Influence of CLIL methodology in teaching and learning practices at Disneylandia

Marinilla Primary School

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Abstract

The need for multilingual citizens is becoming more evident nowadays. Content and Language Integrated Learning (CLIL) is quickly becoming an essential key instrument in bilingual schools. Additionally, it has been implemented and spread around Europe and it is supported by the European Union Institutions (Nieto, 2016). CLIL methodology is based on communicating, and teaching several school subjects like science, math, and geography among others. It focuses mainly on teaching content together with the second language (Bailey, 2015). It has been reported in several studies that the uses of CLIL methodology has many benefits such as: increasing the students' attention, developing the cognitive and the proficiency in English (Bret, 2011); however, far too little attention has been paid to CLIL among traditional schools in Colombia.

Keywords: Language, Methodology, Practices, Primary, School.

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Introduction

The need for multilingual citizens is becoming more evident nowadays. Content and Language Integrated Learning (CLIL) is quickly becoming an essential key instrument in bilingual schools. Additionally, it has been implemented and spread around Europe and it is supported by the European Union Institutions (Nieto, 2016). CLIL methodology is based on communicating, and teaching several school subjects like science, math, and geography among others. It focuses mainly on teaching content together with the second language (Bailey, 2015). It has been reported in several studies that the uses of CLIL methodology has many benefits such as: increasing the students attention, developing the cognitive and the proficiency in English (Bret, 2011); however, far too little attention has been paid to CLIL among traditional schools in Colombia.

Earlier studies seemed to suggest that implementing CLIL around schools helps to accomplish needs in order to achieve English as a target language (Baley, 2015). To verify this finding, more work is urgently needed in Colombia. There is still non-recognized CLIL methodology and there are difficulties to maintain a balance between teaching a subject and teaching a language. There is instead a lot of resistance from teachers, schools, and schools' directives in Colombia to switch to this CLIL methodology. While in some countries such as Germany, Austria and the Netherlands, among others, the dual profile of the teachers is the

norm. In other countries like Colombia there is a big division between language and subject matter.

The present research wants to analyse how CLIL methodology influences language teaching and learning practices at Disneylandia Marinilla primary School. The results of the study identify that CLIL methodology influences elementary teacher´s pedagogical practices regarding English processes at Disneylandia Marinilla School due to the fact that when the English teachers have been observed during their classes it is possible to see that they promote different activities in English through communication, content, culture and cognition to catch students attention. Therefore, CLIL seems to be an excellent method for motivating both teachers and students because when they use English, they feel rewarded because they are using the language in a real context. Other obtained results describe teachers' beliefs about learning English at school through CLIL methodology, and as a final result giving answer to the third specific objective which is to propose strategies considering CLIL methodology to enhance English elementary teaching practices at Disneylandia Marinilla School

Description of the Context

This section describes a typical concept of an educational scenario in which this research is carried out. It acknowledges the social, historical, cultural, economic and political conditions that shape English teaching processes around the country and in the world. It proceeds to explain why the study is relevant within that specific context. This research takes place at Institute Regional Disneylandia Marinilla. Marinilla is a municipality of Colombia, located in the eastern subregion of the department of Antioquia and the school is placed at the Cl. 31 27-54 neighbourhood Cl 30 N°36-11 on one of Marinilla's main streets, so transportation is easy, many buses go by the school including those which come from Rionegro and Sociedad Transportadora Marinilla. The neighbourhood in which the school is located is a quiet place; there is a convent around, and a church; there are several public schools, the municipal swimming pool, and small shops.

Disneylandia was founded by Patricia Marin in 2010 and since then has kept close attention to children, teenagers who do not have the opportunity to study because they live in rural areas. It uses a humanistic pedagogical model.

The Instituto Regional Disneylandia is a private and non-religious school. Students' socioeconomic stratum is 2, 3 and 4 and provide an educational service for girls

and boys from preschool up to 5 th grade. The mission of the institution is to contribute to the integral human development of individuals, families and communities through processes of formation of solidarity, productivity, associative work and the promotion of community management, within the framework of the Christian spirit and environmental sustainability. Regarding the vision it describes an organization model in the management for the development of communities, supported by research, the solitary approach. The improvement of these processes is implemented frequently through a dynamic and executing training with the goal of a productive and social change for the community.

The institution offers some techniques in some programs to help and improve students in higher education, in addition to a technical training. Also, aims to form them from a humanistic and an axiological approach. Furthermore, they integrate the parents in the process to engage them in the integral formation of their children in order to do that the institution not only enrols the students, but in a way the parents as well. Right now, only a small percentage of the school's teachers are English proficiency. The preschool students have 3 hours of English per week and the rest of the elementary school have 5 hours per week. Most of the students have an active participation in English class, but their level is low although, there are some students whose level is high, because they are taking English lessons at the language centre of the same institution. The school makes several cultural events a year, for instance English day is celebrated on May 31th every year.

The main purpose of Disneylandia is to take students to a higher education with a high level of proficiency in English. Now the school uses a traditional approach and English is taught as a subject, which is insufficient in favour of assessing language for a real purpose in a real context.

Statement of the Problem

Currently, there are many Colombian schools whose main goal is for their students to acquire a high proficiency English level, either to meet with the quality standards in education or to contribute to their integral development. This is the case of Disneylandia School, which in order to give answers to the Programa Nacional de Bilingüismo (Ministerio de Educación Nacional, 2006), started adjusting more English hours into the curriculum. Unfortunately, this is causing frustration among students because there are too many isolated English hours, which has led to some resistance about the acquisition of English as a second language. In addition, is not easy for the English teachers who by themselves must create awareness in their students to make them understand the importance and the impact that English language has in a globalized world.

Considering all the information above, a proposal has come along consisting in proposing strategies considering the influence of CLIL methodology to enhance English elementary teaching practices at Disneylandia Marinilla primary School; so it will develop in young learners a spontaneous speech in a more natural way in English as a foreign language, by being immersed in a real context. According to Bailey (2015), CLIL provides a more flexible way of using the target language in the classroom due to an increasing and constant exposure of everyone involved. The above is necessary to be applied properly in order to fulfil the expectations of the government and the scholar community.

Literature Review

This research is supported by several authors who have had experiences with the implementation of this methodology as a second language acquisition. In this part of the paper, we discussed concepts such as Content and Language Integrated Learning, preschool and elementary teaching practices, and English acquisition on elementary learners.

Content and Language Integrated Learning

Nowadays, the term Content Language Integrated Learning (CLIL) is well known in the world and applied in many scholar institutions, and it appears as an option for those schools that want to move forward to a second language acquisition (Rodríguez, 2011). CLIL is the first concept in this research to take into account and it has several definitions, the most relevant ones are exposed in this paper; It can be understood as an educational approach in which is teaching one language through content with the objective to promote both (Marsh, 2008). (Hymes, 1966)On the other hand, CLIL methodology integrates four guidelines playing an essential role in the whole process of acquiring a second language. Those are: content, cognition, communication and culture.. Furthermore we follow step by step

The content

The content refers to the process by which the knowledge is generated through the procedure of learning a foreign language. Cognition is the knowledge which is constructed through interactions and questioning derived from the process. Therefore, Coyle, Hood and Marsh, CLIL. Content and Language Integrated Learning comes as a timely contribution for teachers, researchers, and administrators connected with innovative content and language integrated approaches as it moves from theory to practice. It is also helpful for those readers who would like to have a succinct yet rich account of what this second/foreign language learning approach involves. Adopting CLIL, teachers might consider the examples as a starting point of possible adaptations in their own institutional contexts. In their descriptions, the authors highlight the main features of the different models. They also introduce ideal conditions for the models, or variations, to be successful. In so doing, they guide readers through aspects such as feasibility, resources, staff profiles and administration support, and collaboration of all institutional actors. In that way, they highlight that CLIL cannot be carried out as a solitary exploration. Although each chapter finishes with useful references,(Atran, 1999)(MCCABE, 2017) I believe that a more specific list of references with accounts of implementations could have been offered, to encourage more focused reading on the advantages and drawbacks of CLIL. Because CLIL shortcomings are not fully addressed, I believe that a rather evangelical picture is offered, implying to teachers that very few problems will emerge. outlines the rationale supporting language learning through content learning. The authors' main sources for building up a theoretical framework come from sociocultural theory and Bloor's taxonomy

for lower-order and higher-order thinking processes. This latter highlights the fact that CLIL needs to be cognitively challenging content- and language- wise. In addition, Coyle, Hood and Marsh raise crucial issues through a discussion of debatable dichotomies and the introduction of more refined theoretical representations. First, they suggest that language learning should integrate a focus on form with a focus on meaning. The authors suggest that language should be taught from three different angles: language for learning, and language through learning to ensure that both form and meaning are taught. This "Language Triptych" requires that teachers present the language necessary to access the content of the lesson (i.e., specific vocabulary, syntax and subject-matter discourse), the language needed to carry out the different tasks proposed, and the language incidentally arising from interaction and cognitive processes as classes unfold. Nonetheless, the authors admit that language learning needs to operate within a holistic framework in which content, communication and cognition are related. Such a relationship should promote intercultural awareness always rooted in a specific context which portrays how all these constructs interact with one another. Because this framework needs to be realised in more tangible advice for teachers, communicative language teaching.

The communication

Communication allows the interaction helping to deepen knowledge, and culture allowing insertion of concepts relating to the cultural characteristics of the second language There is a very close relationship between different ways of talking about content and

learning opportunities. According to Barnes (2008: 2) "the communication system that a teacher sets up in a lesson shapes the roles that pupils can play, and goes some distance in determining the kinds of learning that they engage in". The CLIL classroom is a familiar environment for teachers and learners, and the knowledge of the routines enacted within it can allow them to get by with a minimum of explicitness (Dalton-Puffer, 2007). In my article, I am going to present how teachers and learners from the CLIL environment use classroom talk to represent different types of knowledge and to organise the social world of the classroom. Furthermore going to concentrate on the interaction and dialogue through which teachers and learners communicate about the knowledge in a foreign language in order to present different types of communication systems that are used in the CLIL classroom in order to achieve pedagogical / educational purposes.

