LEARNING ENGLISH WITH A DIDACTIC STRATEGY IN ELEMENTARY
SCHOOL
AT GIMNASIO NUEVOS ANDES SCHOOL IN BOGOTA,
COLOMBIA

A monograph

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ABSTRACT

In a globalized world English has become one of the main tools in communication, at a personal and professional level.

This is why teaching English as a foreign language from a young age/ infancy will be effective for Colombia´s education, however, the strategies used up to now in the different schools that the researcher has been able to work in have been monotonous and they've become repetitive, to the point students are demotivated. The goal of this monograph is to give solution to the problem of the lack of didactical strategies implemented in the teaching of English to children. (Miranda & Echeverry, 2010)

This study was made with 3 groups of approximately 12 children from 2 to 10 years old in Bogota between the years 2012-2014, in different private schools with introduction, summer and Saturday classes. This was a qualitative methodology due to its observation and a continuous evaluation of the students' progressive learning, is to say, the before and after of the used activities, which are included in the books with games and songs adapted by the teachers' to the age of each child. This generates cognitive, cultural and linguistic benefits for the children.

Keywords: ESL, Didactic strategies, English, Education, Infancy, Bilingualism,

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¨In all your ways acknowledge (recognize) Him and He will make your paths straight.¨ (Proverbs 3:6 New simplified Bible)

As I finish one of my main goals since 2011 I want to thank all those who've been by my side and have noticed this hard but great process. First of all, I want to thank my creator, my good Heavenly Father as I write this I think of how good you´ve been throughout all these years, You have given me the courage and strength I've needed to be able to fulfill one of our dreams I love you and Thank you for all your help and guidance I want to thank Andres Camacho for paying my superior education during all these years, this is also his achievement. I want to thank my mom for reminding me how powerful the GOD that lives in me is and for all the patience she´s had with me. I thanks my sisters and brother for being there for me, especially Lu who helped me when I didn't understand something. I want to thank my family (Grandparents, Aunts and cousins) for supporting me, for every prayer, for not letting me give up and for always being by my side. Thanks to my auntie, who always prays for me and was always there to cheer me up.

Thanks to those friends who have been next to me through this process, you are all a gift from heaven. Thanks to the different institutions that trusted me and let me work with them. Especially a great school CCA, where I learned so many new things to be a great teacher. Thank you Kandy for all your support and guidance in this process.

I dedicate this achievement to GOD and my family. I dedicate this to the woman who is no longer here, but was always there. How I wish you would be back just to see me achieve this goal, thanks for believing in me and for taking me to a better place. I will forever miss you and thank you for all your love. G-Ma

Thanks to the UNAD and all the tutors who have guided me through this learning process.

Written Analytical Summary

1. Type of document

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2. Title of the document

Learning English with didactic strategies in elementary schools in Bogota

3. Author

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4. Key Words

Traditional Education, ESL, Didactic strategies, English, Education, Infancy, Bilingualism, Dynamic strategies.

5. Description

This monograph seeks to answer the current state of the learning process of English in elementary schools.

6. References

The references presented in this document are mostly about guidelines, according to the actual program of the Colombian Education Program, designed to research learning in a dynamic way and the philosophical thoughts and theories that apply to didactic studies. This study reviews and evaluates the methods students are currently being taught and the results of the various methods. Therefore, this research was focused on bibliographies and that were set up by the Colombian Constitution, using the Ministry of National Education's Guidelines.

Throughout this document you will find the definition of the keywords as they play a main role in education.

7. Contents

This monograph starts with different definitions and explanations about what Education is and the didactic methods that can be adapted to the children's needs and the way this can help them improve in a foreign language.

Second, it shows the current program that is being taught in the different schools and how this can be improved. It shows what Colombia's standing in English is compared to other countries.

Third, it shows what a didactic curriculum should have, and how to motivate and guide students so they can enjoy learning a foreign language.

Fourth, it shows how speaking English fluently can open doors of opportunity.

Fifth, the methodology that was used to write this monograph.

Seventh, the different content with different data of the learning English process.

Finally, some general conclusions and commentaries.

8. Methodology

This research focused on the qualitative observation and evaluations of the students' progress in English. To write this monograph, the researcher review different methodologies and observed students in different teaching environments in order to write this document. The researcher restudied various teaching theories, to find the best student motivation practices. After evaluating the data, conclusions were drawn in order to make recommendations and guidelines for the elementary school system in Colombia.

9. Conclusions and recommendations

Elementary children respond well to interactive activities that stimulate imagination and creativity. They are willing to try new things and want to have fun with their learning in a safe environment that makes them comfortable to speak. This age group is particularly eager and able to acquire new languages, and the benefits of learning a new language in elementary are numerous.

Because English is the primary language of international business and so widespread, the advantages of knowing English opens doors to students for a better education and job opportunities.

In Colombia the traditional methods of translation and memorization are not effective for students to acquire English. My conclusion is, Colombia needs to reform their English program to make it more didactic and engaging to young learners in order to be more competitive in the world stage.

Table de content

Introduction

In a globalized world English has become one of the main tools in communication, at a personal and professional level. Over 1 billion people now speak English as a second language. Within Latin America Colombia ranks in the lowest percentile of proficiency in English. In order for Colombia to expand its economic growth and for students to improve their opportunities in the global market it is imperative for Colombia to develop an effective English program for all students. (World economic forum, 2016) Appendix 1: bar graph of Colombia's English level.

This is why teaching English as a foreign language from a young age/ infancy will be effective for Colombia's education, however, the strategies used up to now in the different schools have been monotonous and they've become repetitive, to the point students are unmotivated. The idea is to be able to evaluate these learning activities and to be able to motivate students to learn the language that opens doors to a new culture, a new life-style and new relations.

The aim of this monograph is to give solutions to the problem of the lack of didactical strategies implemented in the teaching of English to children. The reason for this research is because the researcher had the opportunity to give English classes in different establishments where she was able to change the program and make it fun. This research plans to be able to show the possibilities of a new way of teaching; a didactic, creative and attractive system that appeals to each student in the classroom. The researcher changed and adapted the teaching methods within the classroom and created a dyadic and interactive classroom eliminating the old, monotonous, teaching methods used throughout Colombia. Students enjoyed every moment in class and were able to learn English in a short period of time, which means there are things that our schools can change to make Colombia a bilingual country.

This study was made with 3 groups of approximately 12 children, from 2 to 10 years old, in Bogota, between the years 2012-2014, in different private schools and summer and Saturday classes. For this research a qualitative methodology

was used that included using books with games and songs adapted by the teacher for the age appropriateness of the students. Continuous evaluations of the student's progress through interviews, class participation and group participation were used to monitor and observe student progress. This generates cognitive, cultural and linguistic benefits for the children.

This monograph starts with different definitions and explanations about what Education is and the didactic methods that can be adapted to the children's needs and the way this can help them improve in a foreign language. Second, it shows the current program that is being taught in the different schools and how this can be improved. It shows what place Colombia occupies in English development compared to other countries. Third, it shows what a didactic curriculum should have and how to motivate and guide students so they can enjoy learning a foreign language. Fourth, it shows the advantages there are to speaking English fluently and all the doors that can be opened through fluency in English. Fifth, the methodology that was used to write this monograph. Finally, some general conclusions and commentaries.

Justification

In Colombia learning English for children in elementary school should be fun and effective. Fun as in engaging, an activity that captures a child's attentions and motivates them to learn. More and more students are tired of learning English as they feel it is boring and difficult to learn. But, this should not be the reference of learning English in Colombia it should be something that students look forward to and that they enjoy doing. Promoting new learning methods, in which students can be emerged into a language and not simple forced to memorize it for test gives the student more practical tools for his learning process. This means that they should be taken out of the monotonous learning system to which they are used to.

Observing different English classes in different schools, the researcher noticed that each notebook was full of so much information but when students were asked for the meaning of something they were not sure what the correct answer was. That is something that needs improvement, students should not learn anything just for a test but for a better acknowledgement of the language. Students are not supposed to fill in notebooks but they need to learn and deepen in their learning process, this is where didactic methods could improve students learning process.

