

UNIVERSIDAD TÉCNICA DE AMBATO



CENTRO DE POSGRADOS

PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2021

Tema: ROUTINES AND PATTERNS IN THE DEVELOPMENT OF THE
SPEAKING SKILL.

Trabajo de titulación previo a la obtención del Título de Cuarto Nivel de Magíster
en Enseñanza de Inglés como Lengua Extranjera.

Modalidad del Trabajo de Titulación: Proyecto de Titulación con Componentes
de Investigación Aplicada y de Desarrollo

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Ambato – Ecuador

2023

A la Unidad Académica de Titulación del Centro de Posgrados

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AGRADECIMIENTO

I want to thank God for his love and protection, my family, especially my sons who are my inspiration and motor.

I am deeply thankful to Dra. Mg. Wilma Elizabeth Suárez who has been a role model and inspiration since the day I met her. Words cannot describe how much I thank her for her time, patience, and guide.

DEDICATORIA

To my angel on heaven and my two little angels on earth.

With love,

Naty

UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA COHORTE 2021

THEME:

ROUTINES AND PATTERNS IN THE DEVELOPMENT OF THE SPEAKING SKILL

MODALIDAD DE TITULACION: *Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo*

AUTOR: *Licenciada Ericka Nataly Medina Hurtado*

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FECHA: *Veinte y seis de febrero de dos mil veinte y tres*

RESUMEN EJECUTIVO

Routines and patterns are fundamental elements for the teaching-learning process in early childhood education since it allows students a greater proximity to the foreign language, as well as, the understanding and development of productive skills as it is a didactic, motivating and participatory proposal. In this context, the objective of this research was to analyze the use of routines and patterns to develop the ability to speak in EGB students from the "San Pío X" Educational Unit. The current research used quantitative research, of a quasi-experimental type because it involved first-year EGB students from "San Pío X" Educational Unit whose ages fluctuate between 4 and 5 years, who were evaluated in two moments. The first evaluation (pretest) was conducted before the intervention, and the second evaluation (posttest), after the seven weeks of pedagogical intervention with routines and patterns. The technique applied was the interview, which consisted of a 12-question questionnaire and the answers were presented as multiple choice. This instrument was validated by experts in English Language Teaching from the Technical University of Ambato. The results allowed to know that at the beginning of the intervention, shortcomings were observed in terms of vocabulary, expressiveness, interactivity, and fluency. However, after its use, it was achieved that the students not only knew and expanded their vocabulary and became familiar

with it. In addition, students improved their interactivity, used expressions to start and end the dialogue correctly, and showed self-confidence during the activities. It is concluded that the use of routines and patterns help improve the oral ability in EGB students since with the use of this technique they can identify vocabulary and short phrases commonly used inside and outside the classroom, providing them with a tool to communicate and develop the use of a foreign language at a lower level and at early age.

KEY WORDS: *PATTERNS, ROUTINES, SKILL, SPEAKING, VOCABULARY.*

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

The lack of continuity and motivation is one of the struggles to improve in the teaching-learning process of a foreign language. The age to start learning another language does not decisively influence its acquisition. However, practicing the language every day and the strengthening of the group learned through books, educational videos, and the use of didactic strategies can strengthen the speaking skill in English learners (Suasnabas & Juárez, 2020).

In this sense, teaching English must be didactic, varied, motivating, and participatory. Despite that the instruction processes of a foreign language in the majority of educational institutions in Ecuador have had great advances and significant development, there is still the fear or lack of motivation to speak and practice a foreign language, being a persistent pattern.

Additionally, at an early age, learning English should occur naturally, by context, without effort or conscious memorization, promoting the student's interest in the language using everyday life and contact with the language in a spontaneous but useful way.

According to these arguments, the present masters reaserch links routines and patterns and their application in the classroom. Specifically, on the English classroom, introducing them in a didactic proposal to improve the speaking ability in children.

This investigative work structure has six chapters:

CHAPTER I: it describes the subject of study, states the theme and the problem, justification, and objectives to be achieved.

CHAPTER II: it displays the theoretical framework, research background, themes related to pedagogy, teaching strategies, independent variable theoretical support related to routines and patterns, and the dependent variable theoretical support with themes related to speaking skill.

CHAPTER III: it details the study methodology started from the approach and type of research to the population, techniques, instruments, and information collection procedure.

CHAPTER IV: it displays the results of the field study, presents the data collected from the pre-test and post-test, the discussion of results and the verification of the hypothesis.

CHAPTER V: it systematically presents the conclusions and recommendations of the research.

CHAPTER VI: it presents the pedagogical proposal based on the application of activities with patterns and routines for the speaking development.

Finally, the bibliography and annexes are included.

1.2. Justification

The research addresses the routines and patterns that are fundamental elements of the teaching-learning process in the early childhood education, allowing students greater proximity to the foreign language as well as their comprehension and development of productive skills.

The advancement of the current research is relevant within the educational field because it emphasizes the importance and benefit of using routines and patterns in English teaching. In addition, it is intended to expose how the use of this strategy can optimize the time employed in teaching and in development of the speaking skill of young learners, and as consequence, allowing them to communicate in an effective way.

Besides, this research work is important because it demonstrates that a good use of routines and patterns can facilitate the learning of a foreign language. This proves

its relevance in the development of speaking because its use will encourage a warm and friendly learning environment between teachers and students.

The execution of the research directly benefited pre-school students from Unidad Educativa "San Pío X", promotes significant learning in speaking skill through the application of routines and patterns. The indirect beneficiaries were the teachers of the educational institution who are able to count on a new pedagogical strategy that helped to work on the existing shortcomings and improve the educational level.

The results were novel because in Unidad Educativa "San Pío X", the strategy of routines and patterns to improve the speaking skill has not been applied before.

1.3. Objective

1.3.1. General

To analyze the use of routines and patterns to develop the speaking skill in pre-school students at Unidad Educativa "San Pío X".

1.3.2. Specific

- To establish the main difficulties that preschool students from Unidad Educativa "San Pío X" have regarding the speaking skill.
- To analyze the routines and patterns that develop the speaking skill.
- To compare the initial and final results of the application of routines and patterns to improve the speaking skill in preschool students.

Description of objectives compliance

In relation to the first objective, which is to establish the main difficulties that pre-school students from Unidad Educativa "San Pío X" have regarding the speaking skill, an interview was applied, emphasizing the sub-skills. The interview was designed based on the age and the academic level of the students. In addition, the same interview was applied at two specific moments, before and after the pedagogical intervention.

To fulfill the second objective, which was to analyze the routines and patterns that develop the speaking skill, it was necessary to conduct bibliographic research. The research background as well as the theoretical framework about routines and patterns allowed to know the best ways to use this strategy for the development of speaking skills.

Finally, to accomplish the third objective, which was to compare the initial and final results of the application of routines and patterns to improve the speaking skill in pre-school students. The pretest and posttest scores were analyzed to test the hypothesis which determined that the use of routines and patterns do improve the students' speaking skills.

CHAPTER II

RESEARCH BACKGROUND

2.1. Research background

After reviewing the main sources of information both in the international and national context, it has been found that the use of patterns and sequences in learning English is of great benefit. Among the main investigations are the following:

The first research study was developed by Majida (2016), who aimed to promote the engagement of Palestinian students and foster their understanding as well as their research skills through the application of thinking routines. Six teachers voluntarily participated in the study during the 2014-2015 school year. The researcher recorded a series of classes, collected, and discussed reflections from teachers and students, and analyzed classroom observation reports. During the data collection process, the researcher described and narrated common themes and issues retrieved from the different sources that were used to collect data. Results revealed that implementing visible thinking routines in English language classrooms was challenging for both students and teachers. For the students, the challenges were their limited abilities to express themselves using the English language, and for the teachers, the challenges were the extra effort they needed to exert because it was their first experience implementing such routines. Finally, it was concluded that with the use of thought routines, classroom activities became more pleasant, with directed learning and more focused students.

Watanabe (2016) explored the EFL classroom routine in the development of L2 interaction competence over time. This study had a longitudinal design since the data were taken in several periods of time: April 2006, January 2008, July 2008, and June 2009. The population consisted of nine students and a teacher. Data was collected through audio and video, being 450 minutes of interactions in a classroom. The results of this research revealed changes in the way students interact thanks to the routines. The study concluded that the use of roles and patterns for interaction

between students is effective, demonstrating a growing interactional competence in L2.

Above and beyond, Pocinho, Olczak and Franicka (2018), investigated the acquisition of bilingual language in preschool age: the emotional context of daily routines in kindergarten. This study aimed to improve bilingual language acquisition in a Portuguese kindergarten through the incorporation of routines in children's daily school activities. The research was of an intervention type using an immersion teacher training program towards the use of bilingualism, the development of fluency in the English language, the awareness, and beliefs of parents about English and the development of the children's language. The sample included 140 children from five months to six years old, teachers and teaching assistants. The results revealed that the training program changed linguistic beliefs regarding English. The results also showed that children develop communication skills in both languages when surrounded by a friendly and emotional bilingual environment because when both languages are used in their daily lives, creating a positive and emotional relationship with the English language.

In addition, Sari (2018) performed the research on patterns of interaction in teaching-learning in the English as a foreign language classroom. The methodology used was a case study where two accelerated classes composed of fifty-two students were observed and recorded. Observation, interview, and video recording allowed to collect the data. The findings showed that the patterns absolutely increase the students' conversation and the active participation of the students in the class especially when speaking. In conclusion, the learning activities used by teachers generate patterns of interaction to develop and increase participation in classes.

To continue, Samuelsson (2020) wrote an article focused on examining how the environment and routines within preschools can support the use and development of a second language. This article suggested that the activity properties for second language Preschool routines must follow certain patterns of interaction, based on imitable cultural scripts to support the use of the L2 through bodily engagement or verbal and nonverbal interaction although the language was not English. The research involved a qualitative synthesis of data from two ethnographic case

studies; the first included twenty-one preschool children (4-5 years old) and the second had two recently arrived children. Both studies have intentionally selected children and preschoolers based on location and the large number of bilingual or multilingual kids enrolled in preschools. The projects amassed rich data sets of children's formal and spontaneous activities and interactions within preschool settings. Regarding routines, this study concluded that they help improve interaction and participation in classes because structured environments in preschools allow finding, using, and potentially developing the new language. Furthermore, the study showed the simultaneous importance of routines and structured days for preschool children.

In the scientific article published by Hansell and Bjorklund (2022), the use of routines was also addressed as an option to learn a second language and verified their effectiveness although the target language was Finnish and not English. This research used several strategies such as: teacher-directed activities, daily routines, and playtime, especially through concrete themes and contextualization. The study employed an experimental program that, due to its characteristics, was a case study. There were 28 hours of audio recording on five occasions throughout an academic year as data, teachers interacted with a group of 5-year-old children. Regarding the use of routines, this study concluded that routines, a familiar context, and repetition helped children understand bilingual interactions and helped children choose key words and phrases in the second language.

Boscón (2015), analyzed differences in teaching a second language (English) using a descriptive method based on the bibliographic review. To develop the research, it was necessary a literary review of different methodologies applied in the early childhood education classroom for teaching English as a foreign language. This research concluded that working with the daily theme awakens in the child a greater interest in what he is going to learn and facilitates not only the learning but also the work as a teacher by providing a scheme or sequence to follow.

Besides, Villacís (2015) developed his undergraduate project to determine the influence of repetition strategies on the development of English oral skills in students in the eighth and ninth year of basic general education of the Indoamérica

Private school. The methods used were qualitative-quantitative, field, bibliographic, descriptive, and exploratory. The study population was forty-two students and four teachers from the eighth and ninth year of basic general education. The data collection method used was the survey, directed to the participating students. To conclude, progressive memory strategies help have more retention of the English language, because based on repetition, they last longer in the student's mind.

The research developed by Sánchez (2015) aimed to involve preschool children in learning a second language, highlighting its usefulness from a practical, fully active point of view. The author highlighted the strategy usefulness from an active and practical point of view, making students be the protagonists of their learning from their actions and daily routines. For this purpose, the natural approach methodology allowed to work in sessions using flashcards as the main resources. This study was substantially interventional, conducted over three time periods. With the development of the investigation, it concluded that the routines allow the students to acquire the new language in a playful and unconscious way, reinforcing its contents and its phonetics daily in a repetitive way.

Furthermore, the study written by Moreta (2016) had the objective of determining the incidence of interaction patterns for the development of oral skills (speaking) of the English language in the students of Ninth Years of Basic General Education of the "The Andes" school. The applied methods were qualitative-quantitative, field, and bibliographic. The study population was made up of twenty ninth-year students and a teacher. The data collection method was the survey that contained a script of ten questions about the use of interaction patterns for the development of oral skills applied to students and teacher. The research concluded that interaction patterns directly affected the development of oral skills because they provide different activities such as: dialogues, conversations, debates, independent and group activities to improve the teaching-learning process of students, and at the same time, help the development of oral communication.

Further, the work written by Fornells (2017), had the objective of observing and discovering the type of routine that works better when teaching the sequence of oral

numbers in English. The methodology was mixed, using different qualitative and quantitative instruments. Four instruments permitted data collection, the first one was self-reporting collecting reflections on students' attitudes and responses to language routines in classes. The second one was the observation, also registered on a weekly basis by means of notetaking. The third one tool used was a quiz that all students answered individually. This quiz consisted of a matching activity where they accounted their knowledge about the weather and feelings. Finally, the last tool used was a chart to fill a record about students' comprehension regarding routines. According to the collected data during the first two weeks of exposition to the language learning routines, the young students seemed to be confused with the routines and showed to need teachers' guidance to understand them. However, during the third and fourth week, the students internalized the questions of the routines as well as the possible answer to give when responding to said routines. The study concluded that the use of routines had a positive impact on students' language acquisition.

In addition, there is the research project by Neira and Pacha (2017) that was developed about routines, establishing how the use of vocabulary routine influences the speech competence to propose the design of a booklet with daily activities for students. The methodology used was descriptive and exploratory. The population consisted of forty-four people, forty-two students, a teacher and an institutional authority. The data collection techniques were the survey applied to the students and the interview with the teacher and institutional authority. The data obtained were correlated through Chi square. The results demonstrated the need to incorporate new teaching-learning strategies, for this reason, a proposal based on routines was developed to help learning the language.

Next, in the research work developed by Copa and Triana (2017), the authors analyzed the speech deficiency in students when trying to communicate in English. The methodology used was qualitative-quantitative, descriptive, explanatory, prospective, and applied. The study population had forty students and a teacher. Observation (recording of facts referring to the study problem), interview (applied to the teacher) and survey (applied to the students) were used as research

instruments. For this reason, a system design of activities based on the vocabulary of the daily routine was proposed to develop students' oral expression and improve their ability to communicate effectively and fluently in English.

To continue, Bedón (2018) developed his degree project to determine the incidence of interaction patterns and the development of oral skills. The methodology used was predominantly qualitative, exploratory, descriptive, and association of variables. The study population consisted of forty-four elements, twenty second-semester students of the Pedagogy of National and Foreign Languages course A and twenty-four from course "B". The data collection techniques were surveys, observation, and analysis of documents. The results of the research showed that the limited application of techniques for developing speaking skills is caused by the limited use of interaction patterns in the development of oral skills in English, existing monotonous classes in the process of teaching and language development. In addition, the patterns of interaction increase the interactivity between teachers and students, allowing to expand the time and workspace to generate greater opportunities, that is, the construction of knowledge within the development of the student's speaking skill.

Likewise, the research developed by Torres (2018), aimed to discover the need for routines in class at early years and facilitate the implementation of them to the teacher. For the design of the bank of routines, a series of theories were considered to create a resource that helps establish English routines in the classroom. Making the acquisition of the English language comfortable and pleasant, creating an environment free of threats, which allows the student to participate without fear of making mistakes. Finally, it was concluded that programming routines for the first year of primary education becomes more complicated, since the students do not have the habit of them, in addition to the fact that their level in the second language is not very high. Therefore, the routines were designed with their progression in mind, that is, the teacher placed scaffolding based on the progress of the students to acquire the routines and, consequently, the language.

