The Game As A Didactic Resource To Address Students' Emotional Well-Being In EFL
Classrooms After Returning To Face-To-Face Classes

Degree project - Internship

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ARTÍCULO 23, RESOLUCIÓN #13 DE 1946 "La Universidad no se hace responsable por los conceptos emitidos por sus alumnos en sus trabajos de tesis. Sólo velará porque no se publique nada contrario al dogma y a la moral católica y porque las tesis no contengan ataques personales contra persona alguna, antes bien se vean en ellas el anhelo de buscar la verdad y la justicia".

Chapter I

Introduction

This proposal looks into the use of games in the EFL classroom. The purpose is to understand how the use of didactic games can address students' emotional well-being in EFL classrooms, especially during the transition from remote education to presence classes.

This document contains four chapters. The first one presents the general introduction, justification, statement of the problem, and objectives. The second chapter describes ideas presenting the literature review that supports the study by providing a sketch of different studies. The third chapter is about the methodology, type of study, and techniques used to develop the study, the context, participants, the data collection techniques and instruments, and the working plan with the chronogram. The fourth chapter contains the description of the results and the data analysis of what we achieved during the intervention. Finally, the last chapter has the evaluation of the objectives achieved during the intervention as well as the conclusions next to all appendixes involved.

Justification

This proposal contributes to our personal development as teachers since it allows us to explore and understand how the use of games, activities, and materials can address the well-being of the students. It would be helpful for us to be more aware of the importance of mental health in education.

On the other hand, this study contributes to our professional development. It provides us with the information collected and the knowledge obtained during the process. This experience is going to be present in our whole development as educators.

Besides, this proposal contributes to the entire educational field. At the end of the implementation of this internship, the community related to EFL classrooms will have examples and possible alternatives to deal with emotional problems in classrooms through games.

Finally, this research contributes to the research field of the program. This internship will provide the knowledge, practices, and results of the use of games in EFL classrooms. It will help all future researchers, teachers, and students to have another view of language classes.

Statement of the Problem

The present component explains and describes the concern and problematic situation followed by the objectives of the intervention.

From the pandemic situation the world went through and the consequent remote education, we were able to identify some emotional health problems in the classroom during

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our pedagogical experience in secondary school, as students as well, and in the whole virtual

teaching environment in public schools. During this period, we noticed that the students had

problems getting motivated and participating in the classes. Talking about the pandemic

situation and virtual classes, they expressed that they were not used to the web pages used

during classes, and for that reason, they didn't want to participate. They were scared of

saying something wrong or even using their mics and cameras. Another complaint that made

us want to carry out this project was the amount of homework and the lack of time to ask and

solve the doubts during virtual classes. They were anxious and getting depressed because

they didn't know how to do the workshops and sometimes they didn't have any response.

Now that presence or face-to-face classes is again a reality for Colombian schools, we can't

ignore the context and consequences of 2 years of remote education. Thus, a pedagogical

proposal was carried out, based on games and activities that aim to address the emotional

well-being and motivation of the students after returning to face-to-face classes.

Leading Question

How does the use of games address the emotional well-being and motivation of EFL students

after returning to face-to-face classes?

General Objective

- To address students' emotional well-being and motivation by implementing games

  and guided activities during classes.

Specific Objectives

- To plan the activities taking into account the school curriculum as well as students'

emotional well-being and motivation.

- To apply games and activities that encourage participation and allow students to release emotional problems while learning.

- To analyze the behavioral results of the students after the implementation of the proposal.

- To reflect on how the type of activities used affects students' motivation and feelings towards the class.

Chapter II

Literature Review

The present chapter compiles previous studies related to our proposal in order to support our main ideas and analyze some relevant aspects of the topic. Some researchers who worked on Foreign Language Learning proved the presence of anxiety during the learning process (Chao, 2003 & Dewi, R., Rukmini, D., Mujianto, Y., 2020). Besides, other studies linked specific aspects such as communicative or speaking skills to that anxiety and showed some bad effects on fluency (Méndez López, M. G., & Bautista Tun, M., 2017 and Young, D. J., 1986). In addition, emotional intelligence was also addressed by some researchers making the connection between it and English Foreign Language learning (Budak, T. and Mede, E., 2022 and Chao, 2003) as well as some motivational components during classes (López, M. M., 2011). Regarding the use of games, some researchers worked on specific types of games, the results after using them during classes, and their impact (Gozcu, E. & Caganga, C. 2016, Urrutia, W. & Vega, E. 2010. Jerotijevié, D. & Stojkovié, M. 2011. Fei, L. 2021 and Moayad, M. & Jordan A. 2012).

Some researchers found that the use of games in EFL classrooms creates an environment of interaction and stimulation where students can communicate and express themselves (Urrutia, W. & Vega, E. 2010, Sanchez, L. 2022 and Moayad, M. & Jordan A. 2012). In addition, other researchers found that the use of games in EFL classrooms promotes learning in an interesting way (Gozcu, E. & Caganga, C. 2016 and Fei, L. 2021). However, Jerotijevié, D. & Stojkovié, M. (2011). found that there are some disadvantages of using games in the classroom like indiscipline, students' cooperation, and preference for playing rather than learning.

Urrutia, W. & Vega, E. (2010) found in the study that tenth-grade students of a public school have some anxiety issues learning English specifically with speaking skills related to lack of vocabulary, shyness, fear, and humiliation. After the implementation of games, they identified that they were encouraged to communicate and overcome the fear of making mistakes.

Likewise, Fei, L. (2021) identified that the implementation of games is good at promoting Iranian EFL learners' attitude toward learning English, and also they feel willing to communicate in the target language when the topics are interesting.

Gozcu, E. & Caganga, C. (2016) implemented a game with two undergraduate students who were taught English. After the implementation, they stated that the use of the game decreases anxiety and promotes learning, and at the same time provides a different way of learning English other than memorizing.

Sanchez, L. (2022) in her study called The Dante Game: A New Way to Enhance Eleventh Grader's Speaking Skills, proposed the implementation of The Dante game to promote speaking skills in the students and conclude that 'Games, in general, encourage

students to improve and strengthen their oral skills, especially when cooperation and motivation are prominent elements.'

Related to previous studies, Moayad, M. & Jordan A. (2012) conducted the implementation of games in EFL classrooms with an experimental and a controlled group. The results showed that games increase motivation and students' attention, and also create an environment of interaction and stimulation.

Jerotijevié, D. & Stojkovié, M. (2011) made a comparison between the advantages and disadvantages of using games in EFL classrooms. They found different advantages and disadvantages of using games according to students' and teachers' perspectives.

Following emotional issues during virtual classes, it is important to highlight that the emotional well-being of each individual is one of the most important factors to consider both in life inside and outside of education. Normally, in classrooms, learning is provided in an adequate environment that allows the processes to be carried out correctly. As we well know, the learning space in schools is influenced by the daily life of each student. In other words, the external life of each person plays an important role in learning and educational development. Emotional well-being identifies with self-awareness and regulation of feelings (Diener 2009, p.6), it relates to how well we adapt and is regularly reflected by the dimension of an individual's strength. For this reason, the concern for the emotional well-being of students has increased taking into account the past pandemic situation. Remote education brought certain challenges, including connectivity, desertion, and the lack of contact between teachers and students. But one of the most important is the well-being of each student, which has been affected by different factors. A factor that impacts the emotional condition of students is related to the academic load that increased with the implementation of virtual education due to the little time that teachers had at their disposal to cover the topics that

students were supposed to be taking, so we agree with the following quote "while some students may not be technologically equipped to learn online, others may struggle to cope with the emotional challenges that off-site learning may bring "(Drane, Vernon, & O'Shea, 2020, p.10). All of these variants can lead to emotional problems such as stress and anxiety when faced with unknown fields such as new platforms and resources, as well as the lack of approach and interaction with teachers.

Another factor that influenced the emotional problems of students during the pandemic lay in the separation of not only a physical space such as the school but with the connection that this represents in terms of the meanings and the individuals who participate in the educational activity. "Other implications may relate to emotional safety, with isolation denying some children access to the one place they feel safe and nurtured - school" (Drane, Vernon, & O'Shea, 2020, p.10). It is important to mention that face-to-face education provides these recreational spaces that are different from the home, in which students develop part of their personality and the necessary interpersonal relationships. The lack of socialization and closeness to other environments affects the emotional well-being of children or young people who are faced with living these experiences through technology and virtuality. From this, we can highlight that the accompaniment by the teachers cannot be delegated to the parents in its entirety and that certain aspects of life cannot be replaced by a screen.

One of the most common emotional issues during English classes is anxiety, which plays an important role in foreign language students' classroom performance. It determines students' success or failure in foreign language classes. Therefore students' anxiety will negatively influence students' achievement in language learning. This problem needs to be

handled by educators. (Dewi, R., Rukmini, D., and Mujianto, Y. 2020, p. 01), this authors found that after using Communicative English Teaching Material developed during the study, the student's anxiety decreased since when working in groups actively they felt more comfortable recalling their background knowledge and in the same way expressing themselves orally, also, anxiety determines students' success or failure in foreign language classes. Therefore students' anxiety will negatively influence students' achievement in language learning. This is also supported when affirming that the performance of learners in an EFL class can be influenced by various parameters such as peer pressure, readiness for the lesson, and the level of support provided. Moreover, several conditions such as motivation, self-confidence, and anxiety may influence students' participation during the lessons (Cárdenas and Méndez, 2014).

In a similar way, Chao, (2003) investigated the connection between Foreign Language Anxiety (FLA) and Emotional Intelligence (EI) skills, revealing that they have an important connection since Taiwanese students who participated had a high degree of FLA had less control over their EI abilities and showed how anxiety affects EFL learning and emotional intelligence as well. It demonstrated that when students feel anxious about learning or the language itself, their emotional intelligence is impacted and in the same way, the whole learning process can present difficulties.