The findings of this research, is that didactical methods are not used in Colombia´s English classes and this is one of the reasons why students are not motivated to learn English. The problems with the old method indicates a change is needed. The current program needs to be modified, and a new project using the didactic method needs to be implemented... A project where the different methods can be used to teach English, the importance of using these methods and the way they will help motivate students. As its true that all the methods that the teacher's use for the teaching of any subject are of vital importance as they determine the effectiveness of the educational program and the learning process the student experiences. The problems with the old method indicates a change is needed. The current program needs to be modified, and a new project using the didactic method needs to be implemented. In this sense, the materials and the didactical activities play a huge role as they provide the student with an attachment to the language.

This motivates the teaching and the learning if the material used is the correct one and is used in the correct way, this makes the learning process easier, and it makes the process of learning new vocabulary in a foreign language easier. Using the correct teaching materials and methods will help to motivate the teachers as well as the students. As teachers see their students improve, they themselves become inspired on their teaching ideas. As teachers become more motivated and enthusiastic about their student's learning, this is translated to the students whose acquisition of English will now become much easier and natural.

As an education researcher, it's easy to know children are always willing to learn, with playing activities they gain responsibility, autonomy and respect for the given rules. Given the positive influence of ludic activities, they should be added to the children's learning process. This will make student learn autonomously and teachers will only be guides in the learning process. When they learn through playing, students think over the information that they are saving in their memories, this makes them creators of knowledge and not merely information repeaters.

It is necessary for students to develop a comprehension skill of other languages, from a young age. That is to say, that when they have their bachelor degrees they can be competitive in the working world and that they might have an impact on their community and their country as they have a good knowledge of a foreign language, English. This is why it is so important to document the observations of this research, that less theoretical and more practical ways of teaching English in Elementary Schools, will have a positive impact on Colombian Education.

Statement of the problem

In a globalized world is important that our students can have an integral and a good quality education. An education that can provide them a future full of many opportunities and open doors to a better quality of life. So this is why students should be given the possibility of learning English in a fun and didactic way so they can enjoy learning and they can have a good level of English. The idea is that students can learn each skill and improve their English level as the years go by. This is something the Colombian education ministry has tried to improve but haven't been able to improve. The bilingual problem has a flaw, they need to see the importance of learning a foreign language.

This monograph seeks to answer different questions like: Can children improve their English level through games? How can elementary students be motivated to learn a foreign language? How to make playing part of the English learning process? And how to teach English with didactical methods? These are the main questions that this monograph intends to answer. Therefore, is important to see the flaws that the Colombian education has so this questions can be answered and the system can try a new curriculum in which students can be happy while learning a foreign language. If students don't have a good level of English they won't have a way to compete with students who are almost bilingual. English is the future and the present and that's why it needs to be a priority in our country.

Objectives

General Objective

• To identify the impact that didactic methods can have in strengthening the learning of English in children in Elementary School in Colombia.

Specific Objectives

• To create didactic tools that can be useful and easy for the learning process of this foreign language.

• To establish activities that motivate students to develop the different skills in this foreign language.

• To analyze the activities and make sure there adequate for the different group of children   (multiple intelligence).

Chapter 1

Theoretical Framework

For this research, an overall review has been made. This review has been made to be able to diagnose the problem and show different solutions. In order to reach this objective, many terms need to be defined in the education context but also in a global context. Some of these terms are education in elementary school which will show how English is being taught in Colombia. This means reviewing the national rules and guidelines. Also, some terms are to be reviewed as they're pertinent to this study. So, this review will define concepts related to education and didactics like; speaking and learning, games and learning, motivation and why memory is not a good option.

Defining key words

Traditional Education

As John Dewey stated (1859-1952) "Education is a social process; education is growth; education is not preparation for life but is life itself." Or as Taylor Gatto (2002) states, "When you take the free will out of education that turns it into schooling." Education is not to be prepared but something spontaneous that each student can be welcomed into. The traditional education the teacher is the center of their classroom so it's where teachers talk over and over again and there's not too much student participation. In this method the teacher is the mode of knowledge and not the facilitator, chalk plays a huge role as it's a write and copy kind of learning and classrooms are regimented. For children to learn English in a traditional way is boring and limits their imagination.

ESL

As defined by Merriam Webster, ESL (2017) ¨is the teaching of English to people who speak a different language and who live in a country where English is the main language spoken.¨ This abbreviation stand for English as a Second Language, this second language is the first language spoken worldwide this is why Colombian children need to be given the opportunity to speak English as fluently as possible. ESL, is a door opener and a guide to be able to learn about more cultures and even an interest for new languages. ESL, should always be fun, creative and dynamic giving the main role to the students and the teacher can be their guides in this beautiful learning process.

Didactic strategies

A Didactic Strategy is the integration of numerous didactic methods in an Educational Action. This basically states not what is being learned but how it's being learned, how the information is being taught so students can advance in their English learning process. It allows to be able to reach the levels of the taxonomic scale as it is knowledge, understanding, analysis and evaluation. To promote the acquisition of different skills and competences in the communication and relationships area, which will motivate students to be able to be more open to speak English. For example in the listening, writing, reading and speaking skill. To teach English there are so many methods or strategies that can be used. This is something that can be taught in such a diversified way where teachers can even adapt each class into a different method, once again where students play the main role and feel happy about their learning process in this foreign language. Some didactical methods are located in the five different strategies which are learning by reading, learning by doing, learning by working, learning by searching and informal learning. Each category counts with three to more different kinds of methods that can be adapted to the acquisition of English as a foreign language in Colombia.

Education in elementary schools in Colombia

Dewey states that (2006),¨Education is a process of experience. Because life is growth, education means helping inner growth without being restricted by age. The growth process is the process of adjusting to each phase as well as adding in the development of one's skills.¨   For the Ministry of Education in Colombia, education is ¨ a process of personal, cultural and social permanent learning, based on a comprehensive understanding of the human person, its dignity, and its rights and duties.¨ Mineducación (2017) ¨ Colombia's education system has made impressive progress over the past two decades, but more needs to be done now to ensure that all children have access to a quality education, according to a new OECD report.¨ OECD (2014). There is a need to improve the quality of the English taught in all the different schools in Colombia.

The laws of bilingualism 115 counts with 9 articles which have been modified since 1994 and the last modification was in 2013. The 21st article states some ideas that will be listed as follows. First, students should be able to develop correctly the different skills of a foreign language these skills are: speaking, reading comprehension, writing and listening. Second, the total skill development of the already mentioned in a foreign language. Third, the fulfillment of the objectives in the basic education. See Appendix 2 Ed: of the Law 115 of 1994.

This definition and article shows that children in Colombia have the right to a full development of the four skills needed to learn a foreign language, which means that they should be taught these skills to have an integral education. To have a full development of these skills English should be taught in a fun way, if possible with native teachers that can immerge them into an English speaking culture. Learning another language is not only learning verbs and grammar but also learning about their music, their food, the sports and more.

Many children have answered different surveys to questions like: I like going to school, do I feel satisfied with the relationship I have with my teacher, do I feel satisfied with the way I'm learning, I'm I happy with my grades in school and many more. (A report on the Children's Worlds survey, 2013-14) Appendix 3: of the different percentages that Colombian children responded to.

To these definitions I add that education should be by practice and not only theory.

Curriculum in elementary schools

In Colombia the English curriculum can be modified depending if it's a private or public school. The curriculum develops different topics that are necessary in the learning of English. This topics are basic in which students can develop new vocabulary and be able to show the comprehension they have of the language.

Colombia created a program called ¨Colombia Bilingual¨ and their goal is to increase the learning process of English in the different schools. They have three strategies which are: teachers, materials and monitoring and follow-up. The first one teacher's plans to improve the level of English of the current teacher. Some of the ways they plan to help teacher improve their English level by providing training given by native speakers. The second one which is materials which means that the program provides a kit that is called ¨Colombia Bilingual English Kit¨ which is a kit that plans to help teacher as they prepare their classes. This program is follow-up by the different actors that have been established to check the English learning process. This program is for public schools and it emphasizes mostly in grades 10th through 11th.

The curriculum in this program is dynamic and well prepared but the needs of the student are not shown. It's clear that each student has a different way of learning and this should be kept in mind. The suggested English curriculum has a

program from transition all the way through 11th grade. Appendix 4: the curriculums from transition to fifth grade.