In the same way, Balboa (2019) in her graduation project described the improvement of child development through early education school routines in La

Paz school. The methodology used was descriptive, and the collection methods used were the observation of concrete facts, interview, and analysis of documents. The sample consisted of thirty-three students, seventeen boys and sixteen girls. The intervention consisted of applying fourteen routines in the classroom. To summarize, routines constitute a decisive factor in the construction of the child's personality, identifying the student with the social group in which he develops, with his values and culture, and provide him with a solid plan, consolidating the processes of thought development. Concluding that habits and routines are also a way to consolidate individual and social behaviors.

Moreover, López (2019) developed an investigation regarding the implementation of routines for the acquisition of English as a second language at an early age. The objective was to develop a proposal of routines for the first year of primary school, therefore, the author applied routines in the classroom and investigated their benefits. The study group consisted of fifteen students aged from 6 to 7 years. The proposal development had the following methodology: the use of the language by the teacher, establishment of a workspace, always including multiple intelligences, significant learning applied through elements of daily life, and the use of the body. The research concluded that routines are regular activities that help shape people's lives and learning because individual and social personality are developed through rules and behavior patterns. Furthermore, the application of routines in the English classroom is effective because students adapt to the language and can express it orally in real situations.

In the study by Calabor (2019), the author analyzed the language development process in children from 0 to 3 years old, both in L1 and in L2 or even in L3. The objective was to show the importance of routines and the interaction between the teacher and the student in the acquisition of a language. It was a bibliographic and field research; bibliographic because it presented a synthesis of theories and evolution of the subject over time. It was from the field because an intervention was conducted during pre-professional practices in a classroom with 3-year-old children, mostly Spanish-speaking. The data collection was through recordings during 9 days of classes and analyzed through communicative exchanges on topics

such as: greetings, food, hobbies, weekend activities, etc. In this study, Routines are important as they have a high degree of predictability because students can create mathematical schemes.

Withal, Ortega (2021), developed his research aimed to demonstrate that a good use of routines can facilitate the learning of a language, as well as demonstrate the possibility of establishing joint programming between the mother tongue and the English language. The research was directed through a participatory methodology where activities based on routines were designed and applied, including songs, manipulation of materials, and a relaxed and cooperative environment. The researcher concluded that routines are important tools within the pedagogical work because they allow to mark a fluid way of acting and learning both individually and in groups.

The investigations described above evidenced the necessity to include routines and patterns in teaching in preschool age in the Ecuadorian context since there is no research under this premise. In addition, routines and learning allow for greater organization of school activities, greater fluence in performance and greater participation because of the confidence that students will acquire by being able to predict the activities.

Theoretical framework

Independent variable

Pedagogy

According to Kumar (2021), pedagogy is an independent social anthroposophical science (science about humans), which represents an organized system of findings about educational processes and their results, conditions, and factors that affect education, as well as the main agents of the process. It studies education in its versatility and diversity, it also describes, explains, compares, evaluates, and generalizes the findings on pedagogical phenomena. Pedagogy proposes constructs and concepts (theories, models, plans) that are subsequently verified in practice.

Zogla (2018) mentions that pedagogy is an integrated humanistic and social science that investigates combined and unique regularities, focusing on the content of learning interactions, communication, and mutual relationships that occur in this process. Therefore, pedagogical practice is represented by organized pedagogical processes created against the background of pedagogical theories and aspire to achieve an educational goal.

Dimensions

Curtin and Hall (2018) indicate that the dimensions of pedagogy are interrelated and describe the specific, enacted, and experienced characteristics of pedagogical practice. The dimensions of pedagogy are the following:

Specific dimension: refers to the messages conveyed about what is supposed to be an appropriate way of teaching and learning. Official curricula and policies are examples of reified specified pedagogies, as they convey messages about what society claims as valuable teaching and learning.

Promulgated dimension: considers the messages conveyed as individuals interpret, enact, and embody a specific pedagogy and encompasses sociocultural characteristics such as identity, histories of participation, relationships, personal judgment, and pedagogical decision-making.

Experienced dimension: makes visible the decoding, action and interaction involved in the subjective experience of pedagogy for all involved and includes a particular focus on sociocultural concepts such as activity, agency, world, positioning, power, among others.

Forms of pedagogy

According to Kumar (2021), pedagogy has three forms of application:

- **Positivist:** it is at the service of the social sciences, attached to the facts, suppressing the metaphysical related to moral and theological values. Consisting of instruction and guidance (and therefore part of education).

- **Interpretivist:** is responsible for the pedagogue to study the meanings of human actions and social life. Where the scientific notions of explanation, prediction and control of the positivist way can be supplanted.
- **Criticism:** is a way of teaching that creates critical thinking in students, considering the teaching process from the context of communicative interaction

Teaching strategies

Didactic strategies refer to all processes and activities designed to impart knowledge, skills and comprehension at all levels of education. In general and simple terms, they are the way to act or intervene to make people learn (Aondolumun, 2017).

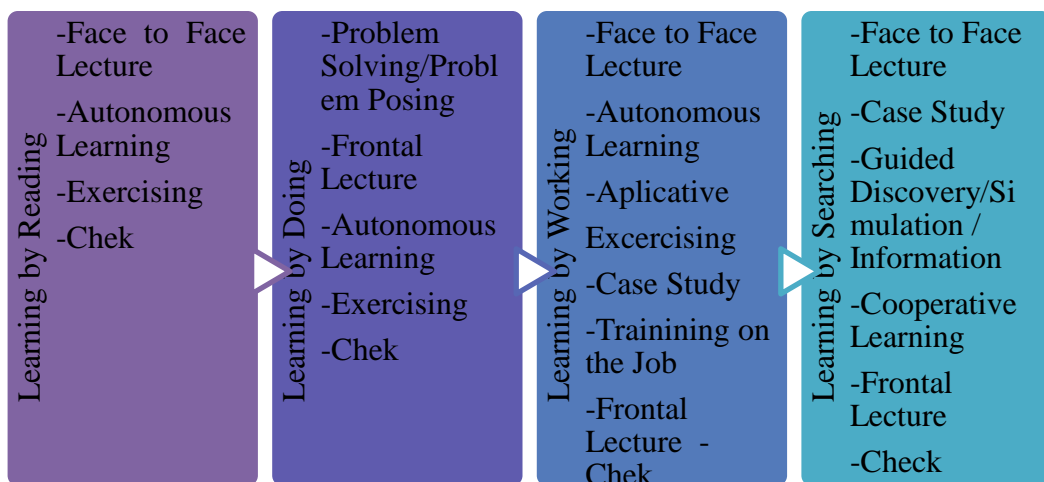
Didactic strategies are procedures and methods to achieve learning in students and the desired results. It must be adapted to the needs of each one of those involved in the teaching-learning process in a significant way (Rondán et al., 2020).

Teaching strategies and components of teaching methods

The didactic strategies and the possible components to be used as didactic methods are the following:

Figure 1

Teaching strategies and components of teaching methods



Note. Developed from (Mina, 2020).

Routines and patterns

Routines and patterns are part of the mental programming that refers to deciding who will do, what they will do, when they will do it and their use in the infant stage is essential because they influence the emotional, cognitive and social development of children (Ostrosky et al, 2017).

According to Higgins and Gregory (2022), the importance of routines and patterns is relevant in the infant stage because they act as emotional regulators to reduce stress, anxiety and conflict, as well as helping to integrate learning with an "organized connection". In addition, as children begin to participate in routines, they experience a sense of control and satisfaction in being able to perform part or all the tasks associated with the routine, increasing the performance.

From the perspective of Watson and Dicarlo (2015), routines are important to organize the students' behaviors; and when routines are explicitly taught, modeled, and rehearsed, they become automatic for students, thus improving cognitive processing.

Higgins and Gregory (2022) claim that learning through routines provides a two-pronged approach to foster learning for two reasons: provide learning within the routine and the specific tasks associated with the routine and through the process of generalization (establishing a frame of reference to learn other skills and concepts).

Ortega (2021) states that working with patterns and routines in childhood allows offer a frame of reference to improve concentration and reduce worries about what might happen later, promote processes of cognitive uptake, favoring the students' development in the teaching-learning, generate security, allowing them to anticipate situations and produce calm in the development of different activities, function as a temporary indicator. It provides a sensory perception of the different moments of the day, giving students the ability to know the activities that are going to happen before and after, and cognitive and affective development in the learning methodology.

Recommendations for the application of routines and patterns

According to Ostrosky et al., (2017), planning routines and patterns must consider the following factors: balance of scheduled and free activities, meet the cultural, linguistic, and individual needs of children, tempo or the rhythm of activities, duration or period of application, children's attention span, and type of activities included in the routine.

In addition, Watson and DiCarlo (2015), recommend to promote independence and precision while teaching routines and patterns. Teacher dependence generates difficulties in academic progress, socialization, and students' satisfaction.

When there are difficulties in the application of patterns in the students, the teacher must reflect on viable solutions, that in the case of early childhood education, may require the support of visual programs combined in a sequential format (Watson & Di Carlo, 2015).

According to Jennings, et al., (2012), for the implementation of routines and interventions based on activities, it is necessary to apply a sequential approach that includes:

1. Identify child-specific developmental outcomes: Functional skills should be included in daily routines.
2. Identify natural environments where the interventions will be conducted: it is necessary to recognize which activities and which routines are the best to integrate the intervention efforts, promoting participation and contributing to the maximize learning opportunities.
3. Analyze activities and routines in potencial environments to intervene: not all activities or routines are appropriate for intervention in all programs with all children, therefore, routines should be programmed progressively from simple to complex.
4. Develop and implement a plan of routine strategies: after collecting information about the child, environment and type of routines, strategies must be developed to incorporate routine activities that must be planned in a matrix with the objective, resources, and expected results.

5. Collect and review child data to monitor progress: Routine-based interventions could improve developmental growth in children but this needs to be checked by tracking children's response to determine progress.

Teaching routines

First, the routines and patterns must be selected, and the ways to introduce them must be thought about. One way is to gather children in the classroom area, then guide them through role-playing a desired behavior for the class. Guiding children through careful explanation and practice helps children understand what the routine entails and be able to perform it safely (Diffly & Sassman, 2016).

Once ways to introduce routines have been decided, it is necessary to support children's first attempts to follow routines by providing positive feedback and encouragement. Then, teacher must ensure that all students remember the routine or if it is necessary to reformulate it (Diffly & Sassman, 2016).

Developing routines in the classroom is a planned process that can be applied through the following strategies according to Langley (2020):

Greeting: Routines could be taught from the start of a class with the initial greeting. It is an ideal opportunity for learning positive interaction, relationship building and socializing when the students enter the room.

Strategy 5,4,3,2,1: A good teaching practice is to have a constant anchor point from which to give instructions, supported by a consistent and effective signal to get the attention of the students (countdown) can be effective to indicate the start of a particular activity.

Teaching table: It is an excellent way to demonstrate a learning task to the students because in this space the students know that they are going to receive an instruction to repeat and adequately complete.

Adjusted transitions: Off-task behaviors are more likely to occur on certain occasions when students transition from one task to another. At this point, it is important to minimize opportunities for distraction to prevent loss of focus in the activity.

The 5 B's: Brain (teaching children to use their brains/think when they have a problem), Board (check the book or other sources for reminders), buddy (ask for support when it is not possible to remember), boss (get help from the teacher), and browse (search for answers or help from additional sources).

Example of the use of routines and patterns

Based on the intervention proposal about the use of routines and patterns used by Sanchez (2015) for the natural learning of English, the application of this didactic resource in the classroom is exemplified:

Table 1

Example of the use of routines and patterns

Routines and patterns	Structures and vocabulary
Greetings	Good, morning, hello How are you, nice to see you
Order	Hang on your jacket, please-ok very good Let's go to the carpet (book, pencil), please
Dates	Is today Monday? Monday Tuesday Wednesday, etc.
Food	What do you have breakfast? Juice, French toast, fruit, muffins, sandwich
Farewells	It's time to say goodbye, Say goodbye to your friends! Goodbye, See you in the afternoon/ tomorrow/ Monday

Dependent variable

Communicative skills

Hymes (1972) mentions that communicative competence has to do primarily with the study of language, with the analysis of the ability of speakers to use the language to communicate in real situations as opposed to the idea that parts of a communication produce sentences grammatically correct. Hymes further asserts that for there to be a communicative competence is required to use a language that

is not only correct but also appropriate according to the social context of the interlocutors. In this way the communicative competence encompasses shared knowledge of the code language as well as socio-cultural rules, norms, and values, which create efficient communication channels (Hymes, 1972).

According to the Common European Framework of Reference for Languages, competence communication is considered as the compilation of various components: linguistic, sociolinguistic, and pragmatic. For this reason, it refers not only to the quality of knowledge but also the cognitive organization and the way in which this knowledge is stored and its accessibility. In addition, it refers to the sensitivity of social conventions that can alter the message that wants to convey. In addition to the recognition of text types and shape, as well as the intention and function of the language used, all these characteristics make a language user a competent communicator.

Thus, it can be determined that the communicative competence refers to much more than precision in using the language but precise in using language to convey ideas, thoughts, opinions, and feelings, while considering social and pragmatic factors that allow them to reach the recipient in a systematic, organize and clean way.

Productive skills

Skills or productive abilities are those referring to a result of the English language learning (output), in these the expression generates communication of ideas, thoughts and opinions either orally or in writing. This allows the student to apply what they have learned, relate it to experiences prior and internalize knowledge. It is mentioned that productive skills are speaking and writing because students, when developing them, have to create and use language, they are also known as active skills, which is why they are evaluated according to the work and performance carried out in them (Integrate Ireland Language and Training, 2010).

For successful communication, communication skills are essential. The basic skills are listening, speaking, reading, and writing. These are called “language skills”. The four language skills are related to each other in two ways. Language skills are

divided into receptive skills and productive skills, also known as active and passive skills. Passive skills deal with listening and speaking, while active skills focus on reading and writing. Without listening, it is not possible to speak, without reading it is not possible to write. Therefore, the four skills go in pairs (Sreena and Lankumaran, 2018).

The productive or active skills are speaking and writing. Students who possess efficient productive skills could produce, that means, generating language to communicate their ideas either in voice or text (Sreena and Lankumaran, 2018).

Productive skills are called this way because they require a product, produce a written or spoken language. Speaking is an oral production of language that involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating, or solving problems, or establishing and maintaining social relationships. Therefore, speaking is the oral process to produce language. On the other hand, writing is a productive skill in the writing mode. In writing there is usually a two-way distinction of writing: institutional writing and personal writing. Institutional writing includes textbooks, reports, applications, business correspondence, while personal writing covers personal letters and creative writing (Bashrin, 2013).

Productive skills allow the transmission of information that a user of the language produces in spoken or written form. Productive skills would not exist without the support of receptive ones. Passive knowledge, such as listening and reading, symbolizes a steppingstone to active knowledge (Golkova and Hubackova, 2014).

Speaking

On the word of Dincer (2017), speaking is a skill of the four language skills that requires knowing the grammatical and semantic rules of the English language as an international language, its role is crucial for all interactants. Speaking is the most important skill that a student must acquire when learning English, which requires several years of preparation to organize and structure a speech in a coherent way and manage to transmit a message fluently and according to the situation (Arias, 2017).

For his part, Sudarmo (2021), mentions that speaking is a competence used in the teaching-learning process of the foreign language (English) and even considers that it is one of the most difficult skills to master. Likewise, this skill is about having control of a very diverse set of activities that involve physical and mental abilities on the part of the participant.

According to Arias (2017), speaking is important for the teaching-learning process of the English language since this ability allows individuals to communicate. In short, the importance of developing this language skill in a classroom is to strengthen students' self-confidence, to form relationships through language.