Young, D. J., (1986) discovered a big connection between anxiety and foreign language oral performance and that anxiety would most likely affect foreign language users with low levels of oral proficiency more than those with high levels of proficiency.

Following the path of speaking skills, Méndez López, M. G., & Bautista Tun, M. (2017) studied factors that may motivate and demotivate students with low emotional intelligence to participate in speaking activities during English class, concluding that those

aspects such as supportive classroom community and anxiety about public speaking, affected more male participants but more often female participants, besides, it is important that teachers encourage a positive classroom atmosphere in order that students are able to interact with one another and learn from the experience.

Similarly, López, M. M. (2011) reported the motivational impact of emotions, finding that fear, happiness, worry, calm, sadness, and excitement are the most experienced emotions, the five main sources of those emotions are insecurity about their speaking ability, the teachers' attitudes, comparisons with peers, the classroom atmosphere, and the type of learning activities. Finally, the two main aspects identified as impacting students' motivation are the teachers' attitudes, and the classroom climate.

Budak, T. and Mede, E. (2022) investigated The Relationship between Emotional Intelligence, Foreign Language Anxiety, and Demotivational Factors discovering that the participants were moderately anxious and unmotivated in foreign language learning, likewise, (Dörnyei, 1990) stated that motivation is one of the main contributors that determines the performance of an individual in learning a second (L2) or foreign language (FL).

Dörnyei (1994) emphasized the significance of motivation in language learning and identified it as "one of the main determinants of second/ foreign language achievement" (p. 273).

Dörnyei and Ushioda (2013) proposed three components to deal with demotivation during the learning process. These components are powerful distractions, the gradual loss of interest, and difficulties in achieving goals. Powerful distractions cannot be seen as a demotivating factor. In other words, rather than decreasing the existing motivation for the main activity, their distracting impact is because they offer more conspicuous alternatives. (Budak, T., and Mede, E.(2022). p.11.)

Chapter III

Methodology

This chapter provides a description of the type of study. Next, it exposes the context and participants, followed by the theoretical support of the techniques and instruments for data collection and the process itself to present the working plan and chronogram.

Type of study

This internship was carried out under a qualitative research type of study defined by Moser A, Korstjens I. (2017) as "a type of research that explores and provides deeper insights into real-world problems". This type of research was chosen because we wanted to research the possible factors that affect emotional well-being and motivation in EFL classrooms. The method implemented was Action Research which is based on identifying a problem and providing strategies that could address the problem and improve it in this case emotional wellbeing and motivation in EFL classrooms through games.

Context

In this report design, the context where the internship was carried out will be exposed. According to previous pre-service teacher experiences during the pandemic, we decided to implement the internship based on games as didactic resources to improve the well-being and motivation of students at a public school. The target public school is

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"Institución Educativa Distrital República de Colombia " located in Bogota, Colombia. Specifically from May 30, 2022, to August 19, 2022.

Classes were carried out from Monday to Friday between 6:30 am to 12:10m. The classrooms in the school were not equipped with different technological devices such as TV for presentations, computers, or internet connectivity, they only had an audiovisual room with a video beam. The classrooms were provided with a board and students' desks. According to the institution's mission and vision, they based their pedagogy on the constructivism model; forming inclusive students with values that allow them to achieve life projects.

Participants

The participants involved in this internship were approximately 150 students from 8th grade, ages between 13 to 15 years. Their English language level is A0-A1, and they take 3 weekly hours of English class. The students' or participants' socioeconomic status goes between 2 and 3, according to the socio-economical level of the school. This internship was carried out in a public school called Institución Educativa Distrital República de Colombia located in Bogotá, Colombia, due to the students' context it was really common to have new students, as well as students dropping out of school often, so the process for them was constantly having obstacles. Besides, their English level was notably lower than it should be taking into account grade and age, and motivation was not really evident at the beginning.

The Data Collection Techniques and Instruments

The following data collection techniques provide us with a way to organize, collect, and construct contextualized data. During the internship, we observed the

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phenomena related to improving students' well-being through games in EFL classrooms. Also, we interviewed the students at the beginning and at the end of the process to obtain the results of the intervention.

According to Ciesielska, M. & Wolanik, K. (2018), observation "may be seen as the very foundation of everyday social interaction: as people participate in social life, they are diligent observers and commentators of others' behavior." This technique fits the proposal because we need to understand the different interactions and participation of the students in the activities proposed during the classes.

The second technique used in this internship is the interview, "An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions" (Easwaramoorthy, M. & Zarinpoush, F., 2006, p.1). This technique represents an important part of the intervention, it is crucial to analyze the development and the results after the internship application.

About observing, we can find data through journals defined as "A systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study" (Lloyd, C. & Gillard, P., 2010). This instrument allows us to describe all the actions, the contexts and the participants within the different games applied. The instruments used to gather data through the interview are the questionnaires defined by McLeod, S. (2018) as "A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents".

Working Plan and Chronogram

The class structure used was based on warm-up, introduction, presentation, practice, and production. Each 3-hour weekly class had a specific lesson plan, and the activities planned for every lesson were based on games.

In the end, in appendix A, every lesson plan is attached developed during the intervention that shows the topics and activities used. All topics aborded during the intervention belong to the school curriculum which is based on "Programa Nacional de Bilingüismo" from Colombia Aprende, Ministry of Education. (2016).

In total, there were 9 weeks of class without considering vacations and time used for planning and grading.

The following chart displays a general view of the pedagogical intervention:

Chart 1. A general view of the chronogram and pedagogical intervention

Week	Topic	Vocabulary Grammar	Objective	Activity	Resources and Material
1	Eating Disorders	Should / Shouldn't	To recognize and reflect on eating disorders and give advice using should or shouldn't.	Pictionary: Students drew or acted out an eating disorder or symptom.	Board and markers
2	Emotions	First Conditional	To identify the different emotions and their implication with self-confidence and introduce the first conditional and when it's used.	Match emojis with the right emotion. "Pedro limones y medio limón": Students followed a sequence and the one who lost had to write a sentence using the first conditional.	-Emojis on flash cards -Board and Markers
3	Evaluation Second		To evaluate topics reviewed	Test, self-assessment,	Worksheets and piece of

	Period		during the second term.	and co-assessment.	paper
4	Good Citizen	First conditional	To introduce the topic of the new unit, review the first conditional and introduce zero conditional.	Memory Game: Students found the correct match of the sentence Example: A student chooses one flashcard with the consequence 'I won't go to the park' and has to find the one with the correct cause 'If it rains' the row that wins obtain extra points.	Flash-cards on board
5-6	Emotional intelligence	Positive and negative qualities of a good citizen, present simple.	To reflect on emotional intelligence, teamwork, and actions related to being a good citizen.	Students had some flashcards with qualities, and they had to classify them as positive and negative. Students answered some questions to reflect in a written way on emotional intelligence. Teamwork game: The goal of the exercise is to count to 20 as a team. The challenge was that there was no way of knowing who will speak each number, and if two or more people speak at once, the entire group starts back at one.	- Flashcards - Board and markers - Notebooks
7	Duties and	Modal	To identify the	Filling the gaps:	Boar and

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	rights	verbs	modal verbs and use them to describe their Duties and Rights	Students compete between the rows to complete the phrases using the correct modal verb, and the row that wins obtains extra points.	markers.
8-9	Model Citizen / Goodbye!	Present perfect	To introduce present perfect tense talking about things Model Citizens have done	Never have I ever game: Students took a piece of paper with a situation related to model citizens and everyone had to say if they had or hadn't done what was said on the paper and discuss what happened when they did it. Poster: Students had to choose a model citizen and make phrases in present perfect talking about what the model citizen has done. Then they presented their poster to their classmates.	Pieces of paper, posters.

Chapter IV

Description of the obtained results

As we described in the data collection techniques and instruments section, we chose questionnaires, observations, and journals to collect information. One of the main instruments or resources for this intervention was the questionnaires, below, there is a specific description of the selection of the most important answers obtained in the initial and final questionnaire applied to the students, and we selected 87 initial and final questionnaires. As shown in appendix C and D, multiple choice and open questions were used, and not all the questions were used on both questionnaires, so we grouped and classified the most common answers in order to expose the results in graphics, however, for some questions which provided several elements to be classified, we provided a brief written description.

Data Analysis

For the analysis, we used a Matrix of triangulation to compare the results obtained between the instruments taking into account specific questions with their analysis, see *chart 2* for the general view. In that way, we compared answers from the initial questionnaire, the final questionnaire, and journals, next, you will find a deeper analysis.

Taking into account the main goal of our internship we asked the students how often they use games in English class, the results are shown in *Graphics 1 and 2*. Comparing answers from the research instruments, we concluded that during intervention there was a bigger implementation of games during English class.

