



**A DIDACTIC SEQUENCE BASED ON GROUP WORK TO INFLUENCE THE  
MOTIVATION TO LEARN ENGLISH IN FIFTH GRADERS AT A PUBLIC  
SCHOOL IN CANTAGALLO, BOLIVAR**

**UNDERGRADUATE DEGREE PROJECT**

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**UNIVERSIDAD ICESI**

**DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN**

**LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS**

**SANTIAGO DE CALI**

**2022**



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## **DEDICATION**

First, I thank God, for having given me the physical and mental health to carry out this process of formation and helped me to stand firm in the face of difficulties.

This work is completely dedicated to my lovely parents and sisters, they always inspire me; my mom, without whose constant support and love this thesis paper was not possible. Specially my father whose under constant guidance and valuable advice I have completed not only this investigation, but all my educative and personal path until now. And whenever I need it the most.

I am thankful to my caring partner for motivating me throughout my journey of this thesis paper. Thereby, I dedicate this to him.

Finally, to Institución José María Cuéllar Díaz that opened the doors to me again; and to its students, for the willingness to participate in this research.

**Ashley**

## INDEX

<b>DEDICATION</b>	<b>I</b>
<b>ANNEX LIST</b>	<b>III</b>
<b>ABSTRACT</b>	<b>IV</b>
<b>1. INTRODUCTION</b>	<b>1</b>
1.1 OBJECTIVES	5
1.1.1 GENERAL OBJECTIVE	5
1.1.2 SPECIFIC OBJECTIVES	5
<b>2. THEORETICAL FRAMEWORK</b>	<b>6</b>
2.1 MOTIVATION	7
2.2 ENGLISH TEACHING AND LEARNING	10
2.3 TEACHING ENGLISH STRATEGIES	12
2.4 GROUPWORK	13
<b>3. METHODOLOGICAL FRAMEWORK</b>	<b>15</b>
3.1 TYPE OF RESEARCH	15
3.2 SOCIO-ACADEMIC CONTEXT	16
3.3 PARTICIPANTS	17
3.4 METHODOLOGY	17
3.5 DATA COLLECTION INSTRUMENTS	18
<b>5. RESULTS</b>	<b>21</b>
5.1 INTERVIEWS	21
5.2 DIAGNOSTIC MOTIVATION TEST	27
5.3 SURVEY	29
5.4 DIDACTIC SEQUENCE BASED ON GROUP WORK ACTIVITIES	31
5.5 DIDACTIC SEQUENCE IMPLEMENTATION	37
5.5 FOCUS GROUP	46
5.5.1 FOCUS GROUP QUESTIONS AND ANSWERS:	46
<b>6. CONCLUSIONS</b>	<b>48</b>
<b>7. REFERENCES</b>	<b>51</b>

**ANNEX LIST**

ANNEX 1	Activities
ANNEX 2	Informed consent form
ANNEX 3	Attitude/Motivation Test Battery (AMTB) - (EDITED)
ANNEX 4	Survey Form
ANNEX 6	Focus Group record
ANNEX 6	Photographic record

## **ABSTRACT**

This research aims to determine the influence of a didactic sequence based on group work activities to increase the motivation to learn the English language in students of the fifth grade of the Institución Educativa Técnica Industrial y Agropecuaria José María Cuéllar Díaz in Cantagallo, Sur de Bolívar. The type of research is Action Research, its purpose is to design, apply, and reflect on the implementation of a didactic sequence. For the design of this didactic sequence, the Attitude/Motivation Test Battery (AMTB) created by Gardner (1985) was chosen and adapted as a measuring instrument and was applied to 19 students. This research was carried out through the design of a didactic sequence based on the information collected from the test and a survey with the students of grade 5 around the motivation for the learning of the foreign language, the results showed that the strategy improved the levels of motivation in learning English as well as energized the teaching-learning process in the most of students who were part of the sample.

### **Keywords**

Motivation, Didactic Sequence, English Learning, Group Work

## **RESUMEN**

Esta investigación tiene como objetivo determinar la influencia de una secuencia didáctica basada en actividades de trabajo en equipo en el aumento de la motivación para aprender el idioma inglés en estudiantes del grado quinto de la Institución Educativa Técnica Industrial y Agropecuaria José María Cuéllar Díaz del Municipio Cantagallo – Sur de Bolívar. El tipo de investigación es Intervención Educativa, tiene como objetivo diseñar, aplicar y reflexionar sobre la implementación de una secuencia didáctica. Para el diseño de esta secuencia didáctica se eligió y adaptó el Attitude/Motivation Test Battery (AMTB) creado por Gardner (1985), como instrumento de medición y fue aplicado a 19 estudiantes. El enfoque escogido para la investigación es de tipo cualitativo, esta investigación se llevó a cabo a través del diseño de la secuencia didáctica fundamentada en la información recolectada con los estudiantes del grado 5 en torno a la motivación para el aprendizaje del idioma extranjero, Los resultados evidenciaron que luego de la intervención, aplicación de la secuencia didáctica , esta estrategia mejoró los niveles de motivación en el aprendizaje del inglés así como dinamizó el proceso de enseñanza-aprendizaje en la gran mayoría de los estudiantes que hicieron parte de la muestra.

### **Palabras clave**

Motivación, Secuencia Didáctica, Aprendizaje del inglés, Trabajo en Grupos

## 1. INTRODUCTION

The process of learning a foreign language can be hindered when students lose motivation, either by the strategies used by the teacher or by the environment in which they live. The object of study of this Project is the creation and application of a proposal of a didactic sequence based on group work that encourages the motivation of the students to learn a foreign language, in this instance English, whose pedagogical strategies and activities have been developed taking into account the needs of the population studied. Having done this research in a public institution, allowed me to become familiar with several of the challenges that public education faces every day in a country like Colombia. Although not all schools have the same characteristics as the José María Cuéllar Díaz institution, it is expected that this proposal can serve as a basis for the implementation of pedagogical strategies that may be useful to different institutions.

In a globalized world, learning the English foreign language is important not only because it is the preferred language for communication internationally (*lingua franca*), but also because knowledge of another language offers a wide variety of possibilities for the speaker, such as job opportunities and meeting new cultures and lifestyles. Although it is the importance of learning this language, it is common knowledge that the process of learning the language involves challenges for learners.

The gaps and barriers that exist for the teaching of English are more common in non-speaking English countries. Most all in Latin America face those barriers, one of the obstacles to the teaching of this language is the training of teachers of the subject, as well as the low existence of public policies or the low percentage of continuity with them. Although some of the countries that implement language improvement projects show improvements, in general the rates are extremely low. As Álvarez Valencia et al. (2011) presented, since the National Bilingualism Program began in 2004, it is well known that the country does not have enough teachers, from which it follows that there is a shortage of foreign language teachers in primary, basic secondary, middle and higher education. Since



the enactment of La Ley General de la Educación in 1994, it has been evident that the country was not prepared to teach English in masse in primary education because it did not have the number of teachers trained in the area or the appropriate methodologies for teaching children. Between the year of enactment of the Law and the implementation of Colombia Bilingüe, the figures of teacher training still do not impact the primary basic (Álvarez Valencia et al., 2011).

In third-world countries such as Colombia, English language learning is hindered in many regions of the country by many factors, due to socioeconomic levels. The students' level of English language varies from school to school; there are some bilinguals, private or even public institutions where the English instruction is excellent and the students graduate with a particularly proficient level, but there is not the same story for all learners. Most public schools located in forgotten or hard-to-reach areas of Colombia face this same problem, low levels in English language. Frequently, this is caused by the low coverage of teachers of the subject or deficiency of preparation in the language from the available teachers, and absence of students' motivation to learn it.

This dilemma has always been present in the reality of the Cantagallo Bolivar, however, these days because of the worldwide situation, the pandemic by the Covid-19 virus, it is more evident. When obligatory quarantine was decreed and schools had to close their doors, the institution had complications with the process of moving from face-to-face classes to remote emergency teaching classes, especially because of the shortage of connectivity throughout the village and the undersupply of electronic equipment in the students' homes. Therefore, printed work-packages were designed for students to work from their homes, but some subjects were abandoned in primary grades, subjects such as ethics, English, and physical education. English in specific was cut off because there was no English teacher and the general education teachers did not feel prepared to design activities for that subject.

Consequently, when the students arrive at high school where there are English teachers, they have to start from the very basics and the all the process is hold up and the students graduate without reaching the competences proposed in the in the Basic Education Rights (BLR or DBA in Spanish) designed by Ministerio Colombiano de Educación, and resulting

in the average in the ICFES; From 2018 to 2020 the average of the Icfes in English fell in calendar A while in calendar B, they went up. As for the performance in 2020 specifically, in the calendar A, English is the subject with the lowest performance with 48 points out of 100, while in calendar B English is the subject with the highest performance, with 71.3 out of 100 (Instituto Colombiano para la Evaluación de la Educación - Icfes, 2022). In addition, when they could enroll in higher education institutions, they are further behind than their peers.

It is plausible that the lack of motivation could be a result of students believing that learning a foreign language is not relevant to their future. A considerable number of those students might have grown up in low-income families where few parents have finished high school and have gone to college. Which causes many of the students to assume that the opportunities to be able to do the same are very few, and because they do not plan to leave the village to go to the university or to an English-speaking country for a course or for pleasure, "why would they need to know English." Some of the factors that can influence the deficient performance of students in English are, lack of public policies, lack of teacher training, low motivation of students to learn English, fear of exposing themselves to speaking in English. According to Sanchez-Jabba (2012) one of the biggest differences between the English levels of Colombian school graduates is the academic calendar, where when analyzing the results, it is observed that the students of calendar B (mostly private schools) obtain superior results compared to the other calendars, like calendar A, the calendar the public schools follow.

Therefore, the main purpose of this research is improving the levels of motivation of English learning in the fifth-grade students of the public-School José María Cuéllar Díaz by designing a learning experience that helps overcome problems in regards to motivation. The strategy proposed is a didactic sequence based on group work activities, taking into account that more than 75% of the students interviewed prefer work in groups than alone.

On the other hand, the results of this research generate a change in the institution and contribute to improving teaching and learning processes, such as the design of students' activities workbook and the configuration of new language teaching didactics and achieving student motivation for learning a foreign language. José María Cuéllar Díaz

School students will be the first beneficiaries, as the project is focused on creating a learning experience for them. Likewise, there are primary school teachers, and I am able to use the strategies and methods that result from my research to continue the process and that students remain motivated to learn the language.

And finally, I design and implement these new strategies to improve my teaching practice, and I also put into practice everything I have studied in these semesters, which hand in hand with professional practice will enrich my teaching experience.

By knowing what students think about learning English, knowing what their motivations are, a learning experience can be designed, that improves the teaching-learning process of the language and the way a small but meaningful change in the formation of students, who could make them realize the window of possibilities that a new language opens.

