observed each one of the human figures and could identify the physical characteristics that each one of them represents. Each one of them illustrates physical characteristics already known to them, as well as other new ones that complement or expand the knowledge of the vocabulary related to the subject.

2.2.4 The Cognitive Structure

Moreira (2012) considered the cognitive structure as a structure of interrelated and hierarchically organized subsumption or a dynamic structure characterized by two main processes, progressive differentiation and integrative reconciliation.

i. Progressive Differentiation

Moreira (2012) explains that progressive differentiation is the process of attributing new meanings to a particular subsunor (a concept or a proposition, for example) resulting from the successive use of that subsumption to give meaning to new knowledge. We will be able to recognize that meaningful learning occurs when the contents are related in a non-random and valuable way, which implies that it is not memorized, showing in their practice the new knowledge acquired.

When the theory of meaningful learning is considered in micro curricular design in the teaching of English as a foreign language, it is possible to observe how the learner shows a better understanding of the topic or topics proposed, as well as the assertive use of the vocabulary learned during the classes. This is because the new learning has left experiences, information and knowledge which are considered of great meaning by the learner. The

proof of this was when students were asked to describe famous people, displayed on a poster in the classroom. Many of them answered assertively, spontaneously, without looking at the answers in their notebooks.

"From this consideration, in the learning orientation process, it is vital importance of knowing the cognitive structure of the student; It's not just about knowing the amount of information that he possesses, but what are the concepts and propositions that he handles, as well as their degree of stability" (Bolívar, 2009, p. 1). This paragraph struck me because Bolívar urges to know more about the cognitive structure of the students, in such a way that it allows knowing the previous information, the concepts and propositions that the students have, as well as the management of each one of them, detecting the stability in relation to the direction that the students give to their concepts, knowledge and propositions, identifying the level, that is, high, medium and low, more explicitly, in the handling of the subject of physical description.

"The learning principles proposed by Ausubel offer the framework for the design of metacognitive tools that allow knowing the organization of the learner's cognitive structure, which will allow a better orientation of the educational work" (Bolívar, 2009, p. 1). The application of a teaching strategy based on significant learning is a support for the search and construction of metacognitive tools that allow and facilitate the organization of the learner's cognitive structure. On the other hand, these in turn provide processes that generate autonomy, in addition to enhancing their learning capacity.

We will be able to recognize that meaningful learning occurs when the contents are related in a non-random and valuable way, which implies that it is not memorized, showing in their practice the new knowledge acquired.

It is important to highlight that since it is a new language for the learner, meaningful learning also accounts for comprehension and use of new vocabulary learned, even though the learner's cognitive structure is based on their mother tongue (L1). The student

incorporates the new learning in a valuable and significant way, which carries experiences, information and knowledge that enable him/her to appropriate the new language (L2).

"Therefore, for true learning, that is, long-term learning and not be subjected to oblivion, to take place, it is necessary to connect new knowledge with previous knowledge, so it is essential to present the student with the knowledge of coherent and non-arbitrary way, 'building' in a solid way, the concepts, interrelating them with each other in the form of a knowledge network" (Bolívar, 2009, p.1). It is important to present the knowledge to the students in an attractive way, leading them to choose different proposals, which guide them to be active creators in the elaboration of their own learning material such as posters, flash cards, among others, that encourage and motivate him to show his creativity and participation. When the students elaborate their own knowledge, they make a contribution to their own learning construction, which will remain with them in the long term.

ii. Integrative or Integrative Reconciliation

Moreira (2012) says that integrative or integrative reconciliation is a process that is also typical of the dynamics of the cognitive structure, simultaneous to that of progressive differentiation, already presented, which consists of eliminating apparent differences, resolving inconsistencies, integrating meanings, making superordinations.

2.3 Meaningful Learning in practice

In this section, some research using Meaningful Learning is presented. First, we will see how Meaningful Learning is used to guide lessons. Second, we will review how ML is used to teach different language skills. Third, we will take into account the learning styles and strategies to apply into the lessons. Fourth we will put in practice specific strategies that allow the students to improve their learning process. Finally, we encourage the students to work in group and project work.

2.3.1 ML used to guide lessons

Several authors discuss how meaningful learning can be used in the classroom. For example, Arias and Oblitas (2014) did a study comparing students in two groups, one that used a model of learning by discovering and the other that used meaningful learning. They found that the group that received their education with meaningful learning was superior to the group that received instruction with the learning by discovering a model.

Castro (2014) did a study where she applied active techniques from meaningful learning in her 8th and 9th grade English class, and she proposed a work plan for her students using this model. Other authors (Hernández, 2016; Herrera, 2020; Lopez & Moreno, 2016; Mallqui, 2022; Martínez & Puyana, 2015; Ordoñez & Mohedano, 2019; Pallares, 2009; Pérez, 2013; Quijano, 2019; Rojas, 2021; Romero, 2008; Sanz, 2017; Sotteccani, 2018; and Yildiz & Karabiyik, 2012) encourage us to design proposals in our area and classroom plans, which aim to improve student learning. In this design, these many authors propose that our area and classroom plans be motivating, with new methodologies, with practical and interactive approaches, with a constructivist approach, also taking into account learning styles. They suggest better strategies, such as digital tools, use of various materials, use of audiovisuals, recreational activities, role-playing, songs, all with the aim of facilitating the development of meaningful learning processes in students.

2.3.2 ML with different language skills

In this segment, the following authors (Allegra & Rodriguez, 2010; Murillo, 2015; Phung, Tran & Hoang, 2021; Tapia, 2017) propose controlled activities, such as the use of a didactic manual, the use of comics based on literary works, learning through dramatization and its techniques, tending to the significant learning of skills in oral production in English.

Regarding reading comprehension (Leiva & Oliva, 2017; Olín, 2018), it is suggested to deepen it, taking into account the processes that correspond to the foreign language.

Regarding writing (Rozo, 2020), the application of Rodari's writing techniques is proposed. There is also talk about reflecting on the didactic possibilities of significant learning in the acquisition of vocabulary in the FL (Lebron, 2009).

