

Puppets on Stage C, a methodology for oral production abilities



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languages English and French**

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Table of contents

Abstract.....	7
Introduction.....	8
Backgrounds	11
Problem description	16
Problem justification.....	19
Research Question	20
General objective	20
Specific objectives	20
Study relevance.....	21
Contributions to the knowledge field	75
Study limitations.....	23
Conceptual framework.....	24
Bibliographic review	27
Foreign language	27
Preschool education	28
English ludic in preschool education	29
Puppet in English ludic in preschool education.....	30
Didactics	31
Communicative abilities	31
Total Physical Response	32
Methodology.....	35
Paradigm.....	35
Study design.....	35
Context.....	36

Participants	36
Data collection method	37
Research phases	38
Validity	39
Ethic	40
Schedule of activities	41
Analysis of the intervention	42
Diagnostic analysis	43
Intervention analysis	51
Post-test analysis	67
Conclusions	Error! Bookmark not defined.
Annexes	81
Evaluation rubric	81
Pictures	81
References	82

Graphics index

Graphic 1. Diagnostic (Pre-test)	43
Graphic 2. Post-test.....	67

Tables index

Table 1. Pretest analysis.	50
Table 2. Intervention 1 analysis.....	54
Table 3. Intervention 2 analysis.....	56
Table 4. Intervention 3 analysis.....	58
Table 5. Intervention 4 analysis.....	63
Table 6. intervention 5 analysis.....	66
Table 7. Post-test analysis.....	74
Table 8. Evaluation rubric.	80

Abstract

English level data in Latin America, obtained from some tests and statistics in the last few years, show that the continent is below among the world's average, and this includes Colombia. As a consequence, in this country, projects have been developed along with the implementation of several academics proposals in order to improve the comprehension and production of English as a foreign language in students from preschool grade up to the highest (11 grade), The main purpose of this investigation is to identify how the methodology proposed on the book Puppets on Stage C, would improve the oral production ability among preschool students. This project seeks to be relevant when it comes to implement-plans of action for the educational institutions that are in the search of new strategies for easy learning of the English language. The subjects for this research are Preschool students from La Presentacion El Paraiso school located in Santiago de Cali city, where kids will be exposed to a methodological process under a qualitative approach, which includes: An English assessment pre-test, an academic intervention, and an English assessment post-test, all of them made as lesson plans due to the age of the participant subjects. This data was systematized and analyzed, taking into account an evaluation rubric based on the Derechos Básicos del Aprendizaje DBA; after this, researchers found out that the processes carried out through the interventions and the respective tests were framed into a meaningful progress, at the same time the guide text helped to improve some aspects of oral production related to understanding and following commands, participation in games and rounds, and asking or answering greetings, while other aspects such as the use of non-verbal language should be analyzed from a broader perspective. In conclusion, it was evidenced that the methodology proposed by the text provides the necessary activities for the improvement of oral production in preschool students, significantly increasing their capacity to respond to the requirements of the Ministerio de Educación for this school stage.

Key words: Ludic, oral ability, preschool education, puppets, total physical response.

Resumen

Los datos de nivel de inglés en América Latina, obtenidos de algunas pruebas y estadísticas en los últimos años, muestran que el continente está por debajo del promedio mundial, y esto incluye a Colombia. Como consecuencia, en este país, se han desarrollado proyectos junto con la implementación de varias propuestas académicas para mejorar la comprensión y la producción del inglés como idioma extranjero en estudiantes desde preescolar hasta el más alto (11° grado). El propósito de esta investigación es identificar cómo la metodología propuesta en el libro *Puppets on Stage C*, mejoraría la capacidad de producción oral entre los estudiantes de preescolar. Este proyecto busca ser relevante a la hora de implementar planes de acción para las instituciones educativas que están buscando nuevas estrategias para facilitar el aprendizaje del idioma inglés. Los sujetos de esta investigación son estudiantes de preescolar de la escuela La Presentación El Paraíso ubicada en la ciudad de Santiago de Cali, donde los niños estarán expuestos a un proceso metodológico bajo un enfoque cualitativo, que incluye: un examen preliminar de evaluación de inglés, una intervención académica y un examen de evaluación de inglés, todos ellos realizados como planes de clase debido a la edad de los participantes. Estos datos se sistematizaron y analizaron, teniendo en cuenta una rúbrica de evaluación basada en los DBA Derechos Básicos del Aprendizaje; Después de esto, los investigadores descubrieron que los procesos llevados a cabo a través de las intervenciones y las pruebas respectivas se enmarcaron en un progreso significativo, al mismo tiempo que el texto guía ayudó a mejorar algunos aspectos de la producción oral relacionados con la comprensión y el seguimiento de los comandos, la participación en juegos y rondas, y preguntar o responder saludos, mientras que otros aspectos como el uso del lenguaje no verbal deben analizarse desde una perspectiva más amplia. En conclusión, se evidenció que la metodología propuesta por el texto proporciona las actividades necesarias para el mejoramiento de la producción oral en estudiantes de preescolar, aumentando significativamente su capacidad para responder a los requisitos del Ministerio de Educación para esta etapa escolar.

Palabras clave: lúdica, producción oral, educación preescolar, títeres, Respuesta física total.

Introduction

Pursuant to a cultural exchange company called Education First in Latin America associated with the level of English proficiency, and some statistics made by results in PISA tests 2015, it was possible to demonstrate that the continent was below the world average. Colombia, one of the countries included in this study, has been concerned in recent years to create strategies to improve English levels in elementary, high school and higher education. One of the strategies created was called Colombia Bilingüe, whose objective is to improve the skills of English as a foreign language and create better mobility of citizens in the workplace. In addition, the Ministry of Education also created the Derechos Básicos del Aprendizaje de Inglés (DBA) booklet (MEN, Derechos Básicos de aprendizaje de inglés, 2016), which aims to ensure that there is homogeneity in teaching and learning in the different grades, either elementary or high school.

This research problem arises from the experience of the researchers, who managed to show the low oral production handled by the students at early ages, in this case, in terms of preschool education. Although for some students it usually arises spontaneously, for others it can cause anxiety and frustration, which interrupts the learning process due to fear of error. Therefore, authors related to the different theories, methods and approaches such as James J. Asher and his total physical response, Lev Vygotsky, Carlos Alberto Jiménez V. and the Ludic, Comenius and the Didactics, Bil Baird and Puppets, etc. Some studies related to the Puppets in English teaching in preschool education were also taking into account.

Within the institution where the research was carried out, students are expected to develop the skills as they are described by the Ministerio de Educación Nacional, based on the DBA booklets. Due to this, after an analysis carried out by the teachers and directors of the institution in which it was evidenced that the previously used text did not respond to the needs of the preschool level, a methodology based on a new guide text called "Puppets on Stage C" was implemented which aims to emphasize oral skills, especially in oral production with the help of a puppet that will accompany and motivate the process.

The relevance of the study lies in the importance of studying certain methodologies before they are implemented, which can be useful for other institutions that are looking for

guide texts that can be adapted to the needs of their population, as well as to innovation within education and learning a foreign language. It is also a contribution to CIPESA a Center of Studies and Pedagogical Research in Santiago de Cali University, within the line of research Innovation, Technology and Didactics.

In this research, through a qualitative analysis, 25 preschool students from La Presentation School in El Paraíso were studied, according to how they responded to a series of activities and tests set out in lesson plans, and then the results contextualized in an evaluation rubric based on the proposals of the DBA. After being analyzed, it was evidenced that the guide text proposes activities that are relevant in the learning of English as a foreign language; through the audiovisual stimulus, the students feel more comfortable to respond to certain activities related to games, songs and rounds. As stated by the Ministry of National Education, the game is inherent to the characteristics of preschool children. Likewise, the student creates a link with the toys, in this case the puppet, which allows the student to be motivated and participative.

Finally, students tend to be more participatory in English classes when they have objects and didactic material that captivates their attention and the book's methodology allows activities to be varied and the teacher to become someone who brings them joy. The guide text evidently improves certain aspects related to the use of greetings, participation in games, rounds and songs and answers to simple questions. However, the use of non-verbal language and the association of images with word sounds should be worked under another perspective, since students feel the need to use the mother tongue during most of these activities, which makes the advancement less positive.

Backgrounds

Title: "I Teach Better with the Puppet" - Use of Puppet as a Mediating Tool in Kindergarten Education – an Evaluation

Author: Ronit Remer, David Tzuriel

Date: March 05, 2015

Institution: American Journal of Educational Research – SciEp Science and Education Publishing.

Pre- school & Special Education Studies, Levinsky College of Education Tel-Aviv, Israel. School of Education, Bar-Ilan University Ramat-Gan, Israel.

General Objective: One of the aims of this research was to evaluate, from mediators' perspectives, the use of puppets as a mediation tool for kindergarten children. This article presents partial results of a broader study that examined the influence of an intervention program integrating a puppet as a mediation tool on learning motivation, and enhancing literacy achievements in regular and special kindergarten children.

Theoretical framework: Puppets, kindergarten, communication.

Conclusion: To find methods, methodologies and research that seek to respond to the needs of preschool education is not an easy task. Encouraging communication to children at an early age is one of the challenges for educators of preschool students. Puppets are a playful tool that can contribute differently to pedagogical processes, stimulating students in their cognitive, emotional and social processes, allowing teachers to establish closer relationships with them, which allow them to lose their fears and increase their confidence when they are interacting with their peers.

Contribution: This research contributes in a methodological way, since within this a similar process is carried out that seeks to increase the levels of communicative production in preschool students. Likewise, it contributes from the analysis of the puppets as pedagogic tool being mediator to create in the student comfortable situations, since the dolls and the game are an inherent part in their world and therefore in their development. This study shows that children, who are involved with this tool, tend to have fruitful

dialogues, feel part of a class and a lesson, and their levels of motivation are greater. This mainly helps children who are shy, with little confidence or tend to be less participative in the classes. (Remer & Tzuriel, 2015)

Title: “The Role of Puppets in Kindergarten Education in Cyprus”

Author: Çağda Kıvanç Çağanağa, Ayten Kalmış.

Date: 17 July, 2015

Institution: Faculty of Education, European University of Lefke, Lefka, Cyprus.

General objective: This is a qualitative research that aims to investigate if the puppets can be used as a teaching tool in kindergarten education and how it is effective for children to learn. It is a case study in which 20 kindergarten children are taught English with a puppet named Pepe and students are observed whether or not they learn the language.

Theoretical framework: Puppets, Preschool Education, Kindergarten, language learners.

Conclusion: Puppets are incredible language teaching tools if the kindergarten teachers use them regularly and consciously. These tools not only encourage the student’s learning process but also create a funny atmosphere in the classroom. Children become more self-confident and they develop communicative skills because they feel more relaxed while they are talking with a puppet instead of an adult or teacher. Moreover, the enjoyable atmosphere that the puppets create breaks down the barriers between the teacher and the children. Both teachers and children in the classroom gain the benefits of puppets if they are used in the proper way.

Contribution: This research contributes in many aspects; first, it is a methodological contribution, because it works within a kindergarten with a number of students similar to the one worked in the current research. In the same way, the language to be reached is English and a puppet named Pepe is used as a teaching tool. Likewise, conceptual contributions are made from authors who had not been taken into account because the research is carried out in an Eastern country. Finally, there are contributions from the

analysis taking into account how effective is the use of these tools in a second language teaching in students at an early age. (Kivanc Caganaga, 2015, pág. 10)

Title: “Puppets as a strategy to improve English vocabulary for children of first basic year, at u. e. academia cap. “Leonardo Abad Astudillo”

Author: Patricia González España

Date: 26 April, 2016

Institution: Península of Santa Elena State University Faculty of Education and Languages.

General objective: This research is focused on the use of puppets to improve English vocabulary in students in their first years in elementary school.

Theoretical framework: Puppets, strategy, students, improving, vocabulary.

Conclusion: In this research, the investigator has proved that the use of puppets captures the attention of students and they have also improved their English vocabulary learning through some activities planned for children on their first school years. Within this investigation, it is stated that students enjoyed the classes and they were involved in the learning process. The institution supported the process and it had excellent results.

Contribution: This research makes a methodological contribution to the current search because it is focused on finding strategies that improve the vocabulary of students in English through the puppets. In the same way, it emphasizes education from an early age, more specifically in preschool, thus being very similar to what is developed in terms of teaching English in children under six years of age. Likewise, there are some conceptual contributions that can be useful for the development of the theoretical framework. (España, “Puppets as a Strategy to Improve English Vocabulary for Children of First Basic Year, AT U. E. Academia CAP. “Leonardo Abad Astudillo”, La Libertad, Santa Elena Province, 2015-2016”, 2016)

Title: The power of puppet

Author: Helena Korošec

Date: 2013

Institution: The UNIMA « Union Internationale de la Marionnette »

General objective: This research is based on contemporary didactics to teach and learn through art with the help of the puppet. The main point is to improve on children the one-way communication in the classroom creating an atmosphere of relaxation and fosters creativity.

Theoretical framework: learning through art, puppet, curricular goals.

Conclusion: In this research the investigator has managed to conclude on the importance of the application of puppetry techniques while children learned in the classroom. The puppet is above all a medium for communication and personal interaction.

Thanks to this research, the relevance of communication through puppetry is defined as it improves the interactive environment between the student, the teacher and among peers. Finally, some conclusions are made based on research concerning the influence of puppets on the emotional state of students and teachers (their mutual relationship, the classroom climate and the way how the students move along in their learning process), and all this with the purpose on improving the motivation.

Contribution: This research is a help source to the current present because it is focused on achieving curricular objectives through the use of puppets. Besides brings great benefits in the influence of the social development of the child and in the way in which they react when working with puppets.