This research project aims to solve the following question: how to improve 5th graders' motivation to learn English as a foreign language? In order to solve it, a search on the subject in question is carried out, Motivation to learn the English language. With this research we realize that motivation is one of the most important aspects in the teaching-learning process; that is why taking into account the motivation of the students is a key axis when designing the strategy that allows us to know a way to increase students' motivation to learn English at the institution.

## **1.1 OBJECTIVES**

### 1.1.1 GENERAL OBJECTIVE

- ♥ To identify the effects of group work activities in fifth grade students' motivation to learn English in a public-School José María Cuéllar Díaz.

### 1.1.2 SPECIFIC OBJECTIVES

- ♥ To identify the factors causing motivation or demotivation in the fifth-grade students before and after the implementation of the didactic sequence.
- ♥ To evaluate students' participation, interaction, accomplishment of learning objectives and motivation during the group activities.
- ♥ To identify students' perceptions about group work and its impact on their motivation to learn English.

## **2. THEORETICAL FRAMEWORK**

In this session are presented the theoretical foundations that were of great relevance for the elaboration of this project and are fundamental to the achievement of the proposed objectives. The concepts that are presented below are related to the importance of motivation in students, the factors that influence such motivation, the learning of English as a foreign language, some teaching strategies that can influence the improvement of English language learning, such as the use of the didactic sequence and Group work, and how the last mentioned relates to motivation.

From this perspective, several investigations have been conducted around motivation in student learning and teaching strategies. Both national and international research. Primarily, the research of Katherine Ceballos Parra, Nicole Davila Hernández, Juan Espinoza Caro y Madelaine Ramírez Angulo concludes with what are the most relevant factors that affect learning English, which were sociocultural level and the geographical location of the students.

In the second investigation I read written by Roberto Larrenua Vegara in Mallorca, the matters in question were related to the motivation of elementary school students during their English language learning process. The research presents definitions of motivation types and several guiding questions, the study tool was a questionnaire. Finally, it concludes by answering each of the questions first formulated.

Another investigation chosen was written by Marlin Sánchez Ordoñez in Cali. The main question of this research was, ¿Cómo influye la motivación de los estudiantes del grado séptimo de una Institución Educativa oficial de Cali en el aprendizaje del inglés de manera significativa a través de la metodología del trabajo por proyectos? The research used a qualitative approach (behavioral analysis and process description, information collection by test). And finally, it was concluded that the relationship between student motivation and English language learning is significant.

Finally, the last research chosen was written by Ingrith Carolina Cardoso Arias and Wendy Magaly Páez Cordero in Bogotá. The concepts worked on in this research are

Intrinsic Motivation, English Learning, Inverted Learning. The problem found at the institution was the lack of motivation for students to actively participate in English classes and their lack of vocabulary to do so. The tool used in research was surveys and the implementation of the Flipped learning methodology. And finally, it is concluded that the implementation of this innovative methodology affects the motivation of students and helps them to explore their creativity.

## **2.1 MOTIVATION**

For this research, the key concept that are worked on is motivation, since it is one of the aspects that most influences student learning; mostly when it comes to learning a foreign language. Motivation plays a vital role in the learning process of students, including their teachers, who use it as a kind of encouragement strategy when teaching a new language. From the point of view of Gardner, who developed one of the most important theories regarding motivation, and as he contextualizes the term in his book, motivation. “refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (Gardner 1985).

Nothing better than any activity with the best desires and intentions with which the student can enjoy triumphs and defeats to the fullest. That is why motivation is presented as the engine that provides the energy necessary to make an activity pleasant and of great relevance to the person who carries it out. But the desire of doing or learning by itself is different from be motivated to do or learn something, “the individual may want to learn the language and may enjoy the activity, but, if this is not linked with a striving to do so, then is not truly motivation” (Gardner 1985).

In the educational field, motivation is described as a tool or an illusion of wanting to complete an activity with the greatest pleasure, or as Harmer defines it, “at its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2007). From the two perspectives of the people that are present in the learning process; the teacher, for his part, is obliged socially and morally to implement educational processes of dynamic learning that involves the student in a new, cheerful world, full of expectations and dreams that transport them to an immediate reality

in which they find it meaningful to arrive in the classroom, leaving aside their personal, family and sometimes, even those of your own health just by meeting a dynamic, understanding teacher who demonstrates his love for what he teaches.

A motivated teacher is able to understand that the interests of his students are above the importance of teaching a class in which the norm, discipline, curriculum, and grade prevail at its ultimate end; since these components manage to overcome in the simplest and most enjoyable way when the motivation of their group is the predominant factor during the pedagogical moment in which joy, doubts, knowledge, dreams and realities that although it does not seem can be sized in each of the students who observe the dedication, passion and skills of the teacher to make sense of the fact that they want to be in the classroom in which they can forget that negative idea that those who want to learn English are the ones that are going to travel to English-speaking countries.

In his book, Brown exposes two kinds of motivation, internal motivation,

Self-motivation is internal and motivation from others is external. Internal motivation means that you are doing something because you want to do it or because you have made your own choice to do it; you don't need a reward from someone else to do well. Your success is your reward; just knowing that you have learned something pleases you. Research have found that when people are motivated by their own wants and needs they are almost always successful (Brown, 2002, p. 19).

On the other hand, external motivation, as Brown said, is when the students are influenced by external factors,

External motivation is when other influences, such as teachers or school requirements, push you to do something. In this case, you often need to receive rewards, such as good grades, high scores, and praise. Without rewards, you may not be motivated to study English very hard. People who are motivated by

outside influences are usually not so successful, because their reason for learning does not come from inside them (Brown, 2002, p. 19).

Those terms are also defined by Jeremy Harmer. He mentioned these kind of motivations, as he referred to them as Extrinsic motivation (external motivation) and Intrinsic motivation (internal motivation)

Extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. I. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. (Harmer, 2007, p. 98).

Just as it is important to consider how motivation influences the learning of a new language, it is also important to know the effects that cause demotivation, as defined by Dörnyei (2001), it is a decrease in the motivation levels caused by external factors. One of the causes of demotivation is that the student does not have objectives to learn the language, since one of the strongest sources of motivation, as Harmer said, is the goal that students have to learn a language, whether it is traveling, knowing new cultures or the simple desire to improve themselves. “Some students, of course, may not have any real English-learning goals at all. This is especially true for younger learners. In such situations they may acquire their attitude to (and motivation for) learning English from other sources” (Harmer, 2007, p. 99).

Due to the environment in which they grow up, their background, many of the students do not have a goal to learn the language, they do not see close travel to know other cultures such as the English-speakers', it is necessary that these students in the classes find an external motivation to learn the English language.



## 2.2 ENGLISH TEACHING AND LEARNING

The process of teaching the English language can now be observed from two points of view: the teachers' and the students'. The second one observes how the teachers in charge of this area implement strategies, steps, processes, techniques, games, and exercises all aimed at satisfying their desire to appropriate a new world that motivates them to develop communicative skills that enable them to interact with their peers with a high degree of confidence that allows them to enjoy the moment. Before delving into the concept of teaching we must define that it is a foreign language, according to the Ministerio de Educación Nacional (MEN) (2006) it defines a foreign language as a language that is not spoken in the immediate and local environment, since the social conditions of daily interaction do not require its permanent use for effective communication.

For the above reasons, it is thought that teaching the English language should be taken as a strength in which the student is shown from deferential perspectives how to see the world; from music, television, reading, technology and business at a time when globalization involves us more and more. In which it is the same student who through the pleasant, motivating, enriching and well-planned experiences of his teacher, manages to feel identified with that new experience that will mark him for life in which he will continue to transmit that passion to teach the world what he learned, and not out of duty but for pleasure; best oriented with appropriate teaching methods. Teachers face many obstacles to language teaching, especially teachers in schools that do not have the technology or resources to enrich the experience,

a huge number of students learn English in primary and secondary classrooms around the world. They have not chosen to do this themselves, but learn because English is on the curriculum. Depending on the country, area and the school itself, they may have the advantage of well-equipped rooms and the latest classroom equipment and information technology (IT), or they may, as in many parts of the world,

be sitting in rows in classrooms with a blackboard and no other teaching aid (Harmer, 2007, p.121).

On the other hand, learning is a voluntary act performed by the individual through his senses. Learning a second language like English becomes a challenge for anyone, who manages to overcome through the competition of several elements and among them the methodology applied by the teacher who has a series of pedagogical and didactic tools that manage to stimulate the two senses of the apprentice to immerse him in an unfamiliar environment, a new world, a new culture, and a new way of seeing life. The ultimate purpose of language learning is communication, according to Beltran (2017) learning a new language has as its main objective to be able to implement it within a real context of communication, could interact in several different situations that allow it to make use of the language learned.

This voluntary act of natural learning of the human being tested in the classroom in the face of the acquisition, so to speak, of a new language requires the individual who learns from a determined will to facilitate the process. It is also necessary an instructor or teacher committed to a high degree of motivation. And pedagogical tools that define the scope for each of the students present at each pedagogical event or moment in which interact with the two interests (teaching and learning) in a harmonious way without any limitations other than those offered by our environment, such as the lack of audiovisual tools, the physical and environmental spaces that condition pedagogical work and that directly affect learning.

Colombian education is governed by certain standards and BER, which we must consider knowing what knowledge and skills students must develop as they pass through each area of knowledge and school year. As education must be equal for all, it has to provide students with the same opportunities for learning and personal and academic development, institutions must ensure that the academic curriculum meets these standards. Something that often remains on paper, because the reality of many institutions is completely different. In Institution José María Cuéllar Díaz, the English language curriculum was designed considering the General Education Law (Law 115 of 1994), the

basic learning right, DLR for its Spanish initials and the Basic Standards of Foreign Language Proficiency. For the design of the didactic sequence, as well as for the class plans of the entire academic year, the standards, and the DBA are from First to Third grade, since the level of the students is not the required to work with the standards for the fifth grade.

### **2.3 TEACHING ENGLISH STRATEGIES**

The strategies are all those actions planned by the teacher or person in charge, in order for the students to build a learning and all the objectives of the course are achieved. A strategy has a process or procedure that the teacher takes by proposing the learning objectives, theme and orienting the strategy to these. The choice of each strategy influences interaction in the classroom, how new knowledge is acquired, and can even has an effect on students' motivation.

When planning a strategy and before implementing it in the classroom, the teacher must take into account the needs, differences and learning styles, this is done with a previous characterization of the students and in order to create an excellent learning environment that lends itself so that all students can participate and have a significant experience.

There are many different kinds of learners. Some are fast and some are slow. Some learners like numbers and some like words. Some students are good at remembering general ideas. when studying English, some students find it easy to talk and other students prefer to listen. Some people are embarrassed easily, and some don't care if people laugh at them. all of these differences are not "bad" or "good". There are just differences (Brown, 2002, p. 1).