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How often do you use games in English class?
Initial Questionnaire
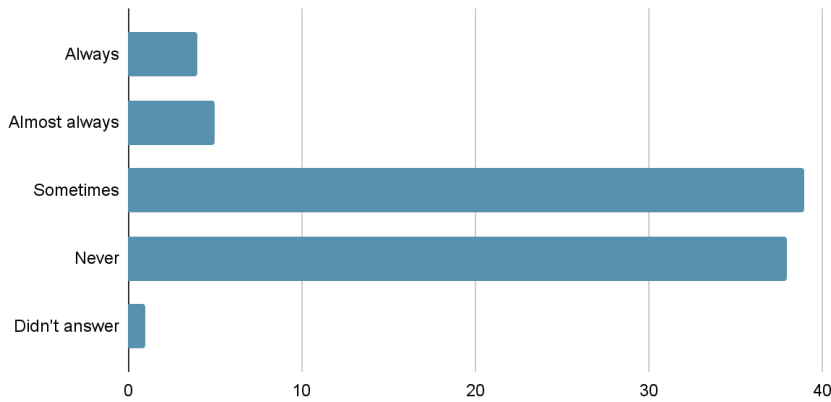
Graphic 1. *How often do you use games during English class? Initial questionnaire.*

How often do you use Games during the class?
Final Questionnaire
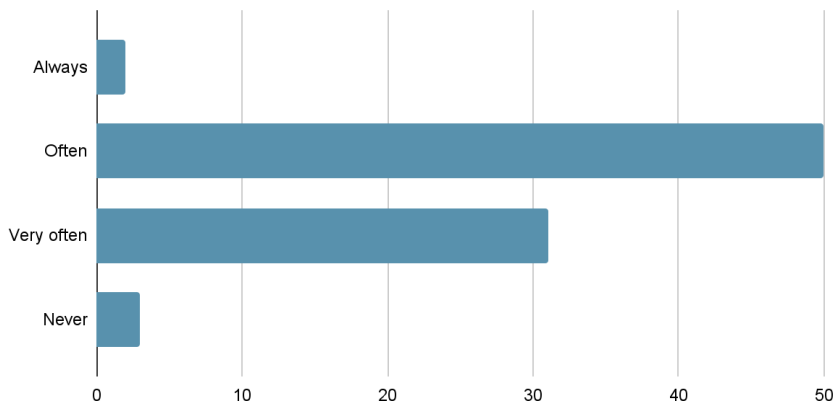
Graphic 2. *How often do you use games during English class? Final questionnaire.*

The next question compared what strategies they preferred to use in English class.
Taking into account the comparison of the instruments, we noticed the change in the
preferred strategies. They tend to choose to work in groups and games together but at the end
of the intervention, games become their favorite strategy of learning followed by group work
and games together. Individual work was not the most wanted strategy but is always
necessary at specific moments. This can be seen in *Graphics 3 and 4*.

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What strategies do you prefer to develop in English class?
Initial Questionnaire
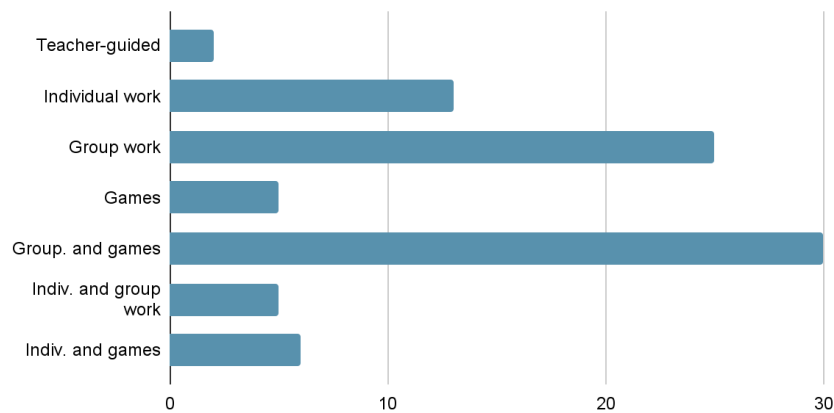
Graphic 3. What strategies do you prefer to develop in English class? Initial questionnaire

What strategies do you prefer to develop in English class?
Final Questionnaire
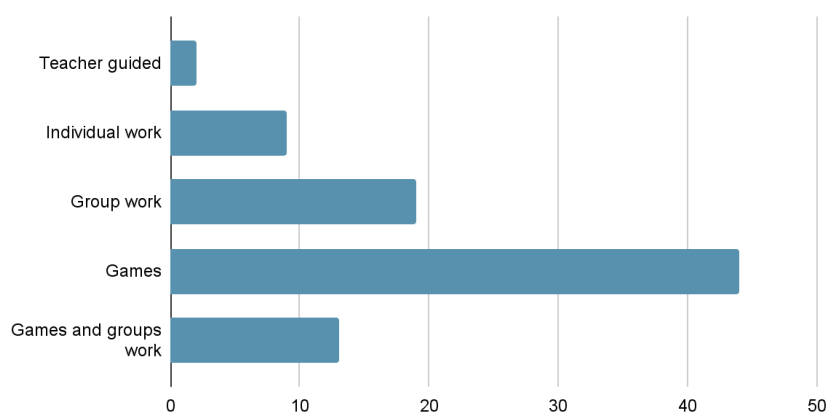
Graphic 4. What strategies do you prefer to develop in English class? Final questionnaire

With the third question we wanted to identify and compare what they think about the use of games in English class and if they would like for games to be an essential part of the class. For this question, we made a comparison between students' open answers between the initial questionnaire, the final questionnaire, and what we observed and stated in the journals.

What do you think about the use of games during classes? Would you like games to be an essential part of the class? Initial Questionnaire.

Most students answered that they like games during class, the reasons varied between it is a way to get out of the routine, relax and avoid stress, it is a creative way of learning, it is easier and faster to understand things, and teamwork is something they like. Also, mentioned that their teachers don't usually use games during classes but they will like to use them because it will be funnier and more interactive, On the contrary, others mentioned that they don't like games in class because they are humiliating, will lend to bad behavior in class, they will not actually pay attention to the teacher, and in the end, they will be tired and bored.

What do you think about the use of games during classes? Would you like games to be an essential part of the class? Final questionnaire

In the final questionnaire, most of the students mentioned they liked games because they were funny and educational at the same time, it was a creative and interesting way of learning, and at the same time games allowed them to learn without pressure and stress. Also, they helped to have a good relationship between teacher-student and it creates a more confident environment, and for that reason, they stated they would like games to be something continuous in the class so they can continue having fun and learning simultaneously. On the contrary, a few students mentioned they think games are boring and they wouldn't like games to be a frequent activity due to the fact that in the future they could be a negative factor that contributes to indiscipline.

After the analysis, we could see that most of the students have a good perspective of the use of games in English class. In the beginning, they wanted the use of games to be more frequent and after the intervention, they thought that they had fun and learned creatively. Very few students recommend not using games or that they don't think they learned with them.

The next item analyzed was their opinion about virtual classes and last face-to-face

classes. We used emoticons for them to rate their experience. Check Graphics 5,6, 7 and 8.

How would you rate virtual classes from last year?
Initial Questionnaire
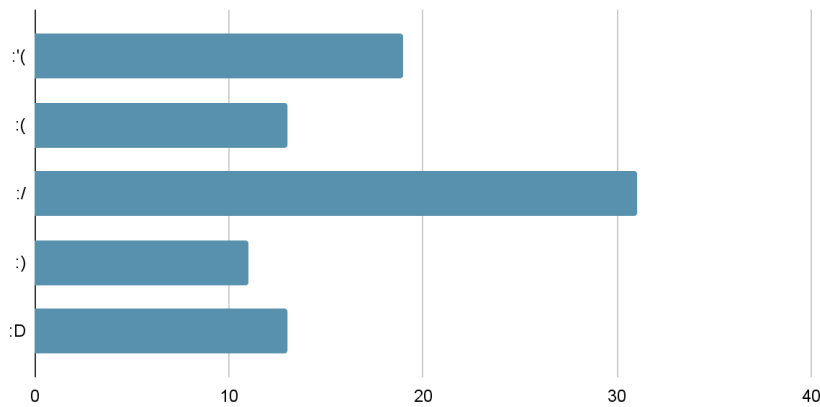
Graphic 5. *How would you rate virtual classes from last year? Initial questionnaire*

How would you rate virtual classes from last year?
Final Questionnaire
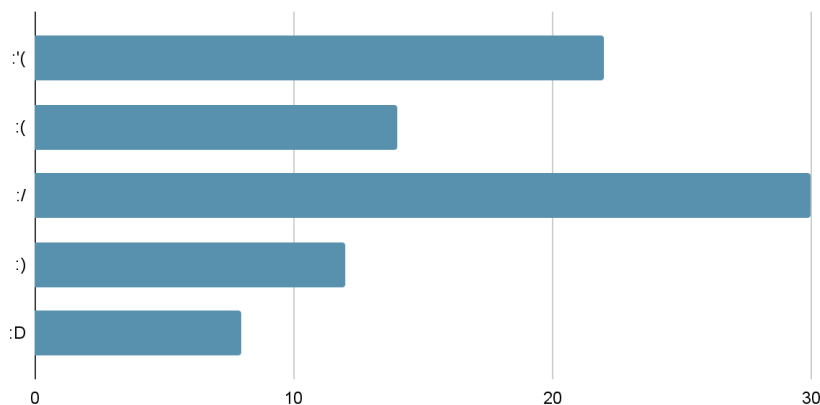
Graphic 6. *How would you rate virtual classes from last year? Final questionnaire.*

These opinions are very important for us to understand their experience with virtual education and their perspective on face-to-face classes. The difference between answers in both questionnaires is clear, students definitely liked more last classes during the intervention rather than the virtual classes during the pandemic. One of the main reasons is that during virtual classes they felt alone and couldn't share with their classmates and with face-to-face

classes they are able to communicate and live essential experiences with their peers. With

games, they shared past experiences and helped each other to achieve a goal through the

English language.