Memory and education

There's two types of memories implicit and explicit. One which can be good for the process of students learning English and one that will be ephemeral. The one that was observed and identified with students notebooks full of information but not knowing what they were really writing, just memorizing for a test is the ephemeral one the explicit one. Hefferline (1964) So, memory is not bad it just need to be used in an implicit way where students use memory to learn and not just to have an A in their evaluations. It's the type of memory in which through the practice students can truly learn what is being taught. In Colombia's education system there's a lot of explicit learning in which students memorize to be able to pass their evaluations. Therefore education needs a clearance in the memory process in which students can learn and be able to use their memory process for more than just a grade, but to remember in the future.

Education and learning

"Education is what people do to you. Learning is what you do for yourself." Joi Ito (2014) Education in this sense is what Colombia provides its students with teacher, curriculum, principles, guidelines and the different activities. Appendix 5: The principles and guidelines provided by Colombia Bilingue. Education is the foundation of the learning process the student has in a foreign language. The role of education is passive as it observes the process from the outside. In this case the role of the Education Ministry is passive as they only observe what is going on in the different institutions.

Learning on the other side is the active part and this role need to be taken by the students. Students in Colombia need to be known for their empowerment in the learning of English. Students need to be shown the important role they have in the learning process. Not only by the different tools and guidelines they receive but by practicing what they are learning. They need to be able to create their knowledge with the help of the different teachers, but the teachers are not the one that have the main role they are just guides in this learning process.

¨Education is what survives when what has been learned has been forgotten.¨ B. F. Skinner (1904-1990). Education is the path for students in Colombia to be able to develop a great learning process in this needed foreign language.

Games and learning

As Jean Piaget (1896-1980) said "Our real problem is – what is the goal of education? Are we forming children that are only capable of learning what is already known? Or should we try developing creative and innovative minds, capable of discovery from the preschool age on, throughout life?" Colombia needs to adjust its curriculum and activities to the use of imagination and creativity. About 40% of children feel motivated to go to school in Colombia, which leaves 60% with no motivation to go to school. (pg.71, a report on the Children's Worlds survey, 2013-14) Appendix 6: Percentage of children enjoy going to school. Student´s enjoy school when they feel safe and have fun while their playing. (a report on the Children's Worlds survey, 2013-14) There's not many game-based programs for smaller children to be able to learn playing in Colombia.

Game based teaching is a method where students learn by playing, while following different instructions. These activities have a centered goal are not just for children to amuse themselves. This means that they can have fun but there is a goal that they are needed to achieve in this case it's learning English while playing.

The main purpose of this method is to make Colombian children learn while they play with the different curriculums proposed by the different institutions. In some schools of Bogota, where I was able to spend some time in they don't include this great method which can make the job of the teachers easier and more fun.
Appendix 7: Interest of Game-based learning

Some games that the researcher tried using when introducing a new methods to teach English to children in Elementary school will be mentioned in the following sentences. An activity like scavenger hunting which can be used with many different subjects in which students practice all skills at once. As they read instructions they will practice their reading skills and develop their comprehension skills. As they speak to their team so they can find the other clues they practice their speaking skill. When the clues state that they have to write the colors and find something red that will have the next clue they will need the writing skill. They practice the listening skill as they listen to their teacher explain the instructions to this great game. There's many other skills the student acquires while he plays this game. . Besides acquiring new English skills students learn to be a team player in this game, which is one of the top skills needed by employers in the 21st century.

Another game is as simple as an ABC tic TAC toe for the smaller children. This game allows them to memorize a letter while they play with one of their classmates. So at first they draw the table and choose a letter and they will have to say the name of the letter each time they place their letter on the tic TAC toe tables. This helps student speak English, learn a letter and enjoy learning. Another great activity is to have didactical games in which students need to place shapes, numbers, animals and so much more in the correct case. Games like these can be created by the teacher and guided by the teacher but the main role is played by the students, who don't even notice they are learning because they are so engaged in the game playing...

Multiple intelligences and Learning

In this field, I will share many quotes from Gardner. They are needed to understand that as human beings, we are all different and many things need to be kept in mind including; how do children learn easier. ¨Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiple intelligences.¨ Gardner (1971) Colombia needs to adapt these guidelines and curriculum to the needs of each child so they can have a facility to learn and excel in the acquisition of foreign language.

If these eight intelligences can be proposed into the English curriculum, the level of English in Colombia can have a boost. These eight intelligences are verbal-linguistic intelligence which is the ability to analyze information and produce work that involves oral and written language, such as speeches, books, and emails. (Edutopia, 2016) Second, logical mathematical intelligence which is the ability to develop equations and proofs, make calculations, and solve abstract problems.(Edutopia, 2016) Third, the visual-spatial intelligence which allows people to comprehend maps and other types of graphical information. (Edutopia, 2016) Fourth, musical intelligence which enables individuals to produce and make meaning of different types of sound. Edutopia (2016) Fifth, Naturalistic intelligence which refers to the ability to identify and distinguish among different types of plants, animals, and weather formations found in the natural world. Edutopia (2016) Sixth, Bodily-kinesthetic intelligence which entails using one's own body to create products or solve problems. Edutopia (2016) Seventh, Interpersonal intelligence which reflects an ability to recognize and understand other people's moods, desires, motivations, and intentions. Edutopia (2016) Eight, Intrapersonal intelligence which is the ability to recognize and assess those same characteristics within themselves. Edutopia (2016) Appendix 8: World's Children: Multiple Intelligences

In this area one of the activities that the researcher used with her class, was the music intelligence which students responded positively. Each morning students would make a round and sing while the teacher made a choreography that later on the students would do on their own as they learned it. As the week passed students would now know the different parts of their body, shapes, family tree, colors, Abc and so much more which came by learning songs and making a choreography. Students loved this time as it was a time to have fun, dance and sing while unconsciously they were learning so many new vocabulary words, which made the classes a bit easier for the teacher and the students. Even parents had something to say as they would state that their kids would want to listen to English songs after school, to which the teachers decided to make Cd's for the students to be able to practice their songs. This meant that even at home students were unconsciously practicing their new vocabulary words.

Teaching English in Colombia can include these multiple intelligences by immerging the students into a new culture. In Colombia a range of examples can be given to identify how students can learn the easiest.

English in a globalized world, can it affect our children?

Colombia stands in the 49 spot of 72 countries in its English performance leaving Colombians with a label that states ¨week proficiency in the English department. This affects the competitively of Colombia, when being compared with other countries, leaving our future graduates with a reduced salary compared to countries with a better proficiency in English. An important figure on this topic is that the bilingualism rate in Colombia is 8%. And throughout the years, even with the different changes no real improvement in this rates has been visible.

"As Colombia enters the global economy, its educational success will be measured by boosting national standards so that Colombian children match up to children around the world," OECD Andreas Schleicher (2016) In order for

Colombian children to have open doors and an equal opportunity they need to improve their English level. Teachers need to create didactic and dynamic activities where students feel motivated to learn a new language which will open many doors to the future. "This challenge will require ambitious common learning standards, prioritizing access to early childhood education for the most disadvantaged and empowering teachers to lead this transformation." OCDE (2016) This is a challenge that teachers need to keep into account and create learning environments in which Colombian children can excel and be in a better position when they go look for a job, travel or when they meet a foreigner.

Not having a proficient English level can affect our children in Colombia and it's already affecting many high school and even university students. Many don't have the English level that other students in other countries have. Also, English is the second language spoken in the world with a total of 1.500 speakers. English is number two after Chinese. Appendix 9: The second most spoken language worldwide in 2017... Which means that many can speak English in a fluent level and where will Colombian children stand if they're not able to speak fluently like the law of 1994 states they should.

¨More resources should be allocated to early childhood education and care and schooling to raise education outcomes and ensure that all students have a fair chance of success.¨ OECD (2016) Here again children are not given the same integral education that many other countries receive due to the lack of methods being used to motivate children to learn English and have fun while their learning. Children in Colombia need to be taught the language related with globalization in a world that continues to evolve, so should the teaching methods.

CHAPTER II

Methodology

According to, Kallet Richard H (2004) the methods section describes actions to be taken to investigate a research problem and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understanding the problem, thereby, allowing the reader to critically evaluate a study's overall validity and reliability. The methodology section of a research paper answers two main questions: How was the data collected or generated? And, how was it analyzed? The writing should be direct and precise and always written in the past tense. A research or a document review was applied to make this document. This is due to the time the researcher took to research and read the different sources and compare them. Also, the researcher was part of different classes where she tried different methods to observe the students motivation to learn English. Then, the different observations allowed the researcher to try new methods created by the teachers of each level. Afterwards, the researcher studied the different thinker's ideas and methods so this document could be made with didactical methods to teach English in Colombia. This research focuses on the qualitative observation and evaluations of the students' progress in English. After evaluating the data, conclusions were drawn in order to make recommendations and guidelines for the elementary school system in Colombia.