Another important factor that must be considered to build a good learning environment is the rapport, defined by Harmer (2007) as a relationship that the students have with the teacher and vice versa. Harmer also stated that “if we wish to develop a good learning environment in the classroom - we need to establish an appropriate relationship

with our students. We need to spend time making sure that teacher-student rapport is positive and useful” (Harmer, 2007, p. 113).

Among these strategies are the Didactic Sequences (DS), the DS is a didactic strategy used by teachers in the learning/teaching processes, according to the review Abriendo el aula, voces cotidianas (2017) Didactic sequences are defined as a set of activities that are organized, systematized and hierarchical, and that enable the development of concepts, skills, and attitudes. These sequences are integrated by a series of activities of progressive complexity, which are presented in an orderly, structured, and articulated way.

A didactic sequence is not only a procedure, it is instead the design of learning spaces, which are organized in such a way that the student can develop the learning proposed by the teacher in the planning of the teaching objectives. As defined by Schneuwly and Bain, (1994) cited by Soler Pardo et al. (2013) a didactic sequence is a group of learning activities set in a specific order which takes into account the student’s progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production.

## **2.4 GROUPWORK**

Group work can be an excellent methodological procedure to encourage students in the classroom and help them develop skills like communication, decision-making and problem-solving. This strategy must be implemented with planning to avoid problems such as indiscipline in the learning environment. Differentiating cooperative work from group work, the first, according to Nasri and Biria, (2017) cited by Namaziandost Ehsan et al. (2019) refers to a teaching technique where students work in groups on a certain activity in order to maximize one another’s learning and to achieve certain goals, and the second one is task-oriented.

When using pairwork and groupwork with large groups, it is important to make instructions especially clear, to agree how to stop the activity (many teachers just raise their hands until students notice them and gradually quieten down) and to give good feedback

(Harmer, 2007) the group work activities depend on the number of students the classroom has. In a classroom with less students, pair work could be more effective and in larger classes group work (3 or more students) is more recommended. “Pairwork and groupwork play an important part since they maximise student participation” (Harmer, 2007) Group activities promote students’ autonomy and interaction.

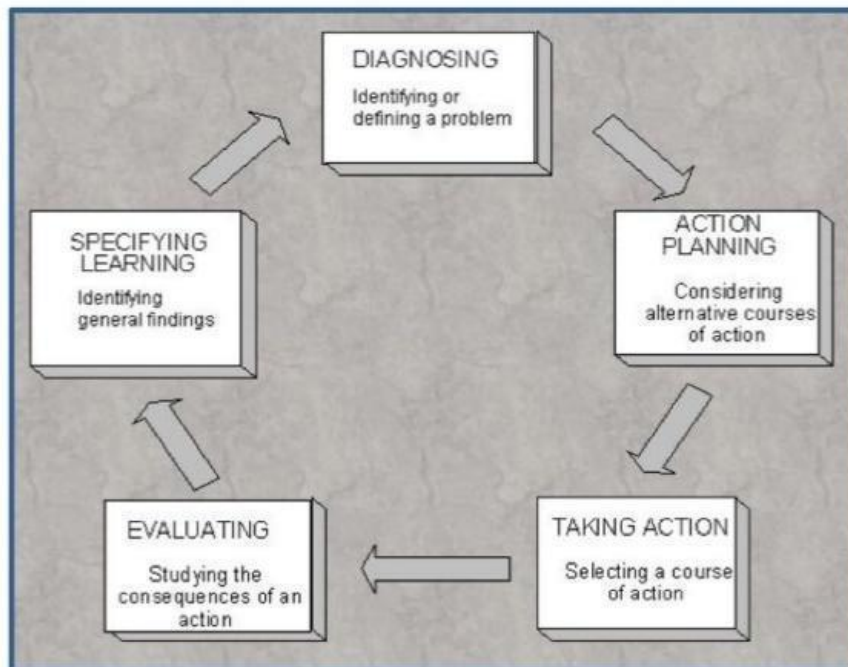
The group work activities will be the key axis in the design of the didactic sequence, with this it is sought to motivate the students to carry out the activities in the English subject. As explained above. Motivation, teaching strategies and learning English are important concepts for the development and analysis of this didactic proposal.

### 3. METHODOLOGICAL FRAMEWORK

#### 3.1 TYPE OF RESEARCH

For this research study I chose a type of investigation known as action research. Gerald Susman (1983) presents an idea with five phases to follow in the action research method. First, you start with the diagnostic phase and identification of the problem, then the consideration of alternatives and the choice of a plan for problem resolution, followed by the criticism and reflection of the implemented strategy and ending with the identification of the findings.

To achieve this project objective, a diagnostic test was executed in the group chosen for the research before implementing the proposal; as well as at the end, interviews and a focus group were conducted to evaluate the effectiveness of the strategy. First, a diagnostic study was carried out to the population, then a problem is found and subsequently a strategy that can solve this problem will be designed and implemented.



Susman, G.I. (1983). Action Research: A Sociotechnical systems perspective, In G. Morgan (ed.) *Beyond Method: Strategies for Social Science Research*, pp. 102 London: Sage Publications

In addition, in this study I used a qualitative method since the information collected after the observations and interviews will be presented in those terms. The implemented strategy was a didactic sequence that seeks to encourage student motivation in their process of learning English as a foreign language.

### **3.2 SOCIO-ACADEMIC CONTEXT**

This research project was carried out in a public institution in the municipality of Cantagallo Bolivar, the Institución Educativa Técnica Industrial y Agropecuaria José María Cuéllar Díaz. The institution works with the academic calendar A, the levels of education in this school are Preschool, Basic Primary, Secondary and technical education, and the specialties of the technical education are: Technical Drawing, Electricity, Agriculture and Welding.

The school has around 1271 students in primary school in its main seat in Cantagallo, 101 students in the fifth grade and 20 teachers in the permanent staff. Being the only school in the town serves students from all socioeconomic strata. As for the physical infrastructure, the primary headquarters of the educational institution has 23 spaces for academic purposes, including: 1 auditorium, 20 classrooms, 1 computer room and 1 meeting room, among others. Most of these spaces do not have technological resources.

The primary school has a library that has about 3,000 books. The technological infrastructure for this same period is summarized in, 60 computers for teachers, administrative staff and students' loan, and a license for Sinai software for students and teachers. Some of the social services provided by the institution are, Educational, Promotion of Culture, Technical Labor Training, Development of Human Potentialities, Development of Active and Democratic Participation and Peaceful Coexistence.

In the institution there are two English teachers who are in secondary, although from elementary English is in the curriculum, but are the teachers of other subjects who are responsible for the subject. Weekly the grades have three hours of English in secondary and one and a half in elementary school.

### 3.3 PARTICIPANTS

This research involved 19 students from the José María Cuéllar Díaz institution. The participants were 8 girls and 11 boys aged between. All parents or tutors of the participants signed the informed consent for minors (Annex 2). Although the didactic sequence was applied to the entire classroom, students who did not attend all the sessions of the didactic sequence and who did not answer the motivation test and the survey or who answered only one of the two were excluded from this sample. Also, two teachers participated in this research, one English teacher from sixth grade and the head teacher of the group chosen.

The students have as an average age of 10 to 13 years; their level of English is less than A1 according to the Common European Framework. They have just returned to the school to face-to-face teaching after more than 1 year and a half of working from home due to the contingency of the Covid-19 virus, in addition to being the first academic year where they have a teacher in this subject, before this year, teachers from other subjects covered the English classes.

The sample was chosen because the author is the teacher in charge of the English area in the fifth grades in the institution, since is doing the professional practicum. The call was to only students who attended the school in person under the alternation modality and only those who were interested responded and participated.

### 3.4 METHODOLOGY

The research was carried out in five phases, diagnosis, action planning, taking action, evaluating, and specifying learning. The **first phase** was the one corresponding to the diagnosis. In this phase we identify factors that cause demotivation for learning English in the fifth-grade students. for the diagnosis, a Spanish version of the Test written by Gardner called Attitude/Motivation Test Battery (AMTB) was used- The test was edited and refined, considering the objectives of the research project; as well as was validated by peers, and



semi-structured interviews to some teachers (head teacher and English teacher) and students.

The **second phase**, corresponds to action planning. In this phase, I structured a strategy that allowed me to integrate the results of the diagnosis test. First, the application of a survey to identify some activities that the students like and dislike to consider them at the time of planning the course of action of the strategy.

The **third phase**, this one coincides with taking action; at this time, the course of action is selected, and it is a design of a didactic sequence because it is considered that group activities would be an excellent strategy to fulfill the objective of increase the motivation onwards learning a foreign language.

In the **fourth phase** with the implementation of the didactic sequence, I could simultaneously evaluate its appropriateness. The **fifth** and last phase, where the general finding can be identified, the extent to which the implementation of the didactic sequence influences the improvement of motivation levels in the fifth-grade students of the public-School José María Cuéllar Díaz was determined.

### **3.5 DATA COLLECTION INSTRUMENTS**

For the development of this research, a Spanish version of the test written by Gardner called Attitude/Motivation Test Battery (AMTB) was chosen and adapted, considering the objectives of the research project, which was validated by peers, as well as was implemented with a sample of 19 students of the 5th grade. The test has 55 questions and they were divided in intrinsic motivation, motivation from the students' parents and strategies of the teacher.

A survey was also implemented right after the motivations test to know a little about the interests and tastes of the students to take them into account in the design of the didactic sequence. This survey was in paper and the questions were about the kind of activities the students enjoy doing.

Finally, considering that the objective of this research was aimed at determining whether after the implementation of the didactic sequence there was an increase in the motivation of the students, it was decided to carry out a focus group from which feedback was obtained to evaluate if the sequence implemented reached this objective. This focus group was carried out after the implementation of the SD.

Annex 1 The Didactic Sequence presents each activity created for this intervention. Before implementing the didactic sequence, a meeting was held through google meet with the parents and tutors of the students enrolled in grade 5°B in the 2021 school year. Out of 33 attendants, 25 parents were summoned who by the date (August 2021) had signed the informed consent to attend face-to-face classes under the alternation modality in the institution. The call had a response from 23 attendees interested in participating and proceeded to invite them to sign the informed consent form. This consent was signed by 21 parents, 20 students came to present only the survey and 19 of them presented the motivation test and the survey, with this last number the analysis was carried out.

### **Description of the institutional framework**

The Institución Educativa José María Cuéllar Díaz has a social-constructivist pedagogical approach. In this way it is explained in the Institutional Educational Project (IEP) of the institution, In the IEP we can find that:

This model of learning is supported by great theories such as Ausubel's theory of meaningful learning, Vygotsky's distal near development theory and Piaget's stages of child and adolescent development. Elucidating that the traditional postulates of teaching request a change for the transformation of the subject, where mental processes in relation to the context recreate higher mental processes and the relationship between subject and context as it is not a direct one is mediated tools, resources, and language.

The socio-constructivist proposal, aims that learning is in a natural way where its main methodology is social interaction that starts from a process of individual

construction to one that is later social, is based on the principle that the organizers and cognitive structures that facilitate learning are highlighted, the curriculum is designed to be a cognitive capable of discovering through experience and communicative functionality.