2.3.3 Learning styles and strategies

In these readings it is suggested to consider in class planning, learning styles, multiple intelligences, cognitive processes, strategies for meaningful learning. The attitude of the teacher is also considered valuable, which plays an important role in creating the bond that builds the teacher-student relationship. The attitudes and interaction of the student in the classroom (Garcés, Montaluisa & Salas, 2018; García, Alviarez & Torres, 2011; Rojas, 2019; Cardozo & Botias, 2014; Correa, 2005; Espinoza, 2014; Zúñiga, 2012; Cumbal, 2015).

2.3.4 ML and specific strategies

Some authors (Ayala & Uribe, 2017; Diaz, 2018; Valenzuela, 2021; Carrasco, 2018; Castillo & Morales, 2015; Ortega & Ruiz, 2019; Abu, 2008; Orellana ND; Moreira, 1997; Gonzáles, 2012) propose the use of didactic strategies that take into account the interests and needs of the learner, suggest the use of digital, motivational, active and concrete methodological tools that allow the audio-visual game, games in general, role play, among others. The main purpose the authors propose is participation, integration, and involvement of the student in the teaching-learning process of the foreign language.

2.3.5 Group work and project work

Other authors suggest collaborative work and project work, since both proposals facilitate interaction, transfer, and appropriation of skills and the development of the processes involved in carrying out project work, as well as encourage collaboration. development of students' communication skills, as well as understanding and expression of language (Garcia, 2013; Mancas, 2011; Musa, Mufti, Latiff & Amin, 2011; Reasco, 2016).

CHAPTER 3: METHODOLOGY

3.1 Context

This study was implemented in a rural public school located in Palmira, Valle del Cauca. This school has nine branches, eight for elementary education till sixth or seventh grades, and the main branch is for high school education. The school has 35 teachers, two coordinators, and the principal. The school offers education from kindergarten to eleventh grade. The school receives education from the SENA in Tuluá. This entity is responsible for teaching them about agriculture and raising small farm animals. This instruction is given to 10th and 11th grades in after-school hours, twice a week. This school receives students from diverse populations: mestizo (60%) and afro descendants (40%). The English hours for 6th and 7th grade are 2 per week and in 8th to 11th are 3 per week. In elementary school, it is hard for the students to have English classes because the teachers do not have the knowledge of the language, therefore, the students go to high school with this lack of preparation.

3.1.2. The Grade

The 8th grade is made up of 30 students, in which there are 6 girls and 24 boys. Their ages are between 12 and 15 years old. The students come from the towns surrounding the institution. They live with their families, who work in the fields, in various trades or who sell on the street. Their socio-economic status is 1 and 2. Many of them spend a large part of their time in the afternoons helping their parents with housework, in the fields, or they simply spend time on social networks or going out with their friends. The students participating in this study were 24. Six did not participate in the research.

The level of English of the students is low, due to the lack of implementation of this in primary school, the low intensity of hours in the grades prior to this, as well as the lack of teachers specialized in teaching English in 6th and 7th grades. On the other hand, the grade is exposed to temporary changes in schedules, due to various factors that occur in the institution, such as the situation of violence among them, which causes some students

to be suspended, visits from different external bodies, sent by the Ministry of Education, either for training for students or for teachers, among others. All this interferes and reduces the hourly intensity assigned for the language, reducing the proposed activities so that it is difficult to reach the goals established in the educational process.

3.2 Pedagogical Intervention

For this research project, the following activities were carried out.

3.2.1 Evaluation workshop

The researcher implemented a physical description workshop in which the students had to write affirmative, negative, interrogative and yes/no answers sentences, using the verb BE in simple present and the vocabulary of physical and personality description they have seen during the lessons.

The application of the workshop intended to identify, through the student's response, if the activities carried out were significant for their learning, if the tools and strategies experienced, as well as everything applied, allowed the students to learn, at the same time, to know, through the survey on the learning experience.

It was also intended to identify if the memory processes of the students were activated in such a way that they contributed to their learning, together with the emotions, feelings and opinions that the students experienced both from the class and the activities, managing to identify and cross variables that showed important results.

3.2.2 Initial questionnaire

A questionnaire was conducted after the researcher's classes to collect more data that facilitated the analysis of student learning. I did this questionnaire, since they allowed me to know aspects of the students' performance and their self-evaluation, among others.

QUESTIONNAIRE: I EVALUATE MY PROCESS

EVALÚO MI PROCESO

Pregunta					¿Por qué?
1. ¿Cómo calificas tu desempeño en la actividad de revisión del verbo BE?	Excelente	Bueno	Regular	Mal	
2. ¿Pudiste recordar algo sobre el tema del verbo BE visto durante las clases?	Mucho	Algo	Poco	Casi nada	
3. ¿Recuerdas los cuatro temas del verbo BE vistos en las clases?	Si		No		
4. ¿Recuerdas el vocabulario de descripción física?	Mucho	Algo	Poco	Casi nada	
5. ¿Recuerdas el vocabulario de descripción personal?	Mucho	Algo	Poco	Casi nada	
6. ¿Puedes escribir oraciones describiéndote a ti mismo?	Si		No		

7. ¿Puedes escribir oraciones describiendo a otros?	Si		No		
8. ¿Haces las tareas dejadas por la Profe Victoria?	Siempre	Muchas veces	Algunas veces	Nunca	
9. ¿Cuál es tu opinión de las actividades de la clase de inglés?	Excelentes	Buenas	Regulares	Malas	
10. ¿En una escala de 1 a 10, cuánto has aprendido de los temas vistos en la clase de inglés este año escolar?					


3.2.3 Lesson plans based on meaningful learning theory

This research study implemented lesson plans based on meaningful learning to collect data. The objective of this method was to obtain the students' information of the English activities after having applied the traditional classes, in order to establish comparisons that enable the analysis of the data collected. The following table outlines the activities conducted throughout the period of this research project. The complete lesson plans are in Appendix 1.