The research of documents is based on the different texts that can be found online, in books and journals, videos, and photography's. The research documents used in this research are the websites: The British Council, Ministry of education in Colombia, the bilingual program in Colombia, games-based method, didactical methods and other. Other documents used in this research were the online books: pedagogical principles and guidelines Transition to 5th grade booklet for teachers, Piaget's theory and education: forming the mind, not just furnishing it, learning and memory, suggested curriculum structure transition to 5th grade, democracy and education by john Dewey and other online books. After collecting the different

observations and with the documents already mentioned the researcher started writing this document.

As I already stated observation plays a great part in this research. So, what can observation be, according to Cohen D, Crabtree B. (2006) ¨Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations.¨ Observation made it easier to understand the students need and how they learned better, taking into account that each group formed 10-15 students so that it could be a more personal learning experience. No pictures or physical diaries were written but planners and reports were given to each parent at the end of their two week English Immersion. Appendix 10: the formats used.

 The type of observation used in this research was the participant observation, as the researcher involved herself in the process of observation. For Bernard (2006) Participant observation ¨puts the researcher where the action is and lets you collect data… any kind of data that you want, narratives or numbers.¨ The researcher was involved in the learning research as she gave the immersion classes but also observed the given classes. This type of observation involved the researcher with the students learning process and this is when the researcher noticed that by changing some activities and methods the students showed a new attitude to learning English. A process that is written in a format by the researcher in which shows the process of the students in their desire to learn English throughout the two weeks.

Finally, to be able to write this monograph the already stated methods were needed observation, investigation, defining methodologies, reading, rereading (the collecting process) and writing.

Research Line ECEDU

The topic chosen by the researcher was aligned with the research line of the ECEDU which is defined in the Article 24 of the Research Statutes of the Universidad National Abierta y a Distancia, UNAD, (2017). ¨The order of the investigation activities, with a thematic axis and with participatory problems which facilitates their integration and continuity of the efforts in an organized and systematic with the purpose to approach in a cooperative and interdisciplinary way. In a knowledge domain in which investigators, projects, problems, methodologies and investigation activities are linked and these make it possible for an intellectual production to be achieved in the knowledge field." Unad (2017) The ECEDU has 12 research lines which are all based in education which means this research line wants education to be studied and improved for our future and present students. Infancies, education y diversity.

For this monograph the researcher chose the research line of Infancy, education and diversity. The researcher chose this line as she sees the need of students to be introduced different methods to learn English. The researcher knows that this monograph can be useful to change a monotonous learning into a didactic and creative type of learning. The public that was investigated were children in elementary grades, where playing can be useful to get students to learn English.

Research Paradigm

A research paradigm is as stated by Kuhn, "the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed" Kuhn (1962). "The set of common beliefs and agreements shared between scientists about how problems should be understood and addressed" Kuhn (1962). The goal of this monograph is to instigate changes in the education system, changes in which students can advance in their English learning process. Students, should play the main role in learning, the teachers should observe how

they learn and make sure they can create activities that are adapted for their age and learning capacities.

As stated throughout this monograph the methodology used for this research project was qualitative observation to follow up in the progress of students who are motivated to learn English due to the great activities proposed. Some of the activities that students can find interesting and motivating are: ABC's craft making, songs, games, create you Christmas sock, painting, playing while they learn new words and so many more. Appendix 11: Some activities that can be proposed and 1 or 2 English books organized by the researcher.

Observation is used as a main role player as this method can see the attitude of students as the days pass and the researcher can ask herself questions like: Are the students learning?, Are they enjoying these activities?, What can be changed?, Are students motivated to learn English?, and much more. The observation process shows the flaws that the repetitive learning process has left in the children. The observation process guides the researcher to change the activities according to the student's age and make specific booklets in which they can learn and enjoy at the same time.

After these information was understood the researcher was able to write this monograph.
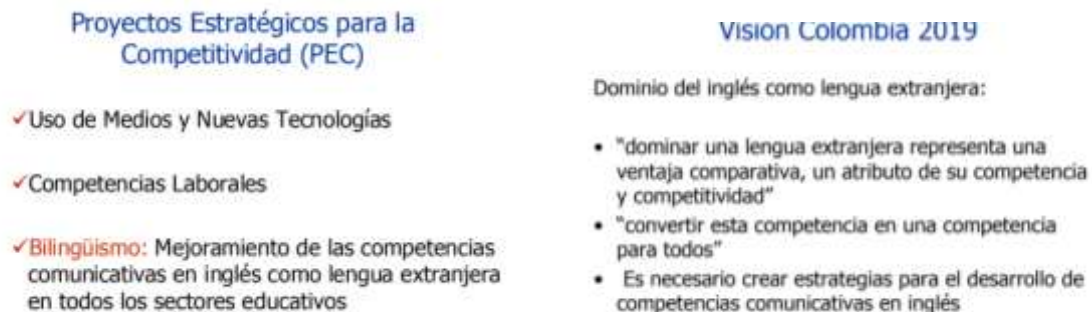

Strategies

A documentary research as stated before has been needed for this written paper. First, by the observation made throughout the different program taught in Colombia and at the school where the researcher tried a new method. Then, by collecting the information related to education methods for elementary students. With this read information and with the observations made the researcher started reading about the program that Colombia has for English in elementary school. Reading their guidelines, curriculums, projects and more in different websites, lead to an online research about English teaching in Colombia.

Chapter III

Current English plan

The current English plan in Colombia doesn't include enough didactic materials in which students can actually learn and have fun at the same time. This is why this research was written, to create methods in which students can have fun while they learn English and not only this but for students to enjoy what they are learning, that they can be motivated to learn a foreign language in which they learn what is being taught and not memorize the information for a test. This research wants to show what the current program is and then talk about the methods proposed by the researcher. Information taken out of the Ministry of education, which proposes a bilingual program in Colombia.

Figure 1 PEC

Proyectos Estratégicos para la Competitividad (PEC)

✓ Uso de Medios y Nuevas Tecnologías

✓ Competencias Laborales

✓ Bilingüismo: Mejoramiento de las competencias comunicativas en inglés como lengua extranjera en todos los sectores educativos

Vision Colombia 2019

Dominio del inglés como lengua extranjera:

- "dominar una lengua extranjera representa una ventaja comparativa, un atributo de su competencia y competitividad"
- "convertir esta competencia en una competencia para todos"
- Es necesario crear estrategias para el desarrollo de competencias comunicativas en inglés

This strategy is a project of the ministry of Colombia for a bilingual program proposed starting 2004 up to 2019. This strategy is too vague as it has a long year range in which the level of English in elementary is not tested to see if there has been an improvement or not.

Figure 2 High school and University English study

This program is based on an older student, who can explain if their learning process is improving or not. This program is not well organized for a younger student like the children in Colombia, who need a program dedicated to them. A program that provides new ideas, games and plenty of activities that can help them improve their English level and be ready to compete in a world full of knowledge. As seen in the last annex there is nothing stated about elementary and the question is why not start this English learning process in the age where students are sponges and are ready to acquire much more knowledge than an older student. If students don't see English as a priority in their curriculums it will be more of a must do as they grow up. As said by Jean Piaget (1896-1980) (The Psychology of Intelligence (Routledge Classics)) "The individual acts only if he experiences a need, i.e., if the equilibrium between the environment and the organism is momentarily upset, and action tends to re-establish the equilibrium, i.e., to re-adapt the organism (Claparède)."
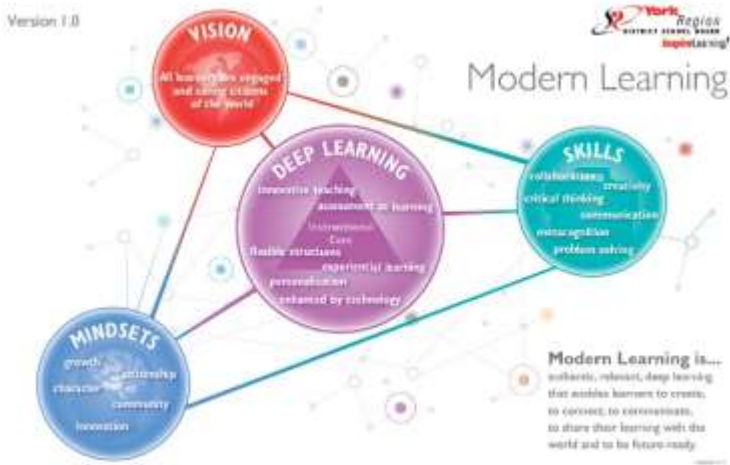
Figure 3 Teacher's role

The teachers that teach English in elementary need new methods, rather than filling in notebooks. The process of writing is not negative in learning but when you learn a language more didactic activities should be proposed. The proposed training for teachers by the Ministry of education in Colombia is a really good proposition but they need to add the importance of teaching methods according to the children's age in this case methods for elementary students. Methods in which they can learn and have fun while they are learning, students should always be motivated to learning English. If teachers are motivated enough to change ordinary classes to fun and didactic classes in which students can play the main role by creating their knowledge in English this would be a huge progress.