What were the things you most and least liked about virtual classes?
Initial Questonnaire
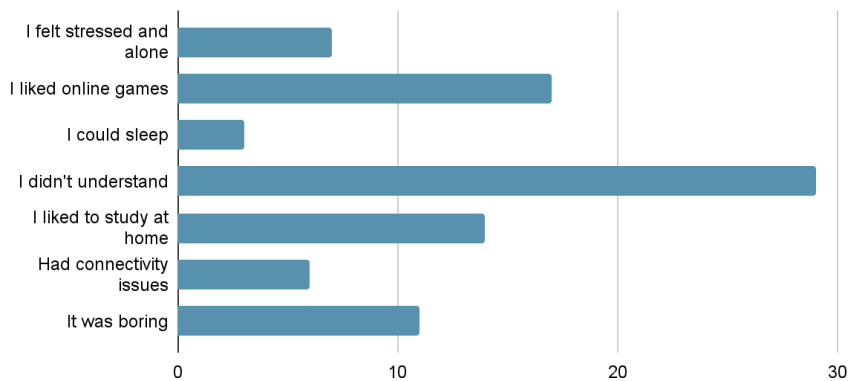
Graphic 7. *What were the things you most and least liked about virtual classes? Initial questionnaire.*

How would you rate the last face-to-face classes?
Final Questionnaire
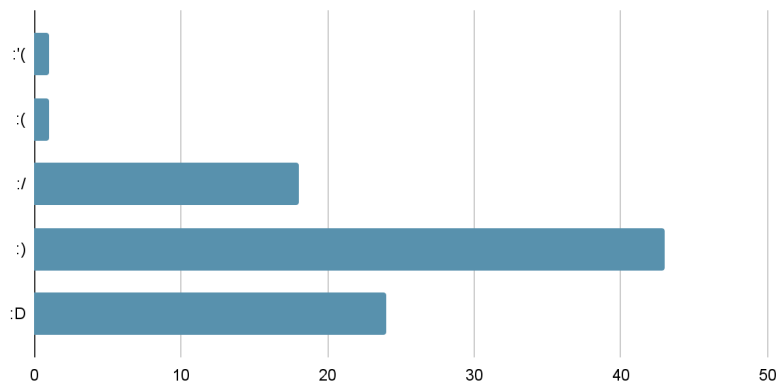
Graphic 8. *How would you rate the last face-to-face English classes? Final questionnaire*

Another important aspect analyzed was their perspectives on the English class. We

took their opinions before and after the intervention as well as our point of view on the

journals. This can be seen in Graphics 9 and 10.

How would you describe English classes?
Initial Questionnaire
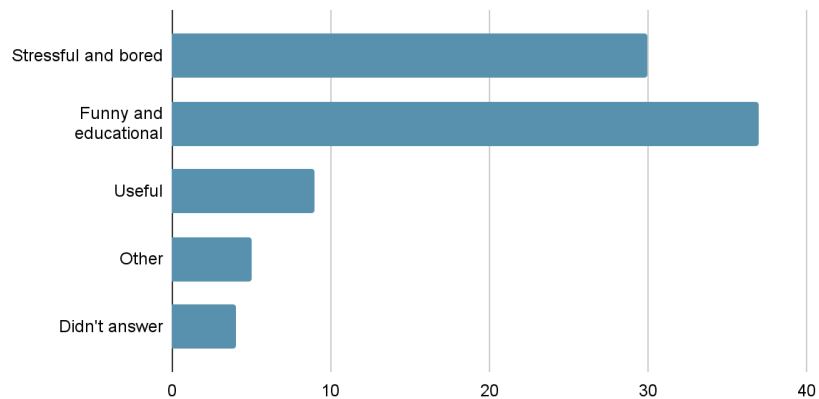
Graphic 9. How would you describe English classes? Initial Questionnaire.

How did you feel during the last English classes?
Final Questionnaire
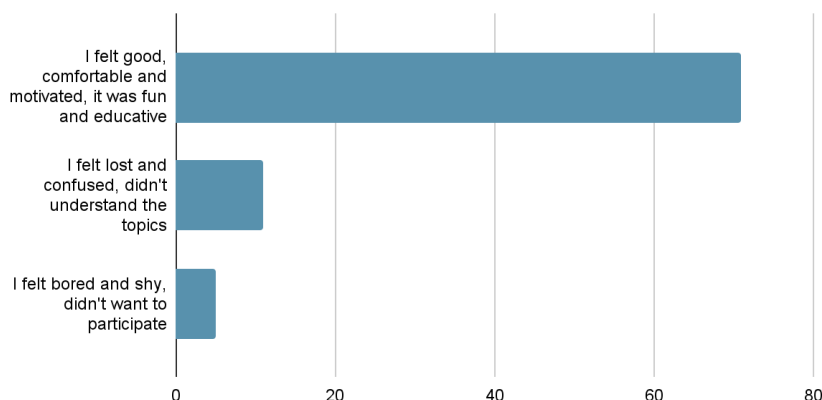
Graphic 10. How did you feel during the last English classes? Final questionnaire

The results found are that students keep their opinions about English class, they think it is fun and educational. What changed after the intervention was that they felt motivated to participate in the new activities since some of them used to feel stressed and bored before, but after the implementation of games they felt comfortable and participative.

Regarding the last questions which were only proposed for the final questionnaire to inquire and reflect on their feelings towards the use of games after the intervention, we can

say that the emotional well-being of the students was definitely addressed, as shown in *graphics 11 to 14,* most of the students showed positive answers and stated that games contributed to their emotional affairs, reduced negative emotions such as stress and anxiety, allowed them to participate more in class and motivated them to communicate in English, so we can infer that games can also improve students' performance during classes and consequently the results. However, we can't ignore students who did not have such positive responses, since although they were few, it is necessary to take into account their opinions and experiences. For some students, the social interaction component is not easy to handle, for this reason, most of the games, being managed at the group level, were not easy for them to carry out, which can lead to lower participation to a minimum and at the same time contribute to negative emotions such as pressure, stress, and anxiety, which are the ones we initially wanted to address.

Do you think games contributed to your emotional well-being?

Final Questionnaire
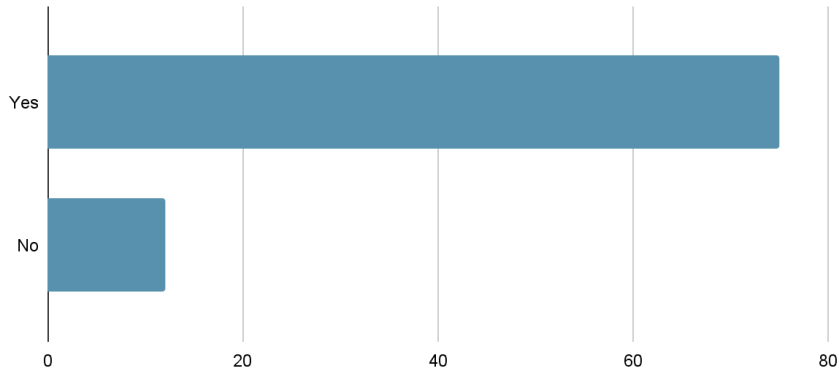
Graphic 11. *Do you think games contributed to your emotional well-being? Final questionnaire*

Do you think that games reduced negative emotions such as stress and axiety?

Final Questionnaire
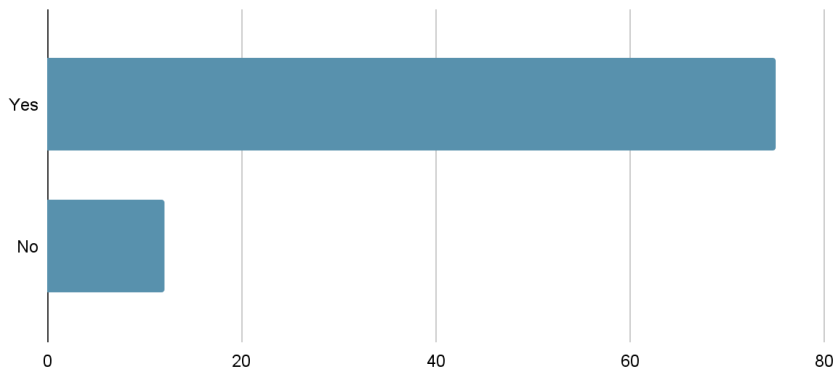
Graphic 12. *Do you think that games reduced negative emotions such as stress and axiety? Final questionnaire*

Did you feel games allowed you to participate without being afraid of making mistakes?

Final Questionnaire

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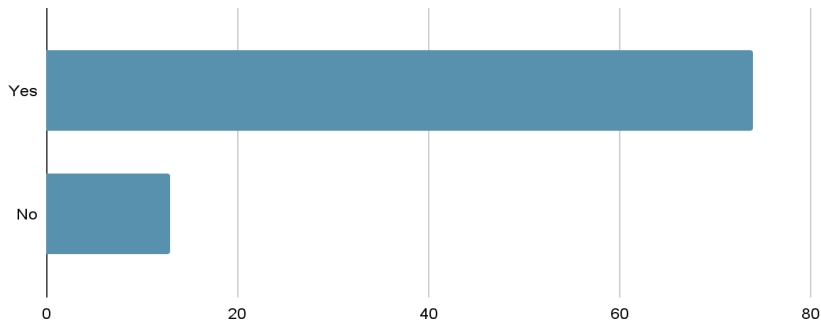
Graphic 13. Did you feel games allowed you to participate without being afraid of making mistakes? Final questionnaire

Do you think that games motivate you to communicate in English?
Final Questionnaire
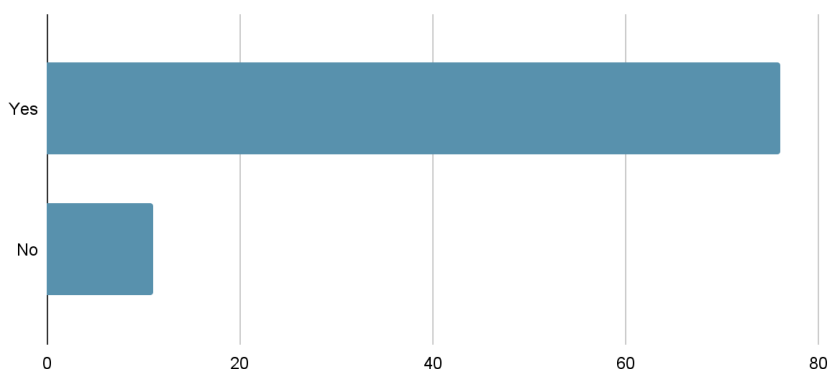
Graphic 14. Do you think that games motivate you to communicate in English? Final questionnaire

Below, there is the triangulation matrix with a general view of the comparisons within the questionnaires and the journals as well as a short analysis of them, which gathers together what was stated above.