Day	Activity	Objective
Lesson plan 1		
July 18	At this moment I explained to the students that I was going to apply my Thesis work during the next classes and asked them if they wanted to participate in it.	Inform students about the

		thesis work and its application during classes.
Lesson plan 1		
July 22	<p>Describing famous people: Students made sentences with the verb BE in affirmative.</p> <p>During this class the teacher projected three famous people on the board and asked the students to describe each character in an affirmative statement. Students must practice what they learned during the previous classes (verb BE, vocabulary, etc.).</p> <p>The students observed each of the three characters. They looked for the words they needed to describe them physically. They found the vocabulary needed in their notebooks, since the vocabulary as the subject was previously explained. With this vocabulary they must write sentences in affirmative and negative:</p> <p>Example:</p> <p>Shakira is tall. Messi has short hair., etc.</p>	<p>Practice vocabulary</p> <p>Write sentences in the correct structure.</p>
Lesson plan 2		
July 25	<p>Matching activity with physical characteristics</p> <p>At the beginning of this class, the teacher did a warm up, in order to do a vocabulary review. Teacher projected a picture with physical description vocabulary.</p>	<p>Evaluation</p> <p>Practice vocabulary.</p> <p>Do interrogative sentences.</p>

Physical Descriptions



OLD	SHORT	FAT	TALL	SLIM



BLOND HAIR	YOUNG	SHORT HAIR	DARK HAIR	LONG HAIR

Students had to write the word corresponding to the illustrated image.

Lesson plan 3 - 4

July 27 and August 3

Present physical characteristics in a summarized form: An image was presented with 5 people, with different physical characteristics. Before presenting the image, the teacher showed a table of characteristics of these 5 characters, in such a way that these descriptions are focused.

Review vocabulary

WHAT DOES HE / SHE LOOK LIKE ?



	1.80 cm	1.50 cm	1.60 cm	1.65 cm	1.70 cm
weight					
height					
hair					
eyes					

	<p style="text-align: center;">VOCABULARY REVIEW</p> <p>WEIGHT: Slim/thin, fat, obese, well-built, medium weight.</p> <p>HEIGHT: Tall, medium-height, short, medium size.</p> <p>HAIR:</p> <ul style="list-style-type: none"> - COLOR: Brown hair, red hair, blond/e hair, black hair, red hair, bald. - - LENGTH: Short hair, medium length hair, long hair. - - SHAPE: Straight hair, wavy hair, curly hair. <p>EYES: Brown eyes, dark eyes, blue eyes, green eyes.</p>	
Lesson plan 5 - 6		
August 8 and 10	<p>Describing my classmate</p> <p>The first day, I did the activity by lines, but I had to change it because the students were distracted doing other things. So I decided to change the activity. I asked the students to tear a sheet from their notebooks, write their names on it and decorate it to their liking. When they already had it ready, they had to walk around the classroom, approaching each classmate, so that each one of them wrote three sentences that described the other student.</p>	Practice the physical description vocabulary and use the verb BE in affirmative sentences in a spontaneous way.
Lesson plan 7		
August 19	<p>Favorite people</p> <p>For this activity, I ordered the material a month before, to ensure everyone's participation. In the following days and during the class, I asked the students to describe their favorite character in the notebook to make the revisions there and correct errors, so that they would have it ready to pass the corrected sentences to the cards, which would be the poster.</p>	Students practice the topic in a meaningful way

	<p>Material: two sheets of cardboard in eighths, light colors, markers or colors, scissors, photo of his or her favorite character.</p> <p>The students started to decorate their cardboards, pasting the favorite character picture on the cardboard and writing the sentences written on their notebooks previously.</p>	
Lesson plan 7		
August 22	<p>Favorite people posters (continuation)</p> <p>The students continued decorating the cardboard with colors or markers. Afterwards, they wrote the physical description sentences, prepared by them previously, in their notebooks and checked by the teacher in previous days. They had the task of making the corrections suggested by the teacher at the time they were reviewed. Then, they pasted a photo of his or her favorite character. This activity was done during the class, since they rarely make it at home.</p> <p>- Putting the posters on the bulletin board in the classroom</p> <p>When the students finished pasting the photo on the cardboard, they displayed their posters on the bulletin board in the classroom.</p>	Continue practicing the topic in a meaningful way.
Lesson plan 7		
August 24	<p>Poster presentation about favorite people</p> <p>On this occasion, the students presented their work of their favorite character, reading the descriptions written by themselves on their posters.</p>	Practice physical descriptions

With these activities I hoped that the 8th grade students would appropriate the topic seen during the classes and apply it to their daily lives.

3.3 Data collection methods and tools

During the research work I collected data through observation, using a field diary. In it, I recorded what I observed during each class. I made voice recordings on my cell phone or videos of the class. As the video rolled, I was telling what was happening.

CHAPTER 4: RESULTS AND DISCUSSION

Among the results, in the evaluation process it was possible to identify that the learning processes are regular, they move in the regular average, without showing peaks of moving to the extremes (good/bad) for this case. The fact that some students numbered their response stands out, although the survey as such was qualitative and subjective, differently quantitative.

4.1 Evaluation Workshop

There was a practice of the topics seen during the classes, in this case, 5 images of famous people are projected. In each image the student was asked to observe the character, and make a physical description, in affirmative sentences. In this exercise I observed that the students showed difficulty writing the sentences in this way in their structure as well as in the use of vocabulary seen during the classes. For this reason, I had to write a model sentence so that they could understand what they should do. After this, I observed that they had difficulty remembering the vocabulary, which they had written in their notebooks. It was evident that some had not written this vocabulary in their notebooks, nor the theme. Others showed laziness to look for this vocabulary. As a result of this, distraction and/or abandonment of the development of the activity was generated. Some stopped to bother their classmates, hitting them on their heads, or what they call "calvazos".

For this reason, I devised a vocabulary chart (controlled and/or specific information), for the next class to gain the students' attention and avoid distracting and indiscipline. In the presentation of the vocabulary chart, I once again explained the concepts and translated the vocabulary there. Some students asked questions and once the activity was understood, the students elaborated their sentences. At this moment, the development of their cognitive processes was observed in each one of them, as expected, with their successes and failures.