Leong and Ahmadi, (2017), remark that speaking has three important aspects. First, it helps students speak and communicate effectively by integrating or supporting speaking skills such as grammar, pronunciation, vocabulary, and understanding of topics. Second, it supports students to express their ideas and thoughts through speaking activities. Where students can express their opinion in an appropriate way as they practice speaking in class. Finally, speaking integrates other skills such as: grammar, vocabulary, pronunciation, and content of speaking, helping students speak more clearly and understandably.

According to Sudarmo (2021), the benefits of speaking an international language (English) in students are learning and improving language skills, achieving high oral and written skills, and using as a method of communication in study activities.

Characteristics

Leong and Ahmadi (2017), declare that the characteristics of speaking certainly make other people realize that speaking is different from other English skills, where fluency and precision support students to make an adequate oral expression in front of the class.

The characteristics of speaking are as follows: fluency is the students' comprehension of the speech content and accuracy is the students' use of complex language in their speech.

On the other hand, Sudarmo (2021), claims that the main characteristics of speaking are communication and expression with other people using verbal language; and discovery of messages that allow a short or long dialogue.

Basic types of speaking

According to Brown (2004) the basic types of speaking are:

Imitative: at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level oral production, a number of prosodic, lexical and grammatical properties of languages may be included in the criterion performance.

Intensive: a second type of speaking frequently employed in assessment contexts is the production of short stretch of oral languages designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

Responsive: include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talks, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts.

Interactive: the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speaking in a casual register and use colloquial language, ellipsis, slang, humor and other sociolinguistic conventions.

Extensive: extensive oral production tasks include speeches, oral presentations and story-telling during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive task, but we cannot rule out certain informal monologues such as casually delivered speech.

Factors that prevent speaking English

According to Hanifa (2018), there are several factors that prevent students from learning to speak English, which are two:

Cognitive factor: deals primarily with students' knowledge of English. The result of the cognitive factor helps improve the feeling of anxiety and nervousness of the students.

Affective factor: this factor is the first and the most important factor, it appears when students get a negative result from the process of learning the English language in the classroom. In addition, this factor has four subfactors categorized as: lack of motivation (occurs when students do not receive motivation from their peers, friends, and teachers), shyness (arises when acting in front of the class in the form of dialogue, speech, and presentation), lack of self-confidence (occurs when there is a limited knowledge of the student in relation to the English language) and low self-esteem (appears when the student considers that he does not have knowledge in English, due to low self-esteem towards his own competence, especially when speaking).

Techniques to improve speaking

In the classroom, various techniques or activities may improve speech for communicative purposes, according to Harmer (1983) the most important are:

Acting, an activity that starts from a script, which improves the general use of language and builds confidence in students. Thus, the dramatization of dialogues is also mentioned, which allows the creation of a supportive environment in the class, students prepare their dialogues and improve their skills with practice. Another of

the techniques is discussion, that is developed in various ways, the first by groups, which is used for a wide variety of debates; the second, instant comment, arises when images are shown or topics are introduced in a lesson and students have to say the first thing that comes to mind; third formal debates, students prepare arguments for or against various propositions with advance planning; and fourth, the unplanned discussion, which happens in the middle of the lessons and requires the students to reach a consensus.

In the same way, questionnaires are used, which are planned and ensure that both the questioner and the answerer have something to say. Finally, Role Play allows students to act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings that they do not necessarily share.

Speaking subskills

According to Munawarah et al., (2018) the speaking sub-skills are the following:

Pronunciation: is the way of producing words or sounds. A good pronunciation is important to produce a clear language that will allow listeners to receive a correct message. The parts of pronunciation are stress, rhythm, and intonation.

Grammar: it is a set of rules for organizing words and producing correct sentences to avoid misunderstandings in the delivery of the message. Through grammar the speaker can select the order of words, change words, make sentences and an appropriate speech.

Vocabulary: is the knowledge of the meaning and functions of words. Learning vocabulary means learning the meanings, spelling, pronunciation, and usage of words. Vocabulary includes single words, compound words, and idioms and involves not only learning about word meanings but also how to use words or collocation.

Fluency: refers to the ability to speak communicatively and with ease without several pauses, fills, or hesitations.

Comprehension: refers to the speaker conception of the information conveyed in what he says. In addition, comprehension can involve inferences and sometimes non-verbal language.

Assessment of the speaking skills

According to Brown (2004), the speaking skills assessment involves:

Microskills:

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.
4. Produce reduced forms of words and phrases
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes
6. Produce fluent speech at different rates of delivery.
7. Monitors one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message
8. Use grammatical word classes (nouns, verbs, etc.) systems (tense, agreement, and pluralization), word order, patterns, rules and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macroskills

1. Accomplish communicative functions according to situations, participants and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
3. Convey links and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

4. Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well your interlocutor is understanding you.

CHAPTER III METHODOLOGY

3.1. Type of research

3.1.1 Quantitative

According to Hernández (2018), the quantitative approach implies a set of processes; it is sequential, probative and allow to measure the variables precisely. Uses data collection to test hypotheses based on numerical measurement and statistical analysis to establish behavior patterns and test theories. Conforming with Maldonado (2018), quantitative or positivist research involves the measurement, review, description, experimentation, verification, and explanation of the study phenomenon with the support of statistics.

Thus, quantitative research uses data collection and analysis to answer research questions and test previously established hypotheses, relies on numerical measurement, counting, and the use of statistics to try to accurately establish patterns in a population. (Gómez, 2006).

The current investigation used quantitative research because the performance of the students was measured regarding the speaking ability at two specific moments and through statistics it was possible to present the results and verify the hypothesis.

3.1.2 Quasi-experimental type

Quasi-experimental designs serve the same purpose as experimental studies: to test the existence of a causal relationship between two or more variables. The quasi-experimental design allows estimating the impacts of the treatment or program, depending on whether it establishes an adequate basis for comparison. A typical quasi-experimental model is the pretest-posttest design with two intact groups, that is, previously formed, therefore, is no guarantee of similarity between them (Arias, 2006). Consistent with Lasa and Vergara (2002), quasi-experimental research is used to study the possible causal effect of interventions or treatments in open

situations, that is, outside the laboratory context, where control is scarce and randomization in assignment of the study units is not possible. In this type of approach, the groups are already formed or are natural groups.

Consequently, the research applied a quasi-experimental design because it involved an already formed group of students from Unidad Educativa “San Pío X” to develop the research based on the use of routines and patterns to improve speaking skill.

The current investigation used the quasi-experimental approach because the effect of routines and patterns was tested to improve speaking skill in a group of students for seven weeks. The quasi-experimental process was conducted in three phases: in the first, there was an initial evaluation of speaking skill; in the second, the intervention proposal (routines and patterns) was applied; and the third that involved the final evaluation to determine the effect of the proposed strategy in speaking skill.

The second phase regarding to the intervention involved the application of routines and patterns in three moments; the first was an introduction to the method and lasted two weeks, in a second moment the routines were adapted in the classroom lasting three weeks. In a third moment, the students must use the learned patterns and routines spontaneously during two weeks

The intervention aimed to create communicative situations typical of the school environment. The routines and patterns were applied daily. The routine activities proposed for the introduction of the new language were: habits of order, silence, listening, taking the roll, reviewing the date, days of the week, and commenting on the weather. All the structures of this first stage were simple and focused on a first contact and were supported by images (flashcards) and mimicry.

The activities in a second moment involved repeating the introductory activities but the already known images were progressively reduced. More vocabulary was introduced in relation to topics, such as: food, clothing, colors, numbers, expression of tastes with simple structures.

In a third moment, the routines were adopted in the class and were used at all times with little teaching and graphic support.

The current research is conducted in Unidad Educativa "San Pío X", a Catholic institution, founded by the Diocese of Ambato in 1955. It is an institution of particular religious support, that offers from the initial level to high school. It is located in Atocha.

Over the years, Unidad Educativa "San Pío X" is a vanguard institution due to the correct way of teaching involving an integral, creative, reflective, and critical formation that are fostered with pedagogical support and academic tutorials within the parameters of Christian ethics. Among its institutional objectives is the strengthening and improvement of command and management of the English language, with the conviction that it provides students better opportunities for professional achievement.

3.2. Population or sample

The study population was all preschool students from Unidad Educativa "San Pío X" whose ages fluctuate between 4 and 5 years.

Table 2

Population

Population	Frequency	Percentage
Men	46	65,72%
Women	24	34,28%
Total	70	100%

Note: These data were taken from students of preschool students from Unidad Educativa "San Pío X"

The sample selection was an intentional sampling, which according to Cabezas et al., (2018), is one where the elements are chosen based on criteria or judgments pre-

established by the researcher. In this case, the selection of the sample was for accessibility for data collection and to develop the pedagogical intervention.

The sample included all preschool students from "San Pío X", they are 70. It is worth mentioning that for the participation of the students in the research, parents and/or legal representatives were informed.

3.3. Hypothesis verification

The hypotheses raised in the investigation were:

H1: Routines and patterns improve speaking skill.

H0: Routines and patterns do not improve speaking skill.

To test the hypothesis, the students' t-test was used, which made it possible to determine the existence of a significant difference between the means obtained in the pretest and posttest.

3.4. Data collection

The information was collected through an interview due to the age of the students. The interview aimed to determine the level of students' knowledge of basic routines and patterns within the EFL classroom.

The interview consisted of a 12-question questionnaire and the answers were presented as multiple choice to facilitate analysis. The interview was validated by experts in English Language Teaching from the Universidad Técnica de Ambato prior to its application.

To develop this research, human, material, institutional, bibliographic, and technological resources were considered. Human resources include students, researcher, and research tutor. The institutional resources were Universidad Técnica de Ambato and the Unidad Educativa "San Pío X". The material resources were: sheets of paper, copies, pens, and folders. The bibliographic resources were: books,

magazines, articles, and reports. Finally, among the technological resources were: computer, printer, internet, and USB.

In addition, didactic materials were used for the development of the proposal, mainly flashcards that allowed reflecting actions to favor the adoption of routines and patterns in a natural way.

3.5. Data processing and statistical analysis

The data of the pre-test and post-test application were located in a SPSS version 2.0 database where the name of the student, the initial and final qualification were placed for a comparative analysis. With both the initial and final group qualification, the arithmetic mean was obtained that allowed determining the extent of the speaking ability before and after the application of routines and patterns.

Descriptive statistics were used in the current study because a set of numerical and graphical techniques allowed to analyze the data regarding speaking ability.

The comparison of the significant difference between the means of the results of the pre and posttest of the analysis groups was developed using the T-Student test. In that test, the greater the difference between the means, the greater the probability that there is a significant difference. In this test, the null hypothesis of equality of means is assumed.

The data regarding the variable: Speaking Skill both in pretest and posttest were presented in frequency tables and bar graphs for their respective analysis and interpretation.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Results

The results came from a quasi-experimental research conducted in a single group of first-year basic general education students from Unidad Educativa “San Pío X”, who were evaluated in two moments. The first evaluation (pretest) was developed before the intervention, and the second evaluation (posttest), after the seven weeks of pedagogical intervention with routines and patterns. The results of the 12 questions of the questionnaire are shown in tables where the answers issued by the students before and after the intervention, to manage a comparative analysis.

1. Hello, how are you?

Table 3

Hello, how are you?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Good	0	0%	15	21%
Great	0	0%	28	40%
Wonderful	0	0%	23	33%
No answer	54	77%	1	2%
No sense answer	16	23%	3	4%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis and interpretation:

Before the intervention, the students were asked about how they were doing, 77% did not give any answer and 23% gave a meaningless answer, therefore the lack of development of the speaking skill was evident. However, after the intervention,

spontaneity was evidenced in the oral expression of preschool students who, upon recognizing and understanding the question, immediately issued correct answers, 40% reported great, 33% Wonderful, and 21% good. On the other hand, very few students reported deficiencies in oral expression because only 4% gave a meaningless response and 2% did not answer.

2. Who is missing today?

Table 4

Who is missing today?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Correct answer	0	0%	48	69%
Wrong answer	0	0%	0	0%
No answer	70	100%	22	31%
No sense answer	0	0%	0	0%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis and interpretation:

By asking students “who is missing today?” In the pre-intervention test, no student issued a response, which denoted shortcomings in vocabulary and interactive communication because the students could not respond orally because they were not familiar with these expressions. On the other hand, after the intervention with routines and patterns, the results were positive because 69% of the first-year students were able to express themselves orally to answer the question correctly and only 31% could not give any answer.

3. How is the weather today?

Table 5

How is the weather today?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Correct answer	4	6%	40	57%
Wrong answer	2	3%	22	31%
No answer	52	74%	8	12%
No sense answer	12	17%	0	0%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis and interpretation:

Regarding weather, before the intervention, 74% of the students could not give any answer to the researcher's question, 17% gave a meaningless answer and 3% an incorrect answer, while only 6% answered correctly. After the intervention, the results were encouraging because the majority could express themselves orally, 57% with correct answers assuming that the day was cloudy and cold. On the other hand, 31% gave incorrect answers and only 12% did not answer, therefore the use of routines and patterns made students more familiar with seasons and times.

4. Can you do a short prayer?

Table 6

Can you do a short prayer?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Yes	12	17%	56	80%
No	48	69%	12	17%
No sense answer	10	14%	2	3%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis and interpretation:

To continue, 69% of the students could not make a short sentence when requested, 17% they could make it with basic terminology and support and 14% formed a nonsense sentence, which assumes the existence of vocabulary, grammar and fluency shortcomings. However, after the pedagogical intervention, 80% of the first-year children were able to form a sentence correctly with simple elements, only 17% could not make it and 3% make it without sense. Therefore, the intervention enabled students to express themselves through simple sentences or phrases learned on a daily basis through repetition.

5. What day is today?

Table 7

What day is today?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Correct answer	0	0%	63	90%
Wrong answer	20	29%	3	4%
No answer	48	68%	2	3%
No sense answer	2	3%	2	3%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis and interpretation:

Regarding the days of the week, before the intervention, 68% of the students could not give an answer, 29% did it incorrectly and 3% gave a meaningless answer. On the other hand, in the evaluation after the intervention, the results were encouraging because 90% were able to give a correct answer assuming that it was Wednesday and only 4% gave incorrect answers when mentioning other days of the week. In addition, a very low percentage of students gave incorrect answers (4%), 3% nonsense answers or did not answer (3%). With this information, it can be assumed that using routines and patterns allowed students to know, locate, and become familiar

with the days of the week. In addition to continually repeating them, they improve fluency and pronunciation.

6. Each day has been assigned with a color. What color do we use on... (day of the interview)?

Table 8

What color do we use?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Correct answer	12	17%	65	93%
Wrong answer	23	33%	1	1%
No answer	30	43%	2	3%
No sense answer	5	7%	2	3%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis and interpretation:

When approaching the colors, it was possible to appreciate that at the beginning of the intervention the students were not aware of this type of vocabulary, 43% did not give an answer, 33% gave incorrect answers, 7% made nonsense answers and only 17% answered correctly. Knowledge about colors was improved during the intervention because through activities the students were able to become familiar with them and name them in a timely manner during the development of classes. This can be evidenced in the final evaluation where 93% of the students answered correctly about the color that corresponds to a specific day and only 3% could not answer, 3% did it without meaning and 1% gave an incorrect answer. Similarly, the continuous repetition of the routines made the students improve their pronunciation and fluency when naming colors in various contexts.

7. Can you take out your pencil?

Table 9

Can you take out your pencil?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Yes	32	46%	68	97%
No	38	54%	2	3%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis and interpretation:

The question “Can you take out your pencil?” Was applied to determine the student's understanding of simple commands and vocabulary knowledge. Before the intervention, 54% did not answer it and only 46% did it because they knew the terminology. On the other hand, after the intervention, it was encouraging to observe that 97% of the students were able to comply with the order quickly and only 3% could not because they needed help. Based on these results, it was possible to appreciate that the students improved their knowledge about the vocabulary of school supplies and the classroom, since these elements were part of the activities of routines and patterns.

