



**USE THE DIDACTICS IN ENGLISH IN THE LEARNING PROCESSES IN
ELEMENTARY STUDENTS FROM THE PALMIRA VALLE SCHOOL**

Monograph

Presented

To

Universidad Nacional Abierta y a Distancia

Bachelor's Degree in Teaching English as a Foreign Language Program

School of Education

Colombia

As Required for a Degree in English as Foreign Language

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Code: 16605455

December 2018

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ABSTRACT

The pedagogical and didactic practices used in the public educational institutions of the city of Palmira, Valle, are the subject of this research as they relate to the learning of English as a foreign language in the primary levels. A situation that is not very dynamic, since students do not have a permanent desire to develop competence in the English language or any other language. This research study identifies the different theories that can help strengthen the teaching processes and investigates the use of different tools to collect information regarding the permanent opinions of professionals at the educational level. Transforming the teaching methodologies in the learning and teaching processes of English as a foreign language is a pressing need identified during the development of this monograph.

Keywords: Didactic, Pedagogy, Palmira, Valle, English as a foreign language, elementary school.

ACKNOWLEDGMENTS

To my parents, family, friends for being there when needed advice in critical decisions.

To my wife, who has been a life time companion in every adventure.

To my daughters and grandson for whom I want to become a better person every day.

To the Universidad Nacional Abierta y a Distancia – UNAD, institution which will be my alma matter forever.

To each of my teachers who taught and advised me during the process of becoming a professional in education, especially, Professor Edner Suarez, whose teachings were very valuable during my last two university semesters encouraging me at every instant to cultivate the research spirit...

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CHAPTER 1

INTRODUCTION

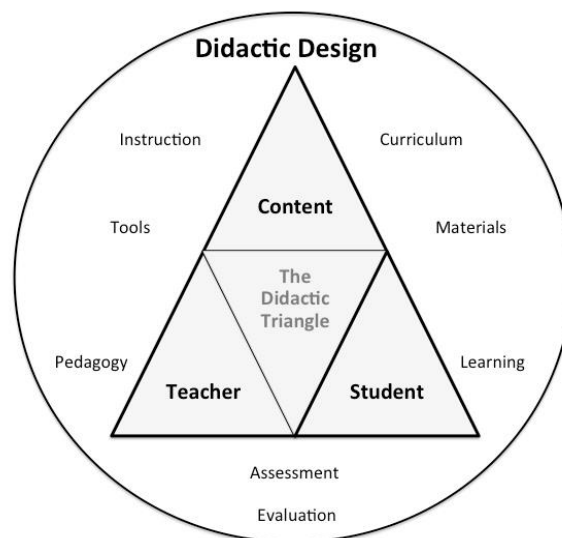
The study of English as a foreign language was a decision that the researcher undertook based on his experiences using the different learning methodologies developed by the public educational institutions in the city of Palmira. It was entirely clear to the researcher that there was constant nonconformity on the part of the different participants in the educational community about what was being taught and what process was used in elementary school in teaching and learning English as a foreign language.

To demonstrate the nonconformity that is evident in the educational process used by all educational institutions, the researcher designs a survey that allows him to investigate each of the experiences and possibilities that exist in the language learning in the city of Palmira. This exercise, together with the construction of a state-of-the-art facilities that allows defining concepts regarding didactics and pedagogies for the learning process of English as a foreign language, this will allow the researcher to find the possibility of improving the learning process in public education, specifically the city's elementary school system.

Statement of the Problem

One of the main problems in the process of learning languages is due to the misuse of didactic tools. Language learning processes require different scenarios than those in general education; this means that learning languages are done through activities other than those used in other areas of knowledge.

Figure 1 Didactic Design



Source: UC Berkley

The first thing to emphasize since it is constantly confused is the differentiation between pedagogy and didactic. Pedagogy is defined as: “any conscious activity by one person designed to enhance learning in another” (Watkins, 1999); While didactic is defined as: “A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim of better

human begins through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process” (Medina, 2003). Under these premises, the analysis of the pedagogical processes that are being carried out regarding language learning, in this study of the English language learning, and the didactics processes to investigate the bad applications of the didactics tools in pedagogy that seeks the development of skills and abilities by elementary school students.

Undoubtedly, the training of teachers in languages is limited as far as pedagogical processes related to the use of ICT's are concerned, this problem is coupled with the few technological and didactic resources that allow a natural immersion in the language, which is reflected in a low level of learning and a near zero development of communicative skills by elementary school students, although the picture is not much better at higher levels of education.

In the publication "Palabra Maestra", of December 2014, the practically nonuse of didactic tools related to ICTs is illustrated, which has a negative impact on the needed engagement by English language students in the country: “The instrumental position on ICT is evidenced by noting that despite the fact that in many of the experiences (48%) it is said to have implemented them, only 32.6% of the experiences show has given them a pedagogical use. In this same sense, and reinforcing the technocratic perspective, it is surprising that very few experiences (8%) will use them with the purpose of fostering self-learning processes.” (Rico, 2014)

On the other hand, there is little motivation in the teaching environment regarding improving the educational processes in students; as stated by the British Council: “English teachers go through economic, motivational and access challenges that continue to be barriers to positive and equitable learning of English in formal education, primary school teachers teach a range of subjects and therefore do not specialize in English. (British Council, 2015)

This research will be carried out in educational institutions in the city of Palmira, focusing mainly on public institutions, since it is in these institutions that the dramatic learning processes that are not encouraging students to acquire the minimum skills to communicate in a foreign language such as English.

El Significance of the Study

A discussion of the significance of a study typically includes an explanation of the work's significance, its potential benefits, and its overall impact. The significance of a study often called the "rationale," attempts to explain to an audience why a researcher's work is worth performing. The rationale often explains which specific groups of people can benefit from the research. It typically indicates how the specific project fits within the developing body of knowledge. A researcher attempting to describe the significance of a study should consider why his or her work is important and what its implications are. This researcher should consider how the study might fill in knowledge gaps in their field, develop better theoretical models or point the way toward further study. One, as a researcher, should also examine what impact the study might have not just on the academic or scientific community but also on the public. One should present practical benefits and explain the unique perspectives you bring to the project.