4.2 Initial Questionnaire

The following are the answers the students gave to the initial questionnaire.

Question 1: SELF-EVALUATION

Excellent: 04 = 22.22%

Good: 07 = 38.88%

Average: 07 = 38.88%

Bad: 0 = 0%

Analysis:

Out of 100% of the students, 18 participated in the activity. The previous percentage table is presented, indicating that the maximum level of performance was considered good or average. Knowing that the performance indicates the occupation or work in the activity, this analysis indicates that the students believe their performance was good or average, which as qualifying values indicate an average, that is, a balanced performance is presented in the development of the activity. The name of the activity was "Describing Famous People". The relationship with the research is precisely that the students learned how to describe people doing it in a fun way, when they described famous people. In this exercise, the learners made use of the vocabulary seen during the classes. They also made use of the theme "The verb BE in the present tense". With this topic and the vocabulary, they elaborated the sentences in a simple way, in its four forms which are affirmative, negative, interrogative and short answers yes/no.

Question 2. REMEMBER THE VERB BE

A lot: 03 = 16.66%

Something: 11 = 61.11%

A little: 01= 5.55%

Almost Nothing: 02 = 11.11%

Analysis:

61.11% of the students believe they moderately remembered the verb worked on in the activity, indicating that those activities that manage to increase the memory of the verb BE in the participants should be reinforced, since an approach can be generated, because 16.66% of the students managed to remember it, as opposed to the low percentages of how little and almost nothing they remembered the verb.

Question 3. MEMORY OF THE FOUR (04) THEMES

Yes: 11 = 61.11%

No: 07 = 38.88%

Analysis:

It continues to be shown that the students consider that the activities carried out facilitated their memory of the topics covered.

Question 4. I REMEMBER THE VOCABULARY

A lot: 04 = 22.22%

Something: 07 = 38.88%

A little: 03 = 16.66%

Almost Nothing: 01 = 5.55%

Did not answer: 03 = 16.66%

Analysis:

The percentages continue to indicate that the students believe the activities carried out helped them have an average performance.

Question 5. MEMORIES OF THE PERSONAL DESCRIPTION

A lot: 03 = 16.66%

Something: 12 = 66.66%

A little: 01 = 5.55%

Almost Nothing: 01 = 5.55%

Did not answer: 01 = 5.55%

Analysis:

The percentages continue to indicate that the students feel that the activities carried out helped them an average performance.

Question 6. DESCRIPTION OF SENTENCES OF ONESELF

Yes: 14 = 77.77%

No: 04 = 22.22%

Analysis:

The description of sentences with the information provided and with information about themselves shows a slight increase, indicating that this activity was higher ranked by the students regarding the relation of integrated cognitive situations with their own interests.

Question 7. DESCRIPTION OF SENTENCES OF OTHERS

Yes: 13 = 72.22%

No: 05 = 27.77%

Analysis:

The description of sentences with the information provided about others shows a slight increase, indicating that the activity was perceived by students to facilitate the mobility of integrated cognitive situations with their own interests, related to others.

Question 8. PERFORMING TASKS

Always: 05 = 27.77%

Many times: 05 = 27.77%

Sometimes: 07= 38.88%

Never: 0= 0%

Did not answer: 01= 5.55%

Analysis:

The percentages of ALWAYS and MANY TIMES indicate that students continue to believe they had an average performance.

Question 9. OPINION OF THE ENGLISH CLASS ACTIVITIES

Excellent: 13 = 72.22%

Good: 04 = 22.22%

Average: 0 = 0%

Bad: 01 = 5.55%

Analysis:

According to the participating students, the English class activities are excellent, complemented by a positive opinion, rated as good.

Question 10. QUANTITATIVE RATING OF LEARNING

10 points = 02 students = 11.11% (of 18 students, two think they deserve a 10)

09 points = 03 students = 16.66%

08 points = 09 students = 50%

07 points = 02 students = 11.11%

05 points = 01 student = 5.55%

Did not answer: 01 student = 5.55%

Analysis:

It is clear that 50% of the students consider that they have a quantitative qualification of 08 points.

4.3 Meaningful Learning Lessons

In this section, the following table presents the most relevant information from each day of the lesson.

Day	Activity	Outcome/Result
July 22	Describing famous people: Students do sentences with the verb BE: Affirmative and negative.	Students remembered little vocabulary from the previous class. In previous classes, the teacher had provided the vocabulary of physical description, through videos and material projected by the video beam. This vocabulary was written by them in their

		<p>notebooks. Despite this, the students remembered little vocabulary and were too lazy to look it up in their own notebooks.</p> <p>They practiced how to do the sentences.</p> <p>Through this activity, students practiced how to make affirmative and negative sentences. Many of them made mistakes in the elaboration of the sentences, regarding the structure of the sentence, others made mistakes regarding the use of vocabulary.</p>
July 25	Matching activity with physical characteristics	<p>The students completed the activity, and they recognized the vocabulary.</p> <p>Students remembered the vocabulary worked in the last classes, because it was presented, written and accompanied by images, with which they had to match.</p> <p>The activity was simple and easy for them to understand. They showed interest in participating.</p>
July 27 and August 3	Present physical characteristics in a summarized form.	<p>Students practiced with a summarized vocabulary, and they remembered it more easily.</p> <p>In this activity, the students showed forgetfulness regarding the handling of vocabulary classification or the words that classify or group a certain vocabulary, which shows an apparent ignorance of the classification of groups of words that are related to each other on the part of the students.</p>
August 8 and 10	<p>Describing my classmate activity</p> <p>The first day, I did the activity by lines, but I had to change it because the</p>	<p>The second day, I changed the activity to make it more meaningful in this way: I gave a sheet of paper to each student. Asked them to write their name on it and decorated it. Then I asked them to walk</p>

	students were distracted doing other things.	<p>around the room with the sheet I gave them, asking each partner to write a positive or negative descriptive sentence about him or her on their piece of paper. The result was very positive, and the students were more active and they seemed very motivated trying to get their description sheet filled out.</p> <p>They liked this activity a lot, because they had to move around the room. Also, because the more descriptions they had, the more points they could earn, which became a grade for them.</p>
August 19	Favorite people posters	<p>Today, I gave them the material that I have kept to start to decorate the cardboard and paste the favorite character picture on the cardboard and write the sentences written on their notebooks days before on their posters.</p> <p>The students were happy making this work.</p> <p>It caught my attention to observe that the written descriptions, which had already been reviewed by me, continued with the same errors, that is, the students had not made the corrections suggested by me in the feedback work. Because of this, the sentences were presented on the posters in this way.</p>
August 22	Doing the posters (continuation)	<p>The students had the task of making the corrections suggested by the teacher, at the time they were reviewed, but they did not do so.</p> <ul style="list-style-type: none"> - This activity was done during the class, since they hardly make it at home. <p>When the students finished pasting the photo on the cardboard, they displayed</p>