8. Can you take out your colors?

Table 10

Can you take out your colors?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Yes	41	59%	70	100%
No	29	41%	0	0%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis and interpretation:

Similar results to the above were observed when students were asked to take out their colors. Before the intervention, 59% could do it and 41% could not. After the intervention, 100% of the students were able to correctly comply with this order because they were more familiar with the vocabulary of the classroom that worked on the routines and patterns.

9. Can you take out your scissors?

Table 11

Can you take out your scissors?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Yes	12	17%	67	96%
No	58	83%	3	4%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis and interpretation:

At the beginning of the intervention, the students were asked to take out a pair of scissors and it was observed that 83% could not do so because they did not know the vocabulary and only 17% could do. On the other hand, after the intervention with routines and patterns, it was possible to see that 96% of the students already recognized this term and included it in their vocabulary, while only 4% could not.

10. Can you take out your glue?

Table 12

Can you take out your glue?

Indicators	Pretest		Posttest	
	Frequency	percentage	Frequency	percentage
Yes	2	3%	67	96%
No	68	97%	3	4%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis e interpretation:

The last school item used to test students' vocabulary knowledge was the glue. Before the intervention, 97% of the students did not know this term and only 3% knew it. After the intervention, it was observed that 96% of the students knew and used the term "glue" during their daily performance and only 4% could not do it on their own and required help from the teacher. Based on these results, it can be said that with the use of patterns and routines where students are naturally involved with a second language. Good results are achieved because students learn vocabulary faster, gain fluency and perfect their pronunciation with repetition and immediate feedback to effectively develop speaking.

11. (Hand in a book) does the student say, “thank you”?

Table 13

(Hand in a book) does the student say, “thank you”?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Yes	4	6%	68	97%
No	66	94%	2	3%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis e interpretation:

With this question, it was intended to know if the student can provide short expressions of daily use, because before the delivery of a book, 60% did not express "thank you" and only 40% did so before the pedagogical intervention. On the other hand, after the intervention, 97% used expressions of gratitude because they were worked on during the activities with patterns and routines and only 3% could not do it quite well and required help. Therefore, the routines and patterns help the students speak better because with practice, they were able to appropriate phrases and expressions of common use.

12. Finish the interview by saying goodbye. Does the student answer?

Table 14

Finish the interview by saying goodbye. Does the student answer?

Indicators	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
Yes	21	30%	70	100%
No	49	70%	0	0%
TOTAL	70	100%	70	100%

Note: Data taken from preschool students after taking the pre and post test.

Analysis e interpretation:

At the end of the interview, special interest was given to the use of farewell phrases and before the intervention it was observed that 70% of the students did not use these expressions to end a dialogue while 30% did. After the intervention, it was possible to see that 100% of the students used farewell expressions with their classmates as well as with the teacher because they were familiar with these phrases that were worked on during the use of patterns and routines in a natural way.

Overall Analysis

Based on the results presented above, before the intervention, the students showed deficiencies in speaking because they did not know vocabulary around moods,

weather and seasons, days of the week, colors, school supplies. The most of the students were not able to form short sentences and did not use expressions such as thank you or goodbye that are commonly used in the interrelation with other people.

The shortcomings mentioned above were worked through the use of patterns and routines where the first-year children were learning vocabulary and becoming familiar with it, they were gaining fluency while improving their pronunciation through continuous repetition. In addition, at the end of the intervention it was positive to observe that the students were familiar with the elements of classes, days of the week, activities of the day, seasons and weather. They were able to understand simple commands and issue short answers appropriately. They improved their interactivity, used expressions of beginning and end of dialogue in a correct way and were self-assured during the activities.

One aspect that should be highlighted is the fact that the routines and patterns allowed the students to use the second language more easily, with spontaneity and to lose their fear of expressing themselves with their classmates and with the teacher because learning was achieved naturally and gradually.

4.2. Discussion

In the current investigation, it was possible to verify the effectiveness of the use of patterns and routines in the speaking ability of preschool students from Unidad Educativa “San Pío X” because at the beginning of the intervention, shortcomings were observed regarding vocabulary, expressiveness, interactivity and fluency. However, after its use, the advances were evident because it was possible not only for the students to know and expand their vocabulary but also to become familiar with it and be able to use it in short phrases, expressions of greeting and farewell as well as during the development of class activities.

These results are supported by the research developed by Watanabe (2016), in which, after exploring the effectiveness of routines in the L2 classroom, the author demonstrated that the use of roles and patterns is effective in developing oral and

interactive skills in students because they promote learning through repetition and prediction of facts. In addition, the rhymes, having a predictable pattern, generate an interactive environment where students feel safe because they can foresee the next components of the sequence, and the repetitive use provides a stimulating environment for input and reinforcement that results in better performance in L2.

Similarly, in the study by Fornells (2017), the use of routines has a positive impact on the acquisition of the language of students because routines by promoting the use of a prefabricated language allow students to acquire a language automatically and even unconsciously, making learning becomes easier and more pleasant by not forcing the student.

Therefore, the routines and patterns in the teaching-learning of languages should be included in the future lesson plans of English teachers as a foreign language, since there is evidence of their effectiveness in language acquisition, especially in speaking, where the majority of students present difficulties due to vocabulary deficiencies, poor fluency, pronunciation errors and lack of interactive communication that can be effectively addressed with the use of patterns and routines in a natural way.

This last argument is supported by the results of Bedón's research (2018) which shows that the limited application of techniques for the development of oral skills is due to the limited use of interaction patterns typical of monotonous classes. In addition, the use of patterns should be a priority in English classes because it allows the development of greater interactivity between teachers and students, which extends the time and work space, provides greater confidence to the student, and generates greater opportunities to use the language in classes to effectively develop the students' oral skill.

Under this line, López (2019) mentions that the use of routines is beneficial in teaching languages to students and even more at early ages, which supports the results of the current investigation that was developed with children of 4 and 5 years. The author, after applying a proposal of routines in the first year of primary

education, concluded that routines are regular activities that help shape life and learning because individual and social personality develops through repeated rules and patterns of behavior until they become their own. In addition, the application of routines in the English classroom is effective because students adapt to the language and can express it orally in real situations.

4.3 Hypothesis verification

The hypotheses raised in the investigation were:

H1: Routines and patterns improve speaking skill.

H0: Routines and patterns do not improve speaking skill.

To test the hypothesis raised in the research, the statistical program SPSS Statistics was used to calculate the T-student test, which allows determining if there is a significant difference between the means of two groups.

Table 15

Chi square test

	Test value = 0					
	t	Gl	Sig. (bilateral)	Mean difference	95% confidence interval of the difference	
					Lower	Upper
Pretest-Posttest	14,570	69	,000	1,62857	1,4056	1,8516

After calculating the T-student, the value of p (Sig. (bilateral)) = 0.00 was obtained, that is less than the level of significance $\alpha = 0.05$, which represents that there is a significant difference between the pretest and posttest samples, therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, that is: Routines and patterns improve speaking skill.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

After collecting and analyzing the data obtained in this research, as well as verifying the hypothesis, it is concluded that:

- The difficulties in oral ability that preschool students from Unidad Educativa "San Pío X" presented with greater notoriety, were in terms of vocabulary, because they did not know the terminology about moods, weather and seasons, days of the week, and colors. In addition, there were struggles about expressiveness, interactivity and fluency because they articulate short sentences that allow them to communicate inside the classroom.
- After the application of the intervention with the use of patterns and routines, the speaking ability of the preschool students from Unidad Educativa "San Pío X" had a significant improvement. It is important to notice that routines and patterns can help students to identify vocabulary and short phrases that are commonly used inside and outside the classroom, giving them, in this way, a tool to communicate and to develop the use of a foreign language at an early age.
- Initially, most of preschool students from Unidad Educativa "San Pío X" were not able to form short sentences and did not use expressions that are commonly used when interacting with other people. Later, the first-year students managed to use the language with greater ease. They also felt more comfortable expressing themselves and socializing with their classmates and with the teacher, because they became familiar with the class elements such as days of the week, activities of the day, and weather. Additionally, they gained fluency and improved their pronunciation through continuous repetition.

5.2.Recommendations

These recommendations are made in concordance to the conclusions described above.

- It is important to consider the type of oral language difficulty suffered by students, in order to promote an adequate and pleasant environment, while implementing strategies that help overcome all difficulties. Therefore, children not only know and expand their vocabulary, but also become widely familiar with it and can use it in short phrases, greeting and farewell expressions, during the development of class activities.
- The use of routines and patterns in the teaching-learning of languages should be included in EFL lesson plans. There is evidence of their effectiveness in language acquisition, especially in speech, where most students present difficulties due to vocabulary deficiencies, low fluency, pronunciation errors, and lack of interactive communication that can be effectively addressed with the use of patterns and routines in a natural way.
- The appliance of routines and patterns in an everyday classroom should be considered as an effective tool in early ages due to the fact that it allows students to develop the oral skill, which is a priority in English classes because this will allow the development of greater interactivity between teachers and students, expanding time and workspace, providing greater confidence to the student and generating opportunities to use the language in class.

CHAPTER VI

PROPOSAL

6.1. Informative data

Topic: Routines and patterns in the development of the speaking skill.

Name of the Institution: Unidad Educativa San Pio X

Beneficiaries: Students from preschool

Location: Ambato-Tungurahua-Ecuador

Estimated time for the execution: 7 weeks

Person in charge: Lcda. Nataly Medina

Researcher: Lcda. Nataly Medina

6.2. Background of the proposal

The current research focused on the use of routines and patterns for the speaking ability because there is evidence that this strategy is effective for teaching-learning English in young children because the repetition or fulfillment of routine activities allows creating brain circuits, activate memory, and build significant and lasting learning.

In the end-of-degree project entitled "Natural learning of English based on routines with pictographic support" presented by Sánchez (2018), the author highlights the utility of the strategy while involving children in early childhood education especially in learning a second language. For this purpose, in this study, an experiential methodology was used, with the natural approach of Krashen.

The proposal for the use of routines and patterns in this research consisted of three activities that were repeated daily, these included: good morning routine (greeting, order habits, keeping silent, roll call, the date, the time, breakfast, preparing to wash hands, picking up breakfast, discussing the different breakfasts, eating, tidying up, and leaving the patio), and farewell routine (picking up and tidying up, singing the farewell song, and saying goodbye).

To conclude, with the development of the research, routines allow students to acquire the new language in a playful and unconscious way, reinforcing its contents and its phonetics on a daily basis in a repetitive way.

In the research project developed by Ortega (2021) with the aim of demonstrating that a good use of routines can facilitate the learning of a language, as well as validating the possibility of establishing joint programming between mother tongue and English. The research was conducted through a participatory methodology.

The intervention proposal was developed in three categories: the first about habitual routines (songs "Hello song", "helper", "Goodbye song"), the second about specific routines (Relax time, coats, make a line, who is in Classroom?, how do I feel today?, meeting time) and the third one called other unit routines (Story time, clean up, move from one place to another, silence, make a circle, and registry of the seed).

The investigation concluded that routines are important tools within the pedagogical work because they allow marking a fluid way of working and learning both individually and in groups.

Finally, the research work "Thinking culture strategy (Thinking routines) and the development of linguistic intelligence in the teaching of English" developed by Sánchez (2021), aimed to apply thinking strategies (thinking routines) that allow students the development of linguistic intelligence applied to the area of English, used a qualitative-quantitative methodology of descriptive type. The activities proposed in this study were food, music and clothing, feelings and emotions,

celebrations, and illnesses. For the proposal, graphic and written didactic resources were used.

In this research, it is concluded that thinking routines allow the development of students' linguistic skills such as comprehension of written texts, oral communication, and the composition of short texts that allow learning the English language.

This proposal has been designed based on the needs of early age students. This booklet contains a list of the routines and patterns used effectively in preschool class, as well as their application in a lesson plan, which serves as a guide for the teacher. In addition, there is a list of routines and patterns to be applied from second to seventh grade. It is important to emphasize that the lesson plans can be modified depending on the needs of the teacher and their students.

6.3. Justification

The development of this proposal is based on the fact that the latest educational trends give routines great importance in the acquisition of basic skills, especially in early childhood education classrooms, proving that repetition provides the opportunity to internalize processes and structures in a more natural way. Therefore, this way unconscious memorization occurs, which opens up a wide range of possibilities in learning a L2.

In addition to this, like other learning, speech is framed in a sensitive period, in which there is great brain plasticity and action must be done to take advantage of the infant's potential in terms of recognition and phonetic production.

Routines and patterns within this field are essential for acquisition, assimilation, and learning since children are true imitators of the adults around them and who are in continuous contact with them. Therefore, using routines and patterns will facilitate learning and oral expression naturally when internalized.

Through habits and routines, the child is also introduced to the world of security, limits, and knowledge of their environment without forcing. It is a way of offering them an environment rich in learning because unconscious repetition and memorization lays the foundation for knowledge acquisition.

Therefore, due to its great relevance within the educational context and more specifically, in the teaching of the English language at an early age, the use of routines and patterns could not be unnoticed and therefore it is important to know how to apply this into a lesson plan.

6.4. Objectives

6.4.1. General

- To design a booklet with routines and patterns to be used in class to improve the speaking skill.

6.4.2. Specific

- To identify routines and patterns according to student's needs and level.
- To provide teachers with lesson plans that include routines and patterns based on the preschool curriculum requirements.
- To establish routines and patterns that can be implemented from second to tenth grade.

6.5. Feasibility analysis

Technical - Technological Economic - Financial

This proposal is organizational, technical, technological, and financially feasible.

The organizational feasibility of this proposal lays on the fact that both, authorities and teachers are aware and committed with the application of this proposal. Authorities agree and support the use of routines and patterns inside the classroom. Teachers showed interest on the implementation of this proposal due to the benefits of using this to improve the speaking skill.

Moreover, the technical and technological feasibility is also covered. The classrooms where this proposal was applied have been equipped with a computer, projector, and internet connection to be used during the application process, especially for the songs and videos used on this proposal.

Finally, this proposal is financially feasible. For this proposal all the expenses have been covered by the researcher who is the only person in charge of it. It is important to clarify that neither the institution nor the parents are going to spend on the application of the current proposal.

6.6. Theoretical foundation

Patterns and routines

According to Garcia (2017) routines and patterns in Early Childhood Education can be defined as those activities developed daily on a regular, periodic, and systemic basis with an unavoidable nature or in turn as daily actions of great significance for the child that mark their times and rhythms. For children, the acquisition of routines is very important since they promote autonomy and provide them with security, in this way, they know what comes first and what comes after, which provides them with confidence.

According to Buena (2017), routines and patterns must be understood in three ways: as tools, as structures, or as behavior patterns. Routines as tools are conceived as a way to achieve a goal and to promote thinking. Choosing the right one for each situation or activity is the first and most important stage. In order to choose the routine properly, in the first place, the purpose pursued must be determined for greater objectivity. The conception of routines as structures is based on the idea that routines have been designed in steps and help structure thinking from what we already know to new knowledge. By understanding routines as structures, it is easy to differentiate a sequenced structure of steps, set out in a specific way from the beginning, which support and lead students to the highest levels of knowledge. Routines as behavior patterns are shown on the stimulus that a person's brain

receives modify the neural structure and therefore its development. All people have the ability to develop their brain and its plasticity, but this will depend on what each person lives and experiences. The stimuli that a person's brain receives modify the neuronal structure and therefore its development.

The advantages of using patterns and routines in teaching English according to Ortega (2021) are:

- They help to save time, since the change of activity takes place more quickly.
- High involvement of the students since they know what is the behavior and action that is expected of them at all times.
- Fixed and marked structure in each session, offering students confidence despite not necessarily understanding all the teacher's speech. The structure is beginning of the routine, greeting/song/questions, activity/game, and the farewell routine.
- Pleasant and relaxed atmosphere where children enjoy and learn English.