Research Line

To develop the research problem, we have examined each of the research lines that support the school of education sciences (ECEDU) of UNAD, finding a profile that fits the research line in Argumentation, Pedagogy and Learning; since in the fundamental objectives of the research line is the object of study of the present academic research:

“ To develop didactic strategies for the development of argumentative competences at the basic, middle and higher levels of education. To know the incidence of argumentative processes in learning and in the construction of knowledge ” (ECEDU, 2018).

We define the didactic strategies, as “the planning of the teaching-learning process for which the teacher chooses the techniques and activities that can be used to achieve the proposed objectives and the decisions that must be taken in a conscious and reflective manner.” (U Distrital, 2016).

In this line of research, it will be possible to support each of the objectives and expected results in this research process, seeking its integration to seek the development of new methodologies that can improve the use and application of didactic tools in teaching and learning processes Of English as a foreign language.

Research Question

After a first approach in the different educational institutions that are used in this research project in the city of Palmira, it is evident that the didactic processes that are developed for the learning of English as a foreign language are limited, this is affirmed as a result of the observation and the information collected in the institutions under study; this is reflected in the lack of preparation of the students at the different levels of formal education that are developed in these institutions.

The lacks of technology, among other aspects, make language classes impractical and avoid immersion that is necessary for the development of communicative skills among students; In addition, there is little interest in teachers and students to advance in the learning processes, which leads the researcher to ask the following question:

¿Which are the main factors that influence the scarce use of didactic tools, especially those related to ICTs, to allow the development of competencies and skills in the English language in the primary education students of the institutions' object of this research project in the city of Palmira (Valle)?

Objectives

General Objective

To characterize the processes that are being carried out in the educational institutions of the city of Palmira that have elementary school programs, establishing a possible plan of improvement for the success of programs of learning English as a foreign language.

Specific Objectives

- ✓ Perform the upgrading of the didactic and pedagogic processes in elementary school to the state of art level.
- ✓ To inquire about the didactic tools those are used in the teaching and learning processes of English as a foreign language in the city of Palmira (Valle).
- ✓ To review the didactic processes those are developed in elementary schools in the city of Palmira (Valle), to make a diagnosis and a plan for strengthening.

Justification

In Colombia, the level of funding appropriation for the English language is very low compared to other Latin American countries. (Colombia Aprende, 2014) This translates into a competitive disadvantage in relation to international markets and helps to ensure that there is no social, political and economic development in the country. The preparation of students from the most basic levels of education in the study of languages (the case of this English research) is at a low academic level; Product of the use of methodologies that are not very productive and the lack of use of didactic tools that allow the immersion of the students in these learning processes.

Figure 2 Colombia Aprende – inglés para Todos



Source: MEN – Colombia

Although the policies in Colombian have aimed at a better approach to learn the English language and to offer the possibility to all the students to get access to the tools needed for the

proper learning of the language, this is not reflected in the results that show a lower perception of the language by the students as noted from each of the educational levels that are included in the Colombian educational system. (Colombia Aprende, 2014)

(Usma, 2009) says: “In 1999 the Curriculum Guidelines for Foreign Languages were created. These guidelines tended to limit teacher control over curriculum rather than promoting foreign language learning. Combined with the lack of resources and teachers that persists today, this means that many local authorities lack the incentives and motivation to adopt the guidelines.”, pointing out that the problem was not the guidelines but, on the one hand, the lack of motivation on the part of teachers for the development of educational processes and, on the other hand, the lack of didactic resources that allowed the natural immersion of the Students in the foreign language.

(Herazo, 2012) argued that when the MEN starts the PNB (National Plan of Bilingualism): “The policy was created primarily to improve economic and human capital development by increasing participation in the global economy, which is mostly English-speaking. Access to resources, business, education, and technology in English is considered key to growth, as well as the resulting participation of Colombians in exchanges and multicultural agreements were identified as potential drivers of development.” However, and although this plan was supposed to be until 2019, the objective has not been achieved due to the lack of teaching tools that allow such learning. Especially those related to the new communication technologies.

CHAPTER 2

LITERATURE REVIEW

Theoretical Background

This research is based on the theoretical postulate that learning a foreign language is easier to learn if one starts at the preschool and primary levels. What makes it essential to start using teaching tools such as those offered by ICTs is to develop skills from an early age in learning English. As expressed by (Deprez, 1994):

“Bilingualism from the preschool level facilitates the learning of other languages while developing the capacity for abstraction, the interaction between language and cultural skills, listening, adaptation, creativity, and criteria. The set of all these metalinguistic abilities that develop in each grade level favors the learning processes of other educational disciplines, prepares the student to conceptualize the two linguistic systems and contributes to the development of the mother tongue”.

Under this concept, to the extent that the child begins to learn a second language from an early childhood, he will have a better chance of developing that new language in a more natural way. (Lenneberg, 1975) linguist and neurologist, who was the pioneer of the hypothesis on language acquisition and cognitive psychology, bases his arguments on physiological issues such as changes in the chemical composition of the cerebral cortex, neuro-density, or the frequency of brain waves. The results obtained in these areas helped to assert their hypothesis of the critical period that occurs when children reach puberty, from which the ability to acquire a second language diminishes.

Also, this research focuses on language learning during preschool and elementary school, based on (Piaget, 1961): “Puberty is the stage of formal operations, which appears from the age of twelve onwards. From that moment the brain is less enabled to learn a second language”.

Figure 3. Programa Nacional de Bilingüismo



Source: MEN – Colombia

The Didactics in Education

One of the main problems in the process of learning languages is due to the misuse of didactic tools. Language learning processes require different scenarios than those in general education; this means that learning languages are done through activities other than learning in other areas of knowledge.

The first thing to emphasize since it is constantly confused is the differentiation between pedagogy and didactic. (Watkins, 1999) defines pedagogy as: “any conscious activity by one person designed to enhance learning in another”; While (Medina, 2003) defines didactic: “A discipline of pedagogical nature that focuses on the teaching goals and compromise with the aim

of better human begins through the understanding and permanent change of the social communicative developments, and the receiving and appropriate growth of the teaching and learning process”. Under these premises, the analysis of the pedagogical processes that are being carried out regarding language learning, in the specific case of this study in the English language learning, and the didactics processes to investigate the bad applications of the didactics tools in pedagogy that seeks the development of skills and abilities by elementary school students.