		<p>their posters on the bulletin board in the classroom.</p> <p>Students showed joy by displaying their work to the class.</p>
August 24	Poster presentation about favorite people	<p>The students who did the posters presented their posters to the class.</p> <p>The students who presented their posters were happy and confident about their presentation. Their classmates were attentive and respectful of this activity.</p> <p>I think that this activity was meaningful for them, since in a later exercise, questions were asked regarding the characters on the posters, and most of the students were able to describe the characters displayed there without seeing the vocabulary in the notebook.</p>

According to the results obtained in the questionnaire, we have that 16.66% of the students who say they remember "a lot" the subject of the verb Be in its four forms (affirmative, negative, interrogative and short answers yes/no), while those who remember "something" are 61.11%. We can say that there are fewer students who say they remember and manage the subject, compared to those who remember "something" about it. It is important to clarify that the findings found in the questionnaire show that the conditions established in the Meaningful Learning Theory, the subject of study of this research, had not been applied yet, which say "the learning material must be potentially significant" (Moreira , 2012, p 36). In response to this statement, it is observed that this condition was not experienced during the class, since only instructions and examples of the subject were given, which are not meaningful for the students. Nor was the second condition taken into account, which says "that the learner has relevant anchor-ideas in his cognitive structure with which that material can be related. That is, the material must be related to the cognitive structure and the learner must have the necessary prior knowledge to make this relationship in a non-arbitrary and non-literal way" (Moreira 2012, p 36). Therefore, it is

inferred that the difficulty in the students to remember the topic and vocabulary seen during the classes confirms that the methodology applied before this research did not allow the development of the processes of meaningful learning in the students. After these results, I began to introduce activities suggested in the meaningful learning readings which slowly showed how the processes given in the theory were being fulfilled. An example of this was observed in one of the classes where I asked questions about the physical description of the characters presented by them on the bulletin boards, and I noticed that many of them answered spontaneously and assertively without looking for answers in their notebooks, which showed that the activities applied during the research work on the Theory of Meaningful Learning were significant for many of them. Likewise, it has been shown that most of the activities motivated them to participate actively, as was observed in the activity "My classmates describe me", in which they had to walk around the classroom with a sheet of paper in their hands, asking each classmate to write one or two sentences that describe them physically.

During the implementation of the activities of the research topic, multiple situations arose, such as schedule changes, visits by external personnel to the institution, among others, which did not allow a larger sample to be collected in the investigation. However, I consider that the findings collected in this short time demonstrated that the applicability of this theory yields positive results in the learning of the students.

CHAPTER 5: CONCLUSIONS

Taking into consideration the research question, which was “how can meaningful learning help students remember the topics and vocabulary covered in class and allow them to apply them in new contexts and topics?”, we can say that in general, students have shown improvement in their performance, since the application of a pedagogical intervention based on the Meaningful Learning Theory allows me to observe that they can carry out each of the processes that lead them to learning the foreign language.

In the process of developing this study, we were able to identify some reasons why 8th grade students show forgetfulness and difficulties in the application of the topic seen in a simple way or in combination with new topics, responding to the first specific objective set out in the introduction. It is possible to understand, in the development of the research, that the eighth-grade students of the public rural school Tablones show interest and motivation in learning the foreign language. The interest and motivation of the eighth-grade students of the Tablones public rural school is verified by observing them participate pay attention, act and transmit information according to the activities proposed and carried out for learning the new language. It is also clear, and it was evident, as can be seen in the description of the present investigation, that eighth grade students have not developed motivation, interest and commitment for the development of activities at home. This reality allows me to conclude, through inferring, that the family contexts of the eighth-grade students of the Tablones public rural school present irregular conditions to facilitate learning processes, mainly in the foreign language.

It can also be concluded that this previous reality contributes to the processes of momentary forgetfulness regarding words, the creation of sentences and the precision in the handling of foreign language. It is important that the school strengthens the process of learning in the student context, in such a way that students can overcome the break presented with learning at home. Among the relevant points observed, which contribute to the outcome of this research, it is worth noting that students get distracted, forget and lose interest in the development of activities, a phenomenon that shows us the disagreement

between the family context (irregularity in learning processes) and the student context, regular and programmed learning and educational processes. It is important to emphasize that social interaction and meaningful learning is crossed by culture, the collective unconscious and the society that surrounds and surrounds students internally and externally, which contributes to this research from the family component, firstly.

It is also concluded that actions and activities in which collaborative, teamwork and prosocial behavior are oriented are dismissed by students, developing attitudes and behaviors that show copying and seeking the work of others.

Another widely highlighted phenomenon that allows us to finalize this research work is that eighth grade students are active, dynamic and participative, for which reason proposing educational and teaching-learning processes that allow them to express themselves, move and act will be received with pleasure and disposition, as stated in the second specific objective. Carrying out teaching-learning processes in a dynamic, active, and participatory way mobilized aspects of understanding, assimilation and significance in eighth grade students, reflecting experiences that allow me to conclude that action is fundamental in eighth grade student learning, which was evident due to participation through questions, contributions and requests for intervention, in relation to the topics worked on.