In the same way, it seeks to achieve the proposed objectives in order to continue contributing to the planning for preschool education. This will be a guide towards the inclusion of puppets in the continuous and regular training of students and teachers (O'Toole, 2006)

Title: Methodological proposal for stimulating the learning of English as a second language at preschool level public school in Bogotá, case study.

Author: Sandra Torres Higuera and Luz Marina Alfaro Duarte.

Date: 2016

Institution: Libre University.

General objective: This research is focused on the creation of new strategies which will be applied in a series of activities that will be used in the stimulation of the second language English in children on stage preschool.

Theoretical framework: Children development, Stimulation, Language teaching strategies.

Conclusion: This research is based on generating strategies in the teaching of English as a foreign language from the preschool level to overcome the great gap that has been generated thanks to globalization, which requires society from an early age to have knowledge of a foreign language, in this case the English.

During the development of the research found that the preschool level, puts to the test the activity of the teacher in charge to integrate pedagogical knowledge with regard to the teaching of English and preschool education and besides it is clear that the dimensions of development and initial education in this case the pillars of education curriculum guidelines do not provide the stimulus to the students for learning a new language.

Contribution: The present research has as its central point the generation of new strategies which improve both the teaching and the learning of a foreign language in the preschool grades, for this reason it is very helpful in the current investigation.

It is focused on the belief that children learn most easily in their first years of life and when they receive teaching in an easy and creative way, for example through art, this generates in the child a thirst for curiosity which is It is reflected through its stimulation in its learning process in which the child will have an exploration effect where everything that encouraged is absorbed as in a sponge (Piaget, La representacion del mundo en el niño, 1920)

Problem description

According to some studies presented in Latin America by Education First, English Proficiency Index, a language teaching and cultural exchange company worldwide, it states that “Despite extensive economic and social ties with the United States and Canada, English levels in Latin America are still slightly below the world average.” (Education First, 2016). Likewise, by results in PISA tests 2015, the problems of the educational system can be seen in areas such as science, text comprehension and mathematics, and therefore, in other subjects such as English as a foreign language. The study also reveals that Colombia is located in the low domain category. (Education First, 2016).

As a consequence of the low English levels in Colombia, El Ministerio de Educación Nacional has presented the strategy Colombia Bilingüe which pretends that students improve English abilities that allow them to have greater social mobility and access to better job opportunity. According to a study made by The Dialog, a center for analysis and political exchange, they affirm that in Pruebas Saber 11, a test made in Colombia by the MEN in which it is evaluated English (among other areas), in 2015, 3.2% of the students reached a proficiency level of B1 based on the Common European Framework of Reference for Languages (Kathryn Cronquist & Ariel Fiszbein, 2017) which is not a significant percent in students who are close to graduating from high school. Due to the educational system problems, Colombia supported by MEN has as a purpose of making Colombia the best educated in the region by the year 2025. (MEN, Colombia Aprende, 2016).

Additionally, it was proposed to develop the Derechos Básicos de Aprendizaje de Inglés (DBA) and the Currículo Sugerido (MEN, Derechos Básicos de aprendizaje de inglés, 2016) from Preschool to Fifth grade. DBA are proposals that aim to generate educational equality and make the teaching and learning of English a tool to integral strengthen for students of XXI century in Colombia.

Within La Presentación El Paraíso school located in Santiago de Cali city, students are expected to be proficient in the English as a foreign language and also be able to develop skills as they are described in Competencias Básicas para el Aprendizaje del Inglés for elementary and high school, and in terms of preschool, taking into account the tool of

the DBA suggested by El Ministerio de Educación Nacional, in this way, improving the practices within the classroom and to reach the level expected for each grade, in order to be within the education standards nationwide. At the different levels within the school, it is intended that the texts that join this learning process fill the needs for each level. Therefore, after the principal of the school and teachers conducted an analysis, it was decided to change the text book that had been used for two years. The main reason was that the old used text was not adapted to the needs of preschool students, thus adopting the text Puppets on Stage C, taking into account that it approaches the topics that the DBA proposes for this level. By not having experience about the book that will be used, an experimentation process will be started to show if the text Puppets on stage C can improve the oral production ability in preschool students and within which pedagogical practices should be used.

Puppets on Stage preschool C is a graduate course for the preschool grade. The text is addressed to children between the ages of four and seven, who are still consolidating their mother tongue. Hence, linguistic and cognitive developments are the basis for learning English as a foreign language. The book is animated by Greeny, a pet that presents the themes and guides the performance of the activities in the classroom. This cheerful and tender character is a didactic and playful resource that promotes a meaningful, fun and motivating learning process.

In the pedagogic and methodological description of the text it is said that the text seeks to support the integral development of preschoolers. Therefore, it is based on the skills and abilities that must be developed in this first school period. Characteristics such as preschool learning are based on sensory experimentation; their response is greater when there are activities that are related to their specific interests and experiences. Students are in a receptive period for learning a language, the book presents and takes into account activities for short periods of attention, enjoying games and activities, name objects, among others. (Parrado Delgado, Aguirre Vera , & Gonzales Tellez , 2014)

It also emphasizes that the fundamental axis is the communicative dimension and its design is conceived in recent methodological approaches such as Total Physical Response and Task-Based approach. The text proposes the development of communication skills in a

natural way. In other words, his emphasis is on oral skills (listening and speaking) to familiarize the child with the language and lead him to use English in a simple way.

Problem justification

This problem was chosen as a research topic through the personal experience of the authors, who were able to demonstrate how difficult it is for students to speak a foreign language and how they take this challenge. Through this experience was possible to tell that for most of the students to talk in English happened to be fun and spontaneous, but it could also cause anxiety, fear and concerns, which at the moment interrupted their learning process.

Over the last few years, at La Presentación El Paraíso School, a series of observations have been put into practice in order to find a text book which can be adapted to the needs of the educational community, to achieve homogeneity according to the DBA and the MEN proposes in the Guía N° 22 taking into account the communicative competences. In this case with the search of the text suitable for preschool students is intended to improve and emphasize the skill of oral production of students which aims to motivate them in their process of learning a foreign language and highlight the importance of communicative competence.

This project will benefit students and embrace them to practice and achieve a good oral production level with a didactic tool as the puppets, which will stimulate and facilitate the learning and teaching process of a foreign language. Puppet workshop as a school activity "is a tool that promotes the learning of different knowledge and skills from situations of social interaction" (Szulkin & Amado , 2013, pág. 279); also, according to (Albiach, 2013, pág. 277) "The puppet is a millennial stage genre in which the school has discovered an educational and therapeutic tool of the first order, it is an element present in all cultures and times, a device that can be a good assistant in the teaching of any subject of the curriculum."

This study subject will mainly benefit the student community from La Presentación El Paraíso School, and likewise to the other national institutions that require a guide when they need to implement a text in the planning of the preschool grade. It is also expected that this research will be a great contribution to the CIPESA Center of Studies and Pedagogical Research in Santiago de Cali University, within the line of research Innovation, Technology and Didactics.

Research Question

How the methodology proposed on the book Puppets on Stage C, for the enhancing of the communicative abilities, would improve the oral production ability among preschool students from La Presentación El Paraíso School?

General objective

- To establish if the methodology proposed on the book Puppets on Stage C, for the enhancing of the communicative abilities, improves the oral production ability among preschool students from La Presentación El Paraíso School.

Specific objectives

- To identify the oral production abilities among the new preschool students at Presentación El Paraiso School, through an activity that must include a lesson plan for a subsequent pretest activity (a rubric needed), all designed on the accomplishments proposed by the Derechos Básicos de Aprendizaje de Inglés.
- To implement the book “Puppets on Stage C” methodology for the oral production improving, which is proposed in the communicative ability activities, through five class interventions (lesson plans needed).
- To analyze results of “Puppets on Stage C” methodology created for the oral production, through a post-test activity that must include an evaluation rubric.

Study relevance

This research is oriented to strengthen the skills of oral production in English as a foreign language for students who begin their stage of schooling in the preschool level, since there is evidence of the lack of this ability in the classroom and therefore presents little participation and poor performance in the diagnostic tests in the 4 English skills, especially in oral production.

In recent years the learning view of English as a foreign language in Colombia has shown certain deficiencies which have lasted and are looking to improve. According to El Ministerio de Educación “Colombia needs to develop in its citizen the ability to manage at least one foreign language”, therefore, the need to be bilingual to reach the new standards imposed by our globalized world has become evident. In effect, El Ministerio de Educacion Nacional created the Programa Nacional de Bilinguismo 2004-2019, which, with reference to the European Common Framework, the main objective seeks the development of communicative skills in English, to have citizens capable of communicating in English, with the international comparable standards. Among its specific objectives, it seeks that from the year 2019 all students complete their intermediate education with an intermediate level (B1 according to the Basic Standards of Foreign Language Competency: English). The program has been proposed to respond to the needs of students and teachers in English as a foreign language, from its initial stage in basic education, to higher education, for the use of English in everyday life and likewise at the academic level. (Fandiño Parra, Bermúdez Jiménez, & Lugo Vásquez, 2012, pág. 20)

In Colombia, despite in recent years the MEN promotes the teaching of English at an early age it has not designed methodological parameters to teach such language in preschool. Despite this, a large number of institutions in the country offer English as a subject within their Institutional Educational Project. (Fandiño Parra, Bermúdez Jiménez, & Lugo Vásquez, 2012, pág. 20) All this interest of the Ministry of National Education is that it wants to have as a model European education, with the intention of developing speech and listening skills from the first six years of age.

According to several analyzes made by the Key Data On Teaching Languages at School In Europe in 2005 made by The European Education Information Network

(Eurydice, 2005, pág. 112) a study was conducted in which the educational system of 25 countries of the European Union was compared in which statistics related to the study dedication were presented the time to learn a foreign language. This analysis gave the following results: The study dedication of a second foreign language is for students with an average of 8 years and with an intensity of time between 5 and 9 hours per week. When making a comparison with Colombia when it comes to learning a second foreign language we find students with an average of 6 years and an hourly intensity of 3 hours per week. With a total of 720 hours for the study of English, during basic and highschool education, according to El Ministerio de Educación Nacional this estimated time is sufficient for students to reach the required competences in English.

Unfortunately, these stipulated times are not enough for students to reach an intermediate level (A2) in the learning of English as a foreign language and because of this, they inquired more about the preparation and methodologies of English in both students and teachers. Arriving at the conclusion that there are still deficiencies when it comes to teaching and learning English. Following this process, El Ministerio de Educación Nacional and the government secretaries reached an agreement in which they seek to correct these deficiencies through an education quality control and some bilinguals programs to improve the English level in Colombia.

For this reason, this project seeks to be relevant when it comes to finding a new methodology for the educational institution that seeks new strategies for easy learning of the English language as a foreign language, providing strategies that will be implemented in the classroom and will have as main objective to introduce students to a beginner level of the English language (A1) according to the Common European Framework thanks to its novel activities that raise the continuous improvement of students by motivating their vocabulary and communication skills through playful elements found in the text (Puppets On Stage) which is a guide for the student in their interactive process.

Study limitations

Within this investigation, due to the age of the students that will join in the process, some limitations may arise, since the students are initiating a learning process, due to their age (five years old), within the school and they do not have the ability to assimilate the learning processes as adults do. In this stage, children tend to be constantly distracted and it will take a lot of physical expression and a good use of the tools proposed by the text methodology, in this case the puppets. It should also be noted that most students do not use oral production until it is requested by the teacher, which implies creating strategies that give children the comfort to speak in English in public and not only when it is necessarily requested.

Another limitation may also refer to the age of the students, the fact that they do not have any type of learning process in English as a foreign language and the head teacher needs to start the process from the most minimal commands that are used in a classroom, for being able to intervene with the text where activities and use of the language are presented at a more advanced level.

Within the institution, the teachers make a very superficial study when they are selecting the texts that will be used, based mainly on material costs and the amount of resources it contains such as files, tasks, CDs, DVDs, etc. On the other hand, it will be a challenge to implement this methodology since it is new for the institution, taking into account that the previous text was not adapted to the needs of the students at an early age.

Finally, the educational institution has an hourly intensity of five hours a week, which is a very useful time for English teachers, but this is limited by the number of students, since it has an average of 25 students per classroom. In this sense, the hourly intensity does not give the expected results because of the number of students that must be attended by class. The different methodologies that can be applied in a classroom for the learning of a second language may not be successful, not because of its implementation based on the classroom plans or the language level of the teacher in charge, but in the lack of technological resources or overcrowding of classrooms.

Conceptual framework

Foreign language: It is the one that is not spoken in the immediate and local environment, because daily social conditions do not require its permanent use for communication. A foreign language can be learned mainly in the classroom and, in general, the student is exposed to the language during controlled periods. Despite not being used in circumstances other than academic, students of a foreign language can achieve high levels of performance to be efficient communicators when they require it. (MEN, Serie Guías N° 22, 2006)

Preschool education: Corresponds to the education offered to the children under six (6) years old, for their integral development in the biological, cognitive, psychomotor, socio-affective and spiritual aspects, through pedagogical and recreational socialization experiences. (Law 115. Art. 15) This level includes at least one obligatory grade called Preschool. The two previous grades are respectively called Pre-kindergarten and Kindergarten.