Chart 2. Triangulation matrix

Question	Initial questionnaire	Final questionnaire	Journal	Analysis
How often games are used in class?	The most chosen options were never and sometimes. Almost no one answered the option almost always.	The most chosen options were often and very often. Almost no one answered never.	During the intervention, games were considered an important part, in every lesson games were included at the stage of practice and production. Sometimes we used more than 1 game per lesson. We conclude they	Comparing answers from the initial and final questionnaires, we conclude that during intervention there was a bigger implementation of games during English class.

			were used very often.	
What strategies do you prefer to develop in English Class? (Teacher-guided, individual work, group work, games)	The most voted answers were group work and games together, followed by group work and finally just games.	The most voted answer was games, followed by group work, and group work and games together.	On the lesson plans, we used games as the base as well as group work since that was the most popular answer for the initial questionnaire, however, we did use some individual work as well but the results were not good since it was common to find cheating and students who didn't present the activities.	Taking into account the comparison of the instruments, we noticed the change in the preferred strategies. They tend to choose to work in groups and games together but at the end of the intervention, games became their favorite strategy of learning followed by group work and games together. Individual work was not the most wanted strategy but is always necessary at specific moments.
What do you think about the use of games in class? Would you like them to be an essential part of the class?	Students answered that they liked games because they are funny, break the routine, are creative, and provide easier and faster learning. That's why they would like them to be used more often since when they took the initial questionnaire, they hardly ever used them.	Something different they added on the final questionnaire regarding this question was that besides being funny and educational, games allowed them to learn without pressure and stress and to have a good teacher-student relationship creating a more confident environment.	During the classes and according to the observation we noticed students participated actively during the games. They were concentrated during the activities, also they were able to solve the activities and put into practice the topics explained in class. There	After comparing the questionnaires and journals we can tell that most of the students have a good perspective on the use of games in English class. In the beginning, they wanted the use of games to be more frequent and after the intervention, they thought that they had fun and learned creatively. Very few students recommend not using games or that they don't think they learned with them.

		The majority kept the opinion of having games as an often strategy in class, but few students wouldn't like games to be a frequent activity due to in the future they could be a negative factor that contributes to indiscipline.	were a very small number of students that didn't want to participate and the reasons were they felt shy or stated they didn't understand, anyways they develop activities with their classmates' help.	
Comparison: How would you rate virtual classes? How do you rate the last English classes?	The most chosen answer was ":/" followed by ":'(" which means they didn't like virtual classes. Some of the reasons shown in *graphic 6* were that they didn't understand, felt stressed and alone, and had connectivity issues. Some of the good opinions about virtual classes were that they liked them because they practiced with online games and apps.	In questionnaire 2, they kept their opinion about virtual classes. Regarding the last face-to-face classes during the intervention *graphic 9*, the most chosen answers were ":)" and ":D", which means they did like classes.	As we advanced in the intervention, we noticed that the student's responses to games and activities in the classroom allowed them to socialize, work as a team, and share experiences they not only count on their peer to achieve the purpose of the activities but they were united and help some students did not know how to complete the games or felt shy	The difference between answers in both questionnaires is clear, students definitely liked more last classes during the intervention rather than virtual classes during the pandemic. One of the main reasons is that during virtual classes they felt alone and couldn't share with their classmates and with face-to-face classes they are able to communicate and live essential experiences with their peers. With games, they shared past experiences and helped each other to achieve a goal through the English language.
Comparison:	The most voted	The most voted	When	Students keep their

| How would you describe English classes? How did you feel during the last English classes? | answers were educational and funny and some of them mentioned they were sometimes stressful and boring. | answers were that they felt good, comfortable, and motivated, plus it was funny and educational. | observing classes and grading notebooks we noticed students were used to a different dynamic in English class. We took the time to hear the students and they mentioned that in comparison with other subjects English was one of their favorite subjects because they expressed themselves and felt heard. Their opinion about English class was good and during the intervention they let us know they liked the activities we planned for them. Also, they convey explanations as necessary as well as didactic activities instead of workshops. | opinions about English class, they think it is fun and educational. What changed after the intervention was that they felt motivated to participate in the new activities since some of them used to feel stressed and bored before, but after the implementation of games they felt comfortable and participative. |
| What do you think about the use of | Students answered that they like games | Students answered they liked games | In the journals we identify that students' | Students found important benefits in the use of games |

games during classes? Would you like games to be an essential part of the class?	because it is a way of breaking the routine, relaxing, and avoiding stress, it is easier and faster to learn, and would like them to be something used often in class. Others mentioned games are humiliating and will lead others to misbehave.	because they were funny and educational at the same time, it was a creative way of learning, and that games allowed them to learn with no pressure or stress, besides, they promote a good relationship between students-teacher and created a confident environment, that's why they would like to keep them as something used often in class. However, others didn't change their minds about the connection between games and indiscipline.	behavior and participation were very significant and satisfactory. With some of the games, students were happy and excited. Sometimes they were so into the game that we needed to stop a little bit and reorganize so we could continue. Also, most of the games were linked to a reflection on their feelings and emotional intelligence. There was one of the groups that were not as participative as the others but they were significant on the reflections.	during classes, the one that is more valuable for the intervention was that games reduced pressure and stress, besides, promoting a better environment inside classrooms can also lend to improve emotional well-being and the results themselves.

Achieved objectives

The main goal of this intervention was to address students' emotional well-being and motivation by implementing games and guided activities during classes. Taking into account the results gathered with the activities planned, the research instruments, and their analysis stated above, we can say we satisfactorily achieved that goal since with the games' help,

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students' emotional component was definitely the main aspect in every class.

The activities were planned taking into account the school curriculum and always aiming to encourage participation and allow students to release emotional problems while learning.

Plus, the behavioral components of the students were analyzed after the implementation of the proposal and their opinions and thoughts were always listened to in order to contribute to the research.

Finally, with the journals, reflection on how the type of activities used affected students' motivation and feelings towards the class was always present, we constantly used different kinds of activities and games as well as checked which of them worked better for the students and how they felt with them.

Conclusions

- The type of activities used in class influences the emotional well-being of the students since they affect their thoughts and feelings towards the learning process, and if they don't feel comfortable their performance will be affected. Games are a useful strategy to address students' emotions and feelings, they allow them to reflect, express, and understand their thoughts as well as release academic or personal tensions and concerns.

- The use of games brought mostly positive responses from the students, most of them stated that the classes were funnier and more dynamic, which made them feel less stressed or anxious, in that way a better learning environment is created and the whole learning process can be also improved.

- Students considered games as an easier and better way to learn since they allowed

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them to share, participate, and bring together the group creating more confidence, so they felt safe practicing English.

- Other factors such as the relationship between students and teachers can also be addressed positively by using games in class, students mentioned that they felt more comfortable expressing themselves, the interaction with classmates was constantly worked so they became closer and that promoted a healthy learning environment. In comparison with virtual education, as students mentioned they felt alone and missed the interaction with their partners and teachers as well as the opportunity to get a detailed explanation of topics.

- Games are not a good strategy for every student since we all have different ways to learn and to feel towards social interaction. As most of the games are carried out as a group and demand interaction with others, for students with social anxiety or the ones who don't like public speaking or getting attention, it can be difficult to participate especially because they felt afraid to make mistakes and be judged, so it will consequently contribute to negative emotions such as stress, pressure, and anxiety instead of avoiding them.

- This type of activity can also lead to indiscipline if they are not properly carried out and if the teacher doesn't have control over the students. Also, it is important to introduce and provide proper context before putting in practice games so students can have a good performance during the activities.

- It is essential to adapt games and different activities depending on the group, because all of them have specific characteristics and things that work for them, so activities must be flexible in order to be a good option for any kind of public taking into account their needs.

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- Variety is also crucial when planning, all kinds of activities such as individual workshops, group work, games, speaking activities, etc have to be balanced in order to avoid repetition and for the students to feel bored, tired, or demotivated.

- From this project, future perspectives and research can be carried out in order to cover gaps that emerged from the results, such as different kinds of activities that will work for students for whom games didn't have a positive impact or contributed to their learning process and emotional issues.

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Appendixes

Appendix A. [Lesson plans]

Appendix B. Journals

Journal #1 May 30th - June 3rd

This was our first week at República de Colombia School. Headteacher Yenny introduced us to the students of the different classrooms and we introduced ourselves as well as our purpose during the internship. First, we gave them the initial questionnaire about the use of games in classes and also what were their perspectives on English class. It was difficult for us to face the students and try to express our ideas. At first, students were silent and no one participated but then they were more comfortable and they started speaking with their classmates and discussing the questions. After the implementation of the questionnaire, we presented the topic of Eating disorders and the use of should / shouldn't. Moreover, we brainstormed for them to express their opinions about eating disorders and also give advice using should / shouldn't. The game applied in this game was Pictionary; we started playing 'Hot Potato' to choose the participant and then that student had to act the eating disorder or symptom. Some of the students were shy and didn't want to participate but most of them participated actively, we as teachers tried to help them and we mentioned there was nothing to worry about. At the end of the week, we are a little bit more confident and we have new expectations for next week.