Learning is given by the mental schemes that the child possesses and those provided by the text, also by the exchanges between children in social activities. It seeks from the beginning to relate the comprehensive, communicative, and pragmatic aspects of the written language, without forgetting its social and cultural functions.

The model that best suits our educational work and the social and academic context of the educational community of the José María Cuéllar Díaz Industrial and Agricultural Technical Educational Institution is the social constructivist; in this way, emphasis is placed on the conceptual references that are linked to our pedagogical work (PEI 2019). "Translation by the author."

## **5. RESULTS**

This section of the research project presents an analysis of the data collected from the teachers, parents and students' answers to the interviews, motivation test, the survey, class observations and the final focal group. The data contains the most relevant factors that influence on students' motivations to learn English as a foreign language.

### **5.1 INTERVIEWS**

Interviewing the teachers allows us to know their points of view on the subject and in that way we can have a starting point for the research. Since the interviewed teachers are in charge of the English subject, it is valuable to know things like, their methods, how they manage to motivate the students and their experience teaching English as a foreign language in this public school.

#### **Teachers**

For the teachers, the interviews were designed in a structured way. The 2 teachers who were interviewed belong to the campus of the primary headquarters and the Secondary headquarters of the José María Cuéllar Díaz Institution. As the primary school headquarters does not have English teachers appointed within its staff, the interview was addressed to the group director, who in charge of the English subject in their respective course. The teacher chosen is the home room teacher of the degree with whom this research was carried out and a teaching colleague from another grade. An interview was also conducted with the secondary school teacher who teaches in sixth grade, who receives the primary school graduates every year. They were two teachers. Kvale (2011) affirms that "Qualitative interviewing is a key path to exploring the way subjects experience and understand their world. It provides unique access to the lived world of the subjects, who describe in their own words their activities, experiences and opinions." (Kvale, 2011)

The following questions were conducted with the aim of gathering information for the research project. In this way it seeks to know a little more in depth about the levels of

motivation and the level of English with which students reach the sixth grade of the institution.

- How does motivation influence the learning English process?

*Motivation can make students happy and Smart when participation is needed not only to learn English but others subjects in the education process.*

- Do you think students come into the classroom motivated to learn the language?

*All the students come to the classroom motivated in some ways, it depends on the teacher's skills to keep them like this.*

- How can parents motivate their children to want to learn English?

*Parents who are the first teachers for children can motivate them with songs, games, pictures and some T.V. programs. But the most important thing is to help them to do homework, and get involved in the education process.*

- How do you consider the level of English with which students arrive from elementary to middle school (low, medium, well)?

*In my own opinion, the level may change from one to another kind of school, private school learning keeps a high level of English because they work in this subject from early years in primary, and official schools do not have English teachers for primary, for that reason I consider that for private schools the level is well and for official schools (our case) the level is low. Thanks!*

The following questions are conducted with the aim of gathering information for the research project. In this way it seeks to know a little more in depth about the levels of motivation and the level of English of students from 3° to 5° grade.

- How do you motivate students in the English classes?

*Not only in English, but in general, the students in my classroom are motivated when there are activities that include games, always at the beginning of the class we do some activity that involves movement, even for a few minutes so that they are more willing to*

*work. Sometimes the difficulty in motivating them in English is that from the beginning they say they do not know or that they do not understand and close themselves to participate or do the activities.*

- What do you think about working at home for students? Do you have knowledge of students taking English courses?

*In my classroom I think a student takes private English lessons, for the others students is only is what they see in classes or sometimes in video games.*

- What method do you use to teach English?

*Here at the school we use mostly photocopies with the vocabulary that students must learn, the topic is explained on the board and students work in class. The main difficulty is that having so little workload the subject is less the time that students have to familiarize themselves with the language, in addition they almost do not practice at home, the little that is seen in the classroom is the only approach they have with English.*

- What materials do you use to teach English?

*Photocopies*

- Do you think that students are motivated to learn English?

*Some students, now that there is trending tik tok, Instagram, they are seeing things that catch their attention and being in another language this motivates them to want to learn, as well as Korean, several students want to learn Korean for the series and the singers that are trending.*

- Do children work with different types of organization in the classroom? (Individual, small groups, large groups)

*All three, in different classes. sometimes working in large groups there is a lot of indiscipline so it continues individually. and since they like to work in a group they are committed to behaving well.*

- Do students actively participate in the development of the different activities?

*in English the truth is that there are few who like to go to the front or participate, by far 4 students.*

- Did you feel motivated to teach English classes, another subject being your area of specialty?

*for me it was a challenge, you know that English is very difficult for me, but I try to prepare well in the topics that must be taught to students. Well, before the pandemic, because last year it was decided that only areas such as Spanish, mathematics, social and natural would have learning guides, as you know that there is no English teacher in primary school until this year that accompanies us you, we had very complicated to design the guides and explain to the parents, since they were the ones who helped the students.*

“translation by the author”

In these interviews we could see some of the thoughts of the teachers in the institution, we interviewed an English teacher and a homeroom teacher in charge of English but we interviewed an undergraduate in another subject who barely knows the language. The both agreed that the motivation of the students can be encouraged mostly at home and that different kinds of activities can influence in the levels of motivation of the students.

## **Students**

Five students of grade 5° b were interviewed; the interviews were conducted at separate times of the English class. The design of the questions was not structured, so that the collection of information was more like as a conversation.

- ¿Qué es lo que más te entusiasma sobre esta materia?

*“Lo que más me entusiasma de la materia de inglés es que puedo aprender este idioma para poder hablar con algunas personas de los videojuegos que juego”*

*“Me entusiasma que voy aprender hablar inglés”*

- ¿Qué es lo que menos te entusiasma de esta materia?

*“algunos de los profesores que enseñan esta materia no se les entiende”*

*“que el inglés es muy difícil”*

*“siempre vemos los mismos temas”*

*“es muy difícil ganar las evaluaciones”*

- ¿Si fueras el profesor de inglés que actividades le pondrías a tus compañeros?

*“Yo creo que una de las cosas o métodos que usaría para que mis compañeros aprendieran este idioma sería haciendo algo que les guste mucho como juegos o canciones etc.”*

*“yo pondría competencias como esas que hicimos la semana pasada”*

*“haría actividades de colorear”*

- ¿cómo podría ayudarte para que entiendas más los temas en esta materia?

*“Teniendo materiales didácticos o cosas que logren llamar mi atención como juegos o canciones”*

*“explicando varias veces”*



*“que sean temas fáciles como los animales y así”*

- *¿te sientes motivado aprender inglés? ¿por qué?*

*“Sí, porque así puedo entender los videojuegos”*

*“No mucho”*

*“No porque es muy difícil”*

*“No porque no entiendo”*

*“Sí porque me gustan las canciones en inglés”*

- *¿quién te ayuda en casa hacer las tareas de inglés? y las de otras materias?*

*“mi mamá, aunque a veces cuando no puede las hago yo solo con ayuda de internet”*

*“yo las hago con internet”*

*“Mi mamá me ayuda con las de otras materias y mi papá matemáticas, pero inglés no porque ellos no hablan inglés”*

*“A veces no las hago porque en mi casa no hay internet y mi mamá dice que apurao’ habla español”*

*“mi prima que habla inglés, las de otras materias las hago sola”*

- *¿te gusta pasar al tablero? ¿por qué?*

*“A veces cuando se algo bien del tema o si no lo sé no me gusta pasar al tablero”*

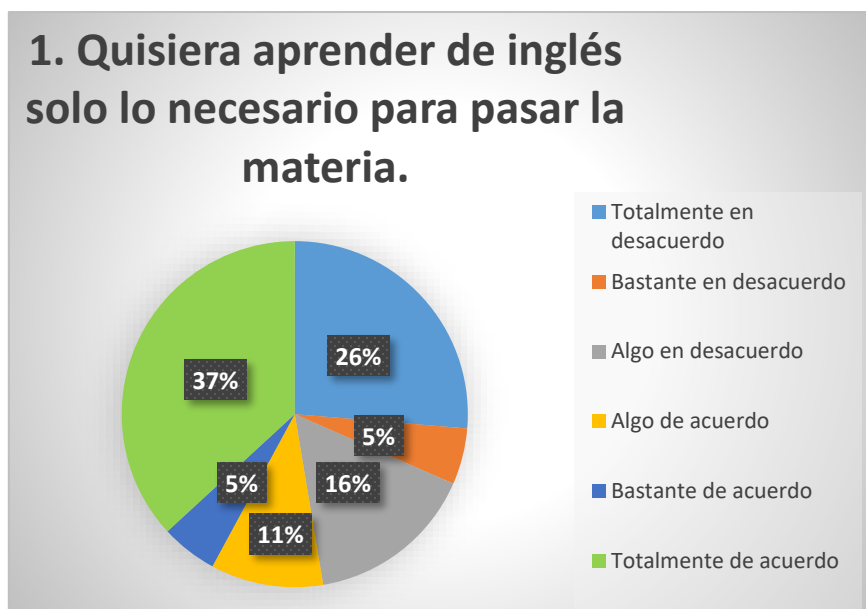
*“No porque lo ponen a uno hablar inglés”*

*“sí, me gusta cuando hay que unir o escribir en el tablero”*

## 5.2 DIAGNOSTIC MOTIVATION TEST

An instrument was translated and adapted, which is the international questionnaire, AMTB, Attitude and Motivation Test Theory Battery, created by Gardner (1985) that serves to measure the motivation and attitude of students learning English as a second language and has been applied in different countries.

In this research, the AMTB questionnaire was applied to a sample of 19 students of grade 5°-b of the Institución José María Cuéllar Diaz to determine the level of motivation of the students before designing and implementing the Didactic Sequence proposal. The test was applied in the classroom in two moments, half of the questions one day and the other half the next, in this way it was avoided that the students felt tired of answering and could do it more consciously and thus have better results.



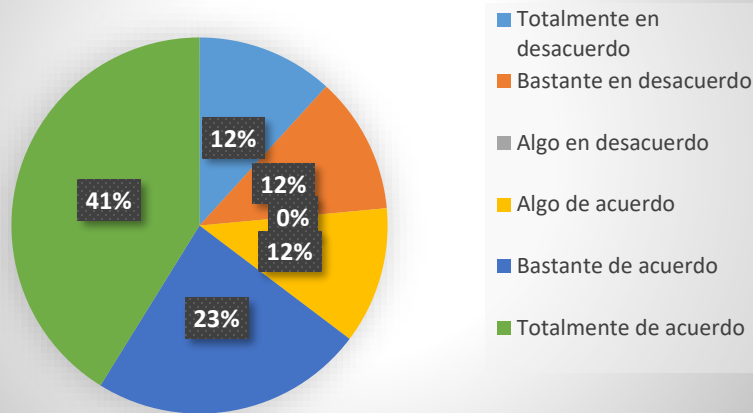
Most students, 7 (37%) of the sample, agree with the desire to learn only the basics of the language, which would be necessary to pass the subject, while 5 (26%) of students do not

agree with the proposition. It can be evidenced that the difference is not much, however, the majority only has the desire to approve the subject.