The Cognition and culture?

According to the above, there are some clear benefits that help stimulate the learners. Each time the teacher uses different techniques like being creative in the classroom somehow it aids to develop the mental processes that impact positively in the students' global academic performance and once the students achieve the productive stage, they will have benefits at the moment of their work, due to the competences gained by the use of the CLIL methodology.(Atran, 1999) – Check redaction in cognitive and cultural processes. Missing from much of this literature, however, are ultimate explanations as to why the human mind

is so reliant on, or plastic with respect to, cultural information. Some scholars content themselves with the generalization that because much of human social, economic, and even biological life is structured by culture, the general propensity to think in the same manner as those around one evolved because it facilitates coexistence. Congruent with the "extended cognition" perspective described earlier, others argue that human cultures themselves owe their existence to the effectiveness with which cultural concepts, ways of thinking, and artefacts extend basic human information-processing capacities, thereby bootstrapping our innate potential to a higher level of behavioural complexity. Without contesting either of these generalizations, a nascent school of thought adopts a more explicitly mechanistic evolutionary perspective on the relationship between culture and cognition. This perspective begins with the long-recognized observation that, to a much greater extent than is true of other species, humans depend on cultural information to cope with the 17 challenges posed by their physical and social worlds. The adaptive significance of cultural information suggests that natural selection can be expected to have crafted the human mind so as to maximally exploit this resource. We suggest that the evolved mental mechanisms that serve this goal fall into two general categories, reflecting differences in the degree of specificity of the types of information that they acquire (Henrich & McElreath, 2003 for relevant discussions). We turn first to mechanisms dedicated to the acquisition of specific bodies of knowledge

Preschool teaching practices

The practices of preschool education are performed in accordance with a plan and systematic structured process in which teachers and students participate. The teacher as a guiding subject puts into practice his/her teaching experience, considering the knowledge, experiences, identity and culture of children, in order to reflect on their own teaching practices (Ministerio de Educación Nacional, 2017).

Additionally, understanding who the children are entering at the preschool level, it necessarily refers to the understanding of their developmental dimensions (cognitive, socio-affective, corporal, communicative, aesthetic, communicative and spiritual) from their own individuality This concept corresponds to the teacher, families and people close to the children to be aware of the processes of evolution that they live during this period of their lives. It is a constant interaction that allows their full and integral development What is more, these dimensions help to develop children's skills and get an initial basic education. In fact, with this information the children manage to make comparisons and visualize their reality according to the context (Ministerio de Educación Nacional, 2009). On the other hand, it is important that the practices of the teachers at this page be significant and meaningful for the kids, because it is the true integration of the human development throughout their lives (Ibidem, 2009).(Beck et al., 2009)

English acquisition on elementary school learners

In this research it is important to take in consideration the concept regarding second language acquisition that according to Hatch, cited by Nunan (2011) who refers that "children learn to interact non-verbally and verbally with the people who are important in their lives, and it is out these interactions that the language acquisition occur" (p.19). By contrast, Krashen (1981), makes differences between second language acquisition and second language learning, he argues that acquisition is a subconscious process that takes place when language is used naturally, while learning is a conscious process that involves the use of grammar rules. Another point of view is that children exposed to two linguistic systems have the capacity to develop both languages separately and make the differences when they are using any of them properly (Richards, 1994).

Primary school teaching practices

Teaching practices have an important impact on the students' learning process in Primary school. "Pedagogical practice is all spaces and actions that are generated in the teaching work, brings together all those strategies and interactions, speeches, experiences, knowledge that the teacher uses in the training process, teaching learning" (**Parra & Vallejo, 2013, p.23**). The role of teachers in their teaching practices is to generate experiences that motivate and involve students in the educational process so it is necessary that they use the best ways to promote learning and at the same time to develop practices that enhance the interest of children in order to achieve effective changes within the classroom.

Research Question and objectives

The following research question is based on what the teachers at Disneylandia Marinilla School know about CLIL methodology and how this one influences their pedagogical practices in order to improve the English level among their elementary students.

Research Question

How does CLIL methodology influence language teaching and learning practices at Disneylandi Marinilla Elementary School?

Objectives

General Objective

To analyse how the CLIL methodology influences language teaching and learning practices at Disneylandia Marinilla Elementary School.

Specific Objectives

To identify elementary teachers' pedagogical practices regarding English processes at Disneylandia Marinilla School.

To describe how teachers' beliefs influence learning English processes at Disneylandia Marinilla School.

To propose strategies considering CLIL methodology to enhance English elementary teaching practices at Disneylandia Marinilla School.

Method

This section determines how the study has been developed. This specific section allows to appreciate the methodological steps to reach the research objectives and the question to be answered. It will also help to analyse the validity and reliability of the results obtained during the research process.

Research Methodology

This research exercise is developed under a qualitative approach. "A qualitative research is a form of social inquiry that focuses on the way how people interpret it to make sense of their experiences and the world in which they live" (Holloway & Galvin, 2017, p. 3).

This research is being implement at a private school located in Marinilla Antioquia under a socio critical paradigm which is focused on giving answers to specific community problems with the participation of the people involved in order to promote a social transformation through an action-reflection (Alvarado & García, 2008). Furthermore, this research is being done under an action research that has a purpose of integration, action and

reflection, theory and practice working with all the stakeholders to pursue the practical outcomes to issues that affect the community (Reason & Branbury, 2006).

Population –primary school?

In this part of the text the criteria used is described, considering the selected participants for this research, including restrictions based on demographic, linguistic and educational matters. The study was focused on participants such as English teachers at elementary Disneylandia Marinilla School and their students who participated in the study. In addition, English teachers and their students are observed during English lessons from other grades in order to have a holistic view of the scholar institution.

The student's mother tongue is Spanish, also they are surrounded by Spanish speakers in other words, relatives and communities but who at the same time show a particular interest in Learning English as a second language due to the fact that many of the student's families are business traders, they constantly motivate their young generations to take over their businesses to have a better communication in order to make better deals and discounts for their merchandise; student's at Disneylandia Marinilla School usually travel to China and the United States to buy their goods, but in favour to obtain the best deals they must speak English.

The students are for the most part catholic from a middle socioeconomic status with families from Marinilla, Rionegro, and other towns around the Oriente Antioqueño. The study is carried out at Disneylandia. The intention of the directives is that one day, not so far

away, to become bilingual in English and Spanish, so it is essential to take into account

having a selected staff of teachers with a high English level in order to maintain the interest

in English learning currently, the English teachers who are working at Disneylandia possess

a high proficiency level in terms of the competence needed to teach but they are not enough

to make possible the achievement of the implementation of English as a second language.

The educators have been informed everything regarding the research

objectives,(Association., 2012) the procedures and their role as participants through an

informed consent. "The population is selected thanks to the geographical proximity and the

researcher's accessibility" (Etikan, Musa & Alkassim, 2016, p.2) to Disneylandia School.

The cartography was answered by four English teachers at Disneylandia Marinilla

School; the Google online survey was answered by seven teachers at Disneylandia Marinilla

School; the observations were made at three different English teachers at Disneylandia

Marinilla School. In total the English teachers at Disneylandia Marinilla School that

participated in this research were seven.

Data Collection

For the present study, observation has been selected as one of the data instruments in order to answer to the first objective, which is to identify primary teachers' pedagogical practices regarding English processes at Disneylandia I Marinilla School. According to Marshall & Rossman (1989), observation is "the systematic description of events, behaviours, and artefacts in the social setting chosen for study" (p.79). The observations have been carried out during the morning lessons in order to illustrate the context, the physical settings, the participants, the activities and the interactions.

Furthermore, cartography has been used as a second instrument for data collection, giving support to the second objective, which is to describe how teachers' beliefs influence learning English processes at Disnylandia Marinilla School. As it is stated in the international cartographic association (ICA) cartography is "The art, science and technology of making maps" (Visvalingam, 1989, p. 26), in which are described teachers beliefs during their English teaching process before and now; also interviews have been out in person in order to understand some of the students opinions about their thoughts about their English learning process. The qualitative research interview seeks to collect facts, to elicit information about attitudes and opinions, perspectives and meanings, and in both psychology and sociology (Hannan, 2007).

Finally, a web-based survey has been used, in favour of giving an answer to the third objective, which is to create guidelines using CLIL methodology to enhance English primary teaching practices at Disneylandia Marinilla School. Although the majority of the questionnaires are completed using online Google Forms to make it faster, more convenient and reliable for teachers at Disneylandia Marilla School. In this study the survey is based on a Likert Scale. The questionnaire includes twelve questions regarding teachers' beliefs, information about the grades where they are currently teaching, the time they have been teaching, items concerned with their attitudes and experiences in CLIL, and in general their conceptions about planning, teaching and learning English in pre-school education.

Data Analysis

The data collected was triangulated considering validity and reliability reviewed by the researchers making sure there is congruence between the obtained data and the reality (Zohrabi, 2013). The process of this qualitative data analysis has the following phases: "characterizing, cutting, coding, categorizing, converting and creating" (Zohrabi, 2013, p. 419). In this order of ideas, the data collected has been taken to analyse how CLIL methodology influences English language in teaching and learning practices at Disneylandia Marinilla Elementary School. The first step follows the purpose of analysing the data collected through characterizing, Johnson & Turner (2003), cited by Zohrabi (2013), claim that "observation enables the researcher to combine it with questionnaires and interviews to collect 'relatively objective first-hand information'" (p. 257). From the information collected through observation (See appendix 1), online Google survey (See appendix 2) and cartography (See appendix 3).

Significant verbalizations for the investigation are extracted, some of which are described below: in this step the transcription of the observations was made. The following phase, cutting Zohrabi (2013) says that the idea of cutting is to concentrate the information to examine it in detail. That is why after transcribing the information, the most significant verbalizations are highlighted and cut, in order to have a closer approach to the analysis of the information collected (see appendix 4). Next, coding phase**,** code is the assignation of the

descriptive label when researchers start noticing things that attract the attention and somehow pick up the essence of the data section like behaviours, strategies, states of mind among others. As a result, once the coding is established it is easier to identify in the Data similarities, differences making possible comparisons.