Recognizing routines as learning contexts means highlighting some of their functions that, according to Pulido (2013), constitute a frame of reference that, once learned by the child, gives great freedom to both the children and the teacher: it provides a kind of mental structuring that allows one to devote oneself and one's energies to what is being done without thinking about what will come next. As a constant framework, it additionally allows the teacher to introduce into it any new theme, issue or activity that has arisen unexpectedly.

In this way, the new comes to function as content or material of daily routines, therefore routines can become the opportunity for the full exercise of autonomy, as long as spaces for decision-making, problem participation and resolution are generated; all this framed regarding to the differential times of the child.

Watson and DiCarlo (2015) mention that routines and patterns are important in early childhood learning because they organize the behavior of students and

teachers, in addition to offering children consistency, confidence, security, confidence, and a sense of security because the routines allow them to identify patterns that help them predict what will happen next.

For the authors, this predictability generated by the use of routines reduces stress and anxiety, helping regulate the child's behavior because when routines are explicitly taught, modeled, and rehearsed, they become automatic for students, being free cognitive processing. Therefore, establishing routines provides teachers with more meaningful instructional time.

Inside the early childhood setting, there are routines that help children transition to different activities within the school day, such as transition to arrival (morning routine), transition to lunch (afternoon routine), and transition to going out (afternoon routine). These periods of time are considered ideal for teaching and consolidating routines (Watson & DiCarlo 2015).

To work on routines in Early Childhood Education, it is necessary to establish methodological guidelines that help and contribute to systematizing and organizing this learning in an appropriate way and always following the same order in carrying out the tasks and the name of the routine to work on (García, 2017).

6.7. Methodology

The methodology used for the development of the proposal was naturalistic since routines and patterns allow natural and unconscious learning.

The naturalistic approach to learning is based on the theory of Krashen and Terrel who state that the language can only be reached by understanding the message and that acquiring a language is picking it up, for example, developing language skills as a result of using it in a real life context.

This hypothesis states that in the same way that a child naturally develops linguistic ability in his first language, an adult can subconsciously develop proficiency in a second language by practicing the language in familiar situations. (Ascencio, 2018).

In addition, the Krashen's theory mentions that there is only one way to develop the acquisition of a language: understanding messages or comprehensible input. The input or comprehensible input, or $i+1$, relates the language that is one level beyond the current level of competence of the learner with respect to the internal processor of the language, or to the device of the language acquisition that generates possible rules according to innate procedures. A crucial implication of this hypothesis is that the acquisition starts from what is heard or read, not from what is produced that emerges by itself. In this way, once the acquisition has developed, it will be responsible for initiating oral expressions and language fluency. (Ascencio, 2018).

Based on these arguments, the proposal used a naturalistic methodology in which patterns and routines were taught, developed and consolidated in the initial level classroom, therefore, that students could acquire them and put them into practice.

The process of applying the naturalistic methodology focused on the creation of communicative situations that allow the development of speaking skill from the routines and patterns of the school environment. Specifically in this intervention, routines and patterns from a sensory environment:

Auditory: the spoken language was introduced by the teacher and little by little encouraging the students to participate in them. Supporting audios were additionally used for this purpose.

Visual: through flashcards of actions, it is easier to understand the meanings of all the routines and patterns proposed and with which they had to be complied with for their adoption in the classroom.

Kinesthetic: the routines and patterns placed special emphasis on speaking skill and its communicative approach, since all actions were accompanied by actions, mime or movement.

The intention of this methodological approach was to involve children in natural learning, acquiring the ability to speak naturally in order to understand and do day-to-day activities at school.

6.8. Operational model

Table 16.

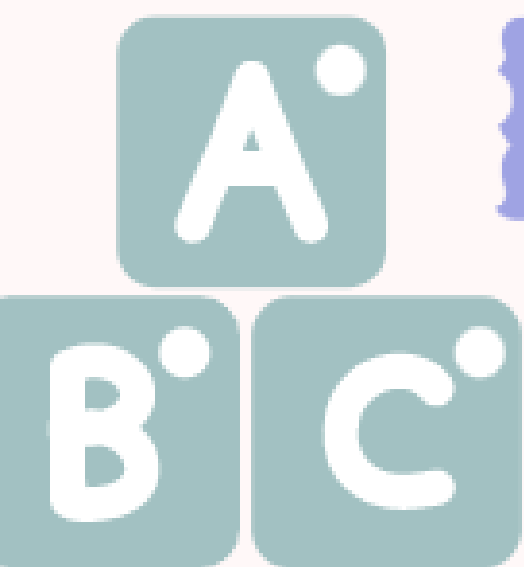
Operational model

Stages	Objectives	Activities	Resources	People in charge	Time
Identification	<ul style="list-style-type: none"> To identify routines and patterns according to the students' needs and level. 	<ul style="list-style-type: none"> Check and analyze the learning objectives provided on the Ecuadorian curriculum. 	preschool curriculum	Researcher	1 week
Design	<ul style="list-style-type: none"> To identify routines and patterns according to student's needs and level. 	<p>Analyze routines and patterns to be used, according to students' needs and level.</p> <p>Design a set of routines for different moments in the class.</p>	<ul style="list-style-type: none"> Computer Internet Paper Flashcards Videos Songs 	Researcher	1 week

	<ul style="list-style-type: none"> • To establish a set of routines and patterns to be used in class. • To provide teachers with routines and patterns based on the curriculum requirements 	<p>Design lesson plans. Select videos, songs and flashcards according to the established routines and patterns.</p>			
Promoting	<ul style="list-style-type: none"> • To apply the proposal during the intervention phase. 	Work with students during the intervention phase.	<ul style="list-style-type: none"> • Computer • Internet • Paper • Flashcards • Videos, Songs • Lesson plans 	Researcher	8 weeks

Booklet of

ROUTINES AND
PATTERNS



LCDA. NATALY MEDINA

Presentation

The main objective of this booklet is to provide Ecuadorian teachers with material that helps them to create dynamic routines within their class, and therefore help students to produce the language in a natural and practical way. This document contains routines and patterns proposed for preschool, as well as for the following levels of education, with the aim of motivating not only the student, but also the teacher.

Hi!

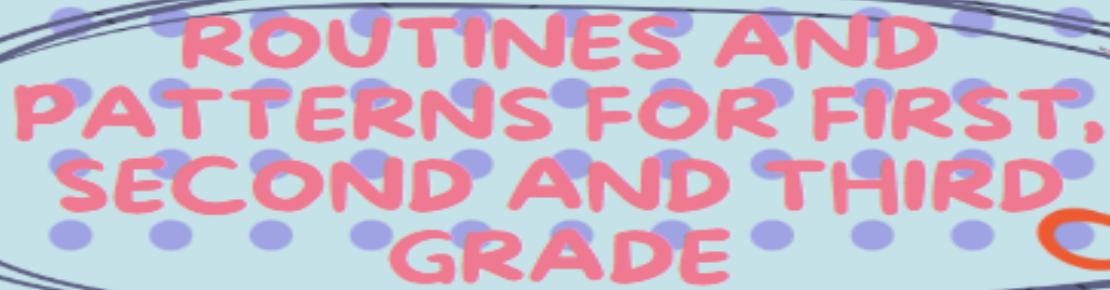




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ROUTINES AND PATTERNS FOR FIRST, SECOND AND THIRD GRADE

The following routines have been established based on a previous analysis of the student's basic needs during preschool and the requirements of the national curriculum, where the student is asked to know basic vocabulary related to topics in their environment. That is why the greeting is established as an initial routine, which must be carried out whenever the student comes into contact, either with the teacher or his classmates. Next, the prayer, that has been established due to the Catholic context of the institution where the present investigation was applied. Also, it is important to remark that this planning has been influenced by the Christian Catholic values established by the institution and its authorities. In addition, the date and weather routines are established since they are essential aspects in relation to the student's knowledge based on the basic aspects of their daily life. The student must be able to recognize the weather and indicate the day and date.

In addition, the next routine is created so that students know when to use their materials, an aspect of great importance since the student, from a very early age, must be able to recognize their materials, how and when to use them.

After that, there is the routine to indicate the time for lunch, where the student reinforces his knowledge of personal care, as well as the parts of the body, which are part of recognition and personal identity.

Finally, and as a complement to the first routine, the farewell routine is created, where a last interaction with the student and their classmates or teacher is established.

MORNING ROUTINE	PATTERNS AND VOCABULARY	RESOURCES
Greeting	<p>“Hello” “How are you?” “I’m good” “I’m great” “I’m wonderful”</p>	Hello song super simple songs.
Attendance	Who is missing today?”	Students’ list
Prayer	<p>Jesus, you are good and wise. I will praise you when I rise. Jesus, hear this prayer I send. Bless my family and my friends. Jesus, help my eyes to see All the good you send to me. Jesus, help my feet to go In the way that You will show. Jesus, help my hands to do All things loving, kind, and true. Jesus, guard me through this day In all I do and all I say. In the name of the father, the son, the holy spirit. Amen.</p>	Good morning Jesus prayer
Weather	<p>“How is the weather?” “Is it sunny?” “Is it cloudy?” “Is it rainy?” “Is it windy” The weather is...</p>	How is the weather song. Pictograms
Date	<p>Days of the week There’s Sunday and there’s Monday, There’s Tuesday and there’s Wednesday, There’s Thursday and there’s Friday, and then there’s Saturday. Colors: Green, blue, pink, purple, orange. “Today is (day), number of day, month, 2022</p>	Days of the week song.


Taking out materials	Take out your: Pencil Colors Scissors Glue Book “Here’s your book” Thanks. You’re welcome	Take out your pencil song Realia
Break time routine	PATTERNS AND VOCABULARY	RESOURCES
Lunch	What time is it? It’s time for lunch This is the way we wash our hand we wash our hands	This is the way song.
Goodbye routine	PATTERNS AND VOCABULARY	RESOURCES
Farewell	Goodbye everybody, we had a good day. Goodbye to my teacher, goodbye to my friends. Goodbye everybody see you next day.	Goodbye song

LESSON PLAN EXAMPLE

GENERAL DESCRIPTION EXPERIENCE	To use graphic or plastic expression to develop fine motor skills					
INTEGRATOR ELEMENT	Routines, class rules, hello and goodbye song.					
EVALUATION CRITERIA	I.EFL.1.1.1. Learners can understand familiar words, and simple instructions about their own surroundings					
AREAS	SKILLS	ACTIVITIES	RESOURCES	INDICATORS OF ACHIEVEMENT	FULLFILMENT	
					YES	NO

ART COMPREHENSION AND EXPRESSION	OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.	<u>Monday, September 5th,2021</u>				
		<p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE - Date <p>REFLECTION</p> <ul style="list-style-type: none"> - Students will listen to the song “Family finger” https://www.youtube.com/watch?v=G6k7dChBaJ8 <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> -Class rules introduction -Make students move their hands with the song. <p>APPLICATION:</p> <ul style="list-style-type: none"> -Take out your pencil song https://www.youtube.com/watch?v=hjFaqDNUVFo - Students will decorate a finger family of their creation. <p>- Goodbye song</p>	<p>PRINCIPLE 1</p> <ul style="list-style-type: none"> Power point presentation Videos Tales Pictograms <p>PRINCIPLE 2</p> <ul style="list-style-type: none"> Games Role play on the class rules Family finger song dance Decoration using plants, paper, clay. 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		

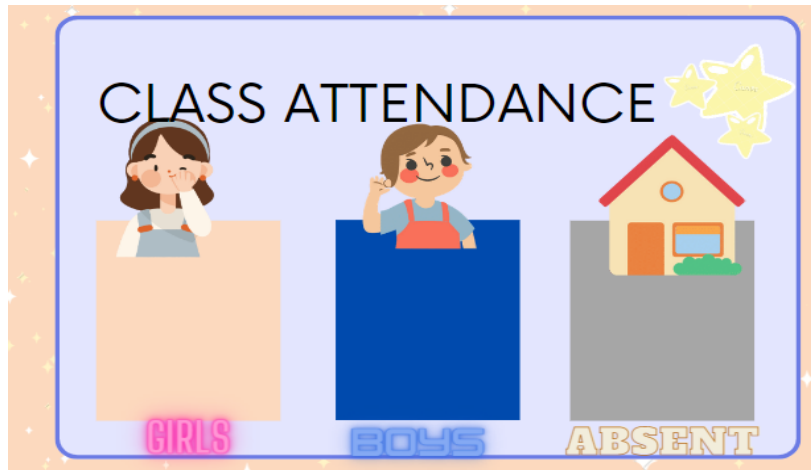
Implementing routines and patterns in first, second and third grade.

Greeting
Objective: to help students develop the greeting habit.
Suggested resources  <p>Hello! Super Simple Songs</p> <p>Hello song by Super Simple Songs</p> <p>Link: https://www.youtube.com/watch?v=tVlcKp3bWH8</p>
Description
<p>In this routine, students learn short phrases that allow them to greet and different moods to answer the question "How are you? "</p>
Steps
<ol style="list-style-type: none">1. The teacher must have students stood up; this helps to get student's attention.2. Start to sing the song and move your hands. The teacher must be as dynamic as possible to catch student's attention.3. One thing that the teacher can do at the beginning of the implementation of this routine is to use a puppet. The puppet will do the mimics.4. One important thing is to monitor the class. The teacher should check that all students do the mimics. Once they get confident students will start to produce the language. Once they start producing the language, the teacher will focus the attention on pronunciation.

Attendance

Objective: to help students to identify their names and their classmates' names.

Suggested resources



Class attendance poster

Description

In this routine, students learn to identify their names and their classmates' names.

In addition, they learn the words "present" and "absent"

Steps

1. The teacher must ask students to sit down. One important thing here is to control discipline. Students must be able to listen their names.
2. At the beginning of the implementation of this routine students won't answer. Therefore, the teacher should model the answer and ask the student to repeat.
3. Another important aspect is to ask students to raise their hand. The teacher should mimic this, and students will repeat the action.
4. Once the attendance is taken, ask students "Who is missing today?". In order to help students to answer, it is a good idea to have students' pictures on a poster, the teacher can show the picture of the missing students so they can answer with the names of the absent students.

Prayer

Objective: to help students to develop the Catholic Christian value of praying.

Suggested resources



A Child's Prayer - GOOD MORNING JESUS

A child's prayer – Good Morning Jesus

Link: [https://www.youtube.com/watch?v= DdFB1ha_zY](https://www.youtube.com/watch?v=DdFB1ha_zY)

Description

This routine is implemented due to the catholic context of the institution. Therefore, it is optional. In this routine, students learn the importance of praying before starting their activities.

Steps

1. The teacher must have students stood up with their hands together and eyes closed in prayer.
2. The teacher must control discipline so students little by little will realize this is an activity that requires respect.
3. The teacher should say the praying little by little, making stops in each sentence so students can repeat.
4. At the end, help students to make the sign of the cross.

Weather

Objective: to help students to identify vocabulary related to the weather.

Suggested resources



Weather pictograms

Note: pictograms can be printed. However, by using materials such as cardboard or foam can help to call students' attention because of their attractiveness.



How's The Weather? | ft. the Super Simple Puppets | Super Simple Songs

How is the weather? By super simple songs

Link: <https://www.youtube.com/watch?v=KBL5aXSJTIE>

Description

On this routine student will identify the weather and words related to it.

Steps

1. The teacher must sing the song and try to be as dynamic as possible.
2. Show the flashcards or pictograms related to the weather each time they are mentioned in the song.
3. At the end have students to answer the question.
4. Paste on the board the pictogram based on the students answer.

Days of the week

Objective: to help students to identify the days of the week and colors.

Suggested resources



Days of the week cards



Days of the week - Adam's Family (Dr. Jean)

Days of the week – Adams Family version by Dr. Jean

Link: <https://www.youtube.com/watch?v=oKqAblcwFOA>

Description

On this routine each day must be assigned with a color. This color will help students to identify the day of the week.