More than 50% of students, 10 students, do not have parental motivation to practice the language, and only 3 students (16%) have parental motivation. This can happen because, as the students expressed in the interview, parents do not have knowledge about the subject and in their environment being bilingual is not a necessity. Those who do have the support of parents is because parents have realized how important it is to learn the language and even if they do not know, they would like their children to learn English to have more opportunities in the future.

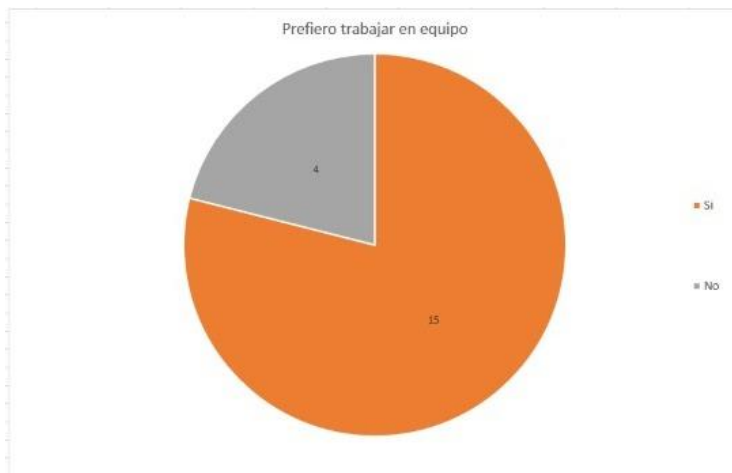
## 19. Me da vergüenza tener que contestar en inglés en clase.



In the 19th proposition of the test, it can be shown that 7 students, 41% feel embarrassed to answer in English and only 2 students, 12%, feel confident. According to the interview, the students expressed that they were afraid that they would be asked something and did not understand or that they did not know how to answer, others said that sometimes they felt embarrassed, only when they did not understand the topic they were seeing at the time.

### 5.3 SURVEY

The survey was applied to see the kind of activities the students enjoy. There were questions about the participation, the communicative activities and the material used in classes.



The students took a survey, they were asked questions with which we can identify their tastes, what types of activities they preferred, how they felt they learn best. One of the questions was about group work, and the answer, as you can see in the diagram, was those 15 (79%) students out of 19 prefer to work as a team and considering what Harmer (2007) exposes about group work it is decided that group work would be the relevant strategy in the didactic sequence.

## 5.4 DIDACTIC SEQUENCE BASED ON GROUP WORK ACTIVITIES

This didactic sequence is a proposal that focuses on group work activities to improve the motivation of the fifth-grade students from the Institución José María Cuéllar Díaz. The topics and vocabulary with which we will work in this didactic sequence have already been introduced through learning guides in the first two trimesters. The didactic strategies proposed below were designed considering a motivation test and a survey that collected information about the students, their demotivation to learn English and their favorite activities, the chosen strategy is Group Work considering that more than 75% of the interviewed students prefer it. With the application of this sequence, the aim is to motivate students to learn the English language. Finally, the evaluation; the quantitative evaluation is carried out at a specific time: at the final part of each activity, and the qualitative evaluation it is permanent and has emphasis on the practical part of writing and/or oral communication skills. This didactic sequence is organized following the next structure:

Session	Duration	Topic
1	1 hour	Demonstrative pronouns
<b>Language Objective</b> Use demonstrative pronouns to point to or show objects, animals, or people.		<b>Communicative Objective</b> Ask and answer questions pointing out specific things using this / that / these / those.
<b>Vocabulary</b> Colors Animals	<b>Grammar</b> Demonstrative pronouns What is this/what are those? This is a/an / These are	<b>Materials</b> Glue, flashcards, adhesive tape, scissors, notebooks, pencils
		<b>Estándares:</b> Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.

## Activities

### Warm up (5 minutes)

The class will begin with a review of the vocabulary with which we are going to work. The teacher will show flashcards with images (animals and colors) and students must say the name in English.

### Main activity (35 minutes)

Using the vocabulary seen before, in turns, students will point out images that will be pasted around the room and enunciate sentences/questions referring to the objects, animals and/or people that appear in the images using the demonstrative pronouns and considering the distance between the speaker, the image and the number of objects on it.

The group will be divided into pairs, one student for each group will approach an image that will be pasted on the wall of the room and his partner will stay one meter away. Then, the partner who is far away must enunciate a question pointing at the image (*WHAT IS THAT/WHAT ARE THOSE?*) and the partner will answer using vocabulary and pronouns and pointing to the image (*THIS IS/THESE ARE.*) The teacher will be aware of each group to make corrections if necessary.

### Closure (20 minutes)

The teacher will give the same images to the students but smaller. The students will paste them in the notebook and write the sentences they previously enunciated.

<b>Session</b> 2	<b>Duration</b> 1 hour	<b>Topic</b> Describing people and animals	
<b>Language Objective</b> Use present simple and adjectives to describe people and animals.		<b>Communicative Objective</b> Describe people or animals using adjectives	
<b>Vocabulary</b> Colors Animals Adjectives	<b>Grammar</b> Demonstrative pronouns Present simple	<b>Materials</b> Photocopies, flashcards, white board, markers, pencils. Learning guide.	
		<b>Estándares: Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.</b>	
<b>Activities</b>			
<b>Warm up (10 minutes)</b>			
On the whiteboard there will be two columns, on one side images of people and on the other the adjectives of physical description that students have in the learning guide. Some students will voluntarily go to the front to join with a line the adjective that matches each image.			
<b>Main activity (45 minutes)</b>			
The students will be organized in pairs or trios and their chairs will be placed in front of each other, each couple will be given a photocopy with several images of people or animals and below several characteristics, students must mark with an <b>x</b> the characteristics that are evidenced in the image.			
<b>example:</b>			
That woman is:			
a. young			
b. old			
That dog is:			
a. fat			



b. thin

**Closure (5 minutes)**

The teacher will collect the photocopies and explain to the students which page of the learning guide they must do at home.

<b>Session</b> 3	<b>Duration</b> 1 hour	<b>Topic</b> Telling the time
<b>Language Objective</b> Use the vocabulary of cardinal numbers and time expressions to tell the time.		<b>Communicative Objective</b> Ask for and tell the time
<b>Vocabulary</b> Cardinal numbers (1-2-3)	<b>Grammar</b> <i>What time it is?</i> <i>It is _____</i>	<b>Materials</b> A whiteboard to explain grammar and vocabulary that students should consider. Model making cardboard (previously shaped into clocks), scissors, markers. Notebooks, Photocopies. Learning guide. <b>Estándares:</b> Demuestro conocimiento de las estructuras básicas del inglés.
<b>Activities</b> <b>Warm up (5 minutes)</b> To review the vocabulary of numbers, each child will be given a piece of paper with a number (some written in letters "eleven" and others the number "11" and they will have 3 minutes to find the partner who has the matching number. "11")		

**Main activity (40 minutes)**

The teacher will carry the necessary material to make analog clocks (straw cardboard cut into circles and thin rectangles assembled, markers, silicone, tape), which the students in groups (couples or trios) will put the numbers on them.

Then the teacher will say random hours (example: it is 3:15pm) and the group that first puts the exact time on the clock will get a point and then the points will be counted.

**Closure (15 minutes)**

The students will do an activity in the learning guide regarding the topic, while they will be given a photocopy with an activity to resolve at home, finally the teacher will explain what they must do in the photocopy and the delivery date.

<b>Session</b> 4	<b>Duration</b> 1 hour	<b>Topic</b> My Daily Routine
<b>Language Objective</b> Use present simple tense to talk about their daily routine.		<b>Communicative Objective</b> Present their daily routine using a specific vocabulary.
<b>Vocabulary</b> Daily routine Numbers	<b>Grammar</b> Present simple The time	<b>Materials</b> Whiteboard and markers to explain grammar and vocabulary that students should consider. Flashcards with activities, Lottery cardboard, Notebook, pencils and Learning guides.

		<b>Estándares:</b> Relaciono ilustraciones con oraciones simples.
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### Activities

#### **Warm up (10 minutes)**

The teacher will start this introductory class by asking about what the students do every day, before and after leaving school (in Spanish). Then, she will use flashcards to describe her daily routine emphasizing the time she performs it (each action written in English will be accompanied by a related image) in this way she will introduce the vocabulary in English.

#### **Main activity (40 minutes)**

Lottery daily routine

The students will make groups (pairs or trios) and the teacher will give each group a lottery card with images referring to the actions of the daily routine, after that, from a bag she will take out smaller cards with written actions and read them aloud. Students will have to identify if that action is on their cardboard and cover it, so it will be repeated until all the actions are finished.

#### **Closure (10 minutes)**

Each student must write down their daily routine in their learning guide, making use of the vocabulary seen in class and the vocabulary on the guide, specifying at what time they perform each action.

## 5.5 DIDACTIC SEQUENCE IMPLEMENTATION

This was a direct observation to the class, in the sessions where were applied the didactic sequence.

<b>Implementation of the didactic sequence</b>	
<b>Observation form designed by</b> Ashley Marcela Sáenz Carranza	<b>Date</b> September - October
School Institución Educativa Técnica Industrial y Agropecuaria José María Cuéllar Díaz – Sede Básica Primaria.	
<b>Grade:</b> 5°	<b>Subject:</b> English
<b>Number of students:</b> 19	<b>Average age:</b> 10 to 13 years
<b>Observed processes</b> Interaction, motivation, and participation	
<b>Objective that mobilizes the observation</b> Determine the extent to which the implementation of the didactic sequence influences the improvement of motivation levels in the fifth-grade students of the public-School José María Cuéllar Díaz.	
<b>Physical description of the learning environment (classroom conditions, physical resources and ICT, organization of space and infrastructure)</b>  The fifth-grade classroom is 48 m <sup>2</sup> , which allows there to be 20 students respecting the distance agreement and the biosecurity protocol. The classroom is decorated with posters made by the students in other classes, as well as the class schedule and the cleaning schedule. The classroom has 20 desk chairs, a desk and chair for the teacher and an erasable whiteboard. Students sit in rows; the classroom is organized into four rows of five students. The room does not have any technological tools (computers), if needed it must be requested in advance.	