Undoubtedly, the training of teachers in languages is limited as far as pedagogical processes are concerned, this problem is coupled with the few technological and didactic resources that allow a natural immersion in the language, which is reflected in a low level of learning and a near zero development of communicative skills by elementary school students, although the picture is not much better at higher levels of education.

On the other hand, there is little motivation in the teaching environment regarding improving the educational processes in students; (British Council, 2015) says: “English teachers go through economic, motivational and access challenges that continue to be barriers to positive and equitable learning of English in formal education, primary school teachers teach a range of subjects and therefore do not specialize in English.”.

The new technologies in Didactics

The use of technological tools to teach English is essential today. Language learning is greatly facilitated when audiovisual tools that exist in the world today are used. For example, the Internet offers many opportunities to practice oral and visual skills that allow students an immersion in the language.

Currently, there are many computer programs that facilitate language practice and reinforces the

need for teachers to use them enough to improve English fluency. It is for this reason that the teacher must be updated regarding these tools to take advantage significantly and make classes enjoyable and fun to get students to communicate in the new language and to encourage practicing pronunciation constantly.

Web 2.0 also allows students a face-to-face interaction with diverse students not only in the classroom but throughout the world with people who have the same interest to learn the language while having cultural exchanges with throughout the hemisphere.

The didactics in English Learning

Zoltan Dornyei in his book “*Motivational Strategies in the Language Classroom*”, (Dornyei, 2015) points out that is very important for maintaining and protecting motivation in the classroom. That is why the author explains the eight most powerful executive motivational areas:

Making Learning Stimulating and Enjoyable

This motivational area explains that one of the main features that must be learned is that learning should be fun for the student, find it an enjoyable process both inside and outside of the classroom. When the student finds learning enjoyable and fun, he will increase participation and pay more attention to what you are teaching.

It is for these reasons that one of the main functions of the teacher in the classroom is to avoid monotony at all costs to not bore the student during their education.

Presenting Tasks in Motivating Ways

Tasks that are a fundamental part in the process of student learning, the way that teachers present

them can help the object of learning in a didactic way while being pleasant. Hence, it is important to be clear that the motivational introduction of an activity fulfills at least three further functions:

- It explains the purpose and the utility of the task.
- It sharpens the students' anticipation of the task.
- It provides appropriate strategies for doing the task.

Setting Specific Learner Goals

Setting goals with specific deadlines those students can meet, with clear goals expectations of what you are looking for in the classroom. Be clear on the steps and point out to all the students the need to comply with the proposal within the academic strategy.

When timetables for achieving those goals are established, students may evaluate their performance in the classroom and what learning is about, what is expected of them based on the established curriculum.

Protecting the Learner's Self-Esteem and Increasing Their Self-confidence.

In the same way that learning objectives are established, helping students to value themselves, taking care of their self-esteem, self-love, and self-confidence, will ensure that the student can feel comfortable and at ease in their academic process, achieving better willingness to learn and making the process as natural as possible.

Allowing Learners to Maintain A Positive Social Image

Make students feel comfortable in the classroom is critical because if the student experiences any negative environment to do well, he will not perform academically, leading to overall performance

failure. It is for this reason that teachers must perceive each of the social behaviors of students, discovering why some students are shy and withdrawn, which students are the most active and energetic, to establish a profile for each student and how to help them to become better students.

Promoting Cooperation Among Learners.

In the 21st century, teamwork is essential for any organization. That is why instilling skills of cooperation among learners is important in the classroom. Teaching students to work together ensures first, that the relationship between them becomes closer and second, to avoid the individualism that has been common for a long time in the learning process. In addition, when students work together, they can help their peers overcome problems they encounter in the learning process, learning together and achieving the goals outlined in the curriculum.

Creating Learner Autonomy

The current learning requires autonomy, which is why the student should develop this ability from the start of their school life. Teachers should provide the tools to enable their self-development and to be a guide throughout the process.

The teacher should let the student know that the success of the process depends not only on what happens in the classroom, but he also must enhance his investigative capacity, seeking information at home and using powerful and valuable tools such as encyclopedias or the internet.

Promoting Self-Motivating Learner Strategies

The latter approach has much to do with the previous strategy. As stated in the previous paragraph, the teacher must motivate the student's ability to investigate through the use tools at its disposal

to reinforce the learning process. When the student discovers that he can learn in different ways, their motivation will grow exponentially.

The teacher should have the ability to help students develop skills of self-motivation, allowing the student to feel at ease with himself and exploiting all his educational capacity, not only in the classroom but also from self-learning spaces.

Didactic processes in elementary Schools.

The question that should be asked is: ¿How important is the age in learning a second language?

When is the right time to learn a new language?. There is a discussion of whether to start teaching a second language at childhood or can it be done at any age of the student. From my point of view, I think it is easier to learn at an early age since learning becomes more natural compared to when you are an adult; the learning process becomes more difficult because of cultural language acquisition habits. It is, therefore much easier for a person to learn a language when the person is a younger age at the time of learning.

For example, when a child is in the process of learning a second language alongside their first language, he is able to learn to think in both languages without any problem; while an adult that already used to think only in his native language it will make it very difficult to learn to think in that second language, your brain has to translate ideas constantly to express himself in a second language.

The ELT Curriculum: A flexible model to change the learning process.