Puppet: The characters or puppets are figures of human beings, animals or fantastic beings made in all kinds of materials and dimensions, which are managed by a person to make theatrical performances. The titles are characterized because their movement depends on the hand of the puppeteer (the person who triggers it). (Banrepcultural, 2015)

It is also defined as: “an inanimate figure that is made to move by human effort in front of an audience. It is the sum of these qualities that uniquely defines the puppet. Nothing else quite satisfies the definition.” (Baird, 1977)

“Carlos Converso, Argentine puppeteer, quotes Margareta Nicolescu when she defines the puppet as a plastic image capable of acting and representing, and adds that this is perhaps the definition that best defines the essential characteristics of the puppet: the plastic object and the capacity for representation.” (Oltra Albiach, 2014)

Ludic: “Ludic as a cultural experience, is a transversal dimension that runs through all life, they are not practices, they are not activities, it is not a science or a discipline, and much less a new fashion, but it is an inherent process to human development in its entire psychic, social, cultural and biological dimension. From this perspective, the ludic is linked

to everyday life, especially to the search for the meaning of life and human creativity.” (Jimenez V, 1998)

“The ludic processes, as cultural experiences, are a series of attitudes and predispositions that base all the human corporality. We could affirm that they are mental, biological, and spiritual processes that act as fundamental cross-sections in human development.” (Jimenez V, 1998)

Didactics: according to The Great Didactic by Comenius or Jan Amos Komensky, the word “didactics” means the art of teaching. (Comenius, 1896, pág. 5)

Didactics is also established as “a scientific discipline focused on the study and analysis of teaching praxis seeking the improvement of the processes of knowledge apprehension in students.” (Camilloni, 1998)

Didactic methodology: Didactic methodologies could be defined as "the teaching strategies with a scientific basis that the teacher proposes in their classroom, thus the students acquire certain learning" (The didactic methodology is what defines the "didactic interaction" that it occurs in the classrooms). (Bagán, Metodologías Didácticas Para la Enseñanza/Aprendizaje de Competencias, 2009, pág. 7)

Competence: The set of knowledge, skills and individual characteristics that allows a person to perform actions in a specific context. (MEN, Colombia Aprende, 2016)

Ability: According to the RAE, it refers to the capacity and disposition for something.

The dictionary of the Royal Spanish Academy defines the terms Capacity, Skill and Dexterity as synonyms and refers to each of them the disposition, property, expertise, talent or ability to execute something correctly.

Communicate skill: Communication skills are a set of skills that allow people their appropriate participation in specific communicative situations. Having an adequate communicative interaction means fulfilling the purposes of personal communication, it is, achieving what is wanted or needed and doing it within socially accepted forms.

These skills are acquired from early age, favoring elements such as oral language, listening comprehension and interaction with reading and writing in contexts meaningful to the child. (MEN, Colombia Aprende, 2016)

Cognitive Skills: From the Educational Psychology point of view, cognitive skills are those that allow the individual to know, think, store information, organize and transform it to generate new products, perform operations such as establishing relationships, formulate generalizations, make determinations, solve problems and achieve lasting and significant learning (Schmidt, 2006, pág. 2)

Method: Richard and Rodgers consider “Method” as an umbrella term for the specification and interrelation of theory and practice, and therefore they prefer to use the terms approach, design, and procedure.

Approach: “Refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. (Richards & Rodgers, Approaches and methods in language teaching., 1986)

Total physical response: The Total Physical Response method was developed by Psychologist James Asher in the 1960s to collaborate in language learning. This method is based on the premise that the human brain is biologically programmed to learn any language and when it is learned, it is internalized by means of a deciphered process similar to the development of the language of the mother tongue. (Cuervo & Merchán, 2013)

For the implementation of this method it is essential to know that it is directly linked to communication skills and how well are the oral skills of students in the English language.

Bibliographic review

Foreign language

In the current world, learning a second language is essential for personal development, work and even social demands, improving our relationships in all areas. As stated in the text *Children and multisensory learning in the era of hyper connection*, “a foreign language is a language that has no presence in the community in which the learner lives” (Muñoz, 2002, pág. 81) and it is learned in a context in which it lacks social and institutional function. For Colombian education, the issue of fulfilling goals regarding a second language has become one of the main objectives. In its bilingualism program, El Ministerio de Educación Nacional raises some reasons why learning English increases opportunities. "Being bilingual is essential in a globalized world. The management of a second language means being able to communicate better, open borders, understanding other contexts, appropriating knowledge and making them circulate, understanding and making people understand us, enriching and playing a decisive role in the development of the country. (MEN, *Bases para una nación bilingüe y competitiva*, 2005). It can be understood then, that speaking a second language goes from being a personal topic to contributing to the advancement of the development of a country.

A foreign language, as indicated by El Ministerio de Educación Nacional, is a language that can be learned in a classroom and in which students are exposed to their learning for short periods. “It is one that is not spoken in the immediate and local environment, because daily social conditions do not require its permanent use for communication.” (MEN, *Serie Guías N° 22*, 2006). In spite of not being a language to which the students are exposed in a significant way outside of their classes, if it is possible to achieve high communicative levels, it means, to develop performances as the ones stipulated within the competences stated in the *Guía N ° 22 Estandares Básicos de Competencias*. Competences are “the set of knowledge, skills and individual characteristics that allows a person to perform actions in a specific context.” (MEN, *Colombia Aprende*, 2016)

It should be noted that within the basic competency standards set in Guía No. 22, the preschool grade is not included. In Colombia, despite in recent years the MEN promotes the teaching of English at an early age it has not designed methodological parameters to teach such language in preschool. (Fandiño Parra, Bermúdez Jiménez, & Lugo Vásquez, 2012, pág. 20) Therefore, within the Derechos Básicos del Aprendizaje and the Mallas curriculares, an articulation was achieved that would respond to the needs of primary school students.

Preschool education

Colombian education system is defined in levels: pre-school education, basic education and secondary education, the latter granting the bachelor's degree. Pre-school education as stated by the Ministry of National Education, "Corresponds to the education offered to the children under six (6) years old, for their integral development in the biological, cognitive, psychomotor, socio-affective and spiritual aspects, through pedagogical and recreational socialization experiences. (Law 115. Art. 15). (MEN, Colombia Aprende, 2016) Its fundamental objective is to contribute to children's development, for which it is required to offer integral attention in a quality environment that favors its growth and development in the physical, cognitive, socio-emotional aspects, psychomotor and language considering the boy or girl as a unique being, with needs, interests and characteristics own of the moment in which it is. (Sanchez, 2004) It should be noted, then, that this student stage is vitally important for the development of children and is differentiated by the way in which the teaching processes and their relevance must be addressed.

One of the main characteristics of this age is the importance of the game. The game is the stage where begins the children's participation, as Peña and Castro state, it is in games where teachers can "listen to the voices of children naturally, to know their personal experiences, their individual and collective interests and the relationships that exist between them; where the word and the action give account of the implication and commitment of them and them within the game. You only learn to participate by participating." (Peña & Castro, 2012, pág. 128) Additionally, the initial education is the one that leads us to a process of adaptation to school; it is at that moment in which children begin to

unconsciously acquire a responsibility that will serve as the basis for the proper development of subsequent school years. Therefore, to achieve a pleasant experience in the child, the game then becomes a didactic resource that must be accompanied by school material different from that used in advanced stages, thus facilitating their experiences always focused on their interests.

English ludic in preschool education

Children from an early age manifest the desire to explore and to know the world through activities that awaken their interest through the senses. It should be noted that these activities are essential for the child to experience and know the world unconsciously. At early ages, the game is a very significant factor in the classroom, as this turns out to be the main attraction in the initial stages of school. In the Series of pedagogical guidelines for initial education in the framework of comprehensive care, a document by MEN, the documents talk about the question what do the preschool kids do at school? It is common to find in response that "they go to play"; that answer could make people that are not submerged in educational subjects think that playing is the main and guiding idea in preschool education. However, when it is deepened in its meaning, it is found that it is generally used to achieve a purpose such as learning colors, remembering geometric figures, etc. In that way, games become a directed, oriented activity that leads to concrete learning within the framework of apparent participation and fun. (MEN, www.deceroasiempre.gov.co, 2014)

Children tend to be quick to differentiate a game from what is not, so teachers should keep in mind that with the same facility which with children are excited and ready when they hear the teacher to say "let's play", with that same facility the children are removed from this when they realize that the teacher's invitation does not correspond precisely to a game.

As stated in the article *La Lúdica in the development of activities in the preschool of Santo Tomas University*, "The game is a playful activity inherent to the characteristics of the preschool child, who at an early age manifests in all his interpersonal relationships." (Santo Tomas University, 2008) This means that the game is fundamental in the

development of skills especially the interaction with their peers and their environment. Within the classroom, the teacher must provide an environment that will generate the student comfort to interact, according to Dewey, as it is quote on the document Ludic as a didactic strategy, “experience is the initial stage of thought. In the ludic pedagogical experience the student and the teacher are equal. The teacher plays with them, like another, not for them, nor is above the activity.” (Dewey, 1916)

Considering the above, strategies must be created that allow the game not to be a vain activity, but rather linked to a purpose using ludic as a didactic tool. The teaching task is then to create material that allows facilitating the development of the established competences, which needs a central axis that provides organization to the teaching purpose, avoiding routine and improvisation.

Puppets in English ludic in preschool education

According to Bil Baird, a puppet is a small figure or doll that is governed in a way that it seems that its movement is autonomous. It is shown in little theaters called altarpieces. Its movement is carried out with the help of springs, ropes, gloves, wires, sticks and other utensils adapted to each type of puppet. (Baird, 1977, pág. 13)

The puppets as a didactic tool have a great value because they serve to attract attention and encourage the expression of feelings and emotions. As the MEN states, “another aspect that is fundamental is the emotional value of toys, which are usually given as a gift and for girls and boys, toys are symbolic representations of the bond they have with the adult. In this sense, playful objects also become affective mediators with which children can express all their emotions and feelings.” (MEN, www.deceroasiempre.gov.co, 2014) Through activities using this tool, you can teach, evaluate and mainly achieve an enjoyable class for students. The puppets, besides stimulating the auditory and visual sense, can also serve to make the child lose the fear of expressing himself and give him the confidence to interact while they are learning. As it is state by UNIMA Puppets in Education Commission, “children see this teacher as a person that brings joy, satisfaction and excitement into the classroom. They see him as one of them, a person they can share

their joy or grief with in a sincere way. That is the most any teacher can desire.” (The UNIMA Puppets in Education Commission, 2002)

Didactics

Talking about teaching to children in the initial stages, the practices that are used must be taken into account, being that it is very important that these are according to their needs. For this, it is necessary for teachers to have resources that allow them to plan and organize activities that respond to the way in which students from specific contexts receive the new knowledge, and thus achieve a significant learning, far from the methodological proposals that are increasingly distant from current reality. According to Comenius it in his work *The Great Didactics*, didactics is the art of teaching (Comenius, 1896, pág. 5). Didactics is also established as “a scientific discipline focused on the study and analysis of teaching praxis seeking the improvement of the processes of knowledge apprehension in students.” (Camilloni, 1998) Didactic is very important because it allows the teacher to reflect on the learning strategies and at the same time provides security when transmitting the knowledge to their students thanks to the good structuring in their school planning, additionally this is responsible for responding to what, who, where, how and why to guide with art the learning process of children in the everyday reality of the classroom, all this in order to project their pedagogical practice effectively and with quality. This part of the pedagogy is vital for improve the communicative abilities in children, because of a good organization in the class would give to the teacher the capacity to propose strategies in specific activities for oral expression.

Communicative abilities

According to the Ministerio de Educación Nacional, "communication skills are a set of skills that allow people to participate appropriately in specific communicative situations." What is sought in the classroom is that the student knows how to respond to immediate needs, making use of the language spontaneously.

At preschool age, children are exploring their own world to answer many of their questions, so they use verbal language to make their concerns known and to receive answers from them, therefore, communication skills are really important in this learning

process. These, as stated by the MEN, "are acquired from an early age, favoring elements such as oral language, listening comprehension and interaction with reading and writing in meaningful contexts to the child." (MEN, Colombia Aprende, 2016) . Within the learning process of a foreign language, the main objective is the right development in students, this in order to familiarize them with the language and in this way, submerge them in an environment in which the foreign language is of daily use. Thanks to this idea, the child goes directly to make his first oral interactions, in which the teacher will transmit the confidence to use language as his first tool of expression in the world. These skills will allow the child to express desires and feelings which in their measure will allow them to attribute a sense to what they hear and what they say.

Total Physical Response

The book Puppets on Stage is conceived within the most recent approaches designed for the teaching of English as a foreign language, within which we find The Total Physical Response.

As it is stipulated in the guide book, this approach recognizes that in the process of learning a language there is a period of silence, during which the child is exposed to visual and auditory stimulus, without necessarily answering to them verbally. This approach allows respecting this period and gives movement as an option, using the whole body. According to this, the teacher presents vocabulary or expressions accompanied by visual stimulus, so the children repeat the model, either imitating the movements or executing the order, involving their whole body. (Parrado Delgado, Aguirre Vera , & Gonzales Tellez , 2014)

For the development of English language in the classroom, it is essential to provide spaces for students, which are leisure, interest and motivation because "It is essential to emphasize the social interactions in learning." (Universidad del Rosario, 2011)

In order to prepare the environment so that the child can begin their oral skills, Asher believed that the most advisable way to implement this model is the same as that used for teaching the mother tongue, giving prominence to oral skills. For young learners, it is important to provide natural language acquisition strategies, brain stimulating actions and

comprehensible vocabulary for their needs to enjoy the learning process eliminating the pressure or anxiety that sometimes produces learning a new language. Asher states that "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (Asher J. , 1977) It is how the mother tongue is learned according to his studies, teaching a second language by mimics the process children use when they are picking up their first language. Asher developed TPR as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. (Krishnavani Anmal , Nachiappan, & Kung Teck, 2017)

The TPR method can be used in a daily classroom routine. Young learners are very linked to games; they become one of the most important elements in teaching. The teacher encourages the children to recognize and respond to simple classroom instructions and gestures, such as; hands up, stand up, sit down, wave goodbye, etc. Teachers can make visual associations with words that the children can learn and mimic especially descriptive words. For example: big, happy, small, sad. It should be kept in mind that they love to mime professions, animals, vehicles, weather conditions etc. (Sühendan, 2012). As Richard and Rodgers state, when TPR is integrated into routines, the learners will immediately become involved in the language and engaged in reacting to it. They will soon realize that they understand a lot of things and will build confidence as they learn. (Richards & Rodgers, Approaches and methods in language teaching, 2001)

As it is stated by the Journal of Physical Education and Sports Management, "what distinguishes the TPR method from other methods is that listening-comprehension comes before speech. After learning how the target language works, speech begins automatically. Students listen and respond to the instructions given by the teacher. In the end, the roles change, and the students begin to command." (Orhan & Coşar, 2019) It works the same as the mother tongue, at the beginning the speech will not be perfect but then, they will start to make conscious about it and organize some language rules. It is a method that does not depend on texts, that is why it is very useful for children who are starting their reading and writing process.