<b>General description of the didactic sequence: topic and learning objectives</b>
<p><b>Session 1</b></p> <p>Topic: Demonstrative pronouns. What is this/what are those? This is a/an / These are</p> <p>Objective: Ask and answer questions pointing out to specific things using this / that / these / those.</p>
<p><b>Session 2</b></p> <p>Topic: Demonstrative pronouns, Present simple</p> <p>Objective: Describe people or animals using adjectives</p>
<p><b>Session 3</b></p> <p>Topic: What time it is? It is _____</p> <p>Objective: Ask for and tell the time</p>
<p><b>Session 4</b></p> <p>Topic: Present simple, The time</p> <p>Objective: Present their daily routine using a specific vocabulary.</p>
<p><b>Recording of observation 1 or session 1, according to process(s) and objectives of the observation:</b></p> <p>Students are attentive to the teacher's explanation of what is going to be done today. Some students when they see the images they remember have seen the vocabulary in the guides and raise their hands to participate, others for their part, argue that they do not remember seeing it and that they do not know any of English.</p> <p>After reviewing the vocabulary, the teacher explains the activity to be carried out and asks the students to form work couples. There are 8 couples and 1 trio left. At first some students want to disturb and make a lot of noise, but the teacher organizes them. The students were embarrassed to go to the board and none wanted to start until a student took the initiative,</p>

stood next to an image of those that were stuck around the room and asked the teacher to ask her, at the end of the example the teacher congratulated her for the pronunciation. This motivated the other couples to participate. Only one group was reluctant to speak so the teacher advised them to first write down the questions and then read them, that gave them a little more security and the class was able to continue. While the teacher went through each group to corrections, some students ask before speaking if the pronunciation is okay others say the name of some animals in Spanish.

The teacher gives the images to the students to paste in the notebook and write down some of the sentences they had previously enunciated. Two students did not take the English notebook because they did not remember that today they had this subject, the teacher gives them a block sheet and asks them to do the activity there and then they could staple it or paste it in the notebook once they get home.

At the end of the activity some students ask if they are going to go home (the English subject is the last one that students have) others ask if they are going to have homework to do at home and when they hear that no, some students start clapping. Finally, students put away their belongings and head to the door of the classroom in a row

**Recording of observation 2 or session 2, according to process(s) and objectives of the observation:**

Students listen carefully to the teacher's explanation of what is going to be done in today's class. Seeing everything on the board some get ahead of the explanation and want to go to the board before, but the teacher stops them and tells them that once the explanation is over, they will have the first turns to go to the board and participate. A student asks that, if going to the board is an obligation and has a grade, to which three students support and ask the same thing, the teacher explains that participation in that first activity is voluntary but that in the next one they should participate. A student says that this topic has never been seen so he does not want to work in this class, ahead of the teacher a classmate takes out his guide and shows the classmate where the topic and vocabulary is and tells him that if he had not made the guide that they had already seen it. The teacher makes a brief review of the subject, and

the student agrees to review the work at home.

At the end of the first activity the teacher asks him to make groups, 5 groups of three and two couples, a student comments that he wants to work alone because he understood the subject well, before the teacher answers something, another student tells him to do with him that he also understood and so they can finish faster. When they finish organizing, the teacher explains what they are going to do and gives a photocopy to each group. Some students who did not pay attention to the explanation then approach the teacher's desk to ask what needs to be done, the teacher explains them again and then approaches each group to ask if they have doubts because he sees that most students are talking, a student tells him that he did not like the activity because he does not know English and his learning guide had been lost, upon hearing that the teacher explains again this time with different examples, the student's partner says that he did understand and explains to the classmate that initially did not want to do the activity and they solve all the photocopy together. When they finish that activity and hand the photocopies to the teacher, they ask if there will be homework to which the teacher nods and explains what the task consists of.

**Recording of observation 3 or session 3, according to process(s) and objectives of the observation:**

After the teacher explained the activity with which the class would begin, the students were incredibly happy because it was an activity with movement, which they expressed with humorous comments. Although at first there was a bit of concern that the activity would lend itself to indiscipline, the students followed all the rules, and the activity was carried out in an organized way. Some students had to look in their notebook or guide as they wrote some numbers that they did not remember to find their partner. When everyone had already found their partner, the teacher explained what the central topic of the class would be about, during the review of the topic some students remembered it from having worked on the learning guide the previous period and others needed a deeper explanation. After the students made the working groups (three integrant) the teacher gave them the material to design the numbers of their respective clocks, at first, they were very concentrated, all of them working, each group on their clock, then they began to hear some discussions regarding decorations

that some students wanted to put on the clock but that their classmates did not want; So, the teacher intervened and got the students to reach agreements. When they had finished putting the numbers began the competition on which group was the first to put the exact time that the teacher enunciated, there was a small inconvenience in a group because one of the members rushed to show an erroneous time before his classmates had time to correct it, the teacher intervened before they discussed, and the activity continued in order. At the end of this activity that ended in a draw, the groups wanted to continue until the tiebreaker, but the time of the activity was over.

Then they organized their chairs in the rows as usual and when they were about to continue with the last activity some students were dissatisfied because it was to solve individually, the teacher told them that for a next time she would evaluate if the work of the learning guide could be solved in a group, this was enough for the students to perform the activity and receive the photocopy with which they would work at home.

**Recording of observation 4 or session 4, according to process(s) and objectives of the observation:**

The students started the class very confidently, all participating animatedly when the teacher asked them about their daily routine. When the teacher began to describe her routine, the students were confused until she showed the image that accompanied each action, that way it was easier for them to begin to relate them. Then the teacher asked the students to organize themselves in pairs to play lottery, the students immediately organized themselves very cheerfully, but some of them wanted to work alone. Then a student said he knew what the game was like the teacher allowed him to explain to the students how it was and then she said that variation she had made to the game to implement it with the theme they were seeing. The activity passed in order and silence until it ended, after that activity the students did not want to take out the guide to work since they wanted to make another round. When the teacher explained the activity, they would do next, a student asked that, if for the next class she could bring the clock they had made to mark the time when they did their daily routine, the teacher thought it was an innovative idea and said that she did agree. While writing their routine the students were sharing with their classmates the things they did and at what times they did it, the teacher intervened several times so that the students tried to do it



using the least number of words in Spanish. And when the class was over, some students had not finished the activity and went home with the commitment to finish it there

**Analysis:**

Considering the objective of the observation and the objectives of each session of the didactic sequence, four aspects were selected to consider throughout the data collection process in the observation, then, considering some categories, each session the class was placed in the corresponding category. The categories of each aspect are explained below:

**1- Participation:** it refers to the way in which students were involved in the activities proposed by the teacher.

Category C (Low performance)	Category B (Basic performance)	Category A (High performance)
The participation of the students is not good; they are limited to carrying out the proposed activities guided by what the other students do without answering or asking questions.	The participation of the students is partial, they ask for doubts and listen attentively to the clarifications of the teacher.	An active participation of the students is evident; The questions asked by the teacher begin to generate debate and the students are sharing their ideas about the activities and going up and write into the whiteboard.

**2- Interaction:** it is an action that takes place in the classroom and refers to the way in which students connect to their classmates and to the teacher.

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<b>Category C</b> (Low performance)	<b>Category B</b> (Basic performance)	<b>Category A</b> (High performance)
At first the students refuse to work as a team but end up agreeing. They just do their part of the job to complete the activity.	Students work as a team there is verbal communication with their group and with the teacher.	Students interact with other teams exchanging their ideas, doubts, and material.

### 3- Motivation:

<b>Category C</b> (Low performance)	<b>Category B</b> (Basic performance)	<b>Category A</b> (High performance)
Students act indifferently to the proposed activities; they are distracted in the class.	Students have a good attitude towards their peers but do not show interest in the class activities.	The students show interest in the activities to be carried out and the topics seen, and they also have a good attitude in the class.

### 4- Accomplishment of the learning objectives:

<b>Category C</b> (Low performance)	<b>Category B</b> (Basic performance)	<b>Category A</b> (High performance)

The learning objective is not achieved.	Progress is noticeable in the students, but the learning objective is not satisfactorily achieved.	The performance of the students achieves that the learning objective is achieved in a satisfactory way.
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The first session of the didactic sequence is in the following categories: Participation, in Category C (Low performance) The participation of the students is not good; they are limited to carrying out the proposed activities guided by what the other students do without answering or asking questions. In interaction with their peers, in Category B (Basic performance) Students work as a team there is verbal communication with their group and with the teacher. In motivation in Category B (Basic performance) Students have a good attitude towards their peers but do not show interest in the class activities. And in Achievement of the learning objective, in Category B (Basic performance) Progress is noticeable in the students, but the learning objective is not satisfactorily achieved.

The second session of the didactic sequence is in the following categories: In participation, in Category A (High performance) An active participation of the students is evident; The questions asked by the teacher begin to generate debate and the students are sharing their ideas about the activities and going up and write into the whiteboard. In interaction with their classmates, in Category B (Basic performance) Students work as a team there is verbal communication with their group and with the teacher. In motivation, Category A (High performance) The students show interest in the activities to be carried out and the topics seen, and they also have a good attitude in the class. And in Achievement of the class objective, in Category B (Basic performance) Progress is noticeable in the students, but the learning objective is not satisfactorily achieved.

The third session of the didactic sequence is in the following categories: In participation, in Category A (High performance) An active participation of the students is evident; The questions asked by the teacher begin to generate debate and the students are sharing their ideas about the activities and going up and write into the whiteboard. In

interaction with their classmates, in Category A (High performance) Students interact with other teams exchanging their ideas, doubts, and material. In motivation, Category A (High performance) The students show interest in the activities to be carried out and the topics seen, and they also have a good attitude in the class. And in Achievement of the class objective, in Category B (Basic performance) Progress is noticeable in the students, but the learning objective is not satisfactorily achieved.

The fourth session of the didactic sequence is in the following categories: In participation, in Category A (High performance) An active participation of the students is evident; The questions asked by the teacher begin to generate debate and the students are sharing their ideas about the activities and going up and write into the whiteboard. In interaction with their classmates, Category B (Basic performance) Students work as a team there is verbal communication with their group and with the teacher. In motivation, Category A (High performance) The students show interest in the activities to be carried out and the topics seen, and they also have a good attitude in the class. And in Achievement of the class objective, in Category A (High performance) The performance of the students achieves that the learning objective is achieved in a satisfactory way.

## 5.5 FOCUS GROUP

### 5.5.1 Focus group questions and answers:

The moderator of the focus group in this case the teacher with whom the students are familiar explains the topic and the objective of the focus group. The first question was, ¿Qué tal las clases de inglés? It is a very general question, which serves to break the ice; as the focus group developed in a semi-structured way, so that the moderator was accommodating the questions based on the ideas and answers of the students, which could be described as a conversation. The questions used have the following structure:

¿Por qué ...?

¿Cómo...?

¿Piensas que...?

¿Estás de acuerdo con tu compañero en que...?

¿Debería ...?

¿Le cambiarías algo a ese día?

¿En su opinión las clases fueron...?