Steps

1. Sing the song and clap your hand using the rhythm of the song. Keeping the rhythm is important because it helps students to memorize the song easily.
2. Help students with the pronunciation of the words and motivate them to clap their hands.
3. Once the song is finished, ask students about the date using the question "What day is today?".
4. In addition, as each day has been assigned with a color, once they answer, show the day card and ask students what color to use to write the date on the board. At early ages students do not know how to read. However, having the date written on the board helps them to identify key words, in this case, days of the week

Taking out materials

Objective: to help students to identify vocabulary related to school supplies.

Suggested resources

School supplies-realia



School Supplies Song | Fun Kids English

School Supplies Song by Fun Kids English

Link: <https://www.youtube.com/watch?v=hjFaqDNUVFo>

Description

In this routine, students learn to identify the materials they carry out on their pencil case.

Steps

1. Once the class is ready to start working, the teacher must ask students to take out their materials.
2. The teacher must sing the song and complement the lyrics saying the word of the material needed for the activity (pencil, colors, glue, etc.)
3. It is important for the teacher to have the material needed for the class. This will help as realia that will be shown each time the word is mentioned in the song.
4. Monitoring is important to check that the students are using the right material.
5. When students get confident, the teacher can sing just the first part of the song and ask students to complete the phrase with the missing word.

Lunch

Objective: to help students to acquire vocabulary related to healthy habits.

Suggested resources



This Is The Way | Kids Songs | Super Simple Songs

This is the way by Super Simple Songs

Link: https://www.youtube.com/watch?v=4XLQpRI_wOQ&t=45s

Description

In this routine, students learn the importance of washing their hands before eating, and at the same time they acquire vocabulary related to this activity.

Steps

1. When it's lunch time, assign some time for students to wash their hands.
2. Ask students to stand up and line up.
3. Take them to the bathroom and while they walk, sing the song.
4. The teacher should also do the mimics so they can identify the activity they are going to do.

Monitor students and control discipline. When having big groups, the teacher may want to divide the class in groups to take them to the bathroom.

Farewell

Objective: to help students to develop the farewell habit.

Suggested resources



Bye Bye Goodbye | Goodbye Song for Kids | Super Simple Songs

Bye bye goodbye by Super Simple Songs

Link: <https://www.youtube.com/watch?v=PraN5ZoSjiY>

Description

In this routine, students learn to complement the greeting. They learn that when it is time to go they must say bye.

Steps

1. Once the class is over, ask students to stand up.
2. Sing the song and do the mimics.
3. Ask students to follow you and try to repeat the words.
4. To get students attention, the teacher can have a puppet doing the farewell.

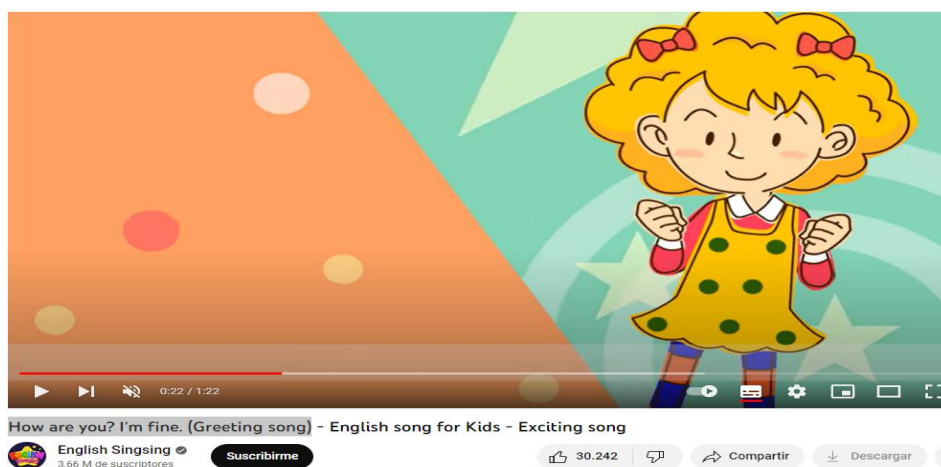
ROUTINES AND PATTERNS FOR FOURTH, FIFTH, AND SIXTH GRADE

MORNING ROUTINE	PATTERNS AND VOCABULARY	RESOURCES
Greeting	“Hello”	Hello song
Attendance	Pay attention to the list Raise your hand and say present. Who is missing today?”	Students’ list
Prayer	Angel of God, my guardian dear, To whom God's love commits me here, Ever this day, be at my side, To light and guard, Rule and guide. Amen	Guardian angel prayer
Weather	“How is the weather?” The weather is...	Flashcards
Date	What is today’s date? “Today is (day), number of day, month, year	Flashcards Board Markers
Break time routine	PATTERNS AND VOCABULARY	RESOURCES
Lunch	Come, Lord Jesus, be our guest, And let this food to us be blessed. Thank you for the world so sweet. Thank you for the food we eat. Amen	Blessing the table prayer for kids.
Goodbye routine	PATTERNS AND VOCABULARY	RESOURCES
Farewell	See you later alligator. In a while crocodile.	

Greeting

Objective: to develop greeting habits

Suggested resources



How are you? I'm fine. (Greeting song)

Link: <https://www.youtube.com/watch?v=tVlcKp3bWH8>

Description

In this routine, students will reinforce the greeting habit by learning new phrases and questions about moods.

Steps

1. The teacher must have students stood up, at this level the teacher can implement flashcards about feelings.
2. Sing the song and select a student to answer the question.
3. The student must answer and continue the question for a classmate.
4. The teacher can repeat this with 3 or 5 students depending on the planned time for the class.
5. Using the music from the song will help students to memorize it faster. Therefore, the teacher will need to be ready with all the required materials.

Attendance

Objective: to help students to recognize their classmates.

Suggested resources



Class list with students' names

Description

In this routine, students learn to identify their names and their classmates' names.

In addition, they learn the words "present" and "absent"

Steps

1. At these levels controlling discipline is very important, that is why before checking the attendance you should verify that all students are sitting down.
2. Make sure you are prepared with the students' list.
3. It is a good idea to have your list with charts to help you register the attendance depending on the date.
4. After this, you will call students names.
5. Ask students to raise their right hand and say present.
6. At the end try to check with the rest of the students the name of the students who are not in the classroom.
7. This will help students to remember their classmates' names.

Prayer

Objective: to help students to develop the Catholic Christian value of praying.

Suggested resources



👉 Prayer to My Guardian Angel - Very Powerful 👈

Prayer to my guardian Angel.

Link: <https://www.youtube.com/watch?v=w1nqv5LjLGY>

Description

This routine is implemented due to the catholic context of the institution. Therefore, it is optional. In this routine, students learn the importance of praying before starting their activities.

Steps

1. At this age, students start the catholic studies, therefore, they will be familiarized with some prayers like the Guardian Angel in Spanish.
2. The prayer at this level will be more complex, that is why it needs to be practiced every day before the class.
3. Ask students to stand up, put their hands together and to close their eyes.
4. Repeat the prayer with a loud voice.
5. After some weeks, start asking students to continue the prayer.

Weather

Objective: to help students to identify the weather.

Suggested resources



Weather pictograms

Description

Students will learn some vocabulary related to the weather conditions.

Steps

1. Select a questions that as a teacher you will use every day for asking about the weather.
2. Ask students as a whole or you can select one student per day to answer.
3. Use realia, showing the students the window may result helpful as they can see the weather conditions at the same time they answer.
4. Once they answer paste the pictogram on the board, in case you do not have pictograms you can just draw it on the board or even ask one student to do it for you.

Days of the week and months

Objective: to help students to identify the days of the week and months.

Suggested resources



Calendar

Description

On this routine students will remember the days of the week and will learn the months of the year.

Steps

1. Ask the students about the day of the week.
2. Once they answer, ask about the color of this day.
3. Then write the day on the board.
4. After this ask about the corresponding number and write it on the board.
5. Finally ask about the month and the year.
6. At this age, it is a good idea to have a poster calendar with the corresponding month, as a teacher you can add some information like birth dates or class goals for the month.
7. Have this poster on a place where everyone can see it so they can remember it easily.

Lunch

Objective: to help students to pray before eating.

Suggested resources



GRACE BEFORE MEALS PRAYER | Time to Eat! | Let's Pray with Tomkin

Link: <https://www.youtube.com/watch?v=DZtPs0uuI0I>

Description

In this routine, students will develop the habit of praying before eating which is very important due to the catholic education they are receiving.

Steps

1. Before going to the lunch ask students to wash their hands.
2. Once they finish and in case you are in charge of taking them to the lunch, pray with them.
3. Ask students to be in complete silence, to put their hands together and to close their eyes.
4. Say the prayer and they must repeat it.

Farewell

Objective: to help students to develop the farewell habit.

Suggested resources



See You Later, Alligator | Goodbye Song | Super Simple Songs

Link: <https://www.youtube.com/watch?v=UQfvAlmr5g0>

Description

In this routine, students learn to a funny way to say goodbye to their classmates and teachers.

Steps

1. Before finishing the class, ask students to say goodbye.
2. When its time to go home sing the song, use mimics for the lower levels and use the video if needed.
3. Remember to teach by doing, so every time you see your students do not forget to say hello and to day goodbye.
4. By doing this you will encourage your students to apply it in the classroom and outside it.

ROUTINES AND PATTERNS FOR SEVENTH, EIGHTH, NINTH, AND TENTH GRADE

MORNING ROUTINE	PATTERNS AND VOCABULARY	RESOURCES
Greeting	“Hello”	Hello song
Attendance	Whenever you listen to your name please say present.	Students’ list
Prayer	Our Father, Who art in heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth as it is in heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil Amen	Our father prayer.
Date	Who can tell me today’s date? “Today is (day), number of day, month, year	Flashcards Board Markers
Break time routine	PATTERNS AND VOCABULARY	RESOURCES
Lunch	Bless us, O God. Bless our food and our drink. Since you redeemed us so dearly and delivered us from evil, as you gave us a share in this food so may you give us a share in eternal life. Amen	Prayer
Goodbye routine	PATTERNS AND VOCABULARY	RESOURCES
Farewell	Goodbye students. Goodbye teacher.	

Greeting

Objective: to develop greeting habits

Suggested resources



Hello 2.0 Song | Learn How to Say Hello | Dance Along | GoNoodle

Hello 2.0 Song

Link: <https://www.youtube.com/watch?v=AmrjamxumXo>

Description

In this routine, students will learn new and informal expressions they can use as a greeting.

Steps

1. At this age, motivating students can result a challenge. However as a teacher you must find the way to motivate students to participate in this activity.
2. Play the song and ask students to repeat the actions on the video.
3. Show students some of the expressions and ask them to repeat it.
4. Encourage students to use these expressions on the hallways every time they see you or a friend.

Attendance

Objective: to help students to recognize their classmates.

Suggested resources

Daily Attendance

CLASS:	DATE:			
No	Student Name	Time In	Time Out	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Class list with students' names

Description

In this routine, students learn continue the habit of recognizing their presence or absence in the classroom.

Steps

1. Once you finish with the greetings, ask students to be on their places.
2. Control the attendance by calling the student's name.
3. Ask the students to stand up when they listen to their names and to say present.
4. At the end, ask for the names of the missing students so you can keep a track on it.

Prayer

Objective: to help students to develop the Catholic Christian value of praying.

Suggested resources



Our Father In Heaven (The Lord's Prayer)

The Lord's prayer.

Link: <https://www.youtube.com/watch?v=uqPkEM2yXDc>

Description

At this level students are related to several prayers including the Lord's prayer, therefore, they can understand the meaning and importance of it and why they should always use it before starting their activities.

Steps

1. Ask students to be in silence.
2. Students must be on their feet in order to start with the prayer.
3. Once you have controlled discipline, ask students to close their eyes and put their hands together.
4. Say the prayer for everyone and ask your students to repeat after you.
5. After practicing for some weeks, you can ask some students to do the prayer in front of the class.
6. With a little bit of more practice you can ask students to add some personal requests on the prayer.

Date

Objective: to help students to identify the date.

Suggested resources



Calendar

Description

On this routine students will apply and reinforce what they have learnt on the previous levels about days of the week and months of the year.

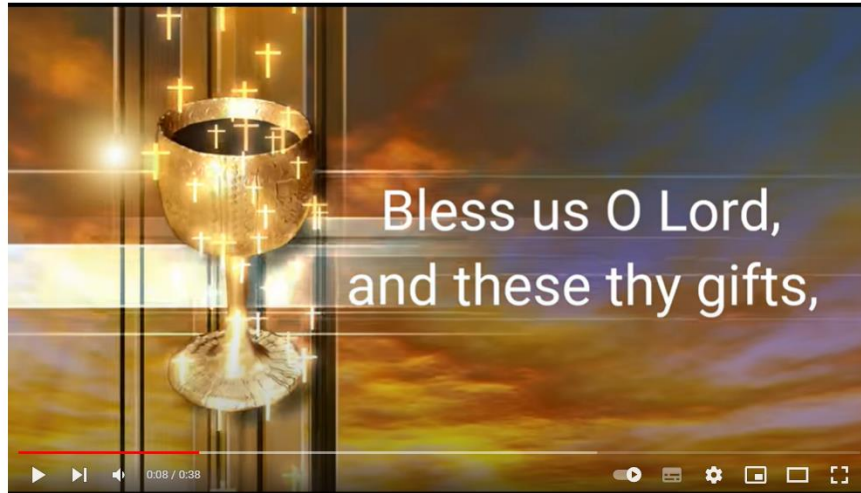
Steps

1. Ask the students the question “Who can tell me today’s date?”
2. If there is no one as a volunteer you can choose someone from the group of students.
3. Another option is to ask it as a group, sometimes answering as a group helps students to feel more confident about their answer.
4. Once you have received an answer, ask an students to write it on the board.
5. It is important to check the correct spelling of the date on the board.

Lunch

Objective: to help students to pray before eating.

Suggested resources



Prayer Before Meals

Link: <https://www.youtube.com/watch?v=BxMQAndq2uE>

Description

In this routine, students will develop the habit of praying before eating which is very important due to the catholic education they are receiving.

Steps

1. At lunch time students will have a time to give thanks for the food they are about to receive.
2. At this age they understand the importance of this prayer. However, it is important to control discipline before doing the prayer as a group.
3. Ask students to put their hands together, close their eyes and repeat after you.
4. Once they get enough practice, ask for students to do it by themselves.
5. You can assigned an specific day for a student to do the prayer.

Farewell

Objective: to help students to develop the farewell habit.

Suggested resources



Clock on the wall

Clock on the projector

Description

In this routine, students learn to use a correct farewell with their classmates and teacher.

Steps

1. You can reinforce vocabulary about time by asking “What time is it?”
2. Encourage students to answer and to say the exact hour by looking at the clock you can have on the wall or project it on the board.
3. Students will learn that it is time to go home.
4. Use this a motivating activity for students to say goodbye.
5. Remember to teach through example and always say goodbye to your students.

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Annexes



UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS

**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA**

COHORTE 2021

Trabajo de titulación previo a la obtención del Grado Académico de Magister en
Enseñanza de Inglés como Lengua Extranjera

CONTENT VALIDITY INSTRUMENT

**TEMA: ROUTINES AND PATTERNS IN THE DEVELOPMENT OF THE
SPEAKING SKILL**

Autora: Licenciada Ericka Nataly Medina Hurtado

Directora: Doctora Wilma Elizabeth Suárez Mosquera Magíster

Ambato – Ecuador 2022

IDENTIFICATION OF THE RESEARCH STUDY

THEME: Routines and patterns in the development of the speaking skill

THE PROBLEM:

Teaching practice has permitted to identify difficulties in the preschool students speaking skill from Unidad Educativa “San Pío X”, being the most important the lack of vocabulary, poor pronunciation, and lack of spontaneity. As result to the above, students are shy, anxious, participate very little in classes or at the same time there is a generalized or exclusive use of the mother tongue during the development of classes.