In this opportunity, the Total Physical Response (TPR) method will be the fundamental basis for students to put their expressive, psychomotor, social and intellectual levels into use in order to complement each other. As it is known, children are full of energy and they tend to have very short attention spans, that is why it is important to know that they are specially attracted by things they learn by movements, games and the tangible and physical world, therefore, it is important that the activities carried out to captivate the attention of children can be really striking and fit their likes and needs. When activities such as games, songs, rounds, stories, are connected with movements, it is much easier for teachers to get students to put aside pressure and concentrate on what for them is just fun, in this way they manage to acquire knowledge without thinking, having fun, and always having their learning in process.

Methodology

Paradigm

The characteristic paradigm of this investigation is interpretative inasmuch as its interests seek to interpret and understand from a holistic, divergent and multiple ontology. In this research, an analysis of a group of students in a specific context is sought, in which the behavior of its members is taken into account at the moment they have their first communicative interactions in a foreign language. Likewise, the progress of the group in general will be observed considering the spontaneity of its oral production. As Perez Serrano states, the interpretative paradigm tries to understand reality, and also to construct this reality in observable facts, considering that knowledge is not neutral, it is on the meaning of the subjects in mutual interaction and it has full meaning in the culture and in the peculiarities of the daily life of the educational phenomenon. The objective of this investigation is the construction of theoretical practices configured from the practices. (Perez Serrano, 1994)

Taking into account the above, the research proposes to analyze the group as a whole, without counting the particularities of its students. According to Ricoy, The qualitative character that characterizes the interpretive paradigm seeks to deepen the research, proposing open and emerging designs from the global and contextualization. (Ricoy Lorenzo, 2005)

Study design

This investigation will based its studies within a qualitative approach, where the group and the scenario are not reduced to quantifiable variables; the group studied is considered as a whole characterized by multiple phenomena and diverse categories. For that reason, the investigation will have flexibility in the way of conducting the research. It is a characteristic of social studies.

The methodologic design will be Investigation-action. Its purpose is to solve a daily and immediate problem and improve concrete practices. The investigation proposes to change a common problematic that is the lack of oral production in the context chosen. Its

fundamental purpose is focused on providing information that guides decision making for programs, processes, and structural reforms. It aims to promote social change and transform reality.

It is related with this investigation, being that it is intended to create solutions with a problem that specific participants are experiencing in a determinate context. In this way, their behaviors will help to find answers to improve practices within an educational center, within they are in a natural environment.

Context

The place where the research is carried out is a catholic-vocational educational institution, of private character that serves to levels as preschool, elementary school and high school, located in El Paraíso neighborhood, in the east of Santiago de Cali city.

Nowadays, the school has around 700 students between elementary and high school. Despite it is a school located in a three strata community, this serves students of all socioeconomic strata. It is an institution with a very good infrastructure, which provides the comfort of students and teachers as well as administrative staff. It has about 24 rooms on three floors, the first for children in preschool, the second level for the grades from first to fifth grade, and the third lever for high school. Likewise, it has two English rooms (equipped with a video recorder and projector), a stage for events such as plays, dance classes, parades, etc., and a backyard where the school store and the basketball field are located.

The preschool classroom provides comfort to the students; it is big and illuminated and it has an independent bathroom. It is equipped with a T.V for videos, thirty colorful chairs and tables, and a private playground. It is decorated with colorful pictures of children, numbers and letters from the alphabet, and the chairs are distributed in four lines. It has also some pictures and posters related to norms and the institutional horizon.

Participants

In this research, the population of students at La Presentación El Paraíso School will be taken, from preschool to eleventh grade which are approximately 725 students. It will

serve as sample by stratification only Preschool grade that has 25 students (18 girls and 7 boys) among 5 and 6 years of age.

Data collection method

The data collection will be done in a way that allows an approach to the research; this investigation data collection will be through participant observation in which there will be a direct approach with the studied group.

The instruments that will be used in this research will be as a first measure, a Total Physical Response related pretest made as a lesson plan, five TPR related lesson plans developed as activities in class, a TPR related post-test that will show how effective the use of the methodology was, and finally, an evaluation rubric with three levels of knowledge. They are described as follows:

Instrument 1: For the objective number 1, due to the study is about preschool students (Children under six years old) a diagnostic test will be carried out as a lesson plan in order to identify the oral production skills of the students. This diagnostic contains a series of activities related to Total Physical Response that later will help to place the students inside of rubric with nine standards, created according to the accomplishments proposed by the DBA (MEN, Derechos Básicos de aprendizaje de inglés, 2016).

Instrument 2: For objective number 2, five TPR related lesson plans will be carried out in which there is a different objective for each one, in order to advance in terms of thematic, change activities and strategies. The lesson plans will be developed as classroom activities (an introductory activity, and around 2 or 3 activities per lesson). These activities are included in the guide textbook "Puppets in stage C", in order to implement the methodology in the classroom and perform the analysis taking into account the progress of students.

Instrument 3: For objective number 3, a TPR related post-test will be carry out, as the instruments mentioned before, it will also be created as a lesson plan. Then, the researchers will place the students on the rubric used in the instrument number 1, which will show the final results in terms of the students' progress in the use of this methodology.

Instrument 4: Evaluation rubric.

This instrument rubric of evaluation was designed taking into account the tool proposed by the Ministry of Education, Derechos Básicos del Aprendizaje, which describes some knowledge and abilities that students must learn and develop in the area of English. Within this evaluation rubric, these skills will be constructed and distributed in nine items according to the context and concordance with the guide book. These rights are structured in coherence with the Basic Standards of Competence. This document is an important reference for planning in the classroom, since the proposed activities should ideally contain or involve several of these rights for the same school grade.

Research phases

Phase 1: Documentation – Literature review

As a first step, the authors carried out a bibliographic research in which the concepts of some authors and documents were taken into account, such as books, research and education journals, and web sites with online documents, which served as support to carry out this investigation. This process took about a month, during which the researchers obtained as much information as possible to start the methodology and thus create the instruments.

Phase 2: Design of the instruments

As a second step, the development of the instruments applied for the subsequent data collection began. It was carried out first of all the elaboration of a rubric of evaluation in order to identify the oral production in English of the students, and likewise, to have the bases for the later realization of the diagnosis, the lesson plan and their respective activities. Then, five lesson plans were carried out, including activities included in the book, games and children's rounds also described in their methodology. Finally, a lesson plan was made that included a series of activities which served to make a post test and place the students again within the evaluation rubric already described.

Phase 3: Application of the instruments

For the application of the instruments, the sessions of the English classes of the students were taken, and they were approximately two weeks with 45 minutes a day, which were distributed in the first instance to carry out the diagnosis, then the development of the lesson plans and finally the post test.

Phase 4: Systematization and analysis of the instruments

After all the application of the instruments was done and the respective results of the pre-test and post-test were obtained, a systematization of what was obtained was initiated. This information was graphed in tables that contained the results of the rubrics for a better understanding and organization. Finally, the researchers proceeded to analyze the results taking into account the bibliographic references.

Validity

The validity and reliability reflect the way in which the instrument adjusts to the needs of the research. Validity refers to the ability of an instrument to quantify in a meaningful and appropriate way the feature for whose measurement it has been designed. For the validation of the sample, stratified sampling will be taken into account. In this, the entire population will be divided by strata, in such a way that the maximum homogeneity can be achieved in relation to the variable under study within each stratum, and the maximum heterogeneity among the strata. For the development of the validity, two groups from La Presentación El Paraíso School were formed, in this case they are high school and primary, however for this sample only the second group will be useful, making reference to the subjects that are going to be measured, which means, primary school but with a focus to only Preschool grade that is formed by 25 children. They are children under 6 years that present their first experience of approach with a foreign language, in this case the English. The group will be evaluated in a qualitative way with clarity, precision and understanding of each of the items proposed in the evaluation rubric.

Ethic

DECLARACIÓN DE ASPECTOS ÉTICOS Y CONSENTIMIENTO INFORMADO

Yo Natalia Mejía Henao y Daniela Ospina Sánchez investigador(es) principal(es) del proyecto titulado “Puppets on Stage, a methodology for oral production abilities” de la facultad Educación de la Universidad Santiago de Cali, declaro lo siguiente:

La metodología del proyecto a nuestro cargo no involucra riesgos que atenten contra la integridad física de la muestra.

El proyecto es un trabajo de grado que cumple exclusivamente con requisitos académicos, por ende se la participación de los sujetos es voluntaria previa información adecuadamente de la finalidad de la investigación. Se garantiza la confidencialidad de los datos obtenidos y de la identidad de los sujetos, y queda clara la posibilidad de retirarse libremente y en cualquier momento de la investigación. Para constancia de lo anterior el consentimiento informado debe ser firmado por los sujetos participantes en esta investigación.

En este proyecto de investigación y en todos los documentos en los que se divulgan sus resultados, tendremos en cuenta y respetaremos la propiedad intelectual de aquellos que han trabajado previamente en el tema, haciendo la adecuada citación de trabajos y sus autores.

Fecha: Noviembre de 2019.

NOMBRE Y FIRMA INVESTIGADOR PRINCIPAL

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Schedule of activities

Schedule of activities	
Month	Activities
August 2018	Chapter1: Problem description, justification, objectives, problem research, relevance, limitation, concept framework.
September 2018	Chapter 2: Bibliographic review.
October 2018- November 2018	Chapter 3: Methodology: Study design, paradigm, context, population, simple, data collection, instruments, validity, ethic, Schedule of activities.
January 2019	Formal authorization of the institution. Declaration of ethical aspects and informed consent.
February 2019	Participant observation – Application of the instruments - Lesson plan
March 2019 – April 2019	Data collection – Systematization and analysis.

Analysis of the intervention

This is an interpretation and data translation that comes from the participant and non-participant observation processes, taken by the researchers, and described through several reports included in field diaries which were detailed during a diagnostic, five interventions and a post test, all of them as part of the methodology already stated.

Diagnostic analysis as follows:

- Learning objective analysis
- Introductory activity analysis
- Activity 1 analysis
- Activity 2 analysis
- Activity 3 analysis

Five interventions analysis, divided by intervention, as follows:

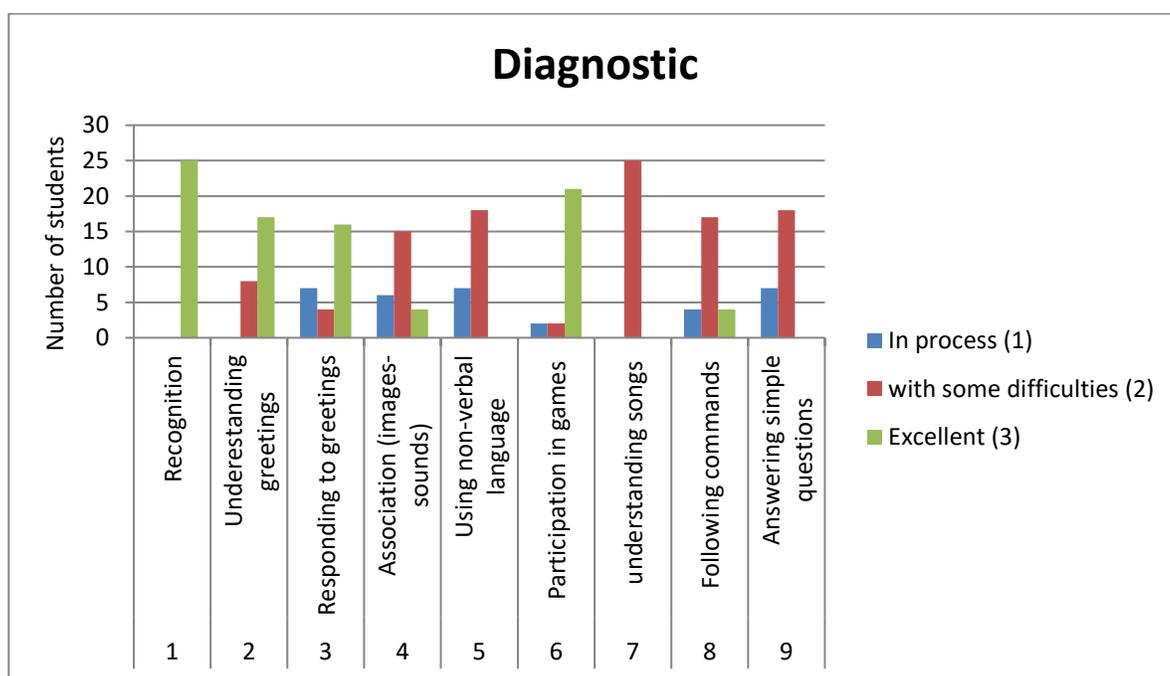
- Learning objective analysis
- Introductory activity analysis
- Activity 1 analysis
- Activity 2 analysis
- Activity 3 analysis

Post – test analysis as follows:

- Learning objective analysis
- Introductory activity analysis
- Activity 1 analysis
- Activity 2 analysis
- Activity 3 analysis

Diagnostic analysis

Below is the analysis of the diagnosis (Pre-test) in which it is intended to observe the level of oral production of preschool students according to an intervention exercise based on the Derechos Básicos de Aprendizaje del Inglés according to preschool grade and supported by Total physical Response method. This exercise is done as a lesson plan due to the age of the participating subjects with whom it is not possible to directly evaluate, but the researchers perform an observation process, in regard to how the subjects respond to a series of activities developed in the intervention.