To carry out the focus group, the participants were divided into two groups, a group of 10 and another of 9 students, in this way participation and information collection would be facilitated. The students' responses were classified into three categories: Strategies designed by the teacher, participation and interaction with peers and achievement of the proposed objectives

**Group work: how does it affect student's motivation? If this increase motivation, why?**

In the focus group I was able to see that there was this change in the attitude of most students towards English classes at school. Although not everyone participated. They could understand some topics. It was pleasant to hear the students surprised by themselves when they remembered what they had achieved in the sessions of the didactic sequence, even not only did the students' motivation levels improve, after the application of this strategy it was easier to work in a group with the students, based on students' focus groups and their

performance, group worked allowed students to interact with their peers and share their ideas and knowledge, also they could work in a series of activities that let them experiment that they can achieve what they propose themselves. this is evident in the students' comments. This is also evident in the following students' product since their grades changed after the application of this strategy it was easier to work in a group with the students, they no longer saw their peers as "the one who never does or knows anything" but as people who can bring them ideas.

## 6. CONCLUSIONS

To conclude this research project, taking into account the data collected in the research regarding the motivation increase in the students of the José María Cuéllar Díaz institution. which it is sought to provide a solution with the implementation of a proposal for a didactic strategy. in this case, a didactic sequence and taking into account the proposed objectives, and with the results obtained with the instruments and after evaluating the implementation of the proposed strategy, a reflection of the work around the research question will be carried out.

The research question that laid the groundwork for this study is as follows: How to improve 5th graders motivation to learn English as a foreign language? Motivation is a key factor in student learning. As teachers, we can influence the level of interest of students in our respective subjects and generate in them a desire to learn. Didactic strategies are tools that are at our disposal and that are useful to create meaningful learning environments.

According to the above, it is valid to affirm that the didactic sequence designed and implemented influenced in a positive way the levels of motivation of the students in the English class, since in the focus group the students assured that their perspective in front of the foreign language changed, and that all the unfounded fears they had either to speak or participate in the class, little by little it was diminishing to make way for confidence in themselves. In addition, several of them expressed that they not only learned from the proposed activities, but also had fun. For my part also the change I noticed in most of the students was positive, changes that in some students were faster than in others, but as we saw earlier, all those differences in the pace of the students are what makes them different.

During and after the application of the didactic sequence, the students were more participatory and attentive to the instructions and explanations; considering the data collected, the students stated that the activities proposed by the teacher allowed them to work with classmates and have greater clarity on the topics, which made their stay in the academic day comfortable and enriching.

Likewise, it is considered that the proposed general objective was satisfactorily achieved, which consisted of improving the levels of motivation of English learning in the fifth-grade students. From the above, it is feasible to conclude that with the implementation of this strategy, a basic didactic sequence in group work, the motivation levels of the students had a growth, since the students express that the activities carried out have made them want to learn more of the language.

Similarly, in the research process and according to the data collected, it was also possible to identify factors that cause demotivation in students, such as the environment, the lack of a language learning objective, the lack of support at home and the didactic strategies used by teachers, which corresponds to the first specific objective set. Teachers have an important job, being clear about these factors, it is vitally important to reinvent themselves and go looking for alternatives to not only motivate students, but also for them to develop that motivation for themselves.

With respect to the other specific objectives, which consisted of designing, implementing, and evaluating the implementation of a didactic sequence based on group work. In fact, a didactic sequence was designed considering the information collected with the instruments. It was decided that group work was the main strategy, implementing it was shown to strengthen the interaction of students. When evaluating the impact, it is evident that the activities designed, in effect, impact on the levels of motivation of the students. Additionally, we can conclude that it is a strategy that enhances motivation, but that it needs other elements that promote motivation, such as the disposition of the students, that there is rapport of the teacher and the students, and an adequate learning environment. As teachers, we must continue to explore new strategies and methods that help to exploit the capacity of students, that promote the acquisition of knowledge and that improve the teaching-learning process.

After this experience it was totally challenging, since working from scratch with a dgrade that should already have certain notions of English was complicated, in addition to having to design the lesson plan and activities from scratch was a bit difficult due to the limited resources I had. However, thanks to this I was able to design and apply a didactic sequence that proved to serve to raise the levels of motivation of students who at first were



so reluctant to learn the language. Likewise, this work can serve as a guide to continue investigating different strategies that, such as group work, serve to encourage students.

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## **ANNEX**

## ANNEX 1. ACTIVITIES

## ANNEX 2. INFORMED CONSENT FORM

Cantagallo – Bolívar, agosto 2021



Señores

### **PADRES DE FAMILIA**

Institución Educativa José María Cuéllar Díaz

Cordial saludo.

Soy estudiante de Licenciatura en Lenguas Extranjeras en la Universidad ICESI y estoy desarrollando el trabajo de grado titulado “Una Secuencia Didáctica Basada en las Motivaciones Para Aprender Inglés de los Estudiantes del grado 5° en la Institución Educativa José María Cuéllar Díaz.” Este trabajo tiene como objetivo analizar si después de la implementación de la secuencia didáctica, se producen cambios en los niveles de motivación de los estudiantes del grado 5°B de la institución. Para la investigación contaré con el apoyo de la docente Aida Morales Ortiz.

### **Procedimiento:**

Previa autorización de la institución y consentimiento informado por parte de los padres, debidamente firmado, se procederá a aplicar instrumentos de diagnóstico (encuestas, pretest de motivación), la participación en las clases siguiendo una secuencia didáctica y la posterior aplicación de instrumentos de evaluación (posttest de motivación). Para la realización de este proyecto se requiere la participación de los estudiantes del grado 5°b.

Frente a la Resolución 8430/1993 del Ministerio de Salud y Protección Social, que regula lo concerniente a la ética en los procesos de investigación en Colombia, le informamos que:

- Este es un proceso que no le reporta ningún riesgo directo o indirecto a su hijo/a.
- Se espera que las preguntas no generen ningún tipo de molestia a su hijo/a. Sin embargo, tiene el derecho a manifestar sus inquietudes contactando a la investigadora (**Ashley Sáenz - 3178745830, saenzashley2@gmail.com**)

- Las respuestas brindadas por su hijo/a se mantendrán anónimas durante el procesamiento, análisis y presentación de resultados.
- No recibirá ningún tipo de incentivo económico o de otro tipo por participar en este proceso.
- Puede retirarse en cualquier momento del estudio, sin que ello implique perjuicio alguno.

Agradeciendo su atención,  
Cordialmente,  
**Ashley Marcela Sáenz Carranza**

Cantagallo – Bolívar, agosto 2021

## CONSENTIMIENTO INFORMADO

Yo \_\_\_\_\_, identificado(a) con la cédula de ciudadanía número \_\_\_\_\_ de \_\_\_\_\_, en calidad de acudiente del estudiante \_\_\_\_\_, deseo manifestar a través de este documento, que fui informado suficientemente y comprendemos la justificación, los objetivos, los procedimientos y las posibles molestias y beneficios implicados en la participación de nuestro hijo(a), en el proyecto de investigación anteriormente nombrado.

### Participación Voluntaria

La participación de nuestro hijo(a) en este estudio es completamente voluntaria, si él o ella se negara a participar o decidiera retirarse, esto no le generará ningún problema, ni tendrá consecuencias a nivel institucional, ni académico, ni social. Si lo desea, nuestro hijo(a) informaría los motivos de dicho retiro al equipo de investigación.

La información suministrada por nuestro hijo(a) **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación. Se mantendrán los cuestionarios y en general cualquier registro en un sitio seguro.

Así mismo, declaramos que fuimos informados suficientemente y comprendemos que tenemos derecho a recibir respuesta sobre cualquier inquietud que mi hijo(a) o nosotros tengamos sobre dicha investigación, antes, durante y después de su ejecución; que mi hijo(a) y nosotros tenemos el derecho de solicitar los resultados de los cuestionarios y pruebas que conteste durante la misma.

En constancia de lo anterior, firmamos el presente documento, en Cantagallo, Bolívar, el día \_\_\_\_\_, del mes \_\_\_\_\_ de 2021,

Firma \_\_\_\_\_  
Nombre \_\_\_\_\_



ANNEX 3. Attitude/Motivation Test Battery (AMTB) - (EDITED)

**Este test es una versión en español del Test escrito por Gardner llamado Attitude/Motivation Test Battery (AMTB)- El test ha sido editado y depurado por Ashley Sáenz, teniendo en cuenta los objetivos del proyecto de investigación.**

**TEST DE MOTIVACIÓN**

**INVESTIGADORA:** Ashley Marcela Sáenz Carranza

**Nombre:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

**Grado:** 5ºb

Por favor, señala una opción para cada afirmación.

1 Quisiera aprender de inglés solo lo necesario para pasar la materia.

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Totalme nte en desacuerdo	Basta nte en desacuer do	Algo en desacuerd o	A lgo de acuer do	Basta nte de acuerdo	Totalme nte de acuerdo
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2 No creo que mi profesora de inglés sea muy buena.

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Totalme nte en desacuerdo	Basta nte en desacuer do	Algo en desacuerd o	A lgo de acuer do	Basta nte de acuerdo	Totalme nte de acuerdo
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3. La clase de inglés es una pérdida de tiempo.

---

Totalme nte en desacuerdo	Basta nte en desacuer do	Algo en desacuerd o	A lgo de acuer do	Basta nte de acuerdo	Totalme nte de acuerdo
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4. Mis padres me animan a practicar el inglés tanto como pueda.

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Totalme nte en desacuerdo	Basta nte en desacuer do	Algo en desacuerd o	A lgo de acuer	Basta nte de acuerdo	Totalme nte de acuerdo
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do

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5 Me siento muy a gusto cuando tengo que hablar en inglés en clase.

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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6 Estoy perdiendo las ganas de aprender inglés.

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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7. Dejo de prestar atención cuando no entiendo alguna explicación de la profesora de inglés.

---

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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8. No tengo ningún interés por las lenguas extranjeras

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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9. Mi profesora de inglés hace las clases aburridas

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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10. Ojalá pudiera hablar perfectamente inglés.

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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11. Estudiar inglés es importante porque podré comunicarme mejor con gente de otros países.

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer</b>	<b>Algo en desacuerd o</b>	<b>A lgo de</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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19. Me da vergüenza tener que contestar en inglés en clase.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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20. Mis padres me ayudan a resolver mis guías de inglés.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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21. Pienso aprender tanto inglés como pueda.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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22. Me sentiría incómodo si tuviera que hablar en inglés en cualquier lugar fuera de clase.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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23. Aprender inglés es fantástico.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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24. Preferiría dedicar más tiempo a las otras materias que al inglés

<b>Totalmente en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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25. Me gustaría aprender tanto inglés como pudiese.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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26. Cuando no entiendo alguna cosa en clase de inglés, siempre pido ayuda a la profesora.

<b>Totalmente en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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27. Ya no quiero tener más clases de inglés.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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28. Me gusta mucho aprender inglés.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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29. Saber inglés no es realmente una meta importante en mi vida.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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30. En las clases de inglés hacemos actividades divertidas.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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31. Aprender inglés es una pérdida de tiempo.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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32. Mis padres creen que es muy importante que aprenda inglés.

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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33. Estudiar inglés es importante porque así podré conocer y hablar con mucha gente diferente.