In this research the coding used is analytical, which are derived codes from the researcher's thoughts. Also, the codes used in this research are inductive because they come from the data. (Savin-Baden & Howell, 2013). Following, the categorize phase that according to Savin-Baden & Howell, (2013) involves movement from seeking the (individual codes) to seeking the general (patterns within those codes) where categories can become a critical component of data analysis. Finally, the converting and creating phase takes place Savin-Baden & Howell, (2013) explained that "once codes and categories have been developed, these tend to be converted into themes". Once the themes have been identified in this research as a main idea in the data, entails to get the findings. After the data findings have been designed a visual representation of the data (See appendix 5); according to Miles and Huberman (1994) called this phase data display for example the most common ones are: comparisons, matrices, figures among others. The following table shows how the data collected through the different instruments has been analysed, Table 1.

Table 1. Data Analysis format used during the process of categorization

Analysis Format			
Some Segments	**Instrument**	**Code**	**Category**
"The CLIL methodology has brought a different perspective about how much and how to use the English language in the classroom so students can learn it in a more meaningful manner".	Timeline	Methodology	
"Motivation plays a huge role in life but even more so when humans are trying to internalize a new piece of knowledge, the attitude of everyone involved plays a big role in language learning. To summarize	Timeline	Motivation	Teacher's motivation when using CLIL Methodology

motivating and learning need to go hand in hand to reach the best possible outcomes".			
"Motivation is a key element in regards to learning due to the fact that if the learners are highly motivated, it has been proven that they learn in a more meaningful way also I have maximized learning by always using fun activities and making everyone participate also, by relating to the students' likes and preferences has been something that has worked for me".	Timeline		

"When referring to my beliefs as a teacher one of the things I do now is to make all the people involved in the process of learning a new language (including parents and all of the school community) this makes the whole process a more meaningful experience. To create all the proper conditions (classroom, activities, participation, motivation and help)"	Timeline	Beliefs	Beliefs about learning English at school as a foreign language through CLIL methodology.
"Translation is not the best mechanism for teaching English".	Survey		
"I think like any teacher you are one particular way but as time goes	Survey	Adaptation and strategies	

on you adapt to your school environment and as far as my beliefs go I think that now I am more aware of the necessities of the students and I really care a lot about them."			Need for pedagogical adaptation and strategies in CLIL
"The greatest difficulty observed in this class is that the classroom is not designed for the teacher, she is a disabled person, and she is in a wheelchair. A part from this, it is a very narrow classroom, she cannot move in the middle of the students, when finish this class students should transport her in their own hands, since she had to replace	Observation		

another teacher on the second floor, the building only has stairs because they are only three floors. Continuing describing the problems board is too high, so her hand writer is very small and unclear because she cannot used it completely, low light, classroom too hot because the door is closed it, and bad smells coming from the men's bathroom next to it".			
At the beginning of class, the teacher explained the subject orally and writing on the board her explanation through some examples, most of the time the class is in Spanish.	Observation		

Results

      This section provides a significant reflection upon the data, articulating it with both the information supplied by the literature and interpretations made by the researchers during the whole process. The findings are presented in different moments: initially, the chapter will describe Finding # 1: Influence of CLIL methodology in English teaching practices; next it displays results on Finding # 2: Teacher's motivation when using CLIL Methodology; later on it is presented the Finding # 3: Beliefs about learning English at school through CLIL methodology; straightaway there is the Finding # 4: Need for pedagogical adaptation and strategies in CLIL.


Influence of CLIL methodology in English teaching practices

      The results obtained, identify that CLIL methodology influences elementary teacher ́s pedagogical practices regarding English processes at Disneylandia Marinilla School due to the fact that when the English teachers have been observed during their classes it is possible to see that they promote different activities in English through communication, content, culture and cognition to catch students attention:

"CLIL methodology has brought a different perspective about how much and how to use the English language in the classroom so students can learn it in a more meaningful manner".

Also, collaborative learning is significantly evident when teachers give them instruction in the target language, they encourage students to work together helping each other, developing their self-confidence as well as enhancing their communication skills through different activities. Some of the data that support these results are the answers from the English teachers at Disneylandia Marinilla School, Table 2 "*A transversal process, where English is an essential part of the school day" (Taken from the google survey).*

Table 2. English Teaching practice in elementary school.
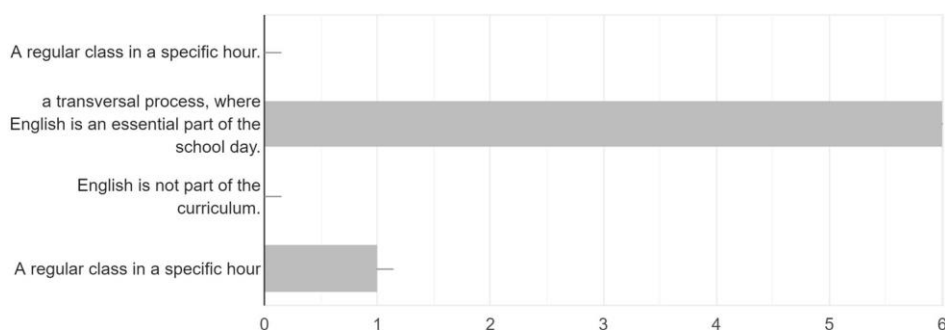
Teacher's motivation when using CLIL Methodology.

The results obtained, identify teacher's motivation when using CLIL methodology like when they see their students interested during lessons through a positive performance in proposed activities catching students' attention, which generates motivation among everyone:

"Motivation plays a huge role in life but even more so when humans are trying to internalize a new piece of knowledge, the attitude of everyone involved plays a big role in language learning".

(Taken from timeline).

"To summarize, motivation and learning need to go hand in hand to reach the best possible outcomes. create a good environment in the classroom where students could be enrolled in such a learning that demonstrate reflection, creativity, achievements achievable, everything is possible, and friendly learning".

(Taken from timeline).

Therefore, CLIL seems to be an excellent method causing motivating both teachers and students because when they use English, they feel rewarded because they are using the language in a real context. Some of the data that support these results are: Your conceptions regarding teacher´s role in teaching English in elementary education is, Table 3:

"The teacher is a motivator and a facilitator".

(Taken from the google survey).

Table 3. Conception regarding teacher's role in teaching English inelementary education.
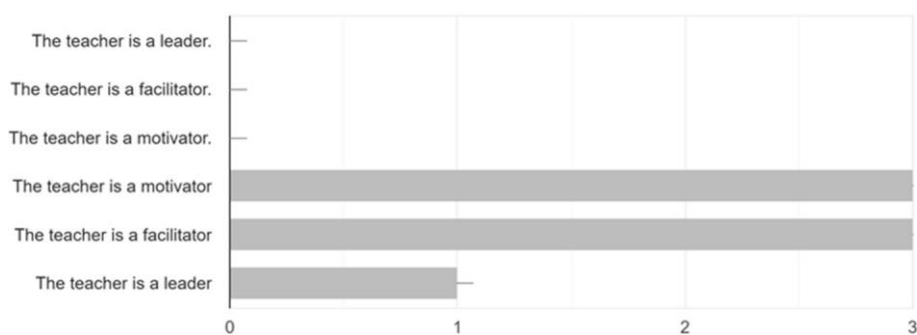
Beliefs about learning English at school through CLIL methodology.

Other obtained results describe teachers' beliefs about learning English at school through CLIL methodology. The following are:

"According to my beliefs and my experience teaching is the most appropriate one the

CLIL which means stands for Content and Language Integrated Learning and at its

core has to do with teaching subjects like: science, history, geography or Math to students through a foreign language".

(Taken from timeline).

"Teaching English through other subjects can bring a different kind of method to have a deeper understanding of the language" "I strongly recommend the CLIL methodology because it will create a new path for learning in a deeper way and in a more natural way the acquisition of English through other subjects".

(Taken from timeline)

According to the already mentioned by the English teachers at Disnylandia Marinilla School it is clear how the CLIL methodology plays such an important role in their beliefs in favour of promoting a better and more natural use of English among their students. Some of the data that support these results are the answers from the English teachers at Disnylandia Marinilla School from the google survey, Table 4

"English learning process depends on the teacher's perception".

(Taken from the google survey).

Table 4. Teacher's conception regarding English process in elementary

students.
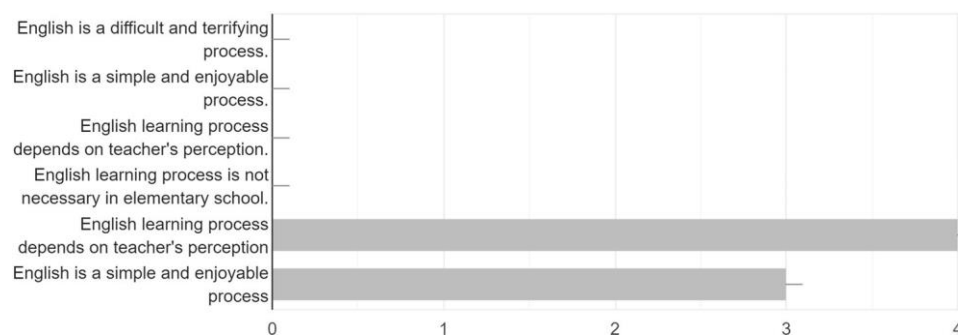
Need for pedagogical adaptation and strategies in CLIL methodology toenhance English elementary teaching practices.

As a final result giving answer to the third specific objective which is to propose strategies considering CLIL methodology to enhance English elementary teaching practices at Disneylandia Marinilla School; have been taken into account the need for pedagogical adaptation and strategies in CLIL like for example getting advantage of the technology in the classroom:

"All classrooms are equipped with an e-book from Santillana publishing house, which the teacher can manipulate with the tablet projecting it to vary its class and gives the class some dynamism".