Table 1 Comparison between Modern and traditional teaching

Modern teaching	Traditional teaching
Is the kind of teaching the researcher proposed to teach in the learning process of English.	Is the kind of teaching that is currently being used to teach English in many elementary schools in Colombia.
Purpose: To give student the possibility to be the main role player in their learning process, to learn by transforming each student into being the main responsible for his own education. Using different methods. The teacher is just a guide in the students learning process. The different methods are:	**Purpose:** To make teachers the main role in the education process. The teacher is the controller of the learning process. The teacher is the one who makes most decisions in all the different activities. As stated by Novak (1998) it regards students as having 'knowledge holes' that need to be filled with information. In other words, the traditional teacher views that it is the teacher that causes learning to occur Novak (1998)
Technology -driven classrooms:	Teacher-centric classrooms

Classrooms where students can in this case learn English using technology. Some examples are: watching videos about a specific subject and playing English related games. 	Teacher-centered instruction can get boring for students. Their minds may wander, and they may miss important facts
Continuous comprehensive evaluation: Students are constantly evaluated to see their progress. In this case in Colombia the English classes can be evaluated weekly to see the children's process.	Teachers in the mode of knowledge dispensers rather than facilitators In Colombia there's the need to let students use their imagination to learn English.
Cross-curricular connections: In English classes teachers can include some math, science or any other subject and working with other teachers can be interesting and helpful for students to learn new vocabulary words in each subject.	Chalk and talk methods

Inquiry-based learning	Regimented classrooms
This method can be used in Colombia with 4th and 5th graders to teach them to try to find solutions when there is something that is not clear for them In English many projects can be made to help students try and enjoy new methods. **Inquiry-based Teaching Strategy** Problem Statement → Data Collection → Analysis → Conclusions Determine what is to be investigated and formulate a question or hypothesis. / Gather as much information about the topic from appropriate sources. / Examine and discuss the findings and provide explanations or clarity. / Based on analysis determine solutions related to the original problem statement.	
Emphasis on understanding of concepts In English books like my Abc or vocabulary binder would help students have a larger vocabulary.	Lack of collaboration and group learning Student's need to learn to work in groups and this is not a possibility in many schools in Colombia-
Linking curriculum with life In Colombia classes can be made for parents to participate. For example, creating a family tree with their family can help family's spend more time	More emphasis on examinations and results rather than understanding of concepts This is the part where the children have notebooks full of information but have not understood the concepts being taught in English.

together and learn some words in English.	
Emphasis on skill building, life skills and values	Improper alignment between objectives, activities and assessments
Smart interactive boards 	
BYOD – Bring your own device In Colombia children can see their devices as tools in an English learning process.	
Differential learning ¨ Build lessons, develop teaching materials, and vary your approach so that all students, regardless of where they are starting from, can learn content effectively, according to their needs.¨ Edutopia (2017)	

Activity-based learning and learning labs
Collaborative learning
Problem-based learning

This table is a comparison into two methods of teaching and how the researcher saw one of them being used more than the other. Modern methods can take students to be creative, self-passed learners, motivated, curious, analytic and much more. This kind of teaching includes many methods that were used in a school by the researcher during two weeks and the results were always positive. In the process of learning English the researcher saw that students felt more

comfortable and felt motivated as they noticed that learning was fun by creating, singing, search and playing and not only by writing so many words in a notebook. This should be taken into advantage as these children are in an age in which they learn easier a new language if it's taught in the correct way. English should be taught as an open door to a world full of a creativity and fun activities, which should be the reference that children have when they think of learning English.

In the other hand, we have the kind of teaching that the researcher noticed that caused the children to be bored and unmotivated. The teaching where the teacher is no longer the guide but the center of the learning process, this place is for the student he's the main role in an education process. As we can see on the table above, the methods used by this kind of teaching is for the students to follow the teachers instructions, copy and write what is on the board and basically just be open to what the teacher is saying and accept it as it is. This kind of teaching makes students just memorize for test's the information that is being given and write it for the exam and then it's forgotten. Learning English is very important and hard to learn in such a monotonous kind of teaching.

CHAPTER IV

Discussion

As stated throughout this whole monograph, the idea is to show the different methods of teaching English in elementary school. This monograph has shown the low level of English that Colombia currently has around the world and how this affects our children. This monograph has shown there's many other options to teaching and motivating children than just by traditional methods. As Socrates stated (399 a. C), "I cannot teach anybody anything. I can only make them think" this is the main role that teachers should develop is the role of guiding students into a new language in which they can think and be able to develop all the skills needed.

In the Introduction the researcher spoke of the globalized world we are currently in. A world where English is a necessity more than an option. Throughout this monograph the researcher stated the importance of speaking English so the students can have the same opportunity any other person around the world has. This opportunity is given when the institutions decide to introduce a bilingual program that is adapted to the child's needs and that need is to enjoy what they are learning. In the global market it is imperative for Colombia to develop an effective English program for all students. This need is based on the future of our children. As our world evolves so should Colombia and this time English is connected with this globalized world, where our children need to be at the same level as other children in the world.

This is why teaching English as a foreign language from a young age/ infancy will be effective for Colombia's education, however, the strategies used up to now in the different schools have been monotonous and they've become repetitive, to the point students are unmotivated. The idea is to be able to evaluate these learning activities and to be able to motivate students to learn the language that opens doors to a new culture and more.

The different methods talked about in this monograph are a great example of what can be implemented in the different English classes in elementary schools in

Colombia. Classes where teachers are just the guides of this motivating process in which Colombian children have the opportunity to be fluent in a foreign language. Taking into advantage that learning a foreign language in Colombia it is a right and it should be learned as fluently as possible. This means that Colombian children need to be motivated by a fun English learning process, a process that includes practical things which are easy for children to learn from. Some examples have been proposed in this monograph, like, playing scavenger hunt, playing ABC tic tac toe, creating their own ABC book and more.

This monograph answers and shows how the low English level can be increased if the bilingual program starts at a young age and if the classes would be more motivating and dynamic for children in Colombia. If education gave these young children the possibility of creating their own learning process by so many fun activities, learning English would be so much easier. This means it should be an unconscious thing to learn, like how they learn to talk, tie their shoes, to eat and so many other tasks in their daily lives.

CHAPTER V

Conclusion

To conclude this monograph was a research paper that showed there are many possibilities to improve English in Colombia. This monograph shows that there are many ways to teach with didactic strategies and that students will enjoy it more than learning with traditional strategies. Instead of learning to copy everything they see on the board the idea is that students can create their learning. When they are asked to write their ABC's on a piece of paper that is traditional but if they get asked to create their ABC book while they sing their ABC's in English this is fun and didactic. This paper shows the need for a change in the way children are being taught in Colombia and how there are many tools, methods and ways to change this traditional way of writing.