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<b>Totalmen te en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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34. No me pongo nervioso cuando tengo que contestar en clase en inglés.

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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35. No me importa mi calificación en inglés.

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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36. Mis padres me advierten de la importancia que tendrá el inglés para mí cuando deje la escuela.

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<b>Totalmente en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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37. Me gustaría tener más horas de clase de inglés y menos horas de otras clases.

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<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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38. Estudiar inglés es importante porque así me podré sentir más cómodo cuando tenga que hablar con gente que habla inglés.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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39. Odio el inglés.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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40. Para los que hablamos español no es importante aprender otros idiomas.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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41. Me la paso mejor en las clases de inglés que en las otras clases.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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42. Mi profesora ha conseguido hacerme interesar por el inglés.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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43. La clase de inglés es aburrida.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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44. Me encanta mi profesora de inglés.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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45. La clase de inglés es una de mis favoritas.

<b>Totalmente en desacuerdo</b>	<b>Bastante en desacuerdo</b>	<b>Algo en desacuerdo</b>	<b>A lgo de acuerdo</b>	<b>Bastante de acuerdo</b>	<b>Totalmente de acuerdo</b>
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46. Me pongo nervioso cuando tengo que hablar en inglés en clase.

<b>Totalmente en desacuerdo</b>	<b>Bastante en desacuerdo</b>	<b>Algo en desacuerdo</b>	<b>A lgo de acuerdo</b>	<b>Bastante de acuerdo</b>	<b>Totalmente de acuerdo</b>
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47. Estoy tranquilo cuando tengo que hablar en inglés en clase.

<b>Totalmente en desacuerdo</b>	<b>Bastante en desacuerdo</b>	<b>Algo en desacuerdo</b>	<b>Algo de acuerdo</b>	<b>Bastante de acuerdo</b>	<b>Totalmente de acuerdo</b>
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<b>Totalmente en desacuerdo</b>	<b>Bastante en desacuerdo</b>	<b>Algo en desacuerdo</b>	<b>Algo de acuerdo</b>	<b>Bastante de acuerdo</b>	<b>Totalmente de acuerdo</b>
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48. Me gusta tanto la clase de inglés que tengo ganas de continuar estudiando inglés en el futuro.

49. Si por mi fuera no viera clase de inglés.

<b>Totalmente en desacuerdo</b>	<b>Bastante en desacuerdo</b>	<b>Algo en desacuerdo</b>	<b>A lgo de acuerdo</b>	<b>Bastante de acuerdo</b>	<b>Totalmente de acuerdo</b>
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50. Cuando estoy estudiando inglés, estoy pendiente del trabajo y no me distraigo.

<b>Totalmente en desacuerdo</b>	<b>Bastante en desacuerdo</b>	<b>Algo en desacuerdo</b>	<b>A lgo de acuerdo</b>	<b>Bastante de acuerdo</b>	<b>Totalmente de acuerdo</b>
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51. Mis padres se interesan por todo lo que hago en clase de inglés.

<b>Totalmente en desacuerdo</b>	<b>Bastante en desacuerdo</b>	<b>Algo en desacuerdo</b>	<b>A lgo de acuerdo</b>	<b>Bastante de acuerdo</b>	<b>Totalmente de acuerdo</b>
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52. Practico inglés todos los días



<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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53. Tengo ganas de ir a clase de inglés porque mi profesora de inglés es muy buena dando clase.

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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54. Estudiar inglés es importante porque me será útil para mi futuro profesional

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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55. A veces estoy nervioso porque pienso que mis compañeros se pueden burlar de mí cuando hablo en inglés

<b>Totalme nte en desacuerdo</b>	<b>Basta nte en desacuer do</b>	<b>Algo en desacuerd o</b>	<b>A lgo de acuer do</b>	<b>Basta nte de acuerdo</b>	<b>Totalme nte de acuerdo</b>
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#### ANNEX 4. SURVEY FORM

### ENCUESTA SOBRE MOTIVACIÓN PARA APRENDER INGLÉS

**Investigadora:** Ashley Marcela Sáenz Carranza

**Nombre estudiante:** \_\_\_\_\_ **Grado:** 5° B

¿Te gusta cantar? ¿por qué?

¿Te gusta leer? ¿qué te gusta leer? ¿por qué?

¿te gustan escribir? ¿por qué?

¿Te gusta hacer manualidades? ¿por qué?

¿Te gusta dibujar y colorear? ¿por qué?

¿Prefieres trabajar solo o en equipo? ¿por qué?

¿Te gusta hacer deporte? ¿por qué?

¿Te gustan las actividades de competencias? ¿por qué?

¿Prefieres trabajar con fotocopias o actividades en el cuaderno? ¿por qué?

¿Te gusta pasar al tablero? ¿por qué?

#### ANNEX 5 FOCUS GROUP RECORD

<b>Focus Group Recording</b>	
<b>Observation form designed by</b> Ashley Marcela Sáenz Carranza	<b>Dates</b> October 28 <sup>th</sup> - 29 <sup>th</sup>
<b>School</b> Institución Educativa Técnica Industrial y Agropecuaria José María Cuéllar Díaz – Sede Básica Primaria.	
<b>Grade:</b> 5°B	<b>Subject:</b> English

<p><b>Number of students first session: 9</b></p> <p><b>Number of students first session: 10</b></p>	<p><b>Average age: 10 to 13 years</b></p>
<p><b>Purpose</b></p> <p>Receive feedback from the fifth-grade students to determine the extent to which the implementation of the didactic sequence influences the improvement of motivation levels.</p>	
<p><b>Focus group topic</b></p> <p>To make this focus group more significant, where students do not feel pressured to respond in a certain way, but feel confident with peers and the teacher. The questions that were planned are semi-structured so as not to cut one answers and continue with another question, but that the conversation will guide the progress of the focus group; the chosen topic and the question that started the focus group was: <i>¿Qué tal las clases de inglés?</i></p>	
<p><b>Participant's profile</b></p> <p>The participants in this focus group were the 19 fifth graders who were part of the research and participated in all of the phases, divided in two groups.</p>	
<p><b>Session 1 and 2, Important findings</b></p> <p><b>Teaching strategies designed by the teacher</b></p> <p>Most students comment that before they were sorry to go to the front because they believed that they were going to start asking questions in English and since they did not know what to answer they preferred not to raise their hands, but now when they see the activities that are to go to the board or talk only with the classmates, they are not so sorry to do it because they see that others are also wrong.</p> <p>In both sessions it is evident that the students prefer to do the activities in groups since it decreases their frustration by not fully understanding a topic, even the few students who were reluctant to work in a group were highlighted that this made it easier for them to complete all the activities.</p> <p>Most students mention that the activities that have been worked on in the didactic sequence are cooler because they are different, because all classes do different activities and, in their words, “no son solo actividades de unir con una línea”</p> <p>One student said “a mí me gustaron las clases porque usted sabe hablar inglés de verdad”</p>	

Other students mention that they like to do all the activities in class because at home “no entiende”

### **Participation and interaction with classmates**

Some students in session 1 comment that for some activities they would have preferred to work individually, since they understood the subject very well and could have finished the activity faster and won. On the contrary, a partner tells him that he feels that in a group he finishes the activities faster because “cada uno se encarga de una parte”

Some students mention that they like to work in a group because there are students “más inteligentes” that they, then help them.

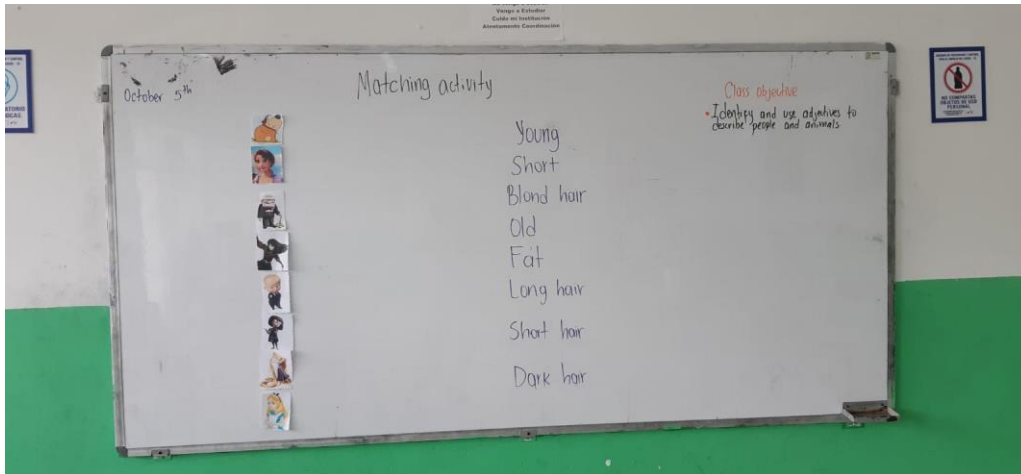
Several students comment that they like to work in a group when they choose the members, since they like to work in a group. “hay compañeros que nunca trabajan” “que hacen mucho desorden”

### **Achievement of the class objective**

Some students feel happy that in these periods the grades were higher, some students express that they felt that they learned with comments like “ya por fin me aprendí los animales”.

Some students comment that the parents congratulated him in the house because “saco notas altas en inglés”

## ANNEX 6. PHOTOGRAPHIC RECORD




Teacher Ashley Saenz

### Adjectives activity

Names: \_\_\_\_\_ Date: \_\_\_\_\_


1. Marca con una X si la afirmación es verdadera o falsa. Las que son falsas corrígelas.

**This woman has blue eyes:**




true  
false

**This man has blond hair:**




true  
false

**This cat is fat:**



true  
false

**This dog has long hair:**



true  
false

**Correcciones:**

- 1.
- 2.

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**LO QUE ESTOY APRENDIENDO.**  
Te invito a practicar este nuevo tema, recuerda seguir practicando el vocabulario visto las guías anteriores te serán muy útiles para resolver esta guía.

**ADJETIVOS DE DESCRIPCIÓN FÍSICA**

Para esta actividad ten a la mano la guía pasada con los adjetivos y los opuestos. También aprenderemos los siguientes adjetivos que son útiles al momento de realizar una descripción de una persona, un objeto o un animal.

<b>Inglés</b>	<b>Español</b>
Young	Joven
Old	Viejo
Short	gordo
Fat	Delgado
Slim	Cabello rubio
Blond hair	Cabello largo
Long hair	cabello corto
short hair	cabello oscuro
dark hair	

**PRÁCTICO LO QUE APRENDÍ**  
Teniendo en cuenta el vocabulario de adjetivos, escribir en cada cuadro el adjetivo correspondiente con la imagen.

OLD	SHORT	FAT	TALL	SLIM
BLOND HAIR	YOUNG	SHORT HAIR	DARK HAIR	LONG HAIR

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**¿CÓMO SE QUE APRENDÍ?**  
En esta actividad marco con una x la imagen que corresponda al adjetivo.

hot			
small			
young			
tall			
big			
old			
cold			
short			

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