(Taken from the observation Francy Gómez)

In general, when using technology in the classroom "the linguistic contribution is based in those materials whose input ways of contents are visual and audio" (Blázquez, Santos, Carro, Díaz, Castro, Latorre, Plaza & Arcega, 2013, p.3).

"The teacher asks several times if they understood, also she moves among the students to check their jobs and she continues to the next activity, It was a family finger craft, at this time, students were divided by the teacher in groups to work. On the other hand, the teacher set the room with very soft music in English for the development of this activity.

The teacher encourages her students to work together by selecting herself small groups and in pairs activities. She selected the fastest learners to help the ones having difficulties, she mentioned often that they should not translate but try to interpret the tasks and if they had any doubts to ask for clarification, she says that she believes deeply in teamwork to facilitate meaningful learning".

(Taken from the observation of Jenny Estrada)

In the mentioned observation the teacher-student interaction is mostly in English. The teacher gives a task-based instruction making a craft meanwhile motivates students to help each other (collaborative work) which are characteristics of CLIL methodology. In this specific situation is not only evident the instruction in the target language, but also the

constant motivation that the teacher exerts on her students. Despite Disneylandia school is not very familiar with the CLIL concept, the English teachers are. Thus, English teachers at Disneylandia Marinilla elementary School are continuously implementing CLIL methodology in their teaching practices. Some of the data that support these results are the answers from the English teachers at Disneylandia Marinilla School, Table 5,

"Games are a very good option to teach and learn English" Teachers must be motivators, have a passion for what they do and be extremely patient".

(Taken from the google survey).

Table 5. Other aspects regarding teaching and learning English inelementary education.

games are a very good option to teach and learn English
I think that the students, also must have a good space to be able to learn easier the english
TPR learning
Teacher's knowledge, methodology and pedagogy
Teacher must be motivators, have passion for what they do and be extremely patient.
Majority classes should be listening, this is the way human being learned the first languge
self-assessment and continuous reflection regarding our teaching process

Conclusion

The collected data in this case has risen suggestions **r**egarding the improvement of English language teaching and learning at Disneylandia Marinilla School. The suggestion is the use of CLIL which is thought out as an excellent methodology to implement starting from elementary school.(Ellis, 1997) The data suggest taking matters into action to have students more competitive in the subject. Taking motivation as a way of encouraging the use of CLIL methodology among the English teachers is fundamental because they agree that this one could be used as a very powerful tool in order to get the students attention and make them more interested in the acquisition of English as a second language in a more natural way during childhood and scholar years. Involving and immersing students is not just about language, but teaching them content, significance of new concepts and culture. In other words, CLIL Works as a bridge giving the right answer to empower the bilingual program in Colombia. CLIL has become clearly a challenge in the actual Colombian context due to the lack of proficiency in English teachers but this must not be an excuse, instead it should be the greatest reason to encourage Colombian's English teachers not to give up but to take it as an invitation to create consciously not only improve their English level but also to generate motivation and therefore providing learners a quality education.

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Appendix 1. Observations

To determine how the CLIL methodology influences preschool teachers' practices.

Intentions: To identify preschool teachers' pedagogical practices regarding English processes at Coredi School.

starting with the observations made in the classrooms to the teachers and their practices. This instrument is going to be used to take the necessary measurements, improvement and intervention of the research group.

Objective: To describe how teachers' beliefs influence learning English processes at Coredi

Description: this instrument is going to be used with three teachers and the criteria used in five. The first part has to do with specifically with the teachers in the classroom.

Annexes

Teacher: xxxxxx. he teaches from 1th to 5th grades

Institution: Instituto Disneylandia

Starting hour: 8:00 am February 20/2021

Ending hour: 10:00 am February 20 /2021

Difficulties observed:

The greatest difficulty observed in this class is that the classroom is not designed for the teacher, she is a disabled person, she is in a wheelchair. A part from this, it is a very narrow classroom, she cannot move in the middle of the students, when finish this class students should transport her in their own hands, since she had to replace another teacher on the second floor, the building only has stairs because they are only three floors. Continuing describing the problems board is too high, so her hand writer is very small and unclear because she cannot used it completely, low light, classroom too hot because the door is closed it, and bad smells coming from the men's bathroom next to it.

The class is 100% masterful and traditional, majority of the time students work with photocopies that they have to translate into Spanish even when she uses the e-book from Santillana publishing house.

Strategies, assessment and evaluation.	Teachers	Students
	Which teaching strategies does the teacher use?	**What is the response of the students with the strategies being implemented?**
	Traditional teaching: At the beginning class the teacher explained the subject orally and writing her in the board her explanation trough some examples, most of the time the class is in Spanish	First twenty minutes students pay attention and they are silent. However, three of them are chatting with their cell phones, two girls are very distracted in their own thoughts, they were staring at the ceiling of the classroom or other places for a period of 5 minutes, they did not focus on the teacher explications, these girls were very motionless and quiet. However-, the teacher continues with her class
	Collaborative learning: The teacher encourages her students of mixed abilities to work	

	together by promoting small group or whole class activities. On the other hand, students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life. Taking into account, collaborative work among students is when they help each other to translate to Spanish activities.	Students like working together because they share the knowledge, also they can take advantage of the abilities each other
	Technology in the classroom: All classrooms are equipped with an e-book from Santillana publishing house, which the teacher can manipulate it with the tablet projecting it to vary its class and gives the class some dynamism.	Students feel pressured, they must perform the assigned tasks of the teacher as well as the proposals in the book, it is a requirement of the institution to work hard with the book
	Which evaluation and assessment strategies does the teacher perform?	**What is the response of the students to the follow up of the teacher?**

	During this class there were not assessment, teacher elicit students to repeat o answer the questions proposal from the book, at the end of the class she asked the students to approach to her to make a check mark in their student book, as well as she collects their photocopies task of the translations too.	Students approached to her to get their check mark in their student books as a result of a grade for the class and as a sign of class attendance; as well as for the delivery of the photocopies worked too.
Development dimensions.	**Which dimensions did the class help more?**	

	X_Artistic-creative X_Socio-affective X_Cognitive X_Bodily X_Communicative X_Ethical-spiritual **How can we have evidence them? (write details)** In the usual development of the English class in 11 grade, the 17 students as the teacher remain seated in the form of a round table in the classroom that has an area of 4.50 meters wide by 6.00 meters	**Which meaningful learning can be evidenced from the dimensions used by the teacher? (write details)** According to the M.E.N., the meaningful learning of the students can be evidence through the four stages the teacher used at the moment they were in class; which were exploration, structuration, appropriation and transfer of knowledge, so students can demonstrate how their learning through these stages has being meaningful and whether it has abstract or inferred information from the articles proposed by the teacher for the literal translation of them (Lightbown, 2008)

long, the space does not allow greater interaction physical and adequate mobility. Taking into account, the teacher uses a wheelchair and even being right-handed must write on the board with her left hand in order to have visibility and control of her students.

In the exploration stage, he shows empathy with the students and inquire into about their mood and proceeds to make the prayer in Spanish of Blessed Fray Melquiades, patron of the institution.

After this appropriation she acknowledges her previous knowledge about the subject.

Structure the class through the traditional method and make the subject known to her students with confidence and mastery.

On top of that, to enable the appropriation of the content, recreate the class through a video (songs in present perfect) of which students make a literal translation from English into Spanish. Alternatively, the teacher Francis enables the transfer of learning through a comment, a communicative act that takes place between Spanish and English; intervention in Spanish (of the students); intervention in English (from the teacher)

Finally, she continues working with the student's book which is projected through the video bean from the Santillana publishing house related to the topic of the day, using the same method of translating into Spanish is continued allowing the

	transfer of this new presentation of the information through comments between Spanish and English	
Use of the communicative competence in English.	**The language used in pragmatic and organizative terms is.** _X_correct pronunciation _X_correct in writing _X_correct in sintax _X_varied vocabulary _X_appropiate used of them **Observations:** Pronunciation although the teacher is not a native speaker her input is understandable	**Comprehension** X Respond to commands X Identifies words (most of the students) X Associates images with words ___Others (examples) Some of the learners understand what is being taught but either they do not like to participate or they cannot express orally what they want to express. **Production**

		X Pronounces words or phrases in English
		___Use of the topics learned in other situations. All the students can pronouns words even phrases during the English class
Use of the strategic competence	____Body language (it is limited due to the teacher's condition). X Use of synonyms (in some occasions). X Use of Spanish ____Use of drawings	**Which other resources, different to the communicative competence in English, do the students use to participate and do they show interest towards the class?**

	Observations:	Some of the students enjoy using the
	The percentage of Spanish in class was high	book because a few of them prefer to read or write on it.
Learning environments (Interactions)	**How does the teacher treat the students?(describe)**	**How is the interaction among the students in the classroom?**
	The teacher treats all the students with respect and she is very polite when eliciting them to participate in the topics being covered.	For the most part everyone helps each other with the tasks assigned and there is a sense of mutual respect but in some cases there a tense calm among some of them.
	How is the relationship between the teacher and the students?	**Observations:**
	Relationship between both are very important component to develop a pleasant	Some of the learners used their cellphones during the session while others talk among them.

	atmosphere, so the teacher knows it very well and practices it, so it is observed that her students admire and respect her. However, some of the students do not show interest about some of the topics being taught. Teacher makes suggestion friendly to those students and they engage with the class again	

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Objective: To describe how teachers' beliefs influence learning English processes at Coredi

Description: this instrument is going to be used with three teachers and the criteria used in five. The first part has to do with specifically with the teachers in the classroom.

Teacher: XXX. She teaches in the elementary school

Institution: Instituto Disneylandia Marinilla

Starting hour: 8:00 am February 27 2021

Ending hour: 10:0 am February 27 2021

Difficulties observed:

During the visit of observing the classroom is the lack of space for 30 students, the space is so small that it is difficult to walk. In addition, children's backpacks obstruct the hall making it impossible for the teacher to move as well as for the children themselves. The classroom is located in the basement for this reason is very dark, the electric light always remains on, and it is poorly ventilated.