Graphic 1. Diagnostic (Pre-test)

From this first graph it can be inferred that the sample has a homogenous behavior in two of the indicators, the students are excellent in the recognition of the other, and that is, they recognize that there are other people like them who communicate in English. Likewise they behave as a unit in their response to understand the songs and rounds, in this case with some difficulties, perhaps because although the songs contain a simple vocabulary, it is a little complicated to understand it from the first listening and it takes a certain amount of time and likewise, the help of the teacher to assimilate it.

The second group of indicators in the sample consists of two that are homogeneous, in which students are in the process of learning, which means that they did not respond to what the skill proposes or they responded with some difficulties, it was never excellent. These indicators are Using non-verbal language and Answering simple questions. In this group, it can be inferred that in the use of non-verbal language, students tend to replace it with the answers in their mother tongue, since they do not resort to gestures to make themselves understood, they are not used to not using the Spanish within the classes, and likewise, the guide text in some of its exercises proposes the explanation in the mother tongue, which allows children and teachers not to have the strict need to use non-verbal language. Regarding the answer to simple questions, it is directly related to the use of non-verbal language, since by imitation, within this diagnosis, some students manage to respond with difficulties to questions such as "What is your name?" and "how old are you?", the difficulties relate above all to the answers about age, as the numbers are not clear. As for the name, it happens that the students do not use the grammatical structure "My name is ..." to identify a good use of the language from the first stages. Likewise, in the two cases of simple questions it was possible to identify that many students simply did not answer, remained silent and only did so with their fingers or when the teacher changed the type of question to: "five" " six?" and they managed to answer yes or no.

In the following group were considered Association of images with sounds of words and Following commands. Although the indicators are not completely homogeneous, they do have similarities in their reaction, they are not overly heterogeneous. The first indicator that talks about the association of images to the sounds of words, has very few students that make it excellent, because they always manage to identify objects in flashcards but almost always tend to answer in their mother tongue, that is, they do this association but not in English. This is why the indicator has a large number of students with some difficulties. The students that are in process are those that definitely did not manage to produce any sound at the moment of seeing a flash card with a special object. The use of flashcards, following what Glenn Doman says in his book How to multiply your baby's intelligence, this didactic material should be displayed in a moderate way and for short periods of time. (Doman, 2006)

With regarding to the indicator Following commands, the students were confused when receiving some instructions, for example: "Make a line", "Make a circle" or "Let's play". However, a few students managed to understand these new commands immediately by means of the researcher's gestures. Most students are located within the indicator with some difficulties because they used to assimilate it only when repeated more than two or three times with gestures included, or when referring to very simple commands such as silence, sit down or stand up. As stipulated in the book Puppets on Stage C, within the Total Physical Response approach, there is a period of silence in which students are exposed to a series of auditory or visual stimuli, which within the research were the instructions given by the researchers. This period of silence allows students to react with movements of their body in response without having to do it verbally (Parrado Delgado, Aguirre Vera , & Gonzales Tellez , 2014). Likewise, Asher states that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor.” It can be evidenced that there are students located "in process" because they did not perform any type of movement or were totally disorganized when the researchers spoke or gave orders in imperative. As stated above, students repeat models, either by imitation or directly executing the order, this may have been because of the little confidence that students had in that first moment where it was intervened, it should be noted that children tend to be shy and not very sure when issuing some type of response for fear of error when they run into new people and in this case teachers.

The next group is made up of two indicators that although they do not show homogeneous, they have a lot of relation between them; these are Understanding greetings and Responding to greetings. The first that speaks of understanding a greeting, refers to the ability to develop a listening competence, which is important because the student can understand the greeting and respond to it non-verbally as in many cases of this research. The simple fact that the student when listening to a greeting like "Hello" moves his hand making a wave, this indicates that the student is understanding what is being heard and also responding to this without the need to produce any sound. Within this investigation, no student showed no understanding when listening to a greeting, a large percentage of these managed to understand one, two or more, whether formal or informal, and a few managed

to understand only the most common, for this reason they are located within the indicator "with some difficulties". These difficulties may be due to the fact that students are usually very limited in regards to greetings, that is, they always do it in the same way, listening to the same words or with the same mechanical response.

In relation to responding to greetings, we see how a large percentage of students are located within the excellent indicator, which means that somehow they answered to these either verbally or non-verbally. In the indicator "with some difficulties" are located those students to whom at the time of changing the question a little they were not able to assimilate it, that is, they answered but as it was said before, this answer was more mechanical which produced some type of difficulty when it varied in the most minimal, for example "how are you today?" to "how are you?" However, there was a good number of students who did not answer in any way, neither verbal nor non-verbal, perhaps because it was an exercise that took place at the beginning of the intervention, at which time the students were a bit withdrawn, shy and also children do not have any kind of problem to not participate in any activity when they do not want to do it.

Finally, the indicator "Participation in games" is analyzed. As previously stated, games are inherent to the characteristics of preschool students. At an early age, the game is a very important factor in the classroom, since this turns out to be the main attraction in the initial stages of school, as we already know the students are beginning an adaptation process and what better way to feel comfortable than Playing. The indicator shows that most of the students were participating in the games proposed for this intervention, however, a few of them did not participate, this is because when there are moments of recreation, children tend to want to do what they want, So the game proposed by the puppet for two of them did not attract their attention and they simply deviated from the activity and began to perform other types of activities. Within the indicator "with some difficulties" were located the students who hesitated at the time of carrying out the activity with the other classmates, but after a few moments they managed to integrate. The difficulties were due mainly to the few levels of concentration. As stated by the education ministry, preschool games are used to achieve a specific goal, which makes the game a direct and

oriented activity that leads to a learning of apparent participation and fun. (MEN, www.deceroasiempre.gov.co, 2014)

The following will be the analysis of the intervention process necessary to reach these mentioned results.

Diagnostic		
Date:	Group: Preschool	Time: 45 minutes
Animals' activity.		
Learning objective: To identify the oral production ability of preschool students.		
<ul style="list-style-type: none"> Learning objective Analysis: This activity was carried out with the purpose of identifying the oral production skills in the foreign language English of the students, in this case 25. Since the first time, the puppet was introduced to make the process easier, and the impact in the way in which they received the information. This objective was developed through 4 activities which were: introductory activity and three development activities in the classroom. <p>The students participated in the activities and the objective could be fulfilled. The necessary instruments and conditions were given to develop it.</p> 		

Introduction: The teacher will introduce Greeny the puppet, which will be presented to the students. Example: Hello kids, my name is Greeny, I am 5 years old, my favorite color is green and I came here today to learn with you.		
<ul style="list-style-type: none"> Introductory activity Analysis: This introductory activity was carried out in order to immerse the students, both in the methodology using the puppet and in the use of the foreign language. In addition to this, the students could relate with their new friend Greeny who was accompanying them throughout their process. <p>Students appreciated how a basic presentation is done in English and what it contains (greeting, name, age, likes, etc.). As MEN states, “playful objects also become affective mediators with which children can express all their emotions and feelings.” Thanks to the introduction of Greeny in the classroom most of the</p> 		

students felt comfortable with the presence of a new partner, meanwhile some of them seemed shy and quiet.

At the end of the introduction, more than a half of the students could answer to the questions “What is your name?” and “How old are you?”

Activity 1: Video “I see something...”

The teacher will present a video related to animals and colors, students will recognize them and make a relationship between some animals and their respective colors. Example: This is a cat... the cat is yellow, this is an alligator, the alligator is Green. The students will repeat the information given by the teacher and, after this, animals of new colors will be presented so that the students can relate them and say aloud to what animal and what color corresponds.

- **Activity 1 Analysis:** This activity was carried out in order to initiate the process of oral production skills in students through audiovisual activities which will awaken in students the desire to want to learn and relate previous topics, in this case, animals and colors. After that, the students were prepared to make an association between the animal and its color, the teacher asked to the students: What it is? And the students answered: Alligator, then: What color is it? Students answered: Green. However, they did not use demonstrative adjective “this” or the personal pronoun with the conjugated verb: “it is”.

The fact of having the previous knowledge makes this new process easier for the student and gave them confidence to answer the questions aloud. In this activity students started to feel more related to the topics but some of them did not answer because they were not sure about the answer or afraid of mistakes, they only answered when they felt the approval of the teacher.

Activity 2: Game from the book Puppets on stage C – Run and point

With the help of the teacher, students will participate in a knowledge race in which the teacher will use some flashcards with content about animals and colors, students will compete in pairs and must wait for the teacher’s instruction in both animal and color.

When the information is given, the children should run and touch the correct flashcard and the teacher will ask: What is it? What color is it? And the students will have to answer indicating the animal and its color.

- **Activity 2 Analysis:** This activity was carried out in order to motivate students to use the language through ludic and game activities which stimulate their learning process. Games are generally used to achieve a purpose such as learning colors, remembering geometric figures, etc. In that way, games become a directed, oriented activity that leads to concrete learning within the framework of apparent participation and fun. (MEN, www.deceroasiempre.gov.co, 2014) The purpose of this activity was to make children have fun while they were answering to the questions given by the teacher, the games are very important for the early ages since it awakens in children the interest in the studied subjects.

The purpose of the race was to stimulate the student to participate in the subject and to be attentive to the instructions given by the teacher; this meant that they were developing their listening skills by being able to listen to commands and perform them, and at the same time developing oral production abilities answering to the questions. James Asher believes that the most advisable way to implement this model is the same as that used for teaching the mother tongue, and it is giving prominence to oral skills. (Asher J. , 1977)

The teacher informed that it was time to play and that we needed to make two lines because we would do a race in which the teacher would say aloud an animal with its respective color and they would have to run and touch the correct one that has been previously stuck on the board. As stated in the article La Lúdica in the development of activities in the preschool of Santo Tomas University, "The game is a playful activity inherent to the characteristics of the preschool child, who at an early age manifests in all his interpersonal relationships." (Santo Tomas University, 2008) In this activity the children were excited and committed to the game, only five of them did not succeed at the time of giving the instruction but their other classmates tried to give them the answer.

Activity 3: Song: What is it?

The teacher will show the children a song related to the animals and the sounds they make, the children should listen to the song and repeat the sounds along with the help of the teacher; the song will sound again but this time the students will have to sing and reproduce the sounds of each animal without any help.

- **Activity 3 Analysis:** This activity was carried out with the purpose of relating the students and their learning with children rounds, since it is a positive and motivating factor in the learning process of preschool students.
- The students listened to the song and tried to repeat it and sing it with the teacher once again, which motivated them to use the vocabulary and relate the animals not only by their respective names but also by their sound. The students had to make some mimicry with their body, the students stood up and in the company of the teacher, they began to sing and to make the movements. According to the text book and its bond with the Total physical response approach, the teacher presents vocabulary or expressions accompanied by visual stimulus, so the children repeat the model, either imitating the movements or executing the order, involving their whole body. (Parrado Delgado, Aguirre Vera , & Gonzales Tellez , 2014) At the end of the diagnostic, they seemed so happy with the class, and the shiest children seemed more open to the activities.

Table 1. Pretest analysis.

Intervention analysis

The following is an analysis of the instruments used for the implementation of the guidebook methodology based on the Total physical Response method.

Intervention 1 analysis

English class N°1		
Date:	Group: Preschool	Time: 45 minutes
Amazing wild animals		
Learning objective: To recognize vocabulary about wild animals.		
Introduction: The puppet Greeny will introduce the class by singing the song "Good morning" everybody will answer to the question "How are you?"		
<ul style="list-style-type: none">• Introduction analysis: This small activity was carried out with the purpose of teaching to the students that there are other people that communicate in English as they do in Spanish. The song had an objective; it was having an active participation in the classroom by the students. Students are more likely to answer those kinds of questions when it is not a direct question but a song or a sentence they can say aloud together. The teacher entered to the classroom singing with Greeny, and the puppet greeted the students in the song as follows: Good morning! How are you? And the students first answered singing: Good morning, Fine, thank you, and you? And then, the teacher asked them one by one singing. For children, according to the MEN, toys are symbolic representations of the bond they have with the adult (MEN, www.deceroasiempre.gov.co, 2014). It is much easier when they do not feel pressure to answer some questions.		

Activity 1: Flashcards activity

Students will recognize some wild animals presented by the teacher on the board through Flashcards.

The puppet Greeny will point to each animal while he is saying their names. Example:

This is a lion, this is tiger, etc.

- **Activity 1 analysis:** This activity aimed to make the students associate images with sounds of words due to they are starting a reading and writing process in their native language. Students just needed to identify and repeat the name of four wild animals, while they were memorizing them. The puppet Greeny showed the students some flashcards one by one which contained wild animals, example: Crocodile, snake, bear and shark. Then, the puppet pointed at the flashcards seen before and the students said the name of each animal aloud, this time without any help. According to Glenn Doman in his book: How to multiply your baby's intelligence, they must be shown in the form of short, rapid and distance stimuli in time. (Doman, 2006)

Activity 2: Activity from the book Puppets on Stage C – What is your favorite animal?

Students will hear the conversation in which Greeny is surprised to see animals he has never seen before. While the audio is played and the animals are named, Greeny will point to each animal in the Flashcards presented on the board.

Then, the students will answer the audio question "What is your favorite animal?"

- **Activity 2 analysis:** This activity aims to develop the listening skills in students. It is clear that they did not fully understand the conversation but with the help of Greeny and their movements they knew what the new activity was about. Greeny showed the students quite surprised the wild animals that he has never seen in his life, following this, Greeny pointed at each animal while the audio was played. As the Ministry of Education affirms, on this stage children play "to pretend that..." which stimulates the creativity imaging hypothetical situations. They seemed curious about and one of them asked to the teacher how old their friends were. This activity also provided to the students the capacity of understanding another voice and accent different to the teacher's and Greeny's voice. In this activity they reinforced the vocabulary about wild animals and used it answering the question:

“What is your favorite animal?” using the vocabulary seen on flashcards before.