Journal #2 June 6th - 10th

In the second week we began with a lot of expectations and new ideas to implement on the next topic which was emotions and first conditional. We started every class by greeting the students and in this particular week the question 'How are you today?' was a lot more relevant. When they started answering how they were feeling at that moment we introduced the topic of emotions and feelings, we asked them what emotions they knew. They brainstormed different emotions and we put them on the board then some volunteers took the

emojis we prepared and put them above the emotion we wrote trying to guess if that was the correct one. The students participated actively in this activity and they helped their classmates to choose the correct option. The next activity was the presentation of the conditionals, we started highlighting the two parts of the sentence, the cause, and the consequence and then we explained the grammar structure. At this point the students were not as participative as in the beginning they started talking with their friends and the discipline was a difficult thing, they were focused on their cellphones, Camila asked them to focus on the topic and put away their cellphones or we would take them away for the rest of the class. Danna called the attention of a student that was interrupting the class and the student responded in a rude way. At the end of that specific class teacher Yenny gave us some feedback that we took into account. She mentioned we have to gain their respect and be a little bit stronger with our actions to not allow disrespect. The game used this week is called ' Pedro limones y medio limón'. Each student had a number and they had to use that phrase to call another student, the one who failed would need to go to the board and make a sentence using conditional. They were excited about this game, they were laughing and everyone participated but when some of them had to go to the front they mentioned they didn't know how to make the phrases, we helped them and reviewed the topic one more time. Also, this week with 801 we had a rough time with a student. She was upset because the class was mostly in English and she wanted us to translate. We didn't know the student and how to address this issue so the head teacher intervened. Teacher Yenny explained to us that in this particular group and the particular student it was a little bit difficult regarding discipline. She suggested making some agreements with them so we can move forward and properly develop classes. This situation was difficult for us to face, we felt inexperienced and hopeless. For next week we planned some strategies to overcome the previous experience.

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Journal #3 June 13th - 17th

This was the evaluation week since the second term is about to finish, it is usually a week

when students tend to feel really anxious and worried about grades and results, so after taking

the exam and getting the self and co-assessment, we wanted the students to release tension

and relax by playing two games not related to English class, besides, we provided some space

in order for them to express how they felt about the grades and the process so far, they

mentioned some points in the exam were difficult to solve but others were kind of easy if

they studied so that was good to know, of course, they were concern about final grades

because some of them were already having bad results in the other classes, so we tried to

make them feel more confident with themselves regarding exam results and the grades they

already got on previous classes, so in the end, they were concerned but at the same time very

excited about coming vacations. The appendix with the evaluation is attached below.

Journal #4 June 20th - July 11th

During weeks 4, 5, and 6, students had vacations and we planned "plan de mejoramiento" and

the evaluation for those students who lost the second term so they can review the topics to

present the evaluation and get the opportunity to change the grade for the term and approve it.

The appendix with "plan de mejoramiento" as well as the evaluation is attached below.

Journal #5 July 12th - 15th

This was the first week after vacations, so we expected the students to be very distracted and

not interested in getting back to class. It was also the week to socialize final grades from the

second term and for students to start solving "plan de mejoramiento". Regarding grades,

some of them were not surprised but in a general view taking into account grades obtained

previously to our intervention, the results were not bad. It was difficult to get students'

attention to the new topic for the third term, they were not motivated to begin which was

normal coming from vacations, so we showed interest first in what they did during that time

in order to provide them a space to express themselves, they share with the classrooms what

they did in that time some of them traveled, cook, play, and visit their families. After that, we

introduced the new topic and the activity proposed for that, which was a memory game with

some boards pasted on the board, it was not really catchy for them because of the context

stated before so participation was not that good, besides, because of time we were not able to

complete the activity properly with some courses.

Journal #6 July 18th - 29th

The topic of this week was good citizens and the meaning of words like democracy, peace,

and emotional intelligence. Using flashcards students went to the front and classify the

qualities into negative or positive. We reviewed the meaning of each quality and discussed

the importance of those qualities to be a good citizen. Students answered 5 questions about

emotional intelligence and expressing their opinions. We applied to 2 games this week in the

first one they had to draw what we instructed. The final result was a house and it was fun to

see the results of their drawing. They felt overwhelmed because they didn't know what they

were drawing. For the second game, they had to count until 20 trying to not repeat the same

number. During this game, students had a lot of fun. They screamed and came up with

strategies to reach the goal. In the end, we reflected on emotional intelligence and we told

them how the actions of other people may affect our emotions and acts. This week for us was

better than the last. We connected more with the students. The journal and lesson correspond

for 2 weeks because there were no classes for 2 days and the classes were postponed.

Journal #7 August 1st - 5th

During this week, we worked on rights and duties, which was the next topic in the curriculum for this term as well as the modal verbs, so after socializing the vocabulary and grammar, we carried out a simple activity to practice, it involved students' active participation and again we used competition on our favor to catch their attention and interest for the activity, and one more time, it worked to have them focus and participating actively, so we had a good time practicing modal verbs and they had fun too.

Journal #8 August 8th - 19th

For this week we proposed 2 activities, the first one is "never have I ever" which we consider is a game that follows students' ages and likes, besides, it is soemthing that they usually see on social media and play when they are socializing with each other, so they found it really attractive and catchy especially because of the sentences we used that covered part of their life experiences so they were really active and participation was huge. During the activity, we noticed they were having fun when talking about their experiences and listening to their classmates. It was a healthy environment when it comes to releasing tensions from other classes or other scenarios in their lives. In the end, it had a good closure and some students mentioned they liked it. There was a group specifically with 804 they were not as participative or motivated by the games but they contributed a lot with the reflections about emotions, self-esteem, emotional intelligence, and good citizen actions. The second activity is a poster they have to present next week, for which they have to talk about anyone they admire, so we suggested they choose their favorite singer, influencer, etc in order to get their

interest when developing the activity. We are very optimistic about the results of this activity.

Journal#9 August 15th - 19th

This was last week with the students, we didn't say anything until the end of the class in order to avoid concentration loss so we started the classes as planned, with the presentation of the posters, we have to say they did amazing jobs, they put a lot of effort when it comes to the visual presentation of the posters and the present perfect was also properly used so we were really happy with the results. Some of the students still struggled with making public presentations to their classmates but we made sure everyone felt comfortable when speaking out loud in English helping them with pronunciation and avoiding other students laughing at them, and encouraging other students to value everyone's work, they were really interested in people others chose and why, so participation was active. We also carried out a second questionnaire addressing their feelings and thoughts towards the last classes with us, and finally, we said goodbye. They were really surprised and sad about it, most of them showed us their appreciation and mentioned they learned a lot with us and that they liked our activities so we were very emotional and satisfied with what we did.

Appendix C. Initial Questionnaire

Date: _____

 Dear student,

Answer the following questions sincerely:

 1. Which of the following English language skills do you consider difficult to put into practice and why? (Listening, speaking, reading, and writing).

_____

_____

Mark with an (x) the answers for questions 2 to 4.

2. How often do you use Games during the class?

a. Always   c. Sometimes

b. Almost always   d. Never

3. What factors interfere with your performance during English class?

a. Fear of humiliation

b. Lack of vocabulary

c. Others

 Which ones?

_____

_____

4. What strategies do you prefer to develop in English class?

a. Classes in which the teacher is the person who speaks most

b. Individual workshops

c. Work in groups

d. Games

5. What do you think about the use of games in English Classes?

_____
_____

6. Would you like games to be an essential part of the English classes? Why or why not?

_____
_____

7. How would you rate virtual classes from last year?

1. :'(2. :(3. : /   4. :)   5. :D

8. Did your English or any other teacher use games during classes?

Yes

No

9. What were the things you least and most liked about virtual classes?

_____
_____

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10. How did you feel about virtual education?

_____

_____

11. How do you feel during English Classes and why?

_____

_____

12. Describe your English Class using different adjectives or qualities (fun, stressful, educative, useful, boring, etc)

_____

_____

Teachers:

Camila Baquero

Danna Gualteros

Universidad Distrital

Taken and adapted from: Encouraging Teenagers to Improve Speaking Skills

Through Games in a Colombian Public School. Urrutia, W. & Vega, E. (2009)

Appendix D. Final Questionnaire

Fecha: _____

 1. ¿Cuál de las siguientes consideras la habilidad más difícil de poner en práctica en Inglés y por qué? Lectura, habla, escucha, escritura

_____

_____

2. ¿Qué tan seguido se usaron juegos en la clase?

a. Siempre   c. Seguido

b. Muy seguido   d. Nunca

3. ¿Que factores te impiden participar fluidamente en clase?

a. Miedo a la humillación

b. Falta de vocabulario

c. Otros
 ¿Cuáles? _____
_____

4. ¿Cuál de las siguientes prefiere?

a. Clases en las que el profesor habla la mayoria del tiempo

b. Trabajos individuales

c. Trabajo en grupo

d. Juegos

 5. ¿Qué opinas de los juegos usados en clase?

_____
_____

6. ¿Te gustaría que los juegos se convirtieran en algo continuo o permanente en las clases de Inglés?

_____
_____

7. ¿Cómo calificarías las clases virtuales del año pasado?

1. :'(2. :(3. : /   4. :)   5. :D

8. ¿Cómo calificarías las últimas clases de este año?