This is the reason to suggest the application of routines and patterns to encourage the development of speaking skills. During the first years of life, children learn through repetition and imitation, therefore, including this methodology will allow student to learn naturally, perfecting their language and speaking spontaneously with the daily use of the language in their daily schoolwork.

GENERAL OBJECTIVE

- To analyze the use of routines and patterns to develop the speaking skill in preschool students at Unidad Educativa “San Pío X”.

SPECIFIC OBJECTIVES

- To establish the main difficulties that preschool students from Unidad Educativa “San Pío X” have regarding the speaking skill.
- To analyze the students’ level of knowledge about basic routines and patterns inside the EFL classroom.
- To analyze the routines and patterns that develop the speaking skill.
- To analyze the students’ level of knowledge about basic routines and patterns inside the EFL classroom.

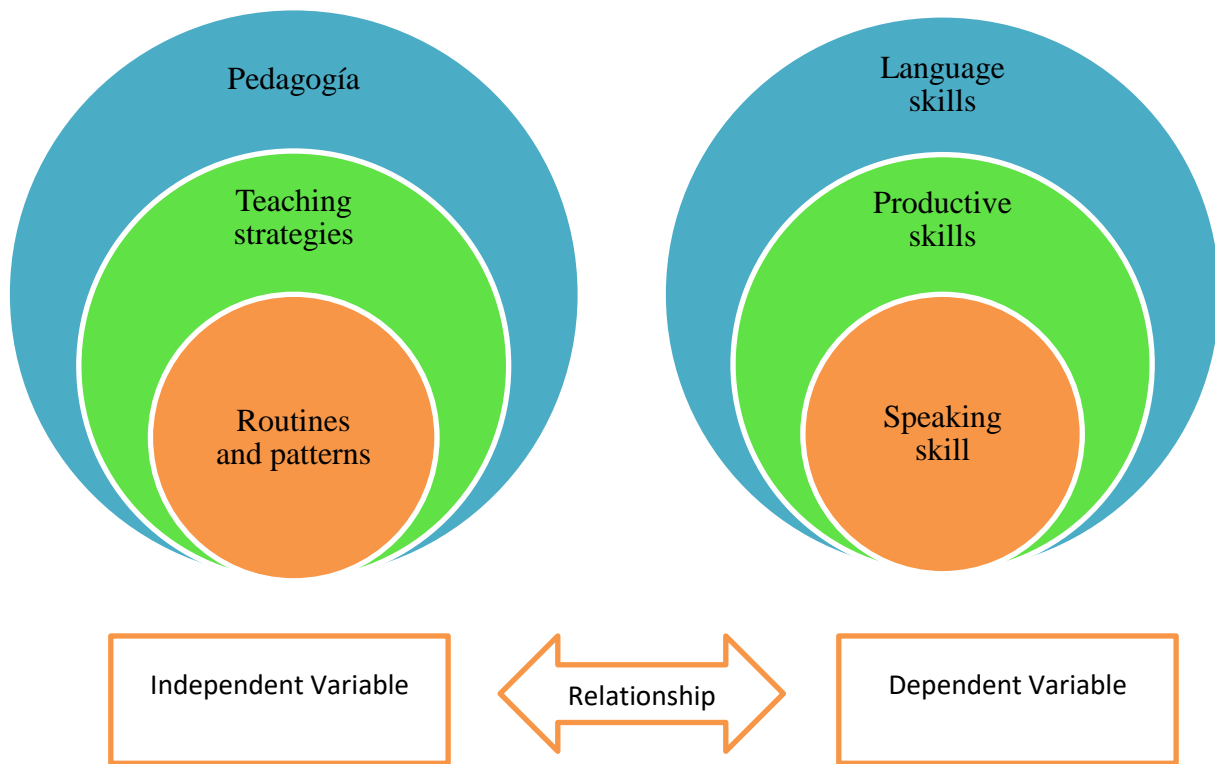
- To compare the initial and final results of the application of routines and patterns to improve the speaking skill in preschool students.

STUDY VARIABLES

Independent Variable: Routines and patterns

Dependent Variable: The speaking skill

MAIN CATEGORIES





UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADOS
MAESTRÍA EN ENSEÑANZA DE IDIOMA INGLÉS COMO LENGUA EXTRANJERA

VALIDATION TABLE

Theme: routines and patterns in the development of the speaking skill

Interview aimed to students

Objective: To analyze the students' level of knowledge about basic routines and patterns inside the EFL classroom.

Instructions: Select the option that you consider pertinent to each question.

Student Information:

Date:.....

Student's name:

Age

4 5

Gender

Female Male

QUESTIONNAIRE

1. Hello, how are you?

Good Great Wonderful No Answer No sense answer

2. Who is missing today?

3. How is the weather today?

Sunny Cloudy Rainy Windy No answer No sense answer

4. Can you do a short prayer?

Yes No No sense answer

5. What day is today?

Monday Tuesday Wednesday Thursday Friday

No answer No sense answer Wrong answer

6. Each day has been assigned with a color. What color do we use on... (day of the interview)?

Green Orange Blue Purple Pink No answer

No sense answer Wrong answer

7. Can you take out your pencil?

Yes

No

8. Can you take out your colors?

Yes

No

9. Can you take out your scissors?

Yes

No

10. Can you take out your glue?

Yes

No

11. (Hand in a book) does the student say, "thank you"?

Yes

No

12. Finish the interview by saying goodbye. Does the student answer?

Yes

No



UNIVERSIDAD TÉCNICA DE AMBATO

CENTRO DE POSGRADOS

MAESTRÍA EN ENSEÑANZA DE IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Theme: Routines and patterns in the development of the speaking skill

Students' Table Questions

PARAMETERS QUESTIONS	Relevance of the instrument's questions to the objectives				Relevance of the instrument's questions to variables and statements				Technical quality and representativeness				Questions wording and language			
	1D	2R	3G	4O	1D	2R	3G	4O	1D	2R	3G	4O	1D	2R	3G	4O
Question 1				X				X				X				X
Question 2				X				X				X				X
Question 3				X				X				X				X
Question 4				X				X				X				X
Question 5				X				X				X				X
Question 6		X				X			X				X			
Question 7				X				X				X				X
Question 8				X				X				X				X
Question 9				X				X				X				X
Question 10				X				X				X				X
Question 11				X				X				X				X
Question 12				X				X				X				X

1D- DEFFICIENT

2R- REGULAR

3G- GOOD

4O- O

Observations:

Firmado electrónicamente por:
ELSA MAYORIE
Signature:**CHIMBO CÁCERES**.....
Name: Mg. Mayorie Chimbo Cáceres

Observations: The instrument is adequate and covers the objective.

Signature:



Firmado electrónicamente por:
ANA JAZMINA
VERA DE LA
TORRE

Name: Mg. Ana Vera de la Torre
CI: 1801249341

PLANNING

WEEK 1

School Year 2022-2023

1. DATA INFORMATION					
TEACHER`S NAME	Lic. Nataly Medina H.		SCHOOL YEAR	2021 - 2022	
LEARNING EXPERIENCE					
GROUP AGE	5 YEARS OLD	ROOM	“A” “B”	N° STUDENTS	33
ESTIMATED TIME	1 Week	STARTING DATE	September 5th, 2022		

2. PLANNING						
GENERAL DESCRIPTION EXPERIENCE	To use graphic or plastic expression to develop fine motor skills					
INTEGRATOR ELEMENT	Routines, class rules, hello and goodbye song.					
EVALUATION CRITERIA	L.EFL.1.1.1. Learners can understand familiar words, and simple instructions about their own surroundings					
AREAS	SKILLS	ACTIVITIES	RESOURCES	INDICATORS OF ACHIEVEMENT	FULLFILMENT	
					Y E S	NO

<p>ART COMPREHENSION AND EXPRESSION</p> <p>BODY EXPRESSION</p>	<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p style="text-align: center;"><u>Monday, September 5th,2021</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <ul style="list-style-type: none"> - Students will listen to the song “Family finger” https://www.youtube.com/watch?v=G6k7dChBaJ8 <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Class rules introduction - With the use of flashcard show them the name of the fingers. - Make students move their hands with the song. - Repeat the song and the movements. Encourage the students to participate. <p>APPLICATION:</p> <ul style="list-style-type: none"> - Students will decorate a finger family of their creation. - Goodbye song 	<p>PRINCIPLE 1</p> <ul style="list-style-type: none"> - Power point presentation - Videos - Tales - Pictograms <p>PRINCIPLE 2</p> <ul style="list-style-type: none"> - Games - Role play on the class rules - Family finger song dance - Decoration using plants, paper, clay. 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>LEFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
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<p>ART COMPREHENSION AND EXPRESSION</p>		<p style="text-align: center;"><u>Tuesday, September 6th, 2021</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <ul style="list-style-type: none"> - Students will listen to the tale “The ants go marching” https://www.youtube.com/watch?v=iTlp3szba8Y <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - With the use of some pictograms they will identify the number of ants on the tale. - Students will sing the song and do the mimics <p>APPLICATION:</p> <ul style="list-style-type: none"> - In order to work their fine motor skills they will decorate the path ants follow. - They can decorate it with paper or some seeds - Goodbye song 	<ul style="list-style-type: none"> -Microsoft teams - Songs - Flashcards - Videos - Worksheets - Seeds 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
<p>ART COMPREHENSION AND EXPRESSION</p>		<p style="text-align: center;"><u>Wednesday, September 7th, 2021</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. 	<ul style="list-style-type: none"> -Microsoft teams - Songs - Flash cards - Worksheet - Flowers - Stickers - Seeds - Crayons 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		

<p>ART COMPREHENSION AND EXPRESSION</p>		<p>- Students participate and say what they see through the window.</p> <p>REFLECTION</p> <p>- Present the students the tale “The Very Hungry Caterpillar” https://www.youtube.com/watch?v=75NOK-Sm1YY</p> <p>- Introduce first the main character and explain them the actions of the caterpillar.</p> <p>CONCEPTUALIZATION</p> <p>- Teacher will show flashcards of some of the things the hungry caterpillar ate on the story.</p> <p>- Students will decide which are good or bad for them</p> <p>- At the end explain them that healthy food will help them to grow happy and healthy</p> <p>APPLICATION:</p> <p>- Students will decorate the caterpillar but now as a butterfly.</p> <p>- For this they can use seeds, flowers, stickers, or paper. That depends on the creativity of the student.</p> <p>- Goodbye song</p> <p style="text-align: center;"><u>Thursday, september 8th, 2021</u></p> <p>EXPERIENCE:</p> <p>- Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8</p> <p>- Attendance</p> <p>- Prayer: Good morning Jesus https://www.youtube.com/watch?v=DdFB1ha_zY</p> <p>- How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE</p> <p>- Pictograms to identify the weather by looking at the window.</p> <p>- Students participate and say what they see through the window.</p> <p>REFLECTION</p> <p>- Show some flashcards about farm animals.</p> <p>- Show them the sound and help them to identify the animal.</p> <p>- Practice and repeat.</p> <p>CONCEPTUALIZATION</p>	<p>Microsoft teams</p> <ul style="list-style-type: none"> - Song - Video - Flash cards - Worksheet - Wool - Cotton 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
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<p>ART COMPREHENSION AND EXPRESSION</p>		<ul style="list-style-type: none"> - Introduce the song “Old Mcdonal had a farm” - https://www.youtube.com/watch?v=5oYKonYBujg - Repeat the song and encourage students to repeat. <p>APPLICATION: Pupils will decorate one farm animal by using cotton in the case of the sheep or yellow wool in the case of the chicken.</p> <ul style="list-style-type: none"> - Goodbye song <p style="text-align: center;"><u>Friday, September 9th, 2021</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <ul style="list-style-type: none"> -play some sounds of jungle animals. - Help students to identify the jungle animal. - Introduce the animals with the help of flashcards. <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Present the song walking in the jungle - https://www.youtube.com/watch?v=GoSq-yZcJ-4 - Help them to sing the song and to recognize the animals and their sounds. <p>APPLICATION:</p> <ul style="list-style-type: none"> - Students will decorate a lion head with the help of playdough - Goodbye song 	<ul style="list-style-type: none"> -Microsoft teams - songs - flash cards. - videos Worksheet Playdough 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>IEFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
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Catholic Christian transversal value) RESPONSABILITY

1. CURRICULAR ADAPTATION	
SPECIFICATION OF EDUCATIONAL NEED	SPECIFICATION OF THE ADAPTATION TO BE APPLIED

Submission date: Wednesday, 8th August 2022

TEACHER

AREA COORDINATOR

VICE-PRINCIPAL

WEEK 2

School Year 2022-2023

1. DATA INFORMATION						
TEACHER'S NAME	Lic. Nataly Medina H.		SCHOOL YEAR	2022 - 2023		
LEARNING EXPERIENCE						
GROUP AGE	5 YEARS OLD	ROOM	"A" "B"	N° STUDENTS	33	
ESTIMATED TIME	1 Week		STARTING DATE	September 12th, 2022		

2. PLANNING						
GENERAL DESCRIPTION EXPERIENCE	To use graphic or plastic expression to develop fine motor skills					
INTEGRAT OR ELEMENT	Routines, class rules, hello and goodbye song.					
EVALUATI ON CRITERIA	I.EFL.1.1.1. Learners can understand familiar words, and simple instructions about their own surroundings					
AREAS	SKILLS	ACTIVITIES	RESOURC ES	INDICATORS OF ACHIEVE MENT	FULLFILMEN T	
					Y E S	NO

<p>ART COMPREHENSION AND EXPRESSION</p> <p>BODY EXPRESSION</p>	<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p style="text-align: center;"><u>Monday, September 12th,2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=_DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION Explain students some of the most used commands in the class by using flash cards</p> <p>Ask students to repeat the action after the teacher does it.</p> <p>Introduce a commands song and help them by showing them the movements they must follow https://www.youtube.com/watch?v=eII0A2fp_18</p> <p>- CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Then ask the students to repeat the actions with the teacher’s guide. - Simon says game: students will participate by saying the command to the rest of the class. Students and teacher follow the command. <p>APPLICATION: Students will listen and repeat the commands for the class</p> <p>Students will listen and select a picture that represents a classroom command’</p>	<p>PRINCIPLE 1</p> <p>Power point presentation Videos Tales Pictograms</p> <p>PRINCIPLE E 2</p> <p>Games Role play on the class rules Family finger song dance Decoration using plants, paper, clay.</p>	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>LEFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
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		https://es.liveworksheets.com/ke1632047jp Goodbye song				
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<p>ART COMPREHENSION AND EXPRESSION</p>		<p style="text-align: center;"><u>Tuesday, September 13^h, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <p>With the help of some slides, show the students the days of the week and help them to relate them with an activity that they do on that day.</p> <p>By using some flashcards help the kids to remember the days of the week.</p> <p>CONCEPTUALIZATION</p> <p>Introduce a song, so it would be easier for the kids to remember the days of the week. Start first just by doing it by yourself.</p> <p>Then introduce the Youtube video for visual support.</p> <p>APPLICATION:</p> <p>Students will create a week spinning wheel.</p> <p>Here they must identify the day and relate to a color.</p> <p>Goodbye song</p>	<ul style="list-style-type: none"> - Microsoft teams Songs Flashcards Videos Worksheets Seeds 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them. LEFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
<p>ART COMPREHENSION AND EXPRESSION</p>		<p style="text-align: center;"><u>Wednesday, September 14th, 2022</u></p> <p>EXPERIENCE:</p>	<ul style="list-style-type: none"> - Microsoft teams Songs Flash cards Worksheet Flowers 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them. LEFL. Learners can recognize and follow</p>		