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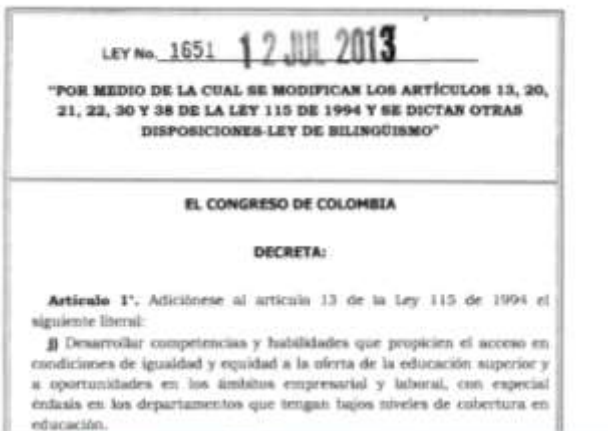 http://vinculando.org/educacion/estrategias-ensenanza-aprendizaje-del-ingles-lengua-extranjera.html

Appendix

Appendix 1: Level of English in Colombia, compared with other countries.

Retrieved from https://medium.com/world-economic-forum/which-countries-are-best-at-english-as-a-second-language-d4781d077ba6

Image: EF English Proficiency Index

Appendix 2: Law 115

LEY No. 1651   1 2 JUL 2013

"POR MEDIO DE LA CUAL SE MODIFICAN LOS ARTÍCULOS 13, 20, 21, 22, 30 Y 38 DE LA LEY 115 DE 1994 Y SE DICTAN OTRAS DISPOSICIONES-LEY DE BILINGÜISMO"

EL CONGRESO DE COLOMBIA

DECRETA:

Artículo 1°. Adiciónese al artículo 13 de la Ley 115 de 1994 el siguiente literal:

j) Desarrollar competencias y habilidades que propicien el acceso en condiciones de igualdad y equidad a la oferta de la educación superior y a oportunidades en los ámbitos empresarial y laboral, con especial énfasis en los departamentos que tengan bajos niveles de cobertura en educación.

educación.

Artículo 2°. Adiciónese al artículo 20 de la Ley 115 de 1994 el siguiente literal:

g) Desarrollar las habilidades comunicativas para leer, comprender, escribir, escuchar, hablar y expresarse correctamente en una lengua extranjera.

Artículo 3°. Modifíquese el literal m) del artículo 21 de la Ley 115 el cual quedará así:

m) El desarrollo de habilidades de conversación, lectura y escritura al menos en una lengua extranjera.

Artículo 4°. Modifíquese el literal l) del artículo 22 de la Ley 115 de 1994, el cual quedaría así:

l) El desarrollo de habilidades de conversación, lectura y escritura al menos en una lengua extranjera.

Artículo 5°. Modifíquese el literal h) del artículo 30 de la Ley 115 de 1994, el cual, quedaría así:

h) El cumplimiento de los objetivos de la educación básica contenidos en los literales b) del artículo 20, c) del artículo 21 y c), e), h), i), k), l), ñ) del artículo 22 de la presente ley.

Artículo 6°. Adiciónese al artículo 38 de la Ley 115 de 1994 el siguiente texto:

"Las instituciones de educación para el trabajo y desarrollo humano

Appendix 3: How Colombian children responded to school related questions

Children's views on their lives and well-being in 15 countries:

A report on the Children's Worlds survey, 2013-14

Retrieved from

Figure 59: Level of agreement with 'My teachers listen to me and take what I say into account' by country
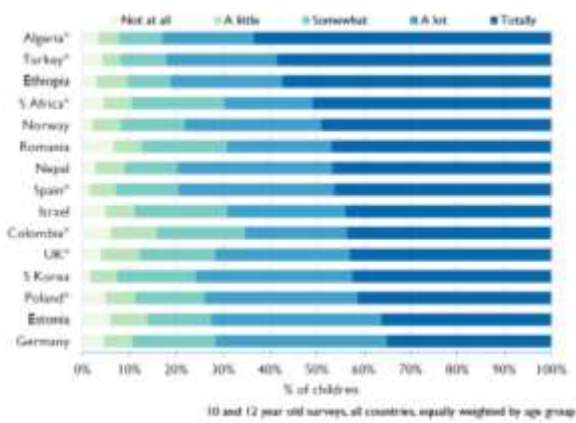

Figure 62: Level of agreement with 'I like going to school' by country
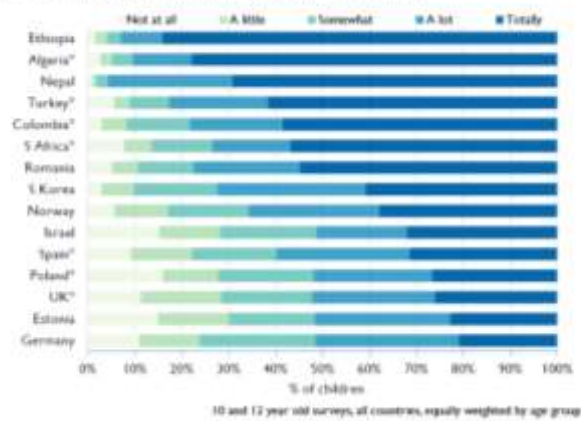

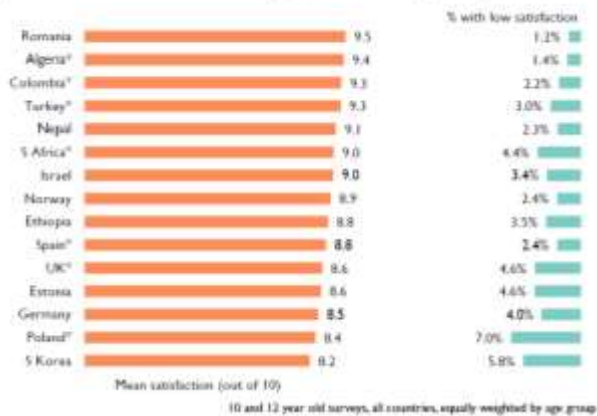Figure 65: Level of satisfaction with 'the things you have learned' by country

Figure 66: Level of satisfaction with 'your school marks' by country

Figure 47: Level of satisfaction with 'your school experience' by country

% with low satisfaction

Country	Mean satisfaction	% with low satisfaction
Romania	9.1	2.2%
Algeria*	9.0	3.2%
Turkey*	8.9	5.6%
Colombia*	8.9	4.5%
Norway	8.9	3.1%
Nepal	8.8	4.2%
S Africa*	8.4	6.8%
Israel	8.4	8.4%
Spain*	8.4	5.4%
Ethiopia	8.3	5.5%
Poland*	8.3	7.3%
UK*	8.3	6.7%
Estonia	8.2	8.0%
S Korea	8.2	5.2%
Germany	8.0	6.6%

Mean satisfaction (out of 10)

10 and 12 year old surveys, all countries, equally weighted by age group

Appendix 4: Some curriculums in elementary school in Colombia

Retrieved from: A booklet guide in English teaching in elementary school in Colombia.

http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/dbacurriculo/cartillas_mallas_aprendizaje/Suggested%20English%20Curriculum.pdf

SCOPE AND SEQUENCE

	GOAL	FUNCTIONS	OBJECTIVES
MODULE 1: Health and life I TAKE CARE OF MY BODY (18–20 hours)	Identify, visually and orally, in English, some activities for body care and personal hygiene.	Express his/her preferences about certain food that contributes with the health care. Describe his/her personal hygiene routine.	Identify, orally, words and short instructions, related to body care and personal hygiene. Mention, in a simple way, actions he/she practices for his/her personal hygiene.
MODULE 2: Peace and living together I APPRECIATE OUR DIFFERENCES (18–20 hours)	Describe, in English, his/her own physical differences and the ones from his/her classmates and shows respect towards them.	Describe in a simple way physical characteristics about his/her classmates. Express, with simple words, basic rules of behavior and respect towards the others.	Identify, orally, words and short phrases, related to physical characteristics about himself/herself and his/her classmates. Mention with simple phrases, physical characteristics about himself/herself and his/her classmates.
MODULE 3: Environment and society I TAKE CARE OF MY SCHOOL (18–20 hours)	Recognize, visually and orally, in English, and put in practice strategies to take care of the environment in the school.	Describe known classroom objects. Mention what they should or shouldn't do to take care of the school.	Recognize words and short phrases related to how to take care of the school. Mention school objects and some actions to take care of them using simple phrases.
MODULE 4: A global village I HELP AT HOME (18–20 hours)	Express and promote, in English, collaboration in their family.	Ask and give information about the family. Describe in a simple way the objects in the house and their location.	Identify words and simple phrases, related to ways to help at home. Answer, very easy questions about habits among the members of the family.