The writing component is fundamental in the development of memorization processes and therefore of meaningful learning of the foreign language. It guides those aspects of reading, writing and integrated work of students that should be improved. It is important to build in processes of meaningful learning in English teaching structures.

It can be said that meaningful learning is a motivating occasion to make contributing conclusions in the teaching-learning processes of the new language in written and oral processes in such a way that it contributes to the eighth grade students of the rural public school Tablones, in the meaning of the notions of the foreign language.

The third specific objective stated that one goal of this research project was to create activities based on meaningful learning. Through this project, I was able to develop activities related to their experiences, such as describing their classmates, their favorite character, among others, which are significant to them and with what is expected, a better appropriation of the theme, which can be reflected spontaneously in their oral and written expression.

Thus, the previously described conclusions can be raised, the proposal for the continuity of the research, which allows to deepen the knowledge of the real conditions of students in rural areas, to continue delving into the development of teaching-learning processes more in line with the realities of rural students, who really facilitate a meaningful learning of the new language, transcending merely programmatic, institutional and family context aspects, which surround students in their daily life.

Given this fact of deepening and continuity, the consideration of The Meaningful Learning Theory raised by Ausubel (1983) is key. This Theory was fed and deepened by another series of researchers and authors, who verify the use of meaningful strategies, actions, activities, and guidelines. They contribute positively to the development of students learning, from rural areas, so that they can incorporate into their lives, a new language that facilitates deepening processes, that allow them to continue learning the foreign language.

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APPENDIXES

LESSON PLAN

1. JULY 18 - 22/2022

LESSON PLAN No 1	
Class time: 50 min – GRADE 8 TH	
TOPIC:	DESCRIBING PEOPLE
LEARNING OBJECTIVE:	Students will be able to describe a person, both physically and personally, using the verb to be in its four forms (aff, neg, inter, answers yes/no).

WARM UP

DATE: Monday, July 18 - 22, 2022

Because of in this time, I used to explain my Thesis work and their participation, we could not do the class activity, today

REFLECTION: PROVERBS 27:19

En el agua se refleja el rostro, y en el corazón se refleja la persona.

Just as water reflects the face, so the heart reflects the person.

BRAINSTORM ABOUT THE MAIN TOPIC:

TCH asks the Ss' to look for vocabulary about physical description and personality. We worked during the last classes.

SEQUENCE OF ACTIVITIES

1. DESCRIBING FAMOUS PEOPLE

TCH projects three famous people on the board and asks the Ss' to describe each character in an affirmative form. Ss' must practice what they learned during the previous classes (verb BE, vocabulary, etc.).

2. Ss' have to do the same like in number one activity, but this time, in negative form.

3. The same way that in the last two, but in interrogative form.

4. Now they must answer the questions in the activity 3 rd.

When most of them are done, Ss' will be going to the board to socialize his/her work.

CLOSE UP	Ss' must get a picture of their favorite character from their houses. During the class, they must do the same thing they did in the last Activity and finally they must present it to the class.
WAYS OF ASSESSMENT	How students complete the activities and do the final product 1. Participation
BARRIERS TO LEARNING	<ol style="list-style-type: none"> 1. Do not do the activity. 2. Non-attendance to class, and non-elaboration of the activity. 3. Not having the subject data collection in their notebooks.
ACCOMMODATIONS & STRATEGIES TO REDUCE BARRIERS TO LEARNING	TCH shares the photo via WhatsApp of the activity written on the board.
RESOURCES	Video beam, computer, cell phone, classroom, notebooks, etc.
TEACHER IN CHARGE:	MARÍA VICTORIA RIVERA CUESTA

2. JULY 25/2022

LESSON PLAN No 2

Class time: 50 min – GRADE 8

TOPIC:	DESCRIBING PEOPLE
LEARNING OBJECTIVE:	Students will be able to describe a person, both physically and personally, using the verb to be in its four forms (aff, neg, inter, answers yes/no).



WARM UP:

1. 10 min

2. 10 min

1. DATE: Monday, July 25th, 2022

REFLECTION: Ephesians 4: 28-30

²⁸ El que hurtaba, no hurte más, sino trabaje, haciendo con sus manos lo que es bueno, para que tenga qué compartir con el que padece necesidad.











²⁸ Anyone who has been stealing must steal no longer, but must work, doing something useful with their own hands, that they may have something to share with those in need.

2. ACTIVITY 1: VOCABULARY REVIEW

TCH projects a picture about physical description.

Ss' participate in writing the correct word on each picture.

Physical Descriptions

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
OLD	SHORT	FAT	TALL	SLIM
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
BLOND HAIR	YOUNG	SHORT HAIR	DARK HAIR	LONG HAIR

SEQUENCE OF ACTIVITIES:

1. 25 min

1. ACTIVITY 1: GUESSING GAME: WHO'S HE/SHE

Participation is done by rows. Each row names a representative, who is going to speak or guess who the hidden character is. The students in each row must meet, together with the participant, to formulate 5 questions, using the verb BE.

2. 5 min

The participant must go to where the teacher is with the questions prepared with her classmates. The participant must guess, formulating the previously written questions with his classmates in the row. When it is their turn to speak, their partners must not speak, if they do, they lose their turn and score.

This is done successively with each row. For each row, the round is made between three and four times, alternating the characters. For each correct answer, the participating row earns 5 points.

IMPORTANT: If the participants do not respect the rules, 5 points are deducted.

OBS: TCH gave the explanation and started with line 1. The participant was Castaño. The other Ss' payed attention. Next class we are going to start with the game.