1. :'(2. :(3. : /   4. :)   5. :D

9. En general, ¿cómo te sentiste durante las clases de Inglés?

_____
_____

10. ¿Piensas que los juegos en clase ayudaron a tu bienestar emocional?

    a. Sí
    b. No

11. ¿Crees que el uso de juegos en clase redujeron las emociones negativas como el estrés y la ansiedad?

    a. Sí
    b. No

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12. ¿Sentiste que los juegos en la clase te permitieron participar sin miedo a cometer errores?

    a. Sí
    b. No

13. ¿Crees que los juegos en clase te motivan a comunicarte en Inglés?

    a. Sí
    b. No

Thank you, guys! :)

Teachers:

Camila Baquero

Danna Gualteros

Universidad Distrital Francisco Jose de Caldas

Taken and adapted from: Encouraging Teenagers to Improve Speaking Skills

Through Games in a Colombian Public School. Urrutia, W. & Vega, E. (2009)

Appendix E. Second term evaluation

ENGLISH EVALUATION
SECOND PERIOD
Colegio República de Colombia

TEACHERS: __Camila Baquero - Danna Gualteros__
HEADTEACHER: _Yenny Rodriguez__
DATE: _____

NAME: _____
COURSE: _____

Reading Comprehension: Food and Eating Disorders

Read the next text to complete the questions

Kelly:
*I have put on a lot of weight lately and now I don't feel comfortable with my body. As I eat a lot I feel tired when I exercise, and as I like eating candies I have stomach ache; I'm just too fat. I think I have an eating disorder. I have already been on a diet, but sometimes I break the diet. Can anyone give me some **advice** on what I should do to get slim again?*

Susan°
Hi Kelly!

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*I **advise** you to move whenever you have the chance. Physical exercise is extremely important when you want to lose weight. You should start by doing small exercises every day. You should go for a walk and invite a friend of yours to go along because when we do things in a group it is more encouraging and fun.*
Another important thing if you want to lose weight is your diet. You should have a diet rich in vegetables and fruit and you should avoid fast food or sugar because they have many calories. Try to vary the food you eat; you have tons of different fruits, vegetables and other healthy choices at your disposal. I hope this can help you! It has worked just fine for me because I also used to be fat.

According to the reading, answer the next questions.

1.Which kind of food should Kelly eat?
   a. Fats, candies, apple
   b. Hamburger and pizza
   c. French fries and meat
   d. Fruits, vegetables, and proteins
2.Select the five groups in the pyramid food
   a. Fats and sugar, meat, dairy products, fruits and vegetables, and vitamins
   b. Fats and sugar, proteins, milk, fruits and vegetables, and carbohydrates
   c. Fats and sugar, proteins, dairy products, fruits and vegetables, and carbohydrates
   d. Fats and sugar, proteins, dairy products, fruits and vegetables, and nutrients

3. Name the group of food and give examples of the different types of food that conform to each group..

   a. Group 1.   <u>Fats and Sugar</u>   b. Group 2. _____   c. Group 3. _____

<u>Burger</u>
_____
_____

_____
_____
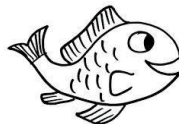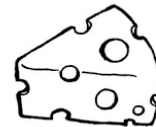
   d. Group 4.   _____   e. Group 5. _____

_____
_____
_____

_____
_____
_____
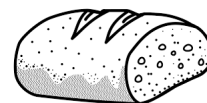
Choose the correct option:
5.Which food is highest in vitamin C?
   a. apples
   b. mangoes
   c. oranges
   d. broccoli
6. Which meal is most important?
   a. lunch
   b. dinner
   c. breakfast
According to the reading about Kelly and Susan answer next questions
7. How often should Kelly eat fats and sugar?

   a. sometimes
   b. always
   c. almost always

8. According to Susan how often Kelly should do small exercises?
   a. every week
   b. always
   c. every day

9. Put the following adverbs of frequency in the correct order from the most often to the least often using percentages 0% to 100%.
- Often _____
- Usually _____
- Always _____
- Never _____
- Seldom/ rarely _____
- Sometimes _____

10. Select the eating disorders seen in class
   a. Cold, cancer, anorexia.
   b. Fever, bulimia, heart attack.
   c. Overweight, anorexia, bulimia.
   d. Myopia, overweight, hypochondriac.

11. Kelly mentioned she thinks she has an eating disorder which one could be?

_____

Choose the correct symptom.
12. Kelly eats a lot of candies, she has _____
   a. Stomachache
   b. Tired
   c. Hunger

13. Kelly feels very sad, she is _____
   a. Relaxed
   b. Depressed
   c. Happy

14. Write 2 advice to help Kelly feel good, different from the ones Sara gave her.
- Should
  -

- Shouldn't
  -

Complete the sentences correctly
15. If you want to lose weight,
   a. You will diet
   b. You will eat
   c. I will be happy

16. Kelly will be tired,
   a. If she exercises
   b. If she eats a lot
   c. If she doesn't eat breakfast
   d. If she doesn't eats breakfast

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17. Write 2 sentences using conditional structure Conditional + Subject + Verb, Subject + Will/ Won't + Complement with the following verbs.(eat, study, do, play, travel, swim, dance, talk, leer, smoke, vomit,..)

- \+

  _____
  _____

- \-

  _____
  _____

Appendix F. "Plan de mejoramiento" and evaluation

COLEGIO REPÚBLICA DE COLOMBIA
PLAN DE MEJORAMIENTO

NAME:_____ **SUBJECT:** English **PERIODS:** 1 and 2
COURSE: _____ **DEADLINE:** July 29th, 2022. **HEADTEACHER:** Yenny Rodriguez
TEACHERS: Camila Baquero - Danna Gualteros

Instructions:
- Complete this workshop and review the topics seen during the second period, check the vocabulary, tense structures, and topics. After completing this workshop you would need to complete an evaluation to approve the second term.

MODULE 1
PLANET EART🌳🌳🌳🌳🌳

- In this module, you will review topics such as contamination, bad habits or human acts that affect the environment, and the strategies we can develop to save the planet.

1. Read the article about eco-solutions given by kids from different parts of Colombia. Label the paragraphs with the expressions on the table.

Save energy	Save water	Reduce waste

Our ecological footprint follows us everywhere. When we travel, we have an impact on the places we visit. Even when we go on holiday, we still have a responsibility to be eco-friendly. Learn to be an eco-friendly traveler by following this advice from a local kid.

a._____
Tanacio, from Sierra Nevada
I live in a Kogui community in Sierra Nevada. I take care of the rivers in the mountains by using natural soaps to wash our clothes. Tourists can help to keep our rivers clean by not using polluting cleaning products when they visit us.

b._____

Jerónimo from Palomino, Guajira

I help reduce waste in my community by recycling plastic bottles. When tourists come, they buy a lot of water and throw away empty bottles. Tourists can help by putting their bottles in the recycling bins in our town.

c._____

Mayra from Valledupar

Valledupar is very hot, so it's important to plant trees because they provide oxygen and shade. We all plant trees near the house because they keep the area cool. When you come to Valledupar, you can help by turning off the air-conditioning when you leave your hotel room.

Auxiliary verbs in Present

DOES ⇨ Se usa para decir que **Sí** se hace algo con los sujetos de tercera persona (he, she, it)

DO ⇨ Se usa para decir que **Sí** se hace algo con los sujetos de primera persona **I**, o con sujetos plurales we, they, you.

DOESN'T ⇨ Se usa para decir que **NO** se hace algo con sujetos de tercera persona en singular (he, she, it.)

DON'T ⇨ Se usa para decir que **NO** se hace algo con sujetos en primera persona **I**, o con sujetos plurales (we, they, you.)

Tense structure time!

PRESENT SIMPLE TENSE

★ We use the present simple tense to talk about actions we do in our daily lives, common practices, and routines. When talking about the third person (she, he, it) we add an 's' to the verb in positive sentences only.

Examples from the text:

✚ I take care of the rivers in the mountains by using natural soaps to wash our clothes. *(Subject + verb + complement)*

▭ You don't turn off the air when you leave the hotel. *(Subject + aux verb in negative + verb + complement)*

? Do you buy a lot of water and throw away empty bottles? *(aux verb + subject + verb + compl.)*

NOTE: *Remember to add -S to the verb if the subject is he/she/it.*
*Example: She save**s** water.*

Activity:

2. After reading the text, write two phrases about what you do when you travel or in your daily life to be eco-friendly.

● _____

● _____

The Fantastic Three Rs

It's time to start reducing your eco-footprint. You can do it by following the three Rs:
Reduce, Recycle and Reuse.

When you *reduce*, you use only what you need. Start by reducing the things you don't really need. So, stop buying on impulse. When shopping, try to buy food from local markets to reduce the amount of packaging you use (you get more packaging from supermarkets). At home, you can reduce your consumption of water by taking shorter showers or recycling the water from the washing machine to flush the toilet. When you *recycle*, you can make new products. There are a lot of materials that you can recycle if they're in good condition. It's a good idea to use plastic bottles as plant pots. You can use waste paper for your art projects. And don't forget to use the paper on both sides. To recycle, you just need some creativity. There are many things we can *reuse*, buying a bottle of water every day. You can refill it from the tap in some cities and use it many times. Stop throwing away bags and clothes. Reuse the bags you have at home and give the clothes to other people. You can reuse things more than once.

3. Match the 'R' action with an example

   ● Paola is wearing his cousin's old jacket   ___ Reducing

   ● Pablo stopped buying books he never reads   ___Recycling

   ● Jorge uses old plastic bottles to plant vegetables   ____Reusing

4. Research a brief definition of the following terms: deforestation, pollution, contamination, agriculture, mining, and fracking.
5. In the following chart add some positive and negative actions that contribute or affect the environment.