- 11 -

GRADE	LANGUAGE LEVEL	NUMBER OF HOURS *				SUGGESTED SKILLS
		MINIMUM	ACCUMULATED AT THE END OF EACH YEAR	RECOMMENDED	ACCUMULATED AT THE END OF EACH YEAR	
TRANSITION	Preparatory Pre-A1	1 x 36 = 36 hours a year	36	2 x 36 = 72 hours a year	72	Preparation for listening and conversation
FIRST	Preparatory Pre-A1	1 x 36 = 36 hours a year	72	2 x 36 = 72 hours a year	144	Listening Pre-reading Conversation
SECOND	Preparatory Pre-A1	1 x 36 = 36 hours a year	108	2 x 36 = 72 hours a year	216	Listening Pre-reading Conversation
THIRD	Preparatory Pre-A1	1 x 36 = 36 hours a year	144	2 x 36 = 72 hours a year	288	Listening Reading Pre-writing Conversation
FOURTH	Preparatory A1.1	1 x 36 = 36 hours a year	180	2 x 36 = 72 hours a year	360	Listening Reading Writing Monologue Conversation
FIFTH	Beginner A1.1	1 x 36 = 36 hours a year	216	2 x 36 = 72 hours a year	432	Listening Reading Writing Monologue Conversation

Table 7. Progression of language levels and communicative skills for the Suggested English Curriculum for Transition and Primary

FOR TRANSITION AND PRIMARY

Summary of modules in the suggested curriculum structure
for transition through fifth grade:

MODULE - Cross curricular topics/ GRADE	HEALTH AND LIFE	PEACE AND LIVING TOGETHER	ENVIRONMENT AND SOCIETY	A GLOBAL VILLAGE
TRANSITION	I play and learn about my body	I share my emotions	I can take care of my world!	I see myself as a member of a community
FIRST GRADE	I take care of my body	I value our differences	I take care of my school	I help at home
SECOND GRADE	I have healthy habits	I know my rights	I value our biodiversity	I recognize other cultures
THIRD GRADE	I take care of my and my family's health	I comply with my duties	I take care of my city	I use technology appropriately
FOURTH GRADE	I pay attention to my diet	I like to talk	Let's take care of our world!	I live in a global village
FIFTH GRADE	I respect my body	I watch my language	We are all the same	We are well-informed

Appendix 5: Principles and guideline of Colombia bilingual.

Retrieved from

http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingu
e/dbacurriculo/cartilla_orientaciones_docentes/Pedagogical%20Principles%20and
%20Guidelines.pdf

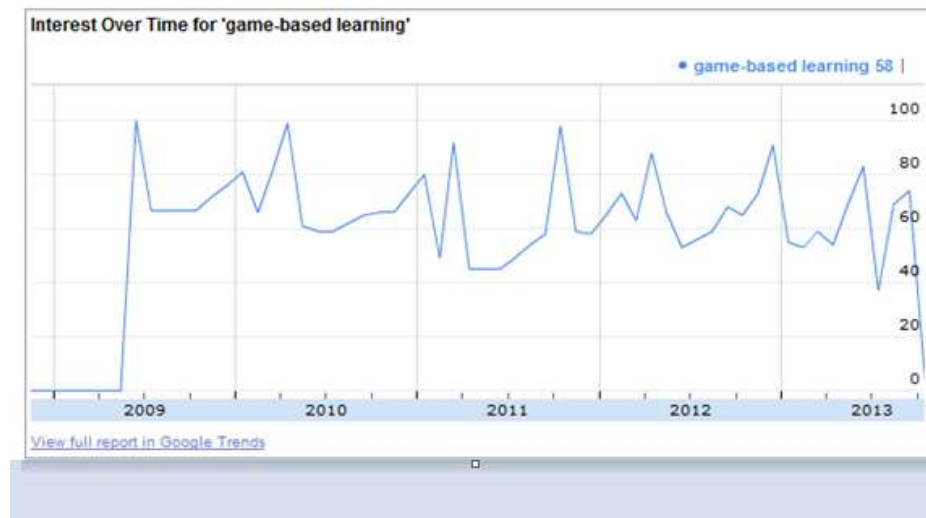Appendix 6: Children's enjoy going to school.

Retrieved from

http://www.isciweb.org/_Uploads/dbsAttachedFiles/ChildrensWorlds2015-
            FullReport-Final.pdf

 Appendix 7: Interest of Game-based learning

Retrieved from

https://blogs.ubc.ca/gamebasedlearning/theory-and-criticism/

Appendix 8: World's Children: Multiple Intelligences

Retrieved from

http://jenyblogger91.blogspot.fr/2014/10/multiple-intelligences.html

Appendix 9: The second most spoken language worldwide in 2017.

Retrieved from

http://www.foxnewspoint.com/top-10-most-spoken-language-in-the-world-2017/

Appendix 10: the formats used

Teacher: _____

AREA EVALUADA	NOTA	CONCEPTO	INSUFICIENTE	NECESITA MEJORAR	BUENO	EXCELENTE
SEMANA 1		**Función Comunicativa, gramática y Vocabulario** Formula y responde preguntas como "What is your name? ", "My name is", "What is your teachers name?" y " My teachers name is ".				
		Función Comunicativa, gramática y Vocabulario Habla e identifica "Colors", "Shapes" y "Numbers".				
		Función Comunicativa, gramática y Vocabulario Relaciona y reconoce "Body parts", " Family Members" y "Clothing".				
		Función Comunicativa, gramática y Vocabulario Reconoce "Gender ", " Fruits " y "Professions ".				
		Pronunciación Acentúa las palabras por medio de cada canción y "Commands ".				
		Desempeño durante las actividades (taks) Entiende y muestra interés con el vocabulario enseñado.				
		Comunicación (general) Se muestra seguro al hablar en Inglés, comprende lo que se le pide en Ingles.				
SEMANA 2		**Función Comunicativa, gramática y Vocabulario** Describe "Verbs in a playing way " y "Feelings".				
		Función Comunicativa, gramática y Vocabulario Reconoce la diferencia entre "I like or dislike ", "Days of the week " y " Months of the year "				
		Pronunciación Pronuncia correctamente las canciones y vocabulario enseñado.				
		Desempeño durante las actividades (taks) Entiende y sigue instrucciones dadas en Ingles.				
		Comunicación (general) Se muestra seguro al hablar en inglés, demuestra saber vocabulario en Ingles al hablar con compañeros y profesoras.				
COMENTARIOS GENERALES DEL PROFESOR		_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____				

Firma del Padre o Madre de familia: _____Fecha _____

ENGLISH COURSE PLANNER

DATE	ACTIVITY	RESOURCES
Monday **18**	**TOPIC:** **GOAL:** **ACTIVITIES:**	CARNET, debe tener una foto llamativa y con

		espacios para llenar.
	Carnet: Se les entregará el carnet donde escribirán los principales datos, nombre, edad, donde viven, nombre de sus padres, color favorito, ...…etc. Ex: My name is…. I am seven years old. I am from…. I live in …… My favorite color is…. Or my favorite colors are….	
Tuesday 19	Se usará el verbo to be: (is, are) en la presentación del carnet. Primero será personal usando el pronombre "I" hacia ellos mismos y luego será hacia los demás usando "she", "he", "they". Ex. They are boys, they are girls. -Escribirán los datos personales en el Carnet.	CARNET.
Wednesday 20	Se continuará con el carnet pero se usará el verbo: Have, Has. Describirán a los diferentes compañeros usando el verbo has, have: Ex. She has blue eyes, he has red hair. Clase con Video Beam:	VIDEO BEAN. Presentaciòn Power Point IS, ARE, HAVE, HAS. SALA DE SISTEMAS <u>Rompecabezas.</u>

|		
	Se mostrarán imágenes con diferentes caras y rostros, para que los niños describirán oraciones usando: has, have. Ex: She has black eyes, she has red mouth. Rompecabezas, he, she, you… Is, are… Se reforzará los verbos: is, are, has, have en los pronombres: they, we, you, he, she, I, Ex: I have a bag. I have blue eyes. I am a friend of Jake. We have some toys. They have long hair.	VIDEO BEAN GUIAS DE EJERCICIOS. <u>Rompecabezas.</u>
Tuesday 21		
	Resolverán los ejercicios usando have-has. (habilidad escrita) Mascaras de personificación para los niños. Se harán las descripciones de algunas personas: Hannah Montana, Se describirá su aspecto físico y se verán otros verbos: (Like, live, study, eat, play,) Se enseñarà (s) en los verbos. Ex: She is Hanna Montana, she is a Singer. She has blond hair. She likes the music. She lives in United States. She eats sándwich.	VIDEO BEAN Guía de ejercicios.
Friday 22		

	Se desarrollará los ejercicios escritos usando el presente simple que se está desarrollando de forma oral.	VIDEO BEAN Canciones, letras incompletas. Rompecabezas.
Monday 25	El uso de los verbos en presente simple: LIKE, HAVE, HAS, EAT, IS, ARE. Se hará el KARAOKE con la canción que deben completar y cantar de acuerdo a lo que escuchan.	
	Se usarán los diferentes verbos en presente simple. Se hará el rompecabezas con verbos, pronombres y complemento. Ex. I, YOU, SHE, HE, IT HAVE, HAS, EAT, PLAY SANDWICH, SOCCER, BLACK EYES.	Presentación en Power Point. (Video Bean.) Rompecabezas.
Tuesday 26	Preguntas en presente simple.	