Activity 3: Game from the book Puppets on Stage C – Let’s mimic

Let's mimic! Greeny will say an animal as a secret word to one of the students, and then the students will imitate the animals making mimicry about some of their main characteristics. The rest of the class will guess which animal the student is imitating.

- **Activity 3 analysis:** This activity was one of the most important in this lesson, since it was where the researchers tested if the students had learned vocabulary with the help of the teacher and Greeny. The development of the activity was done throughout the classroom, Greeny called a student and secretly told the name of an animal, then the student had to stand in front of all his partners and to make a mimicry in which the student had to act the main characteristics and movements of the animals, his partners had to guess the animal and said the name out loud. In the Total physical response approach, the child is exposed to visual and auditory stimulus, without necessarily answering to them verbally using the body (Asher J. , 1977). This activity was in order to allow the students to show their knowledge of the finished class in the way of warm up and to bring them joy. The students also showed how they handled with commands in this certain activity. In the mimicry the students were happy, excited and willing to participate in the activity; they performed well in the classroom thanks to the learning of the new vocabulary and the use of their corporal expression and movements.

Final activity: “See you later alligator” song

To finish the class, Greeny will sing the song "See you later alligator" which contains vocabulary about animals, farewells and some parts of the body with mimicry.

- **Final activity analysis:** In this final activity students had the opportunity to sing along with Greeny a very significant song which contains not only vocabulary about animals but also includes some mimics of animals to make a relationship

between movement and vocabulary. Greeny sang together with the students the song “See You Later Alligator” for saying goodbye to the class. Children's rounds lead children to unconsciously use the vocabulary seen without fear of mistakes.

Table 2. Intervention 1 analysis.

Intervention 2 analysis

English class 2		
Date:	Group: Preschool	Time: 45 minutes
Amazing wild animals		
Learning objective: To follow instructions with the vocabulary about wild animals.		
<ul style="list-style-type: none"> • Learning objective analysis: This objective was carried out through three activities. The students participated in the activities and the objective could be fulfilled, this was that the students managed to relate the vocabulary already seen in the previous class with their respective colors. The necessary instruments and conditions were given to develop it. 		

Introduction: Game from the book Puppets on stage C – Tic Tac Toc

The teacher will perform the introduction of the theme through the game Tic Tac Toc, it is to play sitting in a circle with a ball which all students rotate while the teacher says Tic Tac, at the time the teacher says Toc the child have the ball must answer a question related to the subject, in this case animals and colors, with the help of flashcards the teacher will ask the question: What is it? What color is it? And the student must respond.

- **Introduction analysis:** The teacher announced that Greeny would show us some animals that they already knew and then we talked about their colors. Using flashcards, Greeny began to ask to the students which the animal was and what its color was. Students spoke easily about primary colors as yellow, green and blue, but they did not recognize colors as gray and brown, so Greeny helped them to recognize them and tell its names in English. After Greeny showed the flashcards, the game started and they had the knowledge to answer the questions, so they did not feel anxious or nervous.

Activity 1: Activity from the book Puppets on Stage C.

Students will work on their book in an activity related to animals, they will pretend that the animals go for a walk and each animal has a cage with an assigned number, the teacher with the help of Greeny will orally indicate to the students what cage they must paint and must specify the color with which students must do it.

Activity 1 analysis:

In this activity it was taken into account how the students followed the instructions given by the teacher. These instructions were made imperatively as the guiding text in its description shows using the Total Physical Response approach. For example: "Color number one red". After this, the instructions were repeated, and it was confirmed that the students had done the coloring correctly, at this point, they were asked to verify their own work.

This activity evidenced a use of the foreign language by the students using that period of silence of which the text speaks, since the students are subjected to an auditory stimulus accompanied by a visual stimulus (the assigned page) and without the need to answer verbally, they are demonstrating their knowledge when responding with their solutions.

Activity 2: Draw your favorite! Activity from the book Puppets on stage C

With the help of Greeny the teacher will carry out an activity in which Greeny will tell the children what their favorite animal is and why, after this Greeny will encourage the children to draw their favorite animal in a sheet and color it with the color that corresponds. After the activity is finished, the children will come to the front with Greeny and he will ask them: What is your favorite animal? And the children will answer: The lion, the zebra... and Greeny will ask them: What color is it? And the children will respond: It is green, yellow...

The teacher will provide a poster in which will have a drawing of the outline of a zoo, students will locate their animal in the appropriate place.

Activity 2 analysis:

As the guide text indicates, children learn more effectively to the extent that they perform

tasks and they are really involved in the tasks that are presented to them. These tasks must be really significant for them, that is, they must respond to their own tastes, interests and needs to facilitate and increase the development of their affective, social and communicative levels.

It was evidenced in this kind of activity that the students are very excited when talking about what they really like, activities in which they have the capacity and the freedom to decide what they want to talk about. By placing the animals on the poster, the students are learning to relate these to their peers, since several of the students had chosen the same animals. From this, the students could realize that they had similar tastes to those of their classmates, facilitating interaction and friendship, which is very important to work in a classroom where so many different personalities and tastes are shared. A good relationship between classmates is an indispensable factor for the good development of a class.

Activity 3: Let's sing

With the song previously reviewed by the teacher, Greeny and the students the children will have to sing it again and repeat the sounds together with the help of Greeny.

Activity 3 analysis:

In this final activity students had the opportunity to sing along with Greeny a very significant song which contains not only vocabulary about animals but also includes some mimics of animals to make a relationship between movement and vocabulary. Greeny sang together with the students the song "See You Later Alligator" for saying goodbye to the class. Children's rounds lead children to unconsciously use the vocabulary seen without fear of mistakes.

Table 3. Intervention 2 analysis.

Intervention 3 analysis

English class 3		
Date:	Group: Preschool	Time: 45 minutes
Amazing wild animals		
Learning objective: To participate in games and songs developing the auditory and visual memory.		
Learning objective analysis:		

Memorization plays a very important role in learning a foreign language and even more in the learning of students who are just beginning their reading and writing process.

Likewise, the game and participation in children's rounds allow the student to develop better in the classroom without losing shyness and fear when producing orally.

The students participated in the activities and the objective could be fulfilled.

Introduction activity: Video “Hakuna Matata”

Students will watch the video "Hakuna Matata" in which they will find some wild animals such as elephants, zebras, giraffes, lions, etc. They will listen to the pronunciation and some actions words.

Introduction activity analysis:

In this activity the students had an audiovisual stimulus that helped them learn and memorize more vocabulary about animals. Being a different pronunciation and rhyming, the students had the opportunity, first to listen to the animals in other voices than the teacher or Greeny and also, when the vocabulary is accompanied by music, students are more receptive.

Activity 1: The whisper animal

With the help of the teacher and Greeny the students will carry out an activity in which the room will be divided into 2 groups, each group will sit in a circle around the room and the teacher will choose 1 member of each group to share only with him / her the name of an animal, after this the student passes the name secretly to his next partner and so on until the last one, when the last person has the name should go to the center of the circle and represent the animal while the other group will guess which animal is it.

Activity 1 analysis:

For the students it is very exciting to be involved in the activities. With this activity in which the group is involved in general and in which everyone is important because it is up to all the students that the game can go well. The students were very happy, they despite not having a very good pronunciation, they always tried to imitate the sound that was making his partner who in turn had been guided by Greeny.

Children tend to be very competitive and for them to do things well is very important. On

this occasion, the students were excited and encouraged to identify the animal that was representing the opposing group in order to be the winners. The activity was fulfilled and the objective was achieved.

Activity 2: Activity from the book Puppets on Stage C.

The students will be told that Greeny took some photos of the animals at the zoo, but they were taken badly. Students will help discover what animal it is.

Students will observe some Flashcards with blurred images and some parts of the animal.

As they go answering the name of the animal in English, the images will be changed.

Activity 2 analysis:

In this activity, the students actively participated in the story that the teacher was telling about the trip where Greeny had taken his pictures. The innocence of this age allows children to feel that these kinds of stories are real and that what they are seeing really happened. They named the animals that Greeny had intended to photograph, although some students at this stage of the interventions still used to be very shy, did not want to say that they were not learning or felt lost within the activities. While it is true that some are more active than others, all students had the intention to play and participate in the activities.

Activity 3: Final activity

To finish the class, Greeny will sing the song "See you later alligator" which contains vocabulary about animals, farewells and some parts of the body with mimicry.

Activity 3 analysis:

In this final activity students had the opportunity to sing along with Greeny a very significant song which contains not only vocabulary about animals but also includes some mimics of animals to make a relationship between movement and vocabulary. Greeny sang together with the students the song "See You Later Alligator" for saying goodbye to the class. Children's rounds lead children to unconsciously use the vocabulary seen without fear of mistakes.

Table 4. Intervention 3 analysis.

Intervention 4 analysis

English class 4		
Date:	Group: Preschool	Time: 45 minutes
Amazing wild animals		
Learning objective: To recognize wild animals through images and sound of words.		
Learning objective analysis: In this intervention the students tested the previous knowledge seen in previous classes according to wild animals. It is expected that the students were able to recognize the wild animals learned through flashcards, videos, posters and drawings, and, they were able to use his oral ability and to follow some commands with the vocabulary related to animals without the help of their teacher or Greeny.		
Introduction activity: Good morning song The puppet Greeny will enter to the classroom and will say hi to all the students, then everybody will seat down in a circle around the classroom and Greeny will be in charge to introduce the class by singing the song "Good morning", then everybody will answer the question "How are you?" and at this point, all the students have to know how to answer.		
Introduction activity analysis: On the first intervention, the purpose was to related students with the puppet, they needed to feel comfortable when the puppet asked something and also to create a link among them. The main purpose of this activity was to encourage the students to lose the fear of speaking out loud in a foreign language. Day by day, students were learning by imitation which is a good strategy when kids are learning in their first stages. In this case the teacher and Greeny are the guides for the students, so they have to be very clear and simple at the time of teaching; when teachers are clear, they can identify if the students can understand in a simple way and put it in practice. Also we have the possibility of learning through music, this is one of the most effectives ways to teach a foreign language for the students by relating the students and their significant learning with the music, since it is a positive and motivating factor in the learning process of the students. The importance of listening production in students will continue to be reinforced and music is the best way to develop this competence.		

The students will continue listening to the song and trying to sing it better each time with Greeny, which will motivate them to learn the vocabulary and relate the animals not only by their respective names but also by their movements.

Activity 1: Animal's poster

The teacher along with Greeny's help will put a poster on the board; he will call a student and gave him a pointer, now Greeny will tell the student to point an animal, example: Show me the lion. The student will point out the right animal and Greeny will ask his classmates for the approval of the exercise, example: Correct? to which the students will answer Yes or No.

Activity 1 analysis: The central point of this activity is to test the previous knowledge studied in class with the help of audiovisual media, in these cases are very helpful for the integration in the classroom because of the positive effects they have on students.

The use of striking posters and images to make a connection between students and their axis of learning, in this case foreign languages, is vital for a good practice of the language; also this provides an effective way to memorize new vocabulary and structures. Although it is not a subject intended to be discussed in class, students are unconsciously learning to answer closed question structures such as Is this an alligator? Yes / no and this will be of great help to facilitate learning in future lessons. Thanks to the contribution of Carney and Levey, it has been stipulated that the visual materials support the class in that matter, as they serve as metal scaffolds for the students (Carney & Levin, 2002)

In addition to this, it not only provides help to students, but it is a fundamental tool for each teacher helping them to correlate and coordinate accurate concepts making the learning more concrete.

Activity 2: Two friends, one animal.

In this activity the students will be with Greeny's and the teacher's help. The entire classroom will play a game called "Two friends, one animal", the teacher will divide the classroom into two groups and each group will have a set of flashcards, each flashcard has its partner and each of the students will raise a flashcard and it will be their duty to find the

pair of this. At the moment when the students find the couple of flashcards Greeny will ask the students: What animal is this? And the student will respond: alligator, lion, elephant, etc.

Activity 2 analysis:

The main point in this activity was to perform a cognitive learning in the student in which the student's perception through activity and memory is highlighted.

The memory plays a very important role in the student's learning since it will be their knowledge companion which will help them to have an optimal development in the later classes, as we observed in the present project. Students began a learning process accompanied by a pet and it could be evidenced that on the first sections the shyness and little information retention, but at this point students have already been able to save the information selected for them, in this case it is talking about vocabulary about animals.

As Piaget states in his cognitive development theory, Memory in a broad sense, understand learning outcomes, evocation of images, facts of recognition, conservation of habits in humans, and the habit includes two aspects: the reproduction of an organized set of sensorimotor schemes and, prior to that, the recognition of a perceptual cue. It is also considered in this type of memory the conservation of the schemes acquired by the subject that constitute operation. (Piaget, Memoria e inteligencia, 1972)

In this opportunity the teacher had the help of teaching materials, flashcards which were a main focus for the activity, since the students will worked hand in hand with images that were of great help to stimulate the development of thought, to propose the use of teaching techniques that enable analysis, reflection, problematization, discussion, objective observation, critical reasoning and the development of the student's personality. The images have power. Some make people feel, move, smile, cry, get to take our eyes off them but the most important is that images mobilize feelings, generate memories and sensations. Others provide information and knowledge. In this case the images are of great importance for both the teacher and the student as it awakens in the student the desire to learn on their own initiative.

According to Ana Abramowski the images for the development of classes help to understand, offer and reinforce the information. But in addition to offering information,

the image always communicates. Referring to communication in the sense that each image involves and implies a specific message, and through this takes place the transmission of different ideas, values and feelings. (Abramowski)

Activity 3: Recognize your animals!