<p>ART COMPREHENSION AND EXPRESSION</p>		<p>Help students to introduce themselves. Students say their names. CONCEPTUALIZATION Sing the song. Practice with the real names of the students APPLICATION: Complete the worksheet all about me. Goodbye song</p> <p style="text-align: center;"><u>Friday, September 16th, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>Listening and speaking practice.</p> <p>Goodbye song</p>	<ul style="list-style-type: none"> - Microsoft teams - songs - flash cards. - videos <p>Worksheet</p> <p>Playdough</p>	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>LEFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
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1. CURRICULAR ADAPTATION	
SPECIFICATION OF EDUCATIONAL NEED	SPECIFICATION OF THE ADAPTATION TO BE APPLIED

Submission date: Friday, 9th August 2022

WEEK 3

School Year 2022 -2023

1. DATA INFORMATION						
TEACHER`S NAME	Lic. Nataly Medina H.		SCHOOL YEAR	2021 - 2022		
LEARNING EXPERIENCE						
GROUP AGE	5 YEARS OLD	ROOM	“A” “B” “C”	N° STUDENTS	33	
ESTIMATED TIME	1 Week		STARTING DATE	September 19, 2022		

2. PLANNING						
GENERAL DESCRIPTION EXPERIENCE	To use graphic or plastic expression to develop fine motor skills					
INTEGRATOR ELEMENT	I have two hands song, drills, observation.					
EVALUATION CRITERIA	1.EFL.1.1.1. Learners can understand familiar words, and simple instructions about their own surroundings					
AREAS	SKILLS	ACTIVITIES	RESOURCES	INDICATORS OF ACHIEVEMENT	FULLFILMENT	
					Y	NO

<p>ART COMPREHENSION AND EXPRESSION</p> <p>BODY EXPRESSION</p>	<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p style="text-align: center;"><u>Monday September 19th, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <ul style="list-style-type: none"> - Present the video about colors https://www.youtube.com/watch?v=zxIpA5nF_LY - Ask students about their favorite color - Ask students to describe the color of some school objects. - Using flashcards students will say what color they have, form groups according to the color. <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Teacher will use a wordwall presentation to practice colors. - Each group will get one point according to the right answer they get. <p>APPLICATION:</p> <ul style="list-style-type: none"> - Students will color a rainbow. - Describe the colors. 	<p>PRINCIPLE 1</p> <p>Youtube Worksheets Crayons</p> <p>PRINCIPLE 2</p> <p>Clay Bingo Wordwall Glue Scissors</p>	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>LEFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
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<p>ART COMPREHENSION AND EXPRESSION</p>		<p style="text-align: center;"><u>Tuesday, September 20, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <ul style="list-style-type: none"> - Show some flashcards shapes. - Ask students if they know what they are. - Ask students about the shapes they can see. - Watch the video about shapes. - https://www.youtube.com/watch?v=0B6Ge0FzHG0 - practice the shape dance - Ask students to find shapes around the classroom - Elicit answers <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Work on sequences. - Students will determine what shape is the following according to the sequence - Students draw the shape. <p>APPLICATION:</p> <p>Students will recognize basic shapes and will relate them to common objects.</p> <p>Dictation: create the shape with clay.</p>		<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
<p>ART COMPREHENSION AND EXPRESSION</p>		<p style="text-align: center;"><u>Wednesday, September 21, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 		<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		

<p>ART COMPREHENSION AND EXPRESSION</p>		<ul style="list-style-type: none"> - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <ul style="list-style-type: none"> - Show some flashcards shapes. - Ask students if they know what they are. - Ask students about the shapes they can see. - Watch the video about shapes. - https://www.youtube.com/watch?v=0B6Ge0FzHG0 - practice the shape dance - Ask students to find shapes around the classroom - Elicit answers <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Work on sequences. - Students will determine what shape is the following according to the sequence - Students draw the shape. <p>APPLICATION:</p> <p>Students will recognize basic shapes and will relate them to common objects. Dictation: create the shape with clay.</p> <p style="text-align: center;"><u>Thursday, September 22, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. 		<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>IEFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
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		<p>- Students participate and say what they see through the window.</p> <p>- REFLECTION</p> <p>- Show some school supplies.</p> <p>- Ask students about the name.</p> <p>- Elicit pronunciation.</p> <p>- CONCEPTUALIZATION</p> <p>- Watch the video and practice pronunciation. ✓</p> <p>- Wordwall game</p> <p>- Bingo game</p> <p>APPLICATION:</p> <p>Students will classify what they eat at lunch time and what they have on their pencilcase.</p> <p style="text-align: center;"><u>Friday, September 23, 2022</u></p> <p>EXPERIENCE:</p> <p>- Greeting</p> <p>- https://www.youtube.com/watch?v=tVlcKp3bWH8</p> <p>- Attendance</p> <p>- Prayer: Good morning Jesus</p> <p>- https://www.youtube.com/watch?v=DdFB1ha_zY</p> <p>- How is the weather today?</p> <p>- https://www.youtube.com/watch?v=KBL5aXSJTIE</p> <p>- Pictograms to identify the weather by looking at the window.</p> <p>Students participate and say what they see through the window</p> <p>Speaking and listening pronunciation.</p>				
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Catholic Christian transversal value) RESPONSABILITY

1. CURRILAR ADAPTATION

SPECIFICATION OF EDUCATIONAL NEED	SPECIFICATION OF THE ADAPTATION TO BE APPLIED

Submission date: Friday, September 16, 2022

TEACHER

AREA COORDINATOR

VICE-PRINCIPAL

WEEK 4

School Year 2022 -2023

1. DATA INFORMATION						
TEACHER`S NAME	Lic. Nataly Medina H.		SCHOOL YEAR	2022 - 2023		
LEARNING EXPERIENCE						
GROUP AGE	5 YEARS OLD	ROOM	“A” “B”	N° STUDENTS	33	
ESTIMATED TIME	1 Week		STARTING DATE	September 26th, 2022		

2. PLANNING						
GENERAL DESCRIPTION EXPERIENCE	To know themselves and recognize their importance					
INTEGRATOR ELEMENT	Body parts song					
EVALUATION CRITERIA	1.EFL.1.1.1. Learners can understand familiar words, and simple instructions about their own surroundings					
AREAS	SKILLS	ACTIVITIES	RESOURCES	INDICATORS OF ACHIEVEMENT	FULLFILMENT	
					Y	NO
					E	S

<p>ART COMPREHENSION AND EXPRESSION</p> <p>BODY EXPRESSION</p>	<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p style="text-align: center;"><u>Monday, September 26th, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus https://www.youtube.com/watch?v=_DdFB1ha_zY - How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. - Students sing the song days of the week and identify the day. - Warm up: Head, shoulders, knees and toes. <p>REFLECTION</p> <ul style="list-style-type: none"> - Introduce the song Five Senses https://www.youtube.com/watch?v=jX9eZrCGUkk - Present vocabulary about senses. - Help students to identify the body part related to the sense. Eg. Eyes- sight <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Use the poster on page 32 to listen and point the senses. - Students will listen to the audio and will circle what they listen on page 33. - Go to page 33 on the student's book so students can identify the sense and the body part. <p>APPLICATION:</p> <ul style="list-style-type: none"> - Students will match body part to the sense. Students should identify the correct path. - Goodbye song 	<ul style="list-style-type: none"> -Microsoft teams - Videos -Pictograms -PowerPoint -Worksheets -Book 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>LEFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
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<p>ART COMPREHENSION AND EXPRESSION</p>		<p style="text-align: center;"><u>Tuesday, September 27th, 2022</u> <u>Wednesday, September 28th, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. - Students sing the song days of the week and identify the day. - Warm up: Head, shoulders, knees and toes. <p>REFLECTION</p> <ul style="list-style-type: none"> - Present the video https://www.youtube.com/watch?v=q1xNuU7gaAQ on 5 senses. - Practice the vocabulary by sing flashcards. - Practice the song Five Senses https://www.youtube.com/watch?v=jX9eZrCGUkk <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Students will cut and paste the words related to the senses. - Students point and say the sense on page 35. <p>APPLICATION:</p> <ul style="list-style-type: none"> - Students will color on page 35. - students will identify the body part related to the sense. 		<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
<p>ART COMPREHENSION AND EXPRESSION</p>		<p>2 HOURS</p> <p>REFLECTION</p> <ul style="list-style-type: none"> - Practice the song Five Senses https://www.youtube.com/watch?v=jX9eZrCGUkk - Focus on the sense of sight. - Explain how it works and practice the word eyes <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - I spy with my little eye game - Project on the board a picture. 		<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		

		<p>Students say what they can see with their eyes but can not touch.</p> <p>APPLICATION</p> <ul style="list-style-type: none"> -Explain students that during the whole week they will be working on a 5 senses box. Previously they brought a family picture that they will keep on the box. -Students will show the picture to their classmates and keep it on their sense box. - Goodbye song <p style="text-align: center;"><u>Thursday, September 29th, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. - Students sing the song days of the week and identify the day. - Warm up: Head, shoulders, knees and toes. <p>REFLECTION</p> <ul style="list-style-type: none"> - Practice the song Five Senses - https://www.youtube.com/watch?v=jX9eZrCGUkk - Focus on the sense of touch. - Explain how it works and practice the word skin. <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - What is on the box? - Students will identify the object just by touching it. - Students will know how the skin help us to identify objects without seeing them. <p>APPLICATION</p> <ul style="list-style-type: none"> - With a worksheet, students will color only the objects that they can touch. 			
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		<p>- Goodbye song</p> <p style="text-align: center;"><u>Friday ,September 30th, 2022</u></p> <p>EXPERIENCE:</p> <p>- Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8</p> <p>- Attendance</p> <p>- Prayer: Good morning Jesus https://www.youtube.com/watch?v= DdFB1ha_zY</p> <p>- How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE</p> <p>- Pictograms to identify the weather by looking at the window.</p> <p>- Students participate and say what they see through the window.</p> <p>- Students sing the song days of the week and identify the day.</p> <p>- Warm up: Head, shoulders, knees and toes.</p> <p>REFLECTION</p> <p>- Practice the song Five Senses https://www.youtube.com/watch?v=jX9eZrCGUkk</p> <p>- Focus on the sense of taste and hearing.</p> <p>- Explain how it works and practice the words tongue and ears.</p> <p>CONCEPTUALIZATION</p> <p>- Students will bring their favorite song written on a piece of paper.</p> <p>- Play the song and students will have to identify if it is their favorite song.</p> <p>APPLICATION</p> <p>-Students will color only the thing that they can taste.</p> <p>-Students will keep on the box the song’s name and a lollipop that they can taste after class.</p> <p>- Goodbye song</p>				
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Catholic Christian transversal value) RESPONSABILITY

1. CURRICULAR ADAPTATION	
SPECIFICATION OF EDUCATIONAL NEED	SPECIFICATION OF THE ADAPTATION TO BE APPLIED

Submission date: Sunday, September 25th, 2022

TEACHER

AREA COORDINATOR

VICE-PRINCIPAL

WEEK 5

School Year 2022 -2023

1. DATA INFORMATION						
TEACHER`S NAME	Lic. Nataly Medina H.		SCHOOL YEAR	2022 - 2023		
LEARNING EXPERIENCE						
GROUP AGE	5 YEARS OLD	ROOM	“A” “B” “C” “D”	N° STUDENTS	36	
ESTIMATED TIME	1 Week		STARTING DATE	October 3th, 2022		

2. PLANNING						
GENERAL DESCRIPTION EXPERIENCE	To know themselves and recognize their importance					
INTEGRATOR ELEMENT	Body parts song					
EVALUATION CRITERIA	1.EFL.1.1.1. Learners can understand familiar words, and simple instructions about their own surroundings					
AREAS	SKILLS	ACTIVITIES	RESOURCES	INDICATORS OF ACHIEVEMENT	FULLFILMENT	
					Y E S	NO

<p>ART COMPREHENSION AND EXPRESSION</p> <p>BODY EXPRESSION</p>	<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p>	<p style="text-align: center;"><u>Monday, October 3rd 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus https://www.youtube.com/watch?v=_DdFB1ha_zY - How is the weather today? https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <ul style="list-style-type: none"> - Present short and small. Review big and small. - Using the book ask students what they can see on page 25. - Remember the name of the animals and ask “What makes them special” - Elicit characteristics of both animals. <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Play the track and help students to point the animals that are mention. - By using puppets show the difference between these two animals. - Show them different animals and they will have to identify which is big and which is small. <p>APPLICATION:</p> <ul style="list-style-type: none"> - Students will draw their favorite animal and will say if it is small or big. <p>2 Hours</p> <p>REFLECTION</p> <ul style="list-style-type: none"> - Using flashcards call students attention on the sound of letter N. - Repeat the words. - Practice with each students and check pronunciation - Play track 21 and listen with the students 	<p>PRINCIPLE 1</p> <ul style="list-style-type: none"> - Videos -Pictograms -PowerPoint -Worksheets -Book 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
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		<p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Students will continue on page 27 and will notice the animals. - Help them to remember the vocabulary. - Explain that they can do different activities with their bodies. - Show and play simon says with the students. <p>APPLICATION:</p> <ul style="list-style-type: none"> - Students will work on pages 26 and 27 from the practice book. - match the activity with the body part. - Goodbye song 				
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<p>ART COMPREHENSION AND EXPRESSION</p>		<p style="text-align: center;"><u>Tuesday 4th October 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. - LISTENING AND SPEAKING PRACTICE - Goodbye song <p style="text-align: center;"><u>Friday, October 7th, 2022</u></p> <p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <ul style="list-style-type: none"> - Present the poster and help students to remember the name of the animals. - Explain the characteristics of insects - Present the video - https://www.youtube.com/watch?v=tkSBMUzZUAs <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Review the name of some insects. 	<ul style="list-style-type: none"> - Microsoft teams - Songs - Flashcards - Videos - Worksheets - Colors - Students book - Practice book 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		
<p>ART COMPREHENSION AND EXPRESSION</p>		<p>EXPERIENCE:</p> <ul style="list-style-type: none"> - Greeting - https://www.youtube.com/watch?v=tVlcKp3bWH8 - Attendance - Prayer: Good morning Jesus - https://www.youtube.com/watch?v=DdFB1ha_zY - How is the weather today? - https://www.youtube.com/watch?v=KBL5aXSJTIE - Pictograms to identify the weather by looking at the window. - Students participate and say what they see through the window. <p>REFLECTION</p> <ul style="list-style-type: none"> - Present the poster and help students to remember the name of the animals. - Explain the characteristics of insects - Present the video - https://www.youtube.com/watch?v=tkSBMUzZUAs <p>CONCEPTUALIZATION</p> <ul style="list-style-type: none"> - Review the name of some insects. 	<ul style="list-style-type: none"> - Microsoft teams - Songs - Flash cards - Worksheet - Crayons - Students 	<p>CE.EFL.1.2. Follow short and simple instructions that include familiar vocabulary and identify key item of information in order to act upon them.</p> <p>I.EFL. Learners can recognize and follow simple instructions in order to act upon them</p>		

		<ul style="list-style-type: none">- Introduce the song https://www.youtube.com/watch?v=oybEMWW23uU- Practice the song and dance <p>APPLICATION</p> <ul style="list-style-type: none">-Students will work on page 28 and 29 from the book. <p>Complete insects body Goodbye song</p>	book			
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COMPLEMENTARY ACTIVITIES PLAN			
	PROJECT'S NAME		
ACTIVITIES TO DEVELOP IN THE WEEK		EVALUATION RUBRIC	
Aquí se registrarán las actividades que se realizarán en la hora de clase destinada para la Actividad Complementaria		Aquí se registrarán las rúbricas de evaluación que se aplicarán para las actividades de la semana	

Catholic Christian transversal value) RESPONSABILITY

1. CURRICULAR ADAPTATION	
SPECIFICATION OF EDUCATIONAL NEED	SPECIFICATION OF THE ADAPTATION TO BE APPLIED

Submission date: Thursday 29th September 2022

TEACHER

AREA COORDINATOR

VICE-PRINCIPAL