In general, the teacher must spent a lot of time trying to maintain the discipline and attention of the group, there is a great wear and tear when facing the inconveniences caused by external factors due to the location of the classroom within the facilities of the institution.

In addition, It can be perceived that some of the students have attention difficulties that contribute to create a difficult environment for the development of learning.

Strategies, assessment and evaluation.	Teachers	Students
	The teacher arrives the classroom and say hello, who are you? then, how do you feel today? why are you so happy today? so she uses this strategy like a warm up and also to assess the student's speaking and questions that help them reflect, the main topic of the class: it is the family members.	Some of the students have not issues answering to the teacher's questions while other do not at that moment the teacher uses Spanish to make sure the learners do not feel pressure or stress, they students respond properly.

	Which teaching strategies does the teacher use?	**What is the response of the students with the strategies being implemented?**
	Traditional teaching: At the beginning of the class the teacher explained the agenda of the day orally and also wrote it on the board, she explained the topics using some examples, during the length of the class, the teacher performed her interventions in Spanish and English. She was clear and concise but at the same time very strict to make sure the pupils follow instructions, sitting quietly and paying attention.	Most of the time the students respond carefully to the class

Participation and autonomy shows that students are enjoying the class

The observation shows that students are curious about the new language, those who participate most demonstrate it because they love recognition and be successful |
| | **Collaborative work:** The teacher encourages her students to work together by selecting herself small groups and in pair activities. She selected | **What is the response of the students to the follow up of the teacher?** |

	the fastest learners to help the ones having difficulties, she mention often that they should not translate but try to interpret the tasks and if the had any doubts to ask for clarification, she says that she believes deeply in teamwork to facilitate a meaningful learning. **Which evaluation and assessment strategies does the teacher perform?** During this session she asked questions to assess if the students were understanding, teacher elicited students to repeat or answers from the book.	One student express "I really like to know the English as you teacher" she said aloud in the middle of the class

Developm ent dimensions.	**Which dimensions did the class help more?** _Artistic-creative	**Which meaningful learning can be evidenced from the dimensions used by the teacher? (write details)**

	X_Socio-affective	
	X Cognitive	
	X Bodily	
	X Communicative	
	_Ethical-spiritual	
	How can we have evidence them? (write details)	
	In the exploration stage, she shows empathy with the students and inquire them into about their mood and proceeds to making a warm-up activity to help them get focus on the topic of the class, using her communicative skills, she asks the students a few questions about last class.	
	on the structuration stage the teacher uses the book and some activities related to the warm-up that	

will lead directly into the main topic of the class. The teacher at random asks students about the unit of the book to make sure they are following instructions and they have a notion about what is being taught. (she asks around the room and individually how is everyone doing) showing that she cares for them

on the appropriation stage, she elicits students' responses to the tasks of the book try to move around the classroom which was a little hard because of the limited space, she walks back and forth so students are awake and attentive, in one moment of the class she tells the students to stand up and sing a song that they have previously practice, the learners seem to have enjoyed the activity, for the most part she uses English in the class.

	Finally, for the transfer of knowledge stage, she continues working with the student's book but now she uses a projector to emphasis what the students should focus on, she walks around and asks if they are getting the vocabulary and structures of the session and to make sure a meaninfel class is taking place.	
Use of communicative competence in English.	**The language used in pragmatic and organizative terms is.** _X_correct pronunciation _X_correct in writing _X_correct in sintax _X_varied vocabulary _X_appropiate used of them	**Comprehension** X_ Respond to commands X_ Identifies words (most of the students) X_ Associates images with words _X_Others (examples)

	Observations: Pronunciation although the teacher is not a native speaker her input is understandable	**Production** X_Pronounces words or phrases in English _ Use of the topics learned in other situations. All the students can pronouns words even phrases during the English class
Use of the strategic competence	_X_ Body language _X_ Use of synonyms _X_ Use of Spanish _X_ Use of drawings	**Which other resources, different to the communicative competence in English, do the students use to participate and do they show interest towards the class?**

	Observations: The percentage of Spanish in class was high	The teacher uses the course book and a video bin to project the pages of the book.
Learning environments (Interactions)	**How does the teacher treat the students?(describe)** The teacher is very respectful with all of her learners and treats them with kindness and caring. **How is the relationship between the teacher and the students?** Although the pupils are very young and do not have clear what the boundaries are the teacher is	**How is the interaction among the students in the classroom?** The students are a little restless at times and ask frequently if they can go to the bathroom or if they can go drink water, other than that most of them want to and follow instructions while others stand up and distract others from paying attention, there are not bad words, hitting or insults. **Observations:**

	open to questions and says that whatever they need they can ask her, it is a relationship of mutual respect.	For the most part the students seem to enjoy the class and they respect the teacher and each other.

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Teacher: XXX

Institution: Instituto Disneylandia Marinilla

Starting hour: 8:00 am March 23th 2021

Ending hour: 10:00 am March 23th 2021

Difficulties observed:

During the visit to the only preschool group A and B that the institution has, it was possible to highlight some of the difficulties, mainly the interruptions repeated by the students belonging to the upper grades during their break, the shouts produced during the games, the knocks on the windows of the balls are a constant source of distraction for preschool students.

The number of students enrolled in this preschool group is high for a single teacher and for the size of the classroom; there are currently twenty-five students.

In general, the teacher must spend a lot of time to maintain the discipline and attention of the group, there is a great wear and tear to face the inconvenience caused by external factors due to the location of the classroom within the facilities of the institution.

In addition, It can be perceived that some of the students have attention difficulties that contribute to creating a difficult environment for the development of learning.

Strategies	Teachers	Students
, assessment and evaluation.	**Which teaching strategies does the teacher use?** The teacher say hello then makes a prayer of the Beato Melkiades in Spanish, makes a warm up with a video. Second, she writes and explains the agenda. According to the observation, the teacher uses several methods of teaching in class, it is noted that traditional education is into her methodology, it can be appreciate that conventional education is still in the classrooms. The traditional way of teaching was based on recitation, students sit in silence. Although, several children cannot keep their attention, they start talking or walking around the class, so it is noted the behaviorism	**What is the response of the students with the strategies being implemented?** Students were working well, sometime they did not pay attention, but the teacher approach them and suggest them continue working **What is the response of the students to the follow up of the teacher?** Students looked very happy, also they told the teacher, " teacher que

	when the teacher speaks to them in a high tone and tell them, "if you do not remain seated, I will make a behavioral annotation on your segmentation sheet". However, class continues students one by one has to pass in front of the classroom to repeat the lesson, additionally, the teacher takes note of each student and she makes their respective feedback. At the end, she writes a summative grade in her student tracking form. This activity takes enough time, she does not pressure her students, so they feel happy with the activities. She ask several time if they understood, also she moves among the students to check their jobs and she continue next activity, It was a family finger craft, at this time, student were divided by the teacher in groups to work.	clase tan bacana hoy, nos gustó mucho, por favor que siempre sea así"

	On the other hand, the teacher set the room with very soft music in English for the development of this activity **Which evaluation and assessment strategies does the teacher perform?** she uses the traditional oral evaluation and to evaluate the crafts puts a stamp with a happy face on the work done by the children	

Developm ent dimensions.	Which dimensions did the class help more?	Which meaningful learning can be evidenced from the dimensions used by the teacher? (write details)
	X_Artistic-creative	
	X_Socio-affective	
	X_Cognitive	
	X_Bodily	
	X_Communicative	The socio-emotional development of children is clear, it is
	X_Ethical-spiritual	clearly evidenced that it is the dimension
	How can we have evidence them? (write details)	with the best results, in general the level at which they act reflects a very important
	The development of these dimensions is reflected in the permanent work of the teacher developing activities where children interact and create links that allow them to learn to tolerate and accept differences, to	learning of these skills. The communication between the students and of these with the teacher also reflects a hard work to build a clear

	create environments where they feel safe to express their acquired knowledge.	language that allows them to express their thoughts and interact efficiently.
	The game, music and dances she develops during her class become the means to promote and engage communication skills, in a group exercise for the discovery of the fundamental social and cultural representations to mature their mental processes.	
	The characterization and differential approach is evidenced by the teacher when she focuses activities depending on the shortcomings detected, reinforcing the dimensions and making a permanent assessment of the effectiveness of the applied processes. (Ministerio de Educación Nacional de Colombia, s.f.)	
	Also, every single day they pray the prayer of Blessed Melquiades Patron of the Institution	

Use of communicative competence in English.	**The language used in pragmatic and organizative terms is.** _X_correct pronunciation _X_correct in writing _X_correct in sintax _X_varied vocabulary _X_appropiate used of them	**Comprehension** X_ Respond to commands X_ Identifies words (most of the students) X_ Associates images with words ___Others (examples)

	Observations:	During the activities children
	According standar of Common European Framework the teacher uses a pragmatic language with the children. Besides she speaks slowly paused and pronouncing clearly, she pay attention to all the below components of her communicative competence above mentioned	can respond to some commands, identifies words and associates images with words **Production** X_Pronounces words or phrases in English _ Use of the topics learned in other situations. According to the observation, children can pronounce words or phrases during the English class. However, use of the topics learned in other situations was difficult to appreciate.