2. HOMEWORK

1. To bring a picture of your favorite famous character.

2. To bring 2 pieces of card boards of 1/8, clear color.

CLOSE UP	<p>HOMEWORK: Pending</p> <p>Ss' must get a picture of their favorite character from their houses. During the class, they must do the same thing they did in the last Activity and finally they must present it to the class.</p>
WAYS OF ASSESSMENT	<ol style="list-style-type: none"> 1. How students complete the activities and do the final product 2. Participation
BARRIERS TO LEARNING	<ol style="list-style-type: none"> 1. Do not do the activity. 2. Non-attendance to class, and non-elaboration of the activity. 3. Not having the subject data collection in their notebooks.
ACCOMMODATIONS & STRATEGIES TO REDUCE BARRIERS TO LEARNING	TCH gives worksheets to the Ss' to enhance participation and as a tool to their learning.
RESOURCES	Video beam, computer, cell phone, classroom, notebooks, etc.
TEACHER IN CHARGE:	MARÍA VICTORIA RIVERA CUESTA

3. JULY 27/2022

LESSON PLAN No 3

Class time: 50 min – GRADE 8

TOPIC:

DESCRIBING PEOPLE

LEARNING OBJECTIVE:

Students will be able to describe a person, both physically and personally, using the verb to be in its four forms (aff, neg, inter, answers yes/no).

WARM UP:

1. 10 min

2. 10 min

1. **DATE:** Wednesday, July 27 – August 3, 2022

REFLECTION: Ephesians 4: 30

²⁹ Ninguna palabra corrompida salga de vuestra boca, sino la que sea buena para la necesaria edificación, a fin de dar gracia a los oyentes.

²⁹ Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.

³⁰ And do not grieve the Holy Spirit of God, with whom you were sealed for the day of redemption.

2. **ACTIVITY 1: VOCABULARY REVIEW**

TCH projects a picture about physical description.

Ss' participate in writing the correct word under each picture.

NOTE: The other picture to the next class.

WHAT DOES HE / SHE LOOK LIKE ?



1.80 cm



1.50 cm



1.60 cm



1.65 cm



1.70 cm

weight				
height				
hair				
eyes				

ISLCollective.com

VOCABULARY REVIEW

WEIGHT: Slim/thin, fat, obese, well-built, medium weight.

HEIGHT: Tall, medium-height, short, medium size.

HAIR:

- **COLOR:** Brown hair, red hair, blond/e hair, black hair, red hair, bald.

- **LENGTH:** Short hair, medium length hair, long hair.

- **SHAPE:** Straight hair, wavy hair, curly hair.

EYES: Brown eyes, dark eyes, blue eyes, green eyes.

**SEQUENCE
ACTIVITIES:**

OF

1. 25 min

1. ACTIVITY 1: GUESSING GAME: WHO'S HE/SHE

Participation is done by rows. Each row names a representative, who is going to speak or guess who the hidden character is. The students in each row must meet, together with the participant, to formulate 5 questions, using the verb BE.

2. 5 min

The participant must go to where the teacher is with the questions prepared with her classmates. The participant must guess, formulating the previously written questions with his classmates in the row. When it is their turn to speak, their partners must not speak, if they do, they lose their turn and score.

This is done successively with each row. For each row, the round is made between three and four times, alternating the characters. For each correct answer, the participating row earns 5 points.

IMPORTANT: If the participants do not respect the rules, 5 points are deducted.

LAST CLASS OBS: TCH gave the explanation and started with line 1. The participant was Castaño. The other Ss' payed attention. Next class we are going to start with the game.

2. HOMEWORK

1. To bring a picture of your favorite famous character.
2. To bring 2 pieces of card boards of 1/8, clear color.

CLOSE UP	<p>HOMEWORK: Pending</p> <p>Ss' must get a picture of their favorite character from their houses. During the class, they must do the same thing they did in the last Activity and finally they must present it to the class.</p>
WAYS OF ASSESSMENT	<ol style="list-style-type: none"> 1. How students complete the activities and do the final product 2. Participation
BARRIERS TO LEARNING	<ol style="list-style-type: none"> 1. Do not do the activity. 2. Non-attendance to class, and non-elaboration of the activity. 3. Not having the subject data collection in their notebooks.
ACCOMMODATIONS & STRATEGIES TO REDUCE BARRIERS TO LEARNING	TCH gives worksheets to the Ss' to enhance participation and as a tool to their learning.
RESOURCES	Video beam, computer, cell phone, classroom, notebooks, cardboard, scissors, glue, markers, colors, famous characters pictures, etc.
TEACHER IN CHARGE:	MARÍA VICTORIA RIVERA CUESTA

4. AUGUST 8-10/2022

LESSON PLAN No 4

Class time: 50 min – GRADE 8 TH

TOPIC:

DESCRIBING PEOPLE

LEARNING OBJECTIVE:

Students will be able to describe a person, both physically and personally, using the verb to be in its four forms (aff, neg, inter, answers yes/no).

WARM UP

10 min

DATE: Wednesday, August 8 - 10TH, 2022

REFLECTION: PROVERBS 6: 9-11.

⁹ Perezoso, ¿hasta cuándo has de dormir?

¿Cuándo te levantarás de tu sueño?

¹⁰ Un poco de sueño, un poco de dormir,

Y cruzar por un poco las manos para reposo;

¹¹ Así vendrá tu necesidad como caminante,

Y tu pobreza como hombre armado.

⁹ How long will you lie there, you sluggard?

When will you get up from your sleep?

¹⁰ A little sleep, a little slumber,

a little folding of the hands to rest—

¹¹ and poverty will come on you like a thief

and scarcity like an armed man.

DATE: Wednesday, August 3RD, 2022

REFLECTION: PROVERBS 6: 6-8

Amonestación contra la pereza y la falsedad

⁶ Ve a la hormiga, oh perezoso,

Mira sus caminos, y sé sabio;

⁷ La cual, no teniendo capitán,

Ni gobernador, ni señor,

⁸ Prepara en el verano su comida,

Y recoge en el tiempo de la siega su mantenimiento.

⁶ Go to the ant, you sluggard;

consider its ways and be wise!

⁷ It has no commander,

no overseer or ruler,

⁸ yet it stores its provisions in summer

and gathers its food at harvest.

BRAINSTORM ABOUT THE MAIN TOPIC:

TCH asks the Ss' to look for vocabulary about physical description and personality. We worked during the last classes.