Before any exercise, we should first define the concept of curriculum by making comparisons between different models. The curriculum is related to the planning of what is being

Models	Definition	Main Goals	Advantages	Disadvantages
The Content Model: Classical Humanism	The model focuses on the content of what is to be learned. It is a content-based curriculum. It is the most widely used model in the western educational system.	- Establish the necessary content to develop the learning process. - Define and conceptualize the curriculum to suit the content of science required for student learning.	- It focuses on teaching each of the branches of knowledge, giving the student a general knowledge of science. - In English, the student acquires good vocabulary and good grammar.	- It does not take into account the capabilities and problems of the individual Student. - In English, it is based on the teaching of grammar aside the issue of practicality.
The Objectives Model: Reconstructionism	This model focuses on the reconstructionism movement that	- Clarifying learning objectives for	- The model poses clarity on the goals of the	- Make training more than academic type training; there is no making

	aims education social change, based on behavioral objectives.	proper training. - Provides special skills in the area of vocational training.	program being studied. - As the model have clear objectives, there easily evaluating them.	autonomy, self-realization and personal development. - The generation of knowledge is not extensive because it comes down to simplified processes.
The Process Model: Progressivism	This model is based on concepts of student needs, interests and development processes. The model is presented for curriculum planning for	- The model seeks the person can move toward self-realization - Express the content and the need for students to	- Take into account the needs of students in their learning process. - In teaching English, to be a model that focuses on the	- The model is less attractive than others for curriculum planning since their concepts are subjective. - In learning English, only defines a

	resolving planning processes in education.	develop learning - The model seeks to make an approach to curriculum planning .	student, it allows for a more natural learning process.	plan of communication studies and a methodology for communication.
The “New Pragmatism”: A Mixed – Focus Curriculum	This model is presented as the result of trying to get the virtues of the other models and adapt them to a curriculum that is comprehensive to the learning process of students.	- Hold a subject of the curriculum of politics to establish the general principles and the effects of the curriculum. - It allows developing a methodology	- It is the approach best suited to the teaching of English. - It performs syllabus design which allows an order in the contents to be developed in the course.	- This model to possess characteristics of various models tend to confuse its practical application.

		that adapts and adjusts to learning English as a language.		
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Source: The Author

CHAPTER 3

METHODOLOGY

Research Paradigm

The interpretative paradigm is the one that best fits the present research since this paradigm is oriented to the discovery from the investigation and looks for the interconnection between the elements that intervene in the events that are being investigated. (Quiroga, 2007) affirms that:

"With this paradigm, we can understand reality as dynamic and diverse, it is called qualitative, phenomenological - naturalistic or humanistic. Its purpose is to deny the scientific notions of explanation, prediction, and control of the positivist paradigm. Notions of understanding, meaning, and action.

This paradigm is the one to be applied to this research since the logic of the interpretive paradigm is that of knowledge, allowing the researcher to understand what is happening with his object of study, based on the interpretation of the context in which it is found.

Research Approach

Due to the research paradigm to be applied, a qualitative research approach should be applied, which is a natural approach to the social sciences and allows the analysis of the target population of the research from different aspects to arrive at a Conclusion about learning English in basic education. The qualitative approach, according to (García, 2011) is based on:

“Guide for areas or significant research topics, however instead of clarity on the research question and hypothesis precedes the collection and analysis of the data (as in most quantitative studies) qualitative studies can develop questions and hypotheses before, during, or after data collection and analysis. Often these activities serve first to discover what the most important research questions are and then to refine and answer them”.

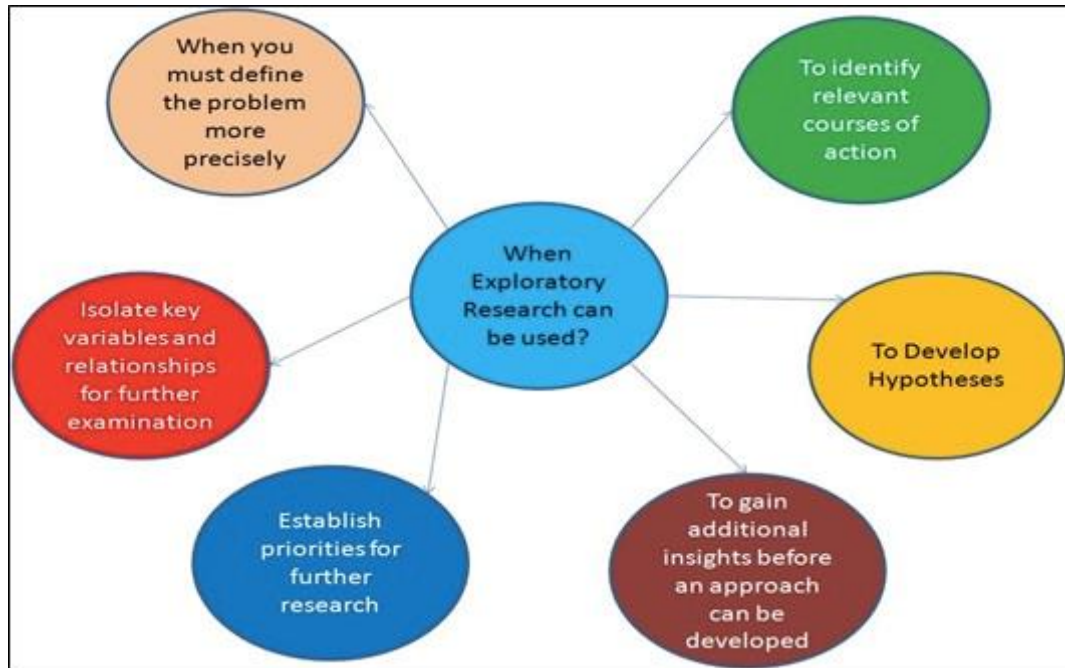
In qualitative research, reflection is the bridge that links the researcher and the participants, it is for this reason that the analysis of the learning of English as a foreign language can be developed from this approach.

Type of Study

The first type of study that should be applied to the present research is the type of exploratory research study, since this type of study allows the formulation of a specific problem to enable a more realistic approach to the development of a hypothesis, allowing answering questions related initially on the level of language learning in elementary school students. (Lozano, 2012) says:

“These kinds of studies are common in behavioral research, especially in situations where there is little information;” Exploratory studies serve to increase the degree of familiarity with relatively unknown phenomena, to obtain information about the possibility of carrying out a more complete investigation of a particular real-life context, to investigate human behavioral problems that are considered to be crucial to the professionals of a given area, identify promising concepts or variables, establish priorities for further research, or suggest verifiable assertions (postulates)”.