Positive actions	Negative actions
-Plant a tree - - -	-Throw empty bottles - - -

LET'S TALK ABOUT HEALTH

Did you know there are 5 main groups of food? Let's review these groups.

a. Group 1. <u>Fats and Sugar</u>   b. Group 2. <u>Proteins</u>   c. Group 3. <u>Dairy Products</u>

Reduce   Reuse   Recycle

<u>Burger</u>
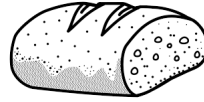<u>Candies</u>
<u>Pizza</u>
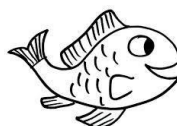
<u>Meat</u>
<u>Fish</u>
<u>Eggs</u>

<u>Cheese</u>
<u>Milk</u>
<u>Butter</u>

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d. Group 4.   <u>Fruits and Vegetable</u>   e. Group 5.   <u>Carbohydrates</u>

<u>Watermelon</u>
<u>Onion, Tomatoes</u>
<u>Apples, carrots</u>
<u>Lettuce, berries.</u>

<u>Bread</u>
<u>Cereals</u>
<u>Potatoes</u>

6. Look for examples of food that are a greater source of vitamins, proteins, calcium, and carbohydrates.

Vitamins	Calcium	Protein	Carbohydrates
-	-	-	-
-	-	-	-
-	-	-	-

COLEGIO REPÚBLICA DE COLOMBIA
PLAN DE MEJORAMIENTO

NAME:_____ **SUBJECT:** English **PERIOD:** 2
COURSE: _____ **DEADLINE:** July 29th, 2022. **HEADTEACHER:** Yenny Rodriguez
TEACHERS: Camila Baquero - Danna Gualteros

MODULE 2
HEALTH ISSUES✚✚✚✚✚

- In this module, you will review topics such as eating disorders, frequency adverbs, should/shouldn't, and conditional.

1. Can you recognize an eating disorder?

BULIMIA: When people vomit after eating.
ANOREXIA: When people don't eat enough or eat too little and become very thin.
OVERWEIGHT: When people overeat or eat a lot of food and gain weight.

Now, take symptoms from the box and put them in the eating disorder you think they can be present.

Hairloss	Stomachache	Vomit	Lose weight	Toothache
Headache	Gain weight	Feel tired	Bad health	

Bulimia	Anorexia	Overweight

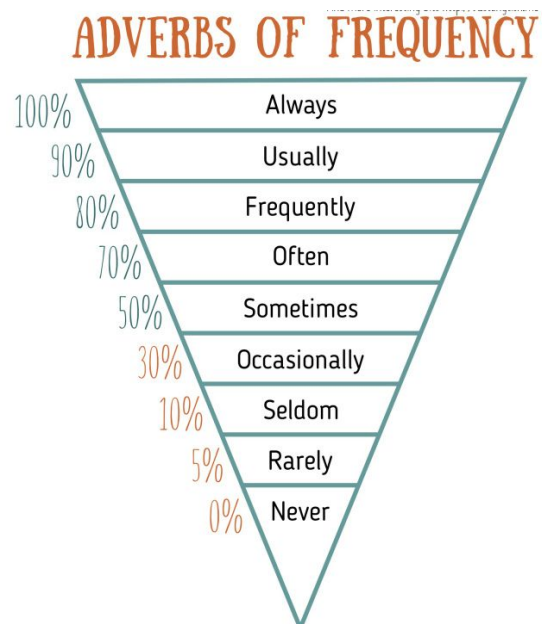2. Let's analyze your eating habits! Answer the questions below.

How often do you eat fast food?

_____

How often do you eat fruits?

_____

How often do you skip breakfast?

_____

How often do you eat vegetables in the lunch?

_____

How often do you eat sugars like candies?

_____

ADVERBS OF FREQUENCY

100%	Always
90%	Usually
80%	Frequently
70%	Often
50%	Sometimes
30%	Occasionally
10%	Seldom
5%	Rarely
0%	Never

3. Advise others to have better habits and help them to avoid eating disorders, use should and shouldn't.

REMEMBER: Should is for something you suggest others to do.
Should<u>n't</u> is for something you <u>don't</u> suggest others to do.
-Use the correct structure: Subject + Should/Shouldn't + Compl.

Should ✅	Shouldn't ❌
example: You should go to the doctor frequently. - -	*example:* You shouldn't skip breakfast. - -

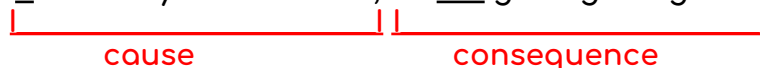|	
- - -	- - -

4. Let's review conditionals!

-It is used to express cause and consequence
- Structure:

+
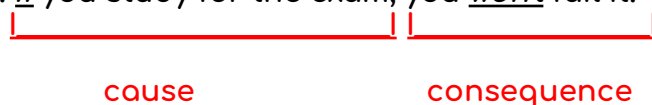
Conditional + Subject + Verb + compl. + , + Subject + Aux. future+ Verb + Compl.
   (IF)   (WILL)

Example: If we study for the exam, we will get a good grade.

                  cause   consequence

—

Conditional+Subject+ Verb + compl.+ , + Subject + Aux. Fut. Neg+ Verb + Compl.
   (IF)   (WON'T)

Example: *If you study for the exam, you won't fail it.*

                  cause   consequence

NOTE: *Remember to add -S to the verb if the subject is he/she/it.*
Example: If she dances, she will be happy.

Complete the sentences using different causes and consequences (min 2.)

If you have good eating habits… *ex: you won't get ill* - - -	If I eat fruits and vegetables frequently… - - -
He will be healthy… *ex: If you have a balanced diet* - - -	They will learn English… - - -
If she exercises… - - -	If we obey our parents… - - -

Evaluation:

COLEGIO REPÚBLICA DE COLOMBIA
SUSTENTACIÓN - PLAN DE MEJORAMIENTO

SUBJECT: English **PERIOD:** 2 **HEADTEACHER:** Yenny Rodriguez
TEACHERS: Camila Baquero - Danna Gualteros

Tina García, the famous gymnast, has openly admitted
that she has an eating disorder. Ms. García told the press it started after she became
famous because she felt a lot of pressure from the media to be thin. She developed
anorexia. This eating disorder is characterized because people never eat. Tina used to avoid
social events so people didn't notice she wasn't eating. Sometimes, she had to eat when she
was with her family and friends but she only ate fats and sugar so she didn't receive the right
nutrients. Ms. Garcia felt so sad she lost her hair and her self-esteem due to this eating
disorder. Tina also confessed that her coach told her it was normal for a successful athlete.
She finished by saying that she recovered with her psychologist's help. Tina's psychologist
advised her that she should begin an eating routine step by step avoiding fats and sugar and
adding proteins, fruits, and vegetables, and also that she should talk with her friends and
family so they can help her. She says she's now ready to win a lot of medals for Colombia!

1. Build the sentence and express the conditions with *if* and the results with ***will or
   won't***.

   1. (Go to the psychologist / recover).
   If you go to the psychologist, you will recover from an eating disorder
   2. (eat too little / get a stomach ache).

   _____
   3. (feel sick / not be happy) .

   _____
   4. (become thin / suffer from anorexia) .

   _____
   5. (don't get better / go to hospital) .

   _____

2. People who have anorexia...
   a. vomit after eating
   b. eat all the time
   c. are obese
   d. avoid eating

3. How often Tina ate after she became famous
   a. Always
   b. Never
   c. Sometimes

-Complete the sentences:

4. If people eat healthy food and drink water,
    a. they will become obese.
    b. they won't have many health problems.
    c. they will get many viruses.
    d. they won't be happy.

5. Which is <u>not</u> a dairy product?
    a. milk
    b. cheese
    c. eggs
    d. yogurt

6. Make suggestions to help a friend improve his eating habits.
You should eat / drink / include / avoid ...
You shouldn't eat / drink / include / avoid ...
    a._____fast food, because fast food contains too much salt and fat.
    b._____ soda because it contains a lot of sugar.
    c._____breakfast, because breakfast is the most important meal of the day.
    d._____water, because all the parts of your body need water to function correctly

7. What symptoms did Tina experience when she was sick
    a. Stomachache
    b. Fatigue
    c. Hair loss
    d. Headache
8. Select the five groups in the pyramid food
    a. Fats and sugar, meat, dairy products, fruits and vegetables, and vitamins
    b. Fats and sugar, proteins, milk, fruits and vegetables, and carbohydrates
    c. Fats and sugar, proteins, dairy products, fruits and vegetables, and carbohydrates
    d. Fats and sugar, proteins, dairy products, fruits and vegetables, and nutrients

9. Bread, cereals, and potatoes belong to the following group:
    a. Sugars
    b. Proteins
    c. Carbohydrates
    d. Fats

10. Put the following adverbs of frequency in the correct order from the most often to the least often using percentages 0% to 100%.
- Often _____
- Usually _____

THE GAME AS A DIDACTIC RESOURCE TO ADDRESS STUDENTS' EMOTIONAL WELL BEING
AND MOTIVATION IN EFL CLASSROOMS
AFTER RETURNING TO FACE-TO-FACE CLASSES

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- Always _____
- Never _____
- Seldom/ rarely _____
- Sometimes _____

11. Select one action that helps to save energy
a. Take quick baths
b. Don't throw garbage on the floor
c. Turn off the air conditioner when you leave the hotel room
d. Recycle

12. 3Rs stand for:
a. Recycle, reduce, reuse
b. Recycle, reuse, renew
c. Recycle, reduce, ration

13. What does the following definition belong to: Making something impure or unsuitable by contact with something unclean, bad, etc.
a. Pollution
b. Mining
c. Agriculture
d. Contamination

14. Write 3 positive actions that contribute the environment using present simple
a. _____
b. _____
c. _____

15. Choose the correct verb to complete the sentence:
Valentina _____ water by taking long baths, this is bad because we need to save water since it is a main resource.

a. Save
b. Wastes
c. Waste
d. Saves