SEQUENCE OF ACTIVITIES	OF
	<p>ACTIVITY 1: DESCRIBING MY CLASSMATE</p> <p>TCH chose two Ss' to be models. The Ss' describe their classmates in front of them. TCH puts the Vocabulary Review again.</p>
15 min	<p>TCH writes the sentence structure on the board.</p>
15 min	<p>Only once.</p>
	<p>Participating by lines: 2 Ss' write the sentences. 2 Ss' describe (pronounce).</p>
	<p>DAY 1: YES. Started till group 2. It is pending 3-5.</p>
	<p>DAY 2: YES. On a sheet of paper, rotting in the classroom, TCH decided to change the activity, because the Ss' were not paying attention to the activity.</p>
	<p>RECOMMENDATION: TCH must write the titles of Vocabulary Review; the Ss' do the description according each title.</p>
	<p>VOCABULARY REVIEW</p>
	<p>WEIGHT: Slim/thin, fat, obese, well-built, medium weight.</p>
	<p>HEIGHT: Tall, medium-height, short, medium size.</p>
	<p>HAIR:</p>
	<ul style="list-style-type: none"> - COLOR: Brown hair, red hair, blond/e hair, black hair, red hair, bald.
	<ul style="list-style-type: none"> - LENGTH: Short hair, medium length hair, long hair.
	<ul style="list-style-type: none"> - SHAPE: Straight hair, wavy hair, curly hair.
	<p>EYES: Brown eyes, dark eyes, blue eyes, green eyes.</p>
	<p>ACTIVITY 2: WORKING ON MY FAVORITE CHARACTER</p>
	<p>TCH gives the Ss' material. Ss' work on it with TCH guide.</p>

CLOSE UP	Ss' must get a picture of their favorite character from their houses. During the class, they must do the same thing they did in the last Activity and finally they must present it to the class.
WAYS OF ASSESSMENT	<ol style="list-style-type: none"> 1. How students complete the activities and do the final product 2. Participation
BARRIERS TO LEARNING	<ol style="list-style-type: none"> 1. Do not do the activity. 2. Non-attendance to class, and non-elaboration of the activity. 3. Not having the subject data collection in their notebooks.
ACCOMMODATIONS & STRATEGIES TO REDUCE BARRIERS TO LEARNING	TCH shares the photo via WhatsApp of the activity written on the board.
RESOURCES	Video beam, computer, cell phone, classroom, notebooks, etc.
TEACHER IN CHARGE:	MARÍA VICTORIA RIVERA CUESTA

5. AUG 19-24/ 2022

LESSON PLAN No 5

Class time: 50 min – GRADE 8 TH

TOPIC:	DESCRIBING PEOPLE
LEARNING OBJECTIVE:	Students will be able to describe a person, both physically and personally, using the verb to be in its four forms (aff, neg, inter, answers yes/no).

WARM UP

10 min

DATE: Friday, August 19 -24, 2022

REFLECTION: PROVERBS 6: 16-19

Lo que el Señor aborrece

¹⁶ Hay seis cosas, y hasta siete,

que el Señor aborrece por completo:

¹⁷ los ojos altaneros,

la lengua mentirosa,

las manos que asesinan a gente inocente,

¹⁸ la mente que elabora planes perversos,

los pies que corren ansiosos al mal,

¹⁹ el testigo falso y mentiroso,

y el que provoca peleas entre hermanos.

16 There are six things the LORD hates, seven that are detestable to him:

17 haughty eyes, a lying tongue, hands that shed innocent blood,

18 a heart that devises wicked schemes, feet that are quick to rush into evil,

19 a false witness who pours out lies and a man who stirs up dissension among brothers.

BRAINSTORM ABOUT THE MAIN TOPIC:

TCH asks the Ss' to look for vocabulary about physical description and personality. We worked during the last classes.

SEQUENCE
ACTIVITIES

OF

VOCABULARY REVIEW

15 min

15 min

WEIGHT: Slim/thin, fat, obese, well-built, medium weight.

HEIGHT: Tall, medium-height, short, medium size.

HAIR:

- **COLOR:** Brown hair, red hair, blond/e hair, black hair, red hair, bald.
- **LENGTH:** Short hair, medium length hair, long hair.
- **SHAPE:** Straight hair, wavy hair, curly hair.

EYES: Brown eyes, dark eyes, blue eyes, green eyes.

ACTIVITY 1: WORKING ON MY FAVORITE CHARACTER

TCH gives the Ss' material. Ss' work on it with TCH guide.

ACTIVITY 2: CHECKING THE ACTIVITY: DESCRIBING MY CLASSMATE

TYPE OF WORK: Collaborative mix with individual work

Last class the Ss' describe their classmates on a sheet of paper. Today the TCH carries the scanned writings. TCH projects them on the board to all the

Ss' check them.

OPTION

ACTIVITY 3: GAME: GUESSING WHO'S HE/SHE.

With the pictures of the famous characters, the Ss' play a game, guessing the character.

The TCH projects each famous character picture on the board. The Ss' must formulate questions with the help of the TCH and their classmates.

- Questions go according to the vocabulary seen in the last classes (to see Vocabulary Review).

Questions they must write:

1. Is it a woman or a man?
2. Is he/she thin?
3. Is he/she tall?

4. Is his/her brown?

<p>CLOSE UP</p>	<p>Ss' must get a picture of their favorite character from their houses. During the class, they must do the same thing they did in the last Activity and finally they must present it to the class.</p>
<p style="background-color: #cccccc; height: 60px;"></p>	
<p>WAYS OF ASSESSMENT</p>	<p>1. How students complete the activities and do the final product 2. Participation</p>
<p>BARRIERS TO LEARNING</p>	<p>1. Do not do the activity. 2. Non-attendance to class, and non-elaboration of the activity. 3. Not having the subject data collection in their notebooks.</p>
<p>ACCOMMODATIONS & STRATEGIES TO REDUCE BARRIERS TO LEARNING</p>	<p>TCH shares the photo via WhatsApp of the activity written on the board.</p>
<p>RESOURCES</p>	<p>Video beam, computer, cell phone, classroom, notebooks, etc.</p>
<p style="background-color: #cccccc; height: 60px;"></p>	
<p>TEACHER IN CHARGE:</p>	<p>MARÍA VICTORIA RIVERA CUESTA</p>