Figure 6 Exploratory Research



Source: MBA School

Population

For this investigation, the researcher will be taken the population of four public institutions of an elementary school in the city of Palmira, Valle, as the basis for the analysis of the management competencies acquired in the English language.

Figure 7 Palmira – Valle del Cauca



Source: Alcaldía de Palmira.

Being public institutions, they are in a popular social context, with students in socioeconomic strata 1, 2 and 3; in ages between seven (7) and fourteen (14) years old. The institutions studied are of a mixed nature, with boys and girls. A sample of approximately 5% of the total of students of the two (2) institutions will be taken.

Figure 8 IE Gran Colombia - Palmira



Source: IE Gran Colombia

Figure 9 IE Académico - Palmira



Source: IE Académico

Instruments

As a qualitative research, the following instruments will be used for data collection:

CHAPTER 4

RESULTS

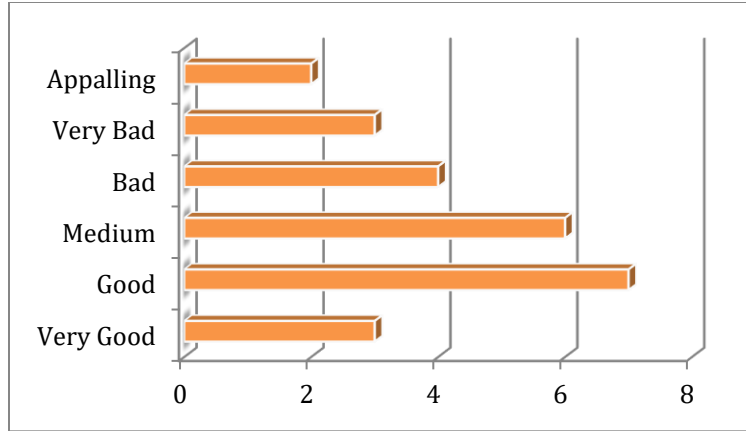
RESULTS

After conducting the survey in the chosen population, interesting results were obtained that express the academic community's point of view regarding the situation of the teaching and learning processes of the English language in the elementary school institutions of Palmira.

To analyze the results of the survey, we tabulated that survey and proceeded to present the results question by question.

- 1. ¿Cómo cree usted que es el aprendizaje del inglés en Palmira? / How do you think is learning English in Palmira?**

Figure 11 Learning English in Palmira



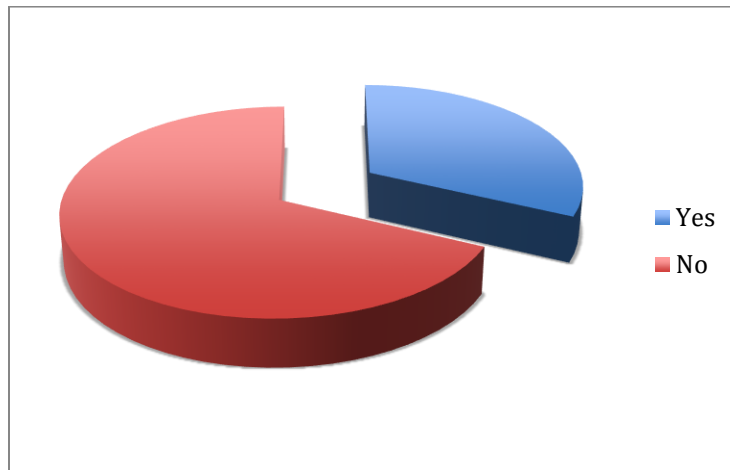
Source: The Author

Opinions as to the level of English are divided, however there is enough population that thinks the level is between medium and bad.

2. ¿Cree usted que la enseñanza de idiomas en Palmira se realiza de forma acertada? /

Do you think that language teaching in Palmira is done wisely?

Figure 12 Language Teaching in Palmira

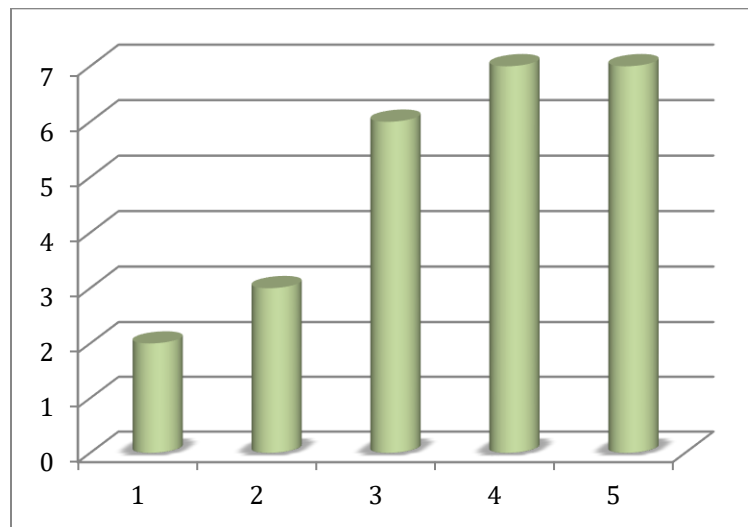


Source: The Author

Most people think that teaching English in Palmira is not done properly.

3. De 1 a 5, siendo 1 la calificación más baja y 5 la calificación más alta, ¿Cómo calificaría a los profesores de inglés que ha conocido? / From 1 to 5, with 1 being the lowest rating and 5 the highest rating, how would you rate teachers of English that you have known?

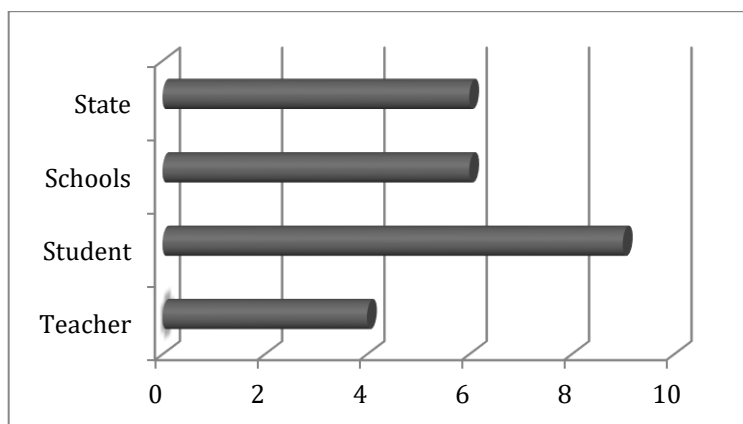
Figure 13 Rate Teachers



Source: The Author

Although people think that teaching English in the city is not appropriate, they generally have a good understanding of the teachers who teach the language.