The teacher along with Greeny's help will give each student a file which contains a set of animals, both animals seen in the classes and animals never mentioned before. Greeny will instruct students to color the animals seen in classes and then cut and paste them in the notebook. The teacher will confirm by reviewing each notebook of the students if they performed the activity well and if the students were able to identify all the animals seen in class.

Activity 3 analysis: The central point of this activity is to test the knowledge of the students and if they have retained information previously received in the classroom, this activity is a challenge for the students since it is taken as a "test" in which students will prove their knowledge by themselves. Being this one of the last class sessions the students must already have a prior knowledge in terms of vocabulary and relationship between images of animals and their respective names. The central point of this activity is to let the student work alone and see how it is developed in a process that has been accompanied all the time by both the teacher and Greeny, this does not mean that the student will not have support for part of these, only the development of the student is sought.

The focal point in this activity is to put the practice of active learning in the students detaching the typical old development of the class in which the teacher transmits information and is the only one who has the power of the development of the class. What is sought is that through commands the student is able to exploit their prior knowledge and create their own autonomy to participate actively in their learning.

Active learning brings great benefits not only to teachers but also to students, one of the clearest examples is that thanks to this the students improve their deeper understanding of the concepts of the subject, besides this the students will improve their process of comprehension and attention using the correct vocabulary for the optimization of the exercises proposed by the teacher in the classroom. As stated by Salemi, "during class sessions students spend more time understanding and understanding the concepts, that is, making the ideas work, instead of copying what the teacher is saying" **Fuente**

especificada no válida.

Table 5. Intervention 4 analysis.

Intervention 5 analysis

English class 5		
Date:	Group: Preschool	Time: 45 minutes
Amazing wild animals		
Learning objective: to recognize and to use of the vocabulary learned in class about wild animals.		
Learning objective analysis: <p>This class will have as its main objective a review with the students of the topics previously given in class, such as animals and colors through new leisure activities which will challenge the students to put all their knowledge into practice and encourage them to make use of his oral production losing the fear of expressing his ideas in front of his peers and always accompanied with the help of Greeny to make his process fun and dynamic. According to Paul Rooyackers language is immensely powerful, but it can also be loads of fun. In fact, a sense of fun can make language more powerful. Language and play complement and enrich each other. A fusion of the two produces language games. (Rooyackers, 2002)</p> <p>In this class will be tested the retention of vocabulary previously learned and studied by the class, it is vital that children remember their previous lessons as this is a fundamental tool in learning a foreign language, as stated by Norbert Schmitt in his book vocabulary in language teaching “lexical knowledge is central to communicative competence and to the acquisition of a second language” (Schmitt, 2000)</p>		

Introduction activity: Who’s in the zoo? – Song

Students will watch a video-song called “who’s in the zoo?” in which they will find vocabulary about zoo animals as the ones they have seen in the different interventions.

Introduction activity analysis:

In this activity the students had an audiovisual stimulus that helped them learn and memorize the vocabulary about animals. In this opportunity, students imitated the sound

that each animal produces, which helped them to be more receptive about the activity. They participated actively in the song and seemed very excited about what could be the next animal.

Activity 1: Activity from the book Puppets on Stage C - Broken phone – game

Students will sit in a circle in the classroom and wait for instruction from Greeny and the teacher. There will be an activity called broken phone, in which Greeny will approach a student and secretly will say the name of an animal, the student will have to pass the information to his next partner and this action will be repeated until the last student in the circle, which will have to stop and say the animal aloud, the whole classmates will confirm if the information is correct or distorted on the way.

Activity 1 analysis:

This activity was carried out with the purpose of putting into practice the oral production and listening in the students, each child will have to be much focused in the activity to be able to understand and be part of it promoting the team work in the students. In this opportunity Greeny will be the companion of the students joining them in the activity, Greeny will start saying the name of a wild animal previously studied by the students in the previous classes, the intention of Greeny is that the student immediately remember the animal and can transmit the vocabulary safely to his partner and in this way continue until the end of the activity.

The main idea of this activity is to motivate students to learn through the game, since this is one of the main tools for learning a foreign language and for memorizing vocabulary, Hadfield Jill suggest that language games should be placed at the center of the foreign language teaching program rather being accepted as a peripheral part of the program, since, besides being fun, additionally they include goals and controlled by rules (Gozcu & Caganaga, 2016)

Activity 2: Choose your favorite.

The teacher, with the help of Greeny, will give each student a file that they will attach to their notebook which contains 5 wild animals. Then, Greeny will explain to the students

that they should choose only 1 animal, their favorite and they should color it.

After they finish doing it, Greeny will ask them about that animal and the students should say the name of the animal and point it out in the notebook.

Activity 2 analysis:

In this activity, the student was asked to perform an individual work following some commands and it was the teacher's mission to do the observation in which he defined which student was prepared to perform individual cognitive processes which required all his attention and skill.

In addition to testing the students' process, we sought to provide them with tools of expression in which they found a fun way to learn, in this case it was coloring, although it seems an old teaching and learning method thanks to the technological era but despite this Nowadays it is still taking into account that painting is a fun activity which is an excellent way of learning and is also very related to the emotional part of the student, when the student learns to paint and is recognized for this his self-esteem and desire for learn increase.

In this activity we seek to make several points in a single task, we seek that children develop their criteria by selecting their own favorite animal according to the characteristics and skills of the animal, seeking the free expression of the student in terms of painting their favorite animal as this sensitizes the student and allows their creativity to develop and finally emphasize in the students the vocabulary learned in the previously given classes, all this to keep in mind the central theme.

As Picasso once said, "It took me a few years to learn how to paint like the painters of the Renaissance: painting like children took me a lifetime.

Activity 3: Animals puzzle.

The teacher, always with the help of Greeny, will take some puzzles of wild animals to the classroom. In this opportunity the classroom will be divided into groups of 5, the teacher will give each group a puzzle with a wild animal and Greeny will explain it to all. The groups that must assemble the puzzle and the group that ends first will be the winner, when all the groups have finished their puzzle Greeny will ask the animal that they put

together and it is the group's duty to say the correct name of the animal.

Activity 3 analysis:

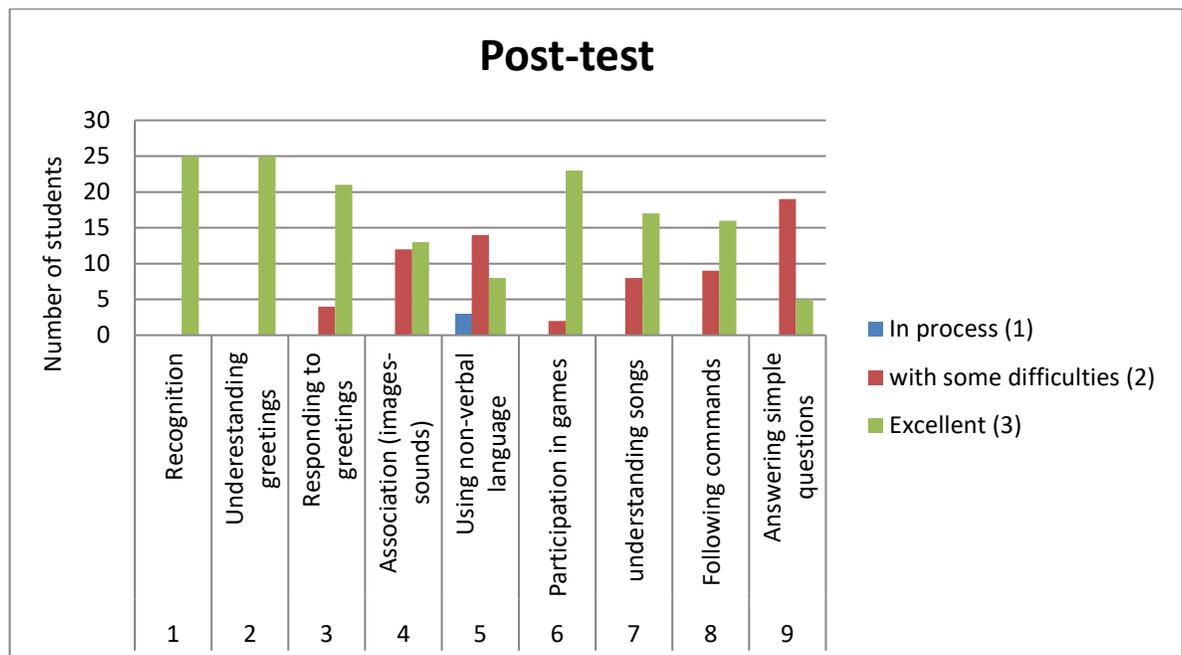
At this time, we wanted to finish the intervention with a fun and challenging activity in which the students were very active and present for better results in the retention of vocabulary. The puzzle in the classroom is a very effective method of active and cooperative participation, since the participation of all students is fundamental, each piece of the puzzle is fundamental and each student is also.

When the use of puzzles is used in the classroom to learn any subject, students are being offered an activity in which they will feel useful and want to get involved and empathize. Group members must work together as a team to achieve a common goal. ; Each person depends on all the others.

Table 6. intervention 5 analysis.

Post-test analysis

Below is the analysis of the post-test in which it is intended to observe the improvement on the level of oral production of preschool students according to an intervention exercise based on the Derechos Básicos de Aprendizaje del Inglés. This exercise is done also as a lesson plan due to the age of the participating subjects with whom it is not possible to directly evaluate, but the researchers perform an observation process, in regard to how the subjects respond to a series of activities developed in the intervention.



Graphic 2. Post-test.

For this last graph it can be inferred that at this point the sample has a homogenous behavior in two of the indicators. The first as identified from the beginning is the Recognition of the other. As stated above, students recognize that there are other people like them who communicate in English. As it is possible to appreciate, in this indicator there were no changes. However, its result shows similarities with the indicator "Understanding greetings", at this level of the interventions, the students as a whole manage to understand greetings whether formal or informal, and likewise, they do not show confusion when changing words in them, they already knew it was about a greeting.

In the "Responding to greetings" indicator we can see that most of the students achieved this goal, maybe this is because a more significant learning process was made (changing questions, formal and informal greetings) than the simple repetition of sentences. Although at the beginning it costs a little more work, as the teaching process is done, the children manage to capture more and more ideas than a repetitive response. That is, when children learn to greet with meaning, it is much easier for them when structures change. However, there were some students who, although they answered according to the greetings, they showed difficulties in the new vocabulary when words were changed to the sentences. A foreign language, as stated by the Ministry of Education, is one that is not spoken in the local and immediate environment because daily social conditions do not require its permanent use for communication (MEN, Serie Guías N° 22, 2006). Perhaps, these difficulties are also due to the fact that preschool students who are in the process of learning English as a foreign language are exposed to the language for very short periods of time. However, the Ministry of Basic Competences for learning English proposes that it is possible to achieve high levels of communication even when you are not exposed to the language outside of the classroom.

In regarding to the participation in games, the students in their majority managed to get involved in the activity. A very small percentage is shown in the indicator "with some difficulties", this because these students only participated in the games when they were insisted, or as stated by the Ministry of education, "children are quick to differentiate a game of what is not", (MEN, www.deceroasiempre.gov.co, 2014) so they simply distanced themselves from the group since they were not willing to follow the rules imposed by the researchers. The students who had this kind of difficulties were students who in the course of the interventions showed their lack of concentration in terms of activities in general; they were students who were easily distracted and had some problems to interact and share with their classmates, however they managed to integrate when they saw that the group was enjoying the activity. As the ludic says, teachers must find those resources that capture the attention of students, in this case the use of puppets allowed the vast majority of students to connect more with activities since they felt they were simply having fun.

Two of these indicators also show homogeneity, these are the "understand songs" and "follow commands". With respect to understanding the songs and rounds that were worked on during the interventions, in this post-test, it can be seen that the students are more participative and understand more easily when it comes to representing words with their body, since the exercises of rounds and songs that were worked on were closely related to the following commands. That is to say, within these rounds it was always sought that the children used their body according to the instructions that they heard in said songs. It is evident that the children did not have the capacity to understand them in their totality since they were some new songs and rounds, but when the researchers integrated movements and explanations with their bodies, many of them managed to understand the commands immediately and repeat them as that was repeated in the song, accompanied by visual instruments such as videos. The students that are located within the indicator "with some difficulties" are those that could not connect in their totality with the songs and the new commands, that is, those that needed explanation repeatedly and that even many times they could not do it until they did not see their colleagues do it first, perhaps because of insecurity, lack of understanding or simply because they needed more time to assimilate it. On the other hand, the indicator "follow commands" shows a good percentage that made it excellent and a few with difficulties. Although as mentioned above, this indicator is related to the participation and understanding of the songs and rounds, but at the same time it worked individually when giving instructions such as "let's play", "make a line", etc. These students, who had difficulties, are those who took a little longer to capture the ideas when new vocabulary was introduced even making the necessary movements and gestures. As the book stipulates, the teacher gave the command and the student executed them using his whole body without producing any sound (Parrado Delgado, Aguirre Vera , & Gonzales Tellez , 2014), but sometimes students who had difficulties could not reach the action.

Within the indicator "answering simple questions" it is evident that there is a small percentage of students who managed to do it excellent. For students it is difficult to answer direct questions, even when you have the confidence and comfort to interact. The activity with which this point of the rubric was evaluated was fun and exciting for them, since when using masks they felt they were interpreting other characters. These questions were not complicated for the students, since after working with the puppet and the different

strategies, the students no longer felt pressured when giving their answers. However, completely losing the nervousness to produce these kinds of answers was a little complicated for some of them. So, the students located in the "with some difficulties" indicator are those students who although knowing the answer and doing it correctly, their nerves made their answers have some small flaws.