Use of the strategic competence	_X___Body language _X___Use of synonyms _X_Use of Spanish _X_Use of drawings Observations: The teacher is very dynamic with the concepts above mentioned, so her class is very active, diligent and energetic. Besides, hdr pronunciation although the teacher is not a native speaker her input is understandable.	**Which other resources, different to the communicative competence in English, do the students use to participate and do they show interest towards the class?** Do not apply, children do not have access to use computers or cell phones
Learning environments (Interactions)	**How does the teacher treat the students?(describe)** The teacher treats all the students with respect and she is very polite when eliciting them to participate in the topics being covered	**How is the interaction among the students in the classroom?** There is a sense of mutual respect. However, as they are still children,

	How is the relationship between the teacher and the students? The teacher demonstrates that she is qualify to maximize the learning potential of her students, for this reason it is observed that she understands that the key to unlocking the potential of students is to develop positive and respectful relationships with their students from the first moment of beginning of the class when she writes on the board the rules to follow during this time	they beat each other teacher must intervenes **Observations:** Children understand and follow the rules, so they respect each other

Analysing Data Collect Instruments

STEPS	A	B	C	D	E
1. Write a data summary taking as a starting point these questions	What is the context in which the data was collected? English teachers at Disneylandia Marinilla school and students from preschool and third grade of the same institution and their parents.	What are the most important facts in the data? The motivation among the English teachers is fundamental because they agree that this one could be used as a	About which research issues is the data most informative? The observation is the research most informative data due to the fact that through it, it is possible to have a deeper look	Do the data give rise to any new questions, points of view, suggestions, ideas? **Suggestions.** Regarding the improvement of	Do the data suggest what should be done next, in terms of further data collection, analysis, or action? The data suggest to

| | | very powerful tool in order to get the students' attention and make them more interested in the acquisition of English as a second language in a fun and natural way. | comparing and proving what the scholar community has said and what it is performed during the English lessons. | English language teaching and learning the use of CLIL would be an excelente methodology to implement starting from preschool. Therefore students will achieve in a more natural way the use of English as a second | take matters into action in favor of promoting a better English level in Disneylandia Marinilla School to have students more competitive in the subject. |
| | Why were they collected? To analyze how the CLIL methodology influences | Is anything surprising? | | | |

language teaching and learning practices at Disneylandia Marinilla School.	Somet hing that is excellent to highlight is the particular interest that in general the scholar community including parents, students and English teachers show for the improvement of the English language in order		language in the COREDI School.
Why in this particular situation? Because Disneylandia Marinilla school is looking forward to give answer to the Programa Nacional de Bilingüismo in order to reach a good use of English as a second language.			
Why use this method of collection?			

| | The observation: in order to illustrate the context, the physical settings, the participants, the activities and the interactions.

The cartography: in which are described teachers beliefs during their English teaching process before and now.

The interviews: seeking to collect facts, to elicit information about attitudes and opinions, perspectives and meanings. | to develop a more competitive society in a globalized world. | | | |
|---|---|---|---|---|---|

		A web-based survey: completed using online Google Forms based on a Likert Scale. The questionnaire including twelve questions regarding teacher´s beliefs, information about the grades , the time they have been teaching, items concerned with their attitudes and experiences in CLIL, and in general their conceptions about planning, teaching and learning English in pre-school education.				
2.Develop		Read through the journal underlining or	Once again go over the	List your categories on a	Order your categories by	

| Categories and codes | highlighting each passage that calls your attention because it's important, surprising, unexpected…regarding your research | passage; this time focusing on the marked passages and decide upon a CATEGORY, i.e., one word or phrase that expresses its meaning and content. | sheet of paper and for each category write down the passage (s) it refers to. The purpose of doing this is to find afterwards info easily. | grouping concepts that belong together.

After that, try finding a more comprehensive concept or phrase | |

fifth grade

7 respuestas

fourth, fifth and sixth grades
Second Grade
9, 10, 11
7th and 8th
Pre-school
Third
first grade

4. How long have you been teaching?

0 de 7 respuestas correctas
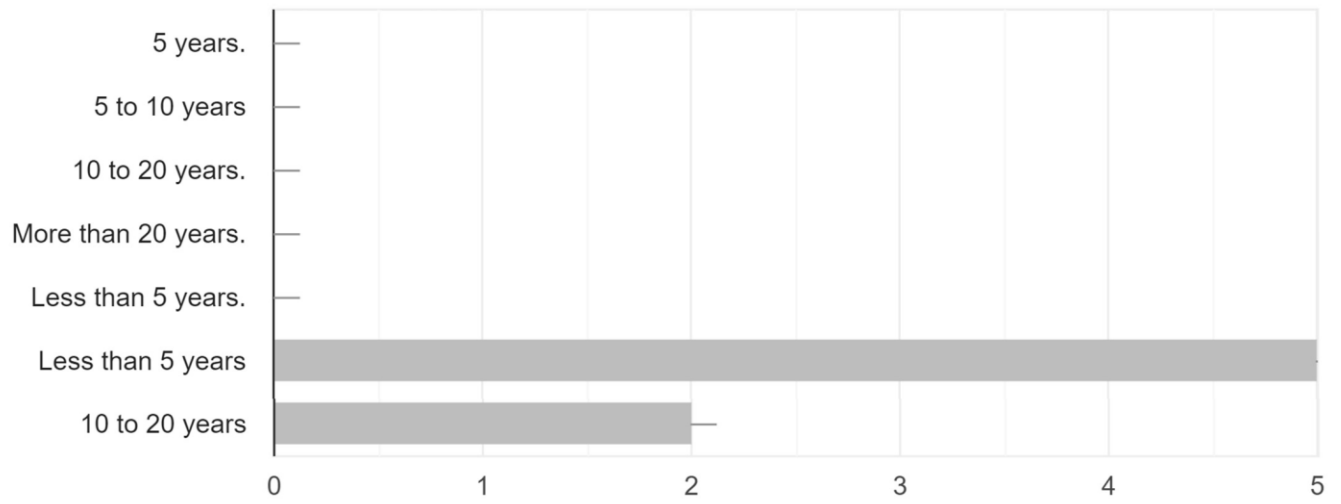
5. Your conception regarding the English learning process in elementary students is

0 de 7 respuestas correctas
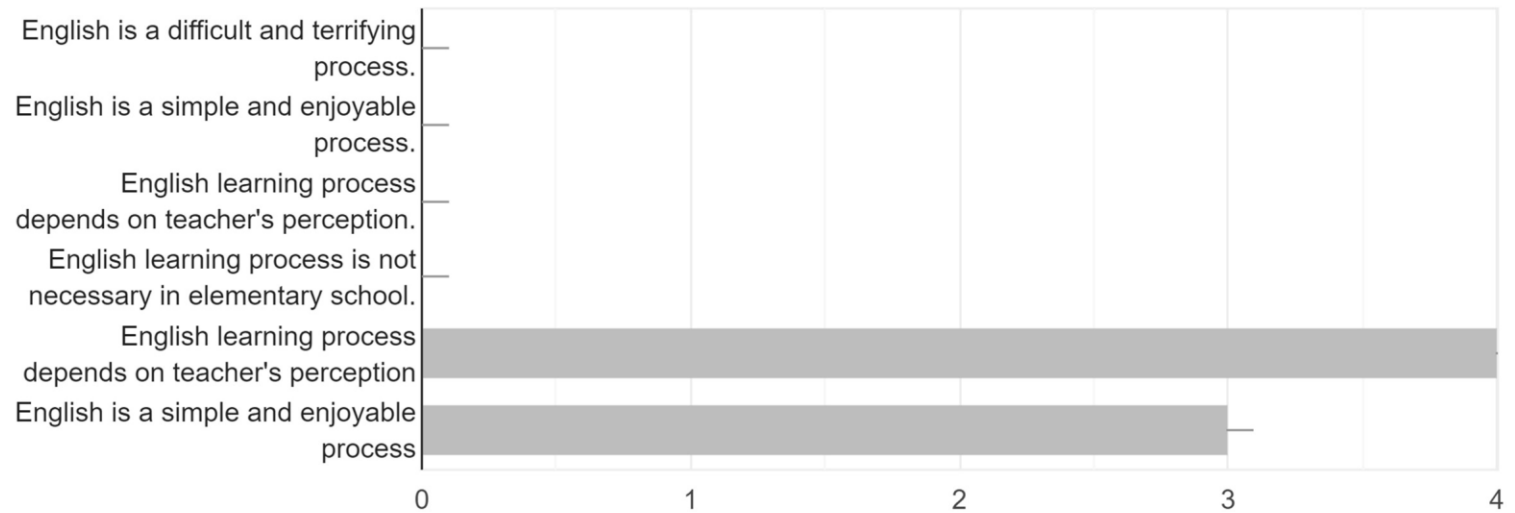
6. Your conception regarding teacher's role in teaching English in elementary education is:

0 de 7 respuestas correctas
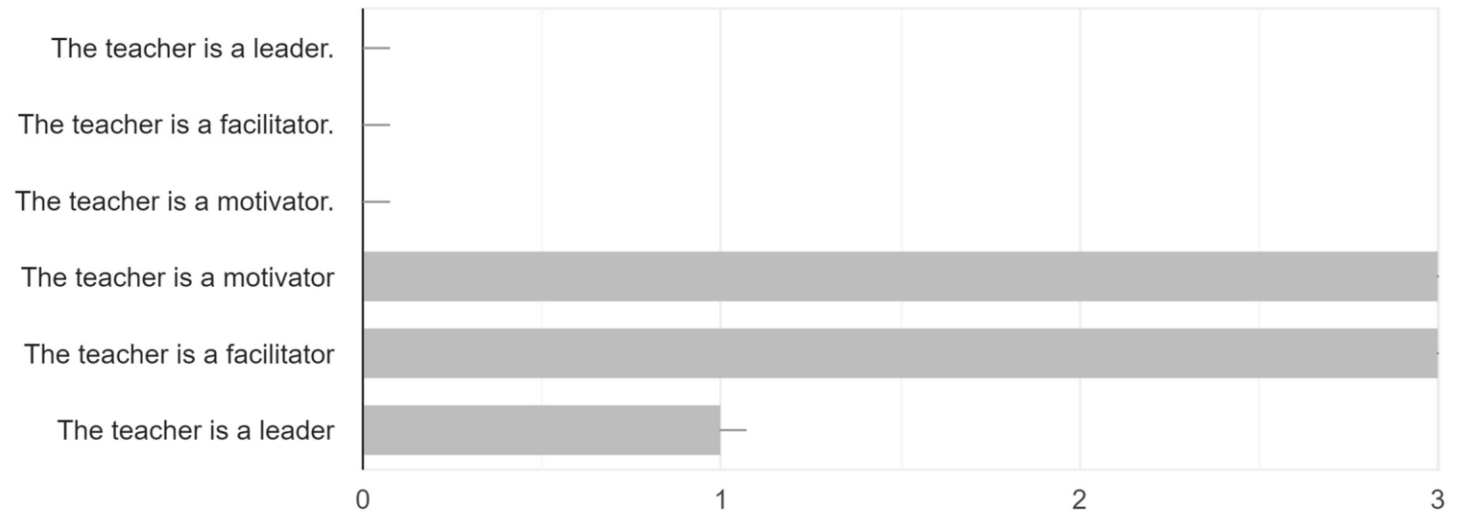
7. In your teaching practice, teaching English in elementary is:

0 de 7 respuestas correctas
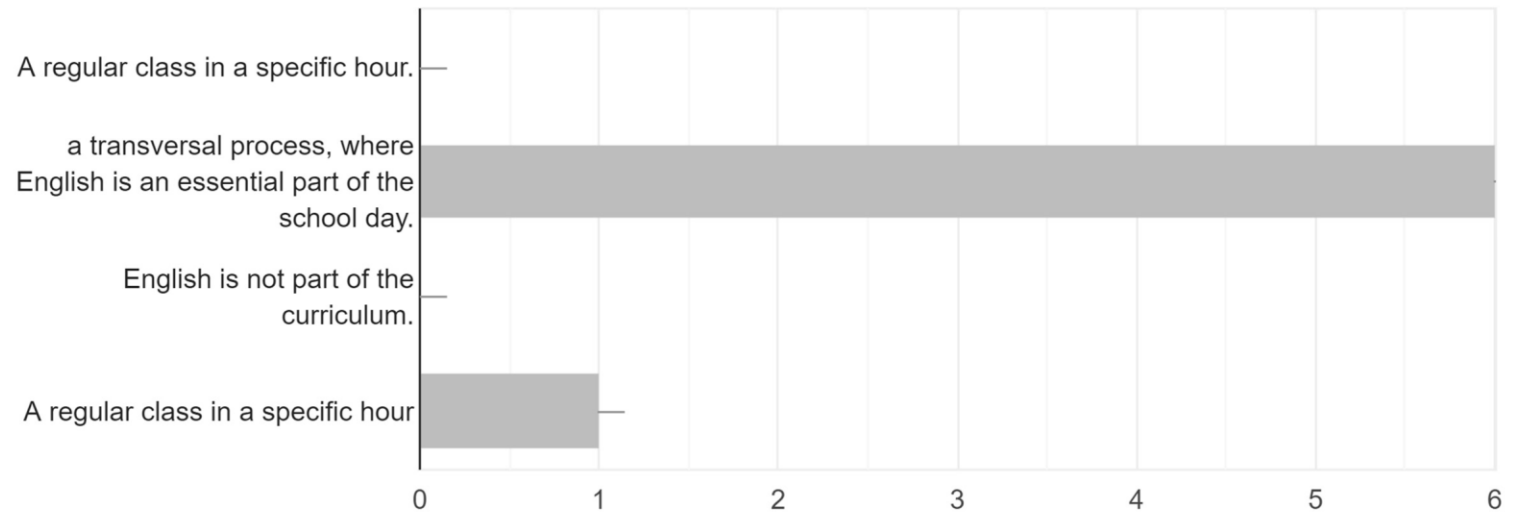
8. Your conception regarding the development of the communicative competence in elementary students

0 de 7 respuestas correctas
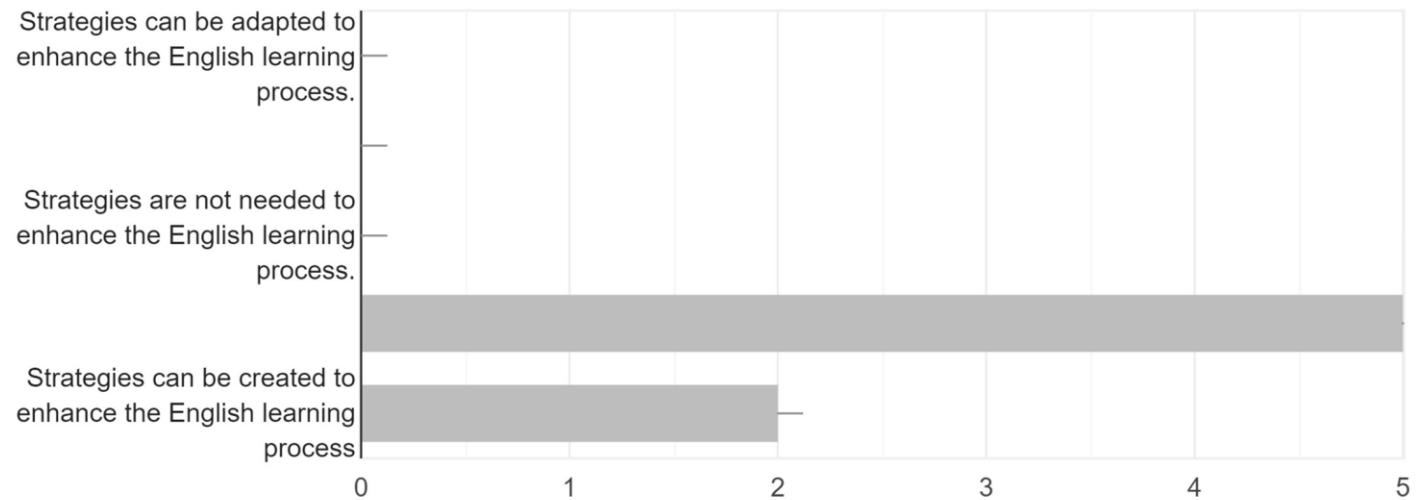
9. What is your conception regarding assessment in teaching English in elementary is:

0 de 7 respuestas correctas
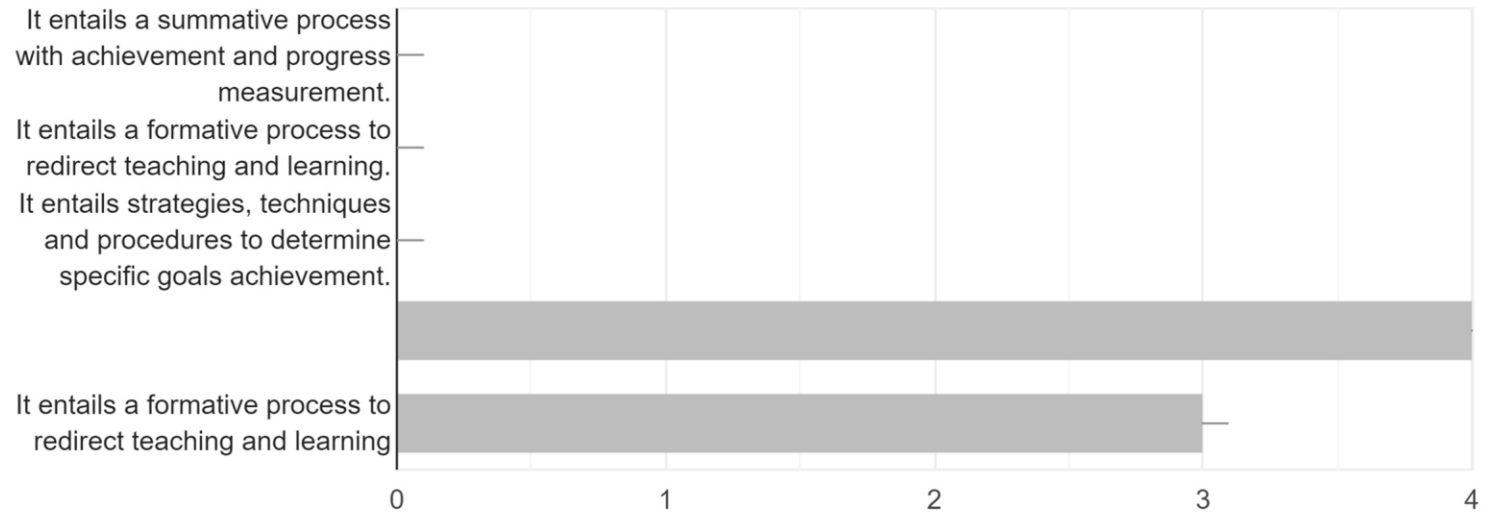
10. Your conception regarding macro planning and unit planning in English teaching in elementary is:

0 de 7 respuestas correctas
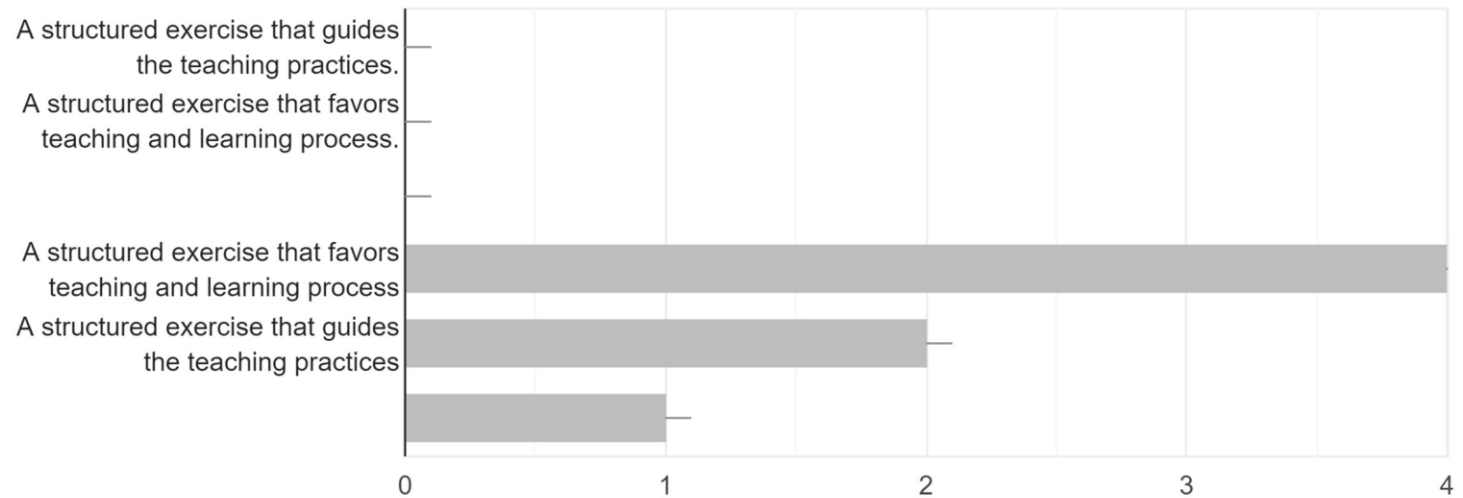
11. When teaching English in elementary education you base your planning on:

0 de 7 respuestas correctas
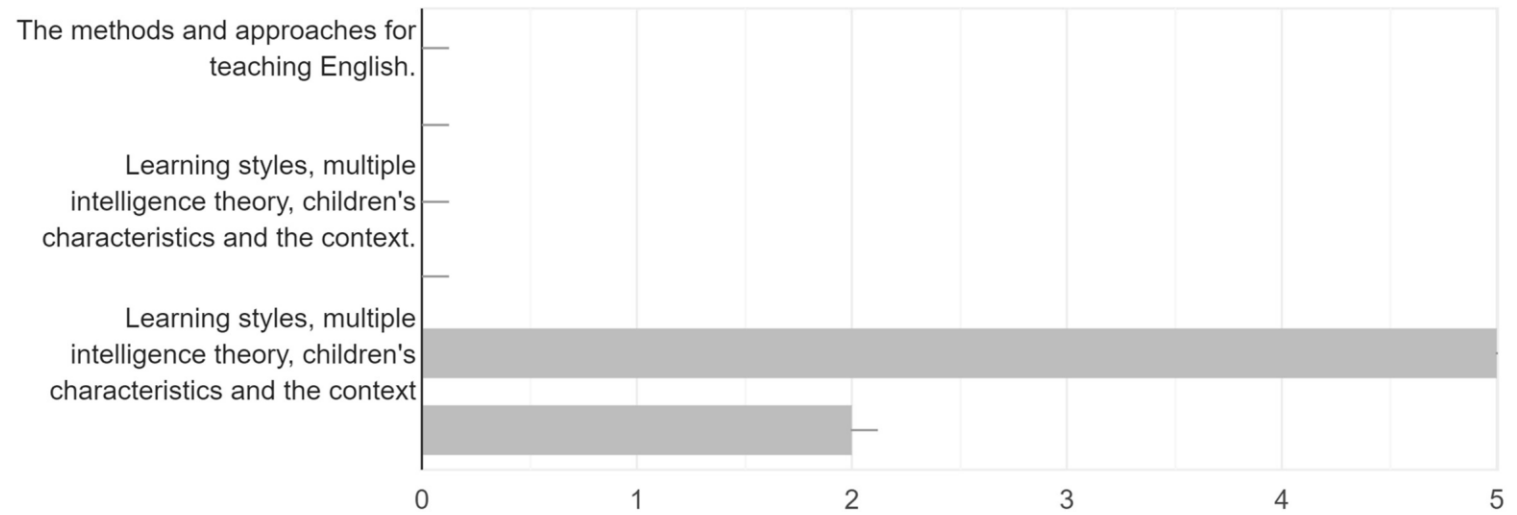
12. What other aspects regarding teaching and learning English in elementary education do you consider essential?

7 respuestas

games are a very good option to teach and learn English

I think that the students, also must have a good space to be able to learn easier the english

TPR learning

Teacher's knowledge, methodology and pedagogy

Teacher must be motivators, have passion for what they do and be extremely patient.

Majority classes should be listening, this is the way human being learned the first languge

self-assessment and continuous reflection regarding our teaching process

Timelime # 1

BELIEFS

BEFORE   NOW

Why did you decide to become a teacher?

In your opinion what have been the myths about teaching English

to pre k- students?

What were your beliefs before you started working?

How were your teaching practices?

What were your expectations before you began your

Teaching practices?

How did you maximize learning and motivation?

How do you decide what and what not to teach according to your beliefs?

According to your beliefs what is the best method to teach English?

How your beliefs have influence and changed how you teach over time?

How has the CLIL influence your teaching practices?

After teaching for some time now, what would you say has being your

biggest accomplishment so far?

Have your teaching practices adapted with time?

What has teaching taught you, regarding your teachers' beliefs?

Do you think that implementing the CLIL can improve your teaching

and learning practices?

BEFORE

1. My experience as a teacher began in the United States when I found a job as an assistant in the after school program, I taught mathematics in the middle school, when I returned to Colombia in 2007 I decided to continue this process, at this time with English, because English had taken over for me like a passion, something that I carry in my mind and I want to make it known, as something very easy, that if it can be achieved through discipline

2. The first one is, any native person that can speak it can teach it too, it is not true, because to teach it you need a professional certificate. Second, teach English is very difficult, Of course, nothing in life is easy, but not impossible, teaching for any subject requires a method of a process

1. According my beliefs as a teacher, I can create a good environment in the classroom where students could be enrolled in such a learning that demonstrate reflection, creativity, achievements achievable, everything is possible, and friendly learning. Bearing this in mind, I can have decided what and what not to teach.

2. According to my beliefs, the best method to teach English is CLIL, stands for Content and Language Integrated Learning and refers to teaching subjects such as science, history, geography or Math to students through a foreign language.

   Though the methodology CLIL I could visualize the teaching of English much better, visualizing it as a circle like this, where all concepts of all subjects are put into practice into English, according the above picture.
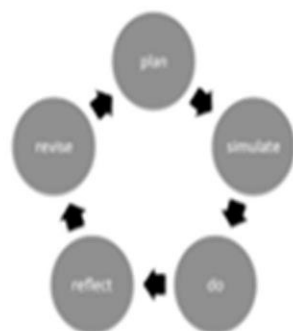
3. The simple fact of being a teacher for me is already an achievement. The satisfaction of seeing that a student is learning and the fact that they come back and thank me for the effort is priceless.

4. As he says, the popular saying, the practice makes the teacher, as the experience is not improvised, of course my practices as a teacher are changing according to my abilities of reflection and research in said field

5. Teaching has taught me that it is a professional career where you must have a vocation, because in the hands of a teacher is the transformation of children's futures, so it is not an easy task.

6. As teachers every time we implement new ways of teaching, it shows that we are constantly researching to improve teaching methods, so with CLIL we would benefit from learning English through all the contents in the institutions, transforming all students with a global

Timeline #2

BELIEFS

BEFORE   NOW

Why did you decide to become a teacher?   How do you decide what and what not to teach according to your beliefs?

In your opinion what have been the myths about teaching English   According to your beliefs what is the best method to teach English?

to pre k- students?   How your beliefs have influence and changed how you teach over time?

What were your beliefs before you started working?   How has the CLIL influence your teaching practices?

How were your teaching practices?   After teaching for some time now, what would you say has being your

What were your expectations before you began your   biggest accomplishment so far?

Teaching practices?   Have your teaching practices adapted with time?

How did you maximize learning and motivation?   What has teaching taught you, regarding your teachers' beliefs?

Do you think that implementing the CLIL can improve your teaching

and learning practices?

BEFORE

1. I want to begin by saying that teaching was not my first career, I actually started school to get a psychology degree but after thinking about it that profession did not fulfill my dreams so I began teaching a few classes to friends and relatives and that right there was what made me become an English teacher it was really easy to fall in love with it because of the rewards that it has and specially because of all the lives that you can transform thus make a better world.

Activar Windows

2. The main one in my opinion it is that English is a very difficult language and that teaching to pre- school kids, it is a great challenge because of their age.

3. The biggest ones were that it would be really hard for students to learn the grammar rules and to acquire a proper pronunciation due to the fact that Colombia is a Spanish language country additionally that the only way to learn the language would be through translation finally that only English should be use in class which I later found out it was not so.

4. At first I would focus on just teaching grammar rules because I thought that if students knew the rules they would learn better also I would not allow any use of Spanish in the classroom, I would only use the textbook assigned for the learners, at the same time I used to begin my classes with a game or an activity related to the topic to be learned in class.

5. I used to think that as a a teacher had all the knowledge and there was not negotiation about it, my biggest expectations were to just think about the cognitive issues related to with learning the language which later I have found out the an even greater problem has to do with the emotions of the learners.

6. Motivation is plays a huge role in life but even more so when humans are trying to internalize a new piece of knowledge, the attitude of everyone involved plays a big role in language learning. To summarize motivating and learning need to go hand by hand to reach the best possible outcomes.

NOW

1. When referring to my beliefs as a teacher one of the things I do now it is to make all the people involved in the process of learning a new language (including parents and all of the school community) this makes the whole process a more meaningful experience. To create all of the proper conditions (classroom, activities, participation, motivation and help) I also strongly believe that a big part of this exercise has to come from the learners due to the fact that they are constantly learning and exchanging ideas with the purpose of having a more positive experience and helping them feel that what they think can be used to improve their learning experience.

2. According to my beliefs and my experience teaching the most appropriate one the CLIL which means stands for Content and Language Integrated Learning and at its core has to do with teaching subjects like: science, history, geography or Math to students through a foreign language.

3. In my opinion, with the experience gather in my life as a teacher my beliefs have changed over time because the wisdom gotten from every day interaction with different types of people have taught me that I needed to change and adapt to my surroundings instead of the surroundings adapting to me.

4. The CLIL methodology has brought a different prospective about how much and how to use the English language in the classroom so students can learn it in a more meaningful manner.

5. From my point of view, the most rewarding and satisfying fact it has been that even after many years I still get emails, messages and calls from my former pupils saying thanks for everything and for always being there for them not only as a teacher but also as a parent, as a guide and as a mentor.

6. I am a firm believer that as a teacher your teaching practices must adapt according to time, school, content, environment and culture otherwise you will not be able to have meaningful learning experiences with your learners. Being flexible and adaptable it is one of the biggest strengths a teacher must have.

7. My teaching beliefs have taught me to be has taught me that you must love what you do so you can transform and influence hopefully in a positive way other people's lives.