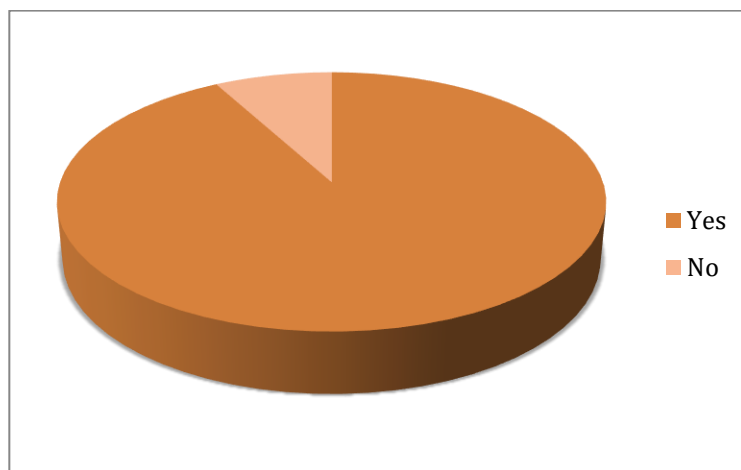
4. ¿De quién cree usted que es la responsabilidad por el poco aprendizaje del inglés en la escuela? / Who is responsible for the limited learning English process at school?

Figure 14 Limited Learning English Process

Source: The Author

Respondents believe that the greatest responsibility lies with the students, the school, and the state. Although there are some that express the lack of good training of teachers.

5. **¿Considera que se le dedica más tiempo a la gramática y a la escritura que a lo auditivo y conversacional? / Do you consider that more time is devoted to grammar and writing that listening and speaking?**

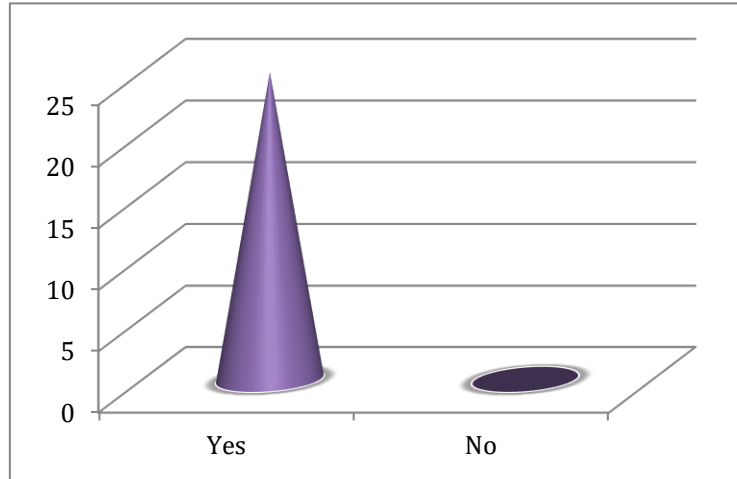
Figure 15 More Time Devoted to Learn

Source: The Author

The result of this question is overwhelming, respondents believe that they do not spend enough time speaking and listening.

6. **¿Preferiría usted que se le enseñaran más las habilidades de hablar y escuchar? /**
¿Would you prefer to be taught more skills of speaking and listening?

Figure 16 Prefer to be Taught



Source: The Author

This is another question with overwhelming results since all respondents say they would prefer to be taught less grammar and more communicative skills to speak and listen to the language.

7¿Cuándo usted ha sido estudiante de inglés qué es lo que más recuerda? / When you have been a student of English what you remember most?

Figure 17 Memories

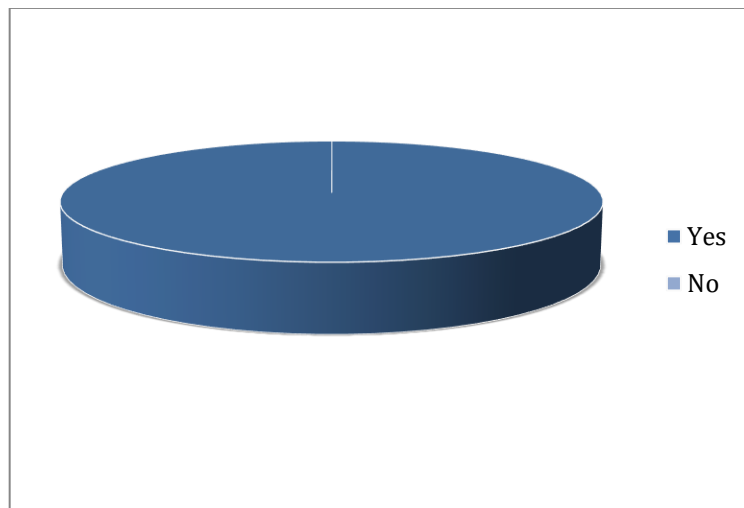


Source: Google

Although question eight was open type, the clear majority of respondents replied that what they remembered most about English classes was that they did not understand anything and that the classes were very boring.