In the association of images with sounds of words, it can be shown that the students of the class are divided almost equally. When talking about some difficulties in them, reference is made to those who managed to answer correctly after having given their response first in their mother tongue and being corrected by researchers with a question like "what?", then they had an answer in English. And those who are located within the excellent indicator are those who did it correctly without needing to take a second chance. In the same way, being an activity that was carried out collectively, the students did not feel the tension of fear of error.

And finally, the indicator that shows the use of non-verbal language. For this activity we worked on a series of activities and observations as a round in which they had to follow some commands and some simple questions with which this kind of language could be evidenced. The students located within the excellent indicator are those who did not need an explanation when complying with the actions proposed by the video. Those that are located within the indicator "with some difficulties", that refers to the majority, are the students who could only complete the actions when the researchers did it first and they repeated the movements. There were also those students who did not comply with the activities that required gestures and movements and repeatedly resorted to their mother tongue to answer.

The following will be the analysis of the intervention process necessary to reach these mentioned results.

Post- test		
Date:	Group: Preschool	Time: 45 minutes
We learned with the zoo		

Learning objective: To identify the improvement on the oral production ability among preschool students.

Learning objective analysis:

This activity was carried out with the purpose of identifying the oral production skills in the foreign language English of the students after the five interventions. The puppet was introduced in the whole, and the impact was excellent. This objective was developed through 4 activities which were: introductory activity and three development activities in the classroom.

The students participated in the activities and the objective could be fulfilled. The necessary instruments and conditions were given to develop it.

Introduction activity:

Greeny will start the class with his usual greeting "Good morning" but this time he will not do it singing. Greeny will argue that this time he forgot the song and everything about him, so students should sing the song to show it back to his friend Greeny. Likewise, they should remind him what his name, his age and his favorite color were.

Introduction activity analysis:

This activity was intended to make students use the vocabulary that their friend Greeny had taught them in the song, students in their trying to repeat it and show it back to their friend, could show that they understood what Greeny intended in his round; it was that they learned to greet in a basic way. "Good morning" and "How are you?"

Activity 1: Game from the book Puppets on stage C - Which one is missing?

The teacher will place five flashcards with wild animals distributed throughout the board, so that all are visible. The teacher will recount said vocabulary focused on the definite article "the" ex: The lion, The zebra, The elephant ... etc. After this, Greeny will indicate to the students that they pretend to be asleep with the command "close your eyes" while the teacher hides some of the flashcards. When the teacher says "open your eyes" Greeny will ask the students "What is missing?" Children should respond which flashcard is missing

Activity 1 analysis:

In this activity, the teacher made a small introduction by telling the students about the

names of the animals. This was done so that the students did not feel the tension of not remembering some of the animals. It has been evidenced through the interventions that students tend to be more participatory when they are not asked directly but that they are done collectively, participating with their other classmates. However, as it was a post-test in which it was necessary to show if the students were using the learned vocabulary, the researchers were very aware when listening to the answers, that is, when one of the students did not participate, the researchers with the help of Greeny, they asked in different ways what that animal was, in order to prove if he did not know, was confused or simply did not want to participate in the activity, giving him the comfort to do it. Activities in the classroom must be linked to purposes and the teachers must create strategies to allow the games not to be a vain activity, using the didactics tools as flashcards, colorful objects and the creativity to make students feel that the teacher is not just a person who teaches something, he needs to be also someone who brings joy.

In terms of Total Physical Response by Asher, to talk in imperative way, it means using commands, makes the children response physically to what the teacher says in a stress-free environment, by focusing on meaning interpreted through movement, the learner is able to liberate himself from stressful situations and learn the language in a natural and relaxed way. (Asher J. , 1977)

Activity 2: Animals' TV show.

In this activity each student will be given a mask corresponding to a wild animal, each one of them will have to appropriate their character. Greeny will tell the students that they are going to play pretending they are in a television program and that he will interview them. Each student will go to the front of their classmates who will be the audience, and will sit in the chair of the interview, at the time of starting Greeny will ask basic questions such as "What is your name?" to which they will respond: "My name is elephant" "How old are you?" and "What is your color?" Everyone must have participated in it.

Activity 2 analysis:

In this activity all the students participated actively, and it was possible to demonstrate the learning of each of them, although for some it will always cost a little more work, it was

possible to achieve the objective of the activity which was that everyone could answer the basic information questions. Being involved in a game, students tend to put aside the fear of speaking in front of other people, likewise, they do not feel the pressure to do it right or wrong, they are just having a nice time. The students were very excited when they put on their masks since they are activities that little use within the classroom in other subjects, which gave them the confidence to pretend to be an animal. As the MEN states, children play to pretend to be other people, they can be firemen, doctors, nurses and what better way to learn about animals than being animals. (MEN, www.deceroasiempre.gov.co, 2014) The game is fundamental in the development of skills, especially the interaction with their peers and their environment. Within the classroom, the teacher must provide an environment that will generate the student comfort to interact, according to Dewey, "experience is the initial stage of thought. In the ludic pedagogical experience the student and the teacher are equal. The teacher plays with them, like another, not for them, nor is above the activity." (Dewey, 1916)

Activity 3: "If you want to be a Tiger" video song – round

The students will make a circle starting with the song already learned of "let's make a circle" in the past interventions. After this, the teacher will show them a video song in which we will name three of the wild animals that have been studied. The song contains simple vocabulary which they should use their body to do the movements that are indicated. Example: "If you want to be a monkey, jump." "If you want to be a tiger, say Roar."

Activity 3 analysis:

TPR is based upon the concept that language acquisition can be greatly accelerated through the use of kinesthetic behavior (body movement).

The first time, students watched the video and analyze what the animals were doing with the teacher's help. The second time, the teacher asks the students to do the movements that the song requires them to do like jump, stand, roar, etc. At this point, students participated actively in the activities due to they felt they were not in an English class; they participate because the researchers provided a special environment in which they could play and

interact with their classmates in a comfortable way. Most of the students showed comprehension by their gestures but some of them were lost when they were trying to understand the song.

Table 7. Post-test analysis.

Conclusions

The present thesis had as one of its objectives to identify the level of oral production of English in pre-school students of La Presentation El Paraiso. To demonstrate this, a general diagnosis was first made, which is based on the Derechos Básicos del Aprendizaje as stipulated by the Ministerio de Educación Nacional.

This diagnosis or previous test showed the following results: the first, the students had a series of needs in terms of oral production skills. One of the most visible weaknesses of the group investigated was the fear of error, that is, when the teacher approached them trying to find answers to simple questions, the students did not respond for fear of being wrong, which made the task more difficult. This was one of the most frequent barriers in children when putting into practice the new language since not knowing the exact answer or the correct way to pronounce the vocabulary is important for them and not knowing it feels a deficiency which interrupts their motivation.

Within the previous test it was possible to demonstrate that the use of non-verbal language was scarce, that is, they did not always use their body or some kind of gesture to answer the questions and the commands, since in case the student faces a new language takes as an initiative the automatic translation of the question and the command and sometimes this translation was not enough for the student to understand the exercise or action to be performed, besides this, the student chooses to answer in Spanish or simply he waits for the teacher to give his instruction in his mother tongue to fully understand the activity without making a minimum effort to understand it in the second language, which limits the knowledge that can be acquired through gestures and movements. Non-verbal language is of utmost importance in the learning process of any child and when it comes to learning a second language is much more important as it benefits the student and reinforces their confidence so that in the future they communicate spontaneously and without fear of error.

In addition to identify the limited use of non-verbal language it was also quite evident to the researchers that there are many gaps in the activities in which the students had to respond quickly to simple questions, either orally or using their body or gestures as a means, as stated above. According to a study conducted by Orlanda Varela (Varela, 2011)

Sinews to develop a language, it is considered necessary that at least 20% of the child's actual communication activity takes place in that language. Therefore, it is that during at least 20% of the nearly 12 hours that the child is awake, receive stimuli in that language, which will be much greater the more personal and interactive they are and it is evident that most of the students they are close to the language only in the classroom in their English time, from then on the student is using their mother tongue in its entirety which presents one of the greatest challenges for the researchers in terms of student progress.

For the objective number two the implementation of the book was staged through 5 class plans which contained all the terms stipulated in Derechos Basicos del Aprendizaje in skills and abilities. The methodology proposed in the book was implemented through participatory observation by the researchers and was done through this diagnostic.

As previously stipulated in the project one of the main and most important activities in the diagnostic was to relate the students with the puppet Greeny, present it to the class and let the students know the importance of his participation in the class. This diagnostic activity was developed through a rubric which is based on the statutes of El Ministerio de Educación Nacional in the Derechos Basicos del Aprendizaje.

Throughout the present investigation the puppet Greeny was taken as one of the main instruments, according to the guide text worked in class the puppet Greeny is a character that has great qualities and are similar to a child and thanks to these they turn it into a ludic element that allows a fun, attractive and relaxing teaching-learning process.

In this process of introduction between the students and the puppet it was possible to deduce through what was stipulated by Monica Tobon that the expressiveness of a puppet is determined by its synthesis; that is, by the exact and precise gesture that the child must find and for this, you must travel through the game by your emotions, discover and build other knowledge. By working with students' emotions and creativity, meaningful learning is achieved, self-esteem is improved, and cognitive, affective, and behavioral components are worked on the creative and critical thinking strengthens the student's expression in the classroom and thanks to this the student loses the fear of expressing himself. (Tobon, 2016)

However it should be evident that the fact of having a great work tool such as puppet did not mean a 100% effectiveness in the class since according to the final results of the diagnosis the researchers at first sight could see that most of the students were shy to perform the activities, however, the whole room had an active participation that produced few excellent results according to the commands instructed by the teachers and the majority showed difficulties to execute the orders.

This was due to the change in the methodology with which the students were taught to work and it is here when the researchers are aware that the vast majority of students present difficulties answering simple verbal questions such as: what is your name? Or how old are you? and it is here when the researchers have to make use of gestures so that the students take the idea and can also answer in a gestural way, this is where the Total Physical Response approach comes into play, according to the text guide this approach recognizes that the learning process of the child in a foreign language is confronted with a period of silence in which the child is exposed to auditory and visual stimuli but in which he does not necessarily have to verbally respond to that stimulus and at the time all those conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. And here is where the TPR allows the student to complete this period by giving the opportunity to respond using the movement, in this case gestures,

A positive result was evidenced regarding the use of a puppet in the classroom, this new method brought confidence and fun to the students which made the learning-teaching process optimal even at this starting point of only the activity diagnostic.

Within the analysis that was made in the set of subsequent tests to identify the improvements that the methodology of the Puppets on Stage book achieved when it was implemented in pre-school students, it was concluded that the students had notable improvements in terms of indicators such as comprehension and response of greetings, in which the student already felt comfortable and identified with the cordial greeting of the teacher and the puppet Greeny, the student took the routine as an essential part to understand and likewise give an answer to simple greetings such as: Good morning, how are you today ? or Goodbye friends, see you later.

Likewise, in the participation in games and understanding songs, was noticed a great improvement in the motivation of the group of students in the participation of these activities. The positive change in the participation in the games and dynamics presented by Greeny and by the teacher was evident, at the beginning the classroom had an aura of fear of error and little participation in which the student preferred to see from far the development of the games. Now it was possible to appreciate the interest with which most of the students took the games since this is a different way of acquiring new knowledge of a second language in which they will have some rest and be free of the stress presented on occasions in the learning process - teaching.

The methodological proposal put forward in this research reflected the importance of using different strategies in English class for preschool level, because it strengthened in the second language learning and stimulation in the integral development of the child.

- According to the results acquired in the evaluation of each of the work units it was evident participation, motivation, and interest from children at the activities carried out in the English class, as a result of the stimulation to learning a second language.
- At the end of the research it was evidenced the need to include innovating English strategies within the curriculum, that is, due to the lack of their own strategies in the teaching of English at preschool level, the students tend to finish school year with a lot of gaps.
- It is important to empower children and teachers in the execution of their functions, while the teacher should be which explains or converts knowledge to bring the children understanding, it is also important that he discovers in the study what are the interest and the motivation of the children when they learn, which will facilitates the learning and teaching process.
- The methodology of the book Puppets on stage C contributes to the participation and use of the foreign language within the classroom by providing comfort and ease in preschool students to express themselves without fear of error, evidently improving oral production and interaction between classmates at this stage of learning.

Contributions to the knowledge field

This research work contributes to the study of learning a foreign language at an early age, in this case, preschool. Within the degree in foreign languages of the Santiago de Cali University, there are few contributions that have been made regarding the early stages of learning in children below the age of five.

Knowing and working on a methodology proposed in depth, allows its future application to be more effective knowing in advance its pros and cons. It is expected that the study contributes to those institutions that search for new strategies in English in preschool education with new instruments; the use of puppets are a good alternative to innovate in schools.

Evaluation rubric

Competence	1 In process	2 With some difficulties	3 Excellent
1. I recognize that there are other people like me who communicate in English.			
2. I understand when people greet me and say goodbye to me in English.			
3. I respond to greetings and farewells.			
4. I associate images with sounds of words in English.			
5. I use non-verbal language when I cannot verbally answer simple questions about myself and my environment. For example, nodding or shaking my head.			
6. I actively participate in word games and rounds.			

7. I understand children's rounds and I show it with gestures and movements.			
8. I recognize simple instructions related to my immediate environment, and respond to them non-verbally (Commands).			
9. I understand and answer very simple questions about my personal information, such as my name, age and family.			

Table 8. Evaluation rubric.

Contributions to the science field

The research will be a great contribution to the CIPESA Center of Studies and Pedagogical Research in Santiago de Cali University, within the line of research Innovation, Technology and Didactics, due to within the university there are few studies that have been conducted from English as a foreign language with students in their early stages of education, as in the case of this research, preschool.

Annexes

Pictures





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