8. **¿Cree usted que las herramientas tecnológicas como el computador y el internet sirven para mejorar el aprendizaje desde el hablar y el escuchar? / ¿Do you believe that technological tools such as the computer and the Internet serve to improve learning from speaking and listening?**

Figure 18 Technological Tools

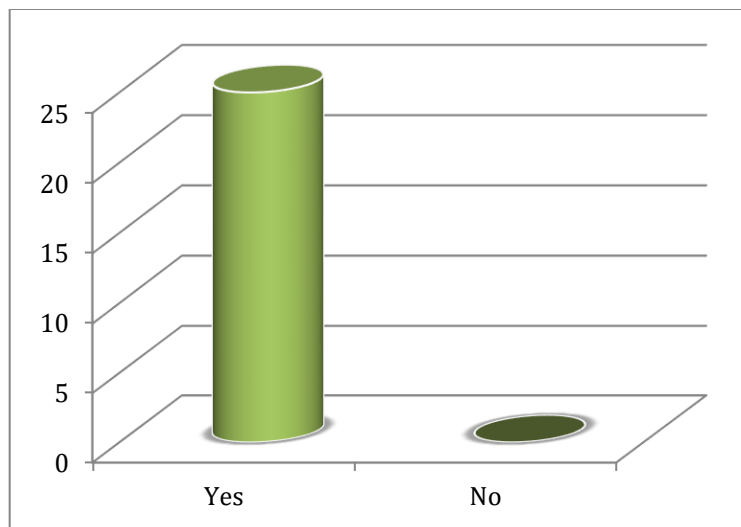


Source: The Author

Respondents fully consider that the use of technological tools is vital and important for the English language learning process. 100% of the respondents stated in questions nine and ten that tools such as the internet and computer should be used for language learning.

9. **¿Considera usted que deberían utilizarse más herramientas tecnológicas para la enseñanza del inglés? / ¿Do you think technology tools should be used more to consider teaching English?**

Figure 19 Should be Used



Source: The Author

CHAPTER 5

DISCUSSION

After interpreting each of the questions formulated in the survey, it is certain that the way in which the English language is being taught in the elementary school institutions of Palmira is not adequate. The classes are monotonous and boring, and the didactics used are far from vital tools such as the computer and the internet.

Respondents stated that although it is not the teacher's total responsibility since he does not have all the tools necessary to make the classes dynamic if the teacher is better prepared he can face the challenges of the teaching-learning process with success. The teacher should design a curriculum that allows him/her to interact more with the student, allowing interaction among the students to get the processes of speaking and listening to the language more clearly.

CHAPTER 6

CONCLUSION

After analyzing the theoretical postulates of the new didactic and pedagogical methodologies for the learning of English as a foreign language, together with the information collected from primary sources of collection such as the surveys, it is clear that the main problem of the learning process in elementary grades of formal basic education in the city of Palmira (Valle) is the methodology teachers are using to teach. Students are not being motivated enough to perform permanent exercises in order to develop each of the communicative skills which makes it very boring and in many cases very monotonous the process of teaching and learning the foreign language.

Looking for the integration of new technologies, together with different didactic practices that allow a rapprochement of the students to the new language becomes the main necessity and objective of the teacher for the design of a new curricular project. Begin to perform exercises that allow the development of each of the skills and language skills, focusing especially on those that allow direct communication between learners to arouse greater interest in the teaching and learning process.

This project opens the door to a new research that allows to executed a new curricular plan focused on a different didactic that looks for that greater interaction between the elementary level students of the city of Palmira (Valle).

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APPENDIX A: THE SURVEY

Estimad@ Encuestado@: La presente encuesta tiene como finalidad recoger su opinión sobre el aprendizaje de una lengua extranjera como lo es el inglés en el ámbito educativo en Palmira.

Dear Respondent: This survey aims to collect opinions about learning a foreign language as is English in the Elementary School of Palmira.

7. ¿Cómo cree usted que es el aprendizaje del inglés en Palmira? / How do you think is learning English in Palmira?

Muy bueno / Very Good	Bueno / Good	Medio / Medium
Malo / Bad	Muy Malo / Very Bad	Pesimo / Appalling

8. ¿Cree usted que la enseñanza de idiomas en Palmira se realiza de forma acertada? /

Do you think that language teaching in Palmira is done wisely?

- a. Si / Yes
- b. No / Not

9. De 1 a 5, siendo 1 la calificación más baja y 5 la calificación más alta, ¿Cómo

calificaría a los profesores de inglés que ha conocido? / From 1 to 5, with 1 being the

lowest rating and 5 the highest rating, How would you rate teachers of English who has known?

1	2	3	4	5
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10. ¿De quién cree usted que es la responsabilidad por el poco aprendizaje del inglés en la escuela? / Who do you think is responsible for the limited learning English process at school?

El Profesor / The Teacher	El Estudiante / The Student
Las Escuelas / The Schools	El Estado / The State

11. ¿Considera que se le dedica más tiempo a la gramática y a la escritura que a lo auditivo y conversacional? / Do you consider that more time is devoted to grammar and writing that listening and speaking?

- a. Si / Yes
- b. No / Not

12. ¿Preferiría usted que se le enseñaran más las habilidades de hablar y escuchar? / ¿Would you prefer to be taught more skills of speaking and listening?

- a. Si / Yes
- b. No / Not

13. ¿Cuándo usted ha sido estudiante de inglés qué es lo que más recuerda? / When you have been a student of English what you remember most?

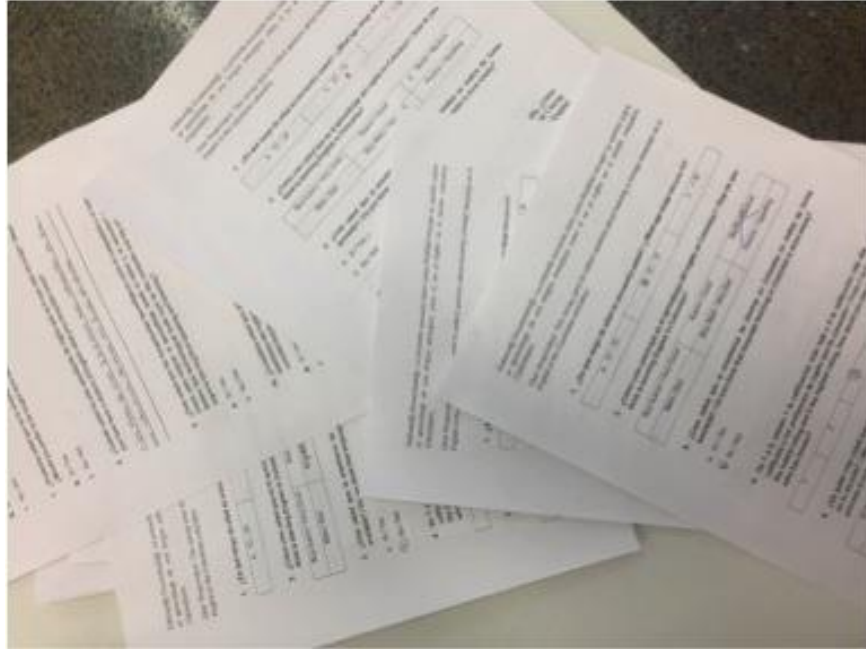
14. ¿Cree usted que las herramientas tecnológicas como el computador y el internet sirven para mejorar el aprendizaje desde el hablar y el escuchar? / ¿Do you believe that technological tools such as the computer and the Internet serve to improve learning from speaking and listening?

- a. Si / Yes
- b. No / Not

15. ¿Considera usted que deberían utilizarse más herramientas tecnológicas para la enseñanza del inglés? / ¿Do you think technology tools should be used more to consider teaching English?

- a. Si / Yes
- b. No / Not

APPENDIX: B: PHOTOGRAFIC EVINDENCE



Contexto (Contexto): La presente encuesta tiene como finalidad recoger su opinión sobre el aprendizaje de una lengua extranjera como lo es el inglés en el ámbito educativo colombiano.

Dear Respondent: This survey aims to collect opinions about learning a foreign language as it English in the Colombian education.

1. ¿En qué rango de edad se encuentra usted? / ¿What age range are you in?

<input checked="" type="radio"/> a. 10 - 20	<input type="radio"/> b. 20 - 30	<input type="radio"/> c. > 30
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2. ¿Cómo cree usted que es el aprendizaje del inglés en Colombia? / How do you think is learning English in Colombia?

Muy bueno / Very Good	Buena / Good	Medio / Medium
Malo / Bad	Muy Malo / Very Bad	Pasero / Passing

3. ¿Cree usted que la enseñanza de idiomas en Colombia se realiza de forma adecuada? / Do you think that language teaching in Colombia is done wisely?

a. Si / Yes
 b. No / No

4. De 1 a 5, donde 1 la calificación más baja y 5 la calificación más alta. ¿Cómo califican a los profesores de inglés que ha conocido? / From 1 to 5, with 1 being the lowest rating and 5 the highest rating, how would you rate teachers of English who has known?

1	2	3	4	5
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5. ¿De quién cree usted que es la responsabilidad por el poco aprendizaje del inglés en la escuela? / Who do you think is responsible for the limited learning English process at school?

El Profesor / The Teacher	El Estudiante / The Student
La Escuela / The School	El Estado / The State

6. ¿Considera que se le dedica más tiempo a la gramática y a la escritura que a la audición y conversacional? / Do you consider that more time is devoted to grammar and writing than listening and speaking?

a. Si / Yes
 b. No / No

7. ¿Preferiría usted que se le enseñaran más las habilidades de hablar y escuchar? / Would you prefer to be taught more skills of speaking and listening?

a. Si / Yes
 b. No / No

8. ¿Cuál es el nivel de los estudiantes de inglés que en lo que más recuerda? / When you have been a student of English what you remember most?

Recordo un profesor que me enseñó a escuchar
en audio y en conversación

9. ¿Cree usted que las herramientas tecnológicas como el computador y el internet sirven para mejorar el aprendizaje desde el hablar y el escuchar? / Do you believe that technological tools such as the computer and the internet serve to improve learning from speaking and listening?

a. Si / Yes
 b. No / No

10. ¿Considera usted que deberían utilizarse más herramientas tecnológicas para la enseñanza del inglés? / Do you think technology tools should be used more to consider teaching English?

a. Si / Yes
 b. No / No

Contexto (Contexto): La presente encuesta tiene como finalidad recoger su opinión sobre el aprendizaje de una lengua extranjera como lo es el inglés en el ámbito educativo colombiano.

Dear Respondent: This survey aims to collect opinions about learning a foreign language as it English in the Colombian education.

1. ¿En qué rango de edad se encuentra usted? / ¿What age range are you in?

<input type="radio"/> a. 10 - 20	<input type="radio"/> b. 20 - 30	<input checked="" type="radio"/> c. > 30
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2. ¿Cómo cree usted que es el aprendizaje del inglés en Colombia? / How do you think is learning English in Colombia?

Muy bueno / Very Good	Buena / Good	Medio / Medium
Malo / Bad	Muy Malo / Very Bad	Pasero / Passing

3. ¿Cree usted que la enseñanza de idiomas en Colombia se realiza de forma adecuada? / Do you think that language teaching in Colombia is done wisely?

a. Si / Yes
 b. No / No

4. De 1 a 5, donde 1 la calificación más baja y 5 la calificación más alta. ¿Cómo califican a los profesores de inglés que ha conocido? / From 1 to 5, with 1 being the lowest rating and 5 the highest rating, how would you rate teachers of English who has known?

1	2	3	4	5
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5. ¿De quién cree usted que es la responsabilidad por el poco aprendizaje del inglés en la escuela? / Who do you think is responsible for the limited learning English process at school?

El Profesor / The Teacher	El Estudiante / The Student
La Escuela / The School	El Estado / The State

6. ¿Considera que se le dedica más tiempo a la gramática y a la escritura que a la audición y conversacional? / Do you consider that more time is devoted to grammar and writing than listening and speaking?

a. Si / Yes
 b. No / No

7. ¿Preferiría usted que se le enseñaran más las habilidades de hablar y escuchar? / Would you prefer to be taught more skills of speaking and listening?

a. Si / Yes
 b. No / No

8. ¿Cuál es el nivel de los estudiantes de inglés que en lo que más recuerda? / When you have been a student of English what you remember most?

Un profesor que me enseñó a escuchar

9. ¿Cree usted que las herramientas tecnológicas como el computador y el internet sirven para mejorar el aprendizaje desde el hablar y el escuchar? / Do you believe that technological tools such as the computer and the internet serve to improve learning from speaking and listening?

a. Si / Yes
 b. No / No

10. ¿Considera usted que deberían utilizarse más herramientas tecnológicas para la enseñanza del inglés? / Do you think technology tools should be used more to consider teaching English?

a. Si / Yes
 b. No / No