	Where, What, Who, When. Usando is, are, have, play…..	Palabras para realizar un dialogo. (Cartulina)
	Se verá la presentación en Power Point con las preguntas en Presente Simple.	
	Se usará el rompecabezas para organizar preguntas con los diferentes verbos.	Presentación en Power Point.
	Se desarrollará una guía de completar. (Habilidad Escrita)	
Wednesday 27	Questions with where Yes – No questions. Verb to be negative. There is – There are. Questions with When – What time.	Alimentos.
	Ex. What`s your name? What`s his telephone number?	Guía.
	Se hará el juego de roles, Dialogo entre dos estudiantes, (entrevista), unos entrevistarán y otros serán entrevistados.	Presentación en Power Point.
	Uso de rompecabezas según las preguntas usando los diferentes verbos. Se hará el juego con diferentes alimentos usando there is- there are.	Diferentes clases de prendas.
	Guia de tarea.	

Thursday 28	Simple Present (like, want, need, have) This, that, these, those. Frequency Adverbs. Organización de estructura de oraciones en presente simple usando los verbos tratados. Se hará el juego de la ropa para usar (this, that, these, those) Se entregará la guía.	Presentación en Power Point. Verbs with ing (cartulina)
Friday 29	Present Simple vs. Present Continuous. Possesive nouns. Object Pronouns. Podrán hacer comparaciones entre el presente simple y presente continuo usando diferente vocabulario. Se hará el concurso cuando los niños van uniendo oraciones en presente simple y presente continuo. Present Simple vs. Present Continous.	KARAOKE Computador. Canciones. Rompecabezas. Guía.

| | Canción con estos tiempos, donde deben cantar con el KARAOKE.

Se hará el Rompecabezas donde deben organizar las diferentes oraciones.

Deben realizar la guía de acuerdo a los tiempos vistos. | |

Appendix 11: Some activities that can be proposed and 1 or 2 English books organized by the researcher
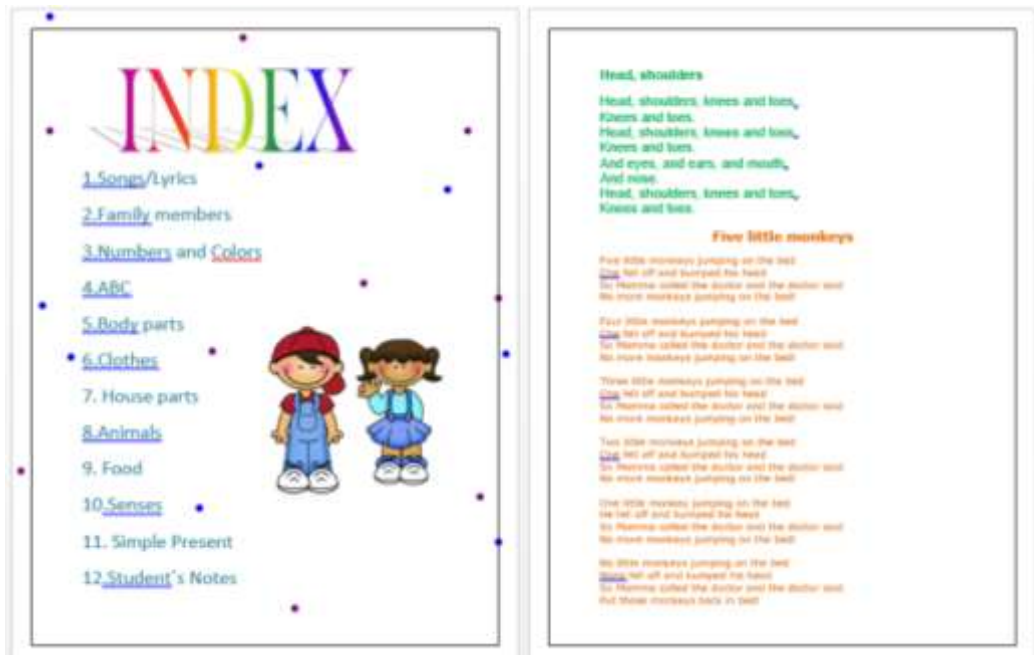
Numbers

one , two , three, four, five, six, seven, eight, nine, ten ...

ten, nine, eight, seven, six five four, three, two, one

A B C

A B C , a b c
D E F G , d e f g
H I J , h i j
K L M N O P , k l m n o p
Q R S , q r s
T U V , t u v
W, w
X Y Z , x y z
Come on!

Oh, Boy!
We're singin' our alphabet
Oh, boy! Oh, boy! Oh, boy!
I said Oh, boy!
We're singin' our alphabet
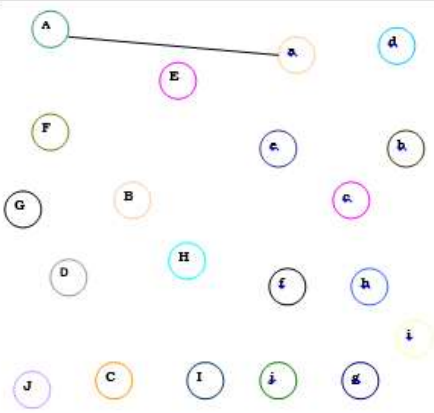Oh, boy! Oh, boy! Oh, bo

FAMILY MEMBERS

Colour by numbers: Forest friends
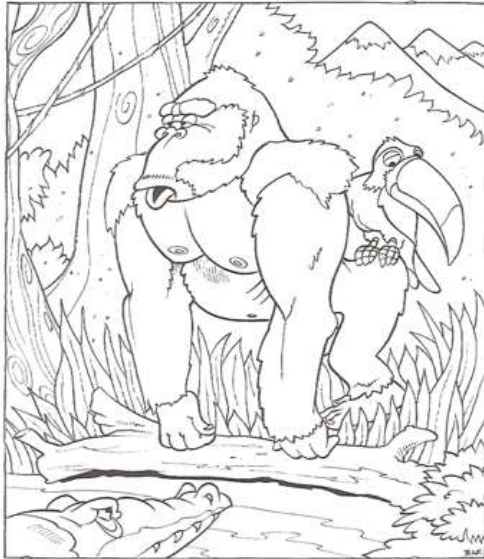
1. Colour the monkey's face pink.
2. Colour the crocodile green.
3. Coulor the monkey's head brown.
4. Colour the bird's nose orange and green.
5. Colour the monkey's shoulders grey.
6. Colour the bird's head red.
7. Colour the monkey's hands and feet pink.
8. Colour the bird's body yellow and black.
9. Colour the monkey's body black.
10. Colour the bird's feet orange.
11. Colour the trees brown.
12. Colour the water blue.
13. Colour the grass and leaves green.
14. Colour the mountain top white.
15. Colour the sky blue.
16. Colour the mountains purple

A

B

C

Aa Bb Cc practice

A   a   d

E

F   c   b

G   B   e

D   H   f   h

i

J   C   I   j   g

BODY PARTS

NOSE

TEETH
(1 TOOTH, 2 TEETH)

FINGER
(1 FINGER, 2 FINGERS)

HAIR

EYES
(1 EYE, 2 EYES)

EAR
(1 EAR, 2 EARS)

ARM
(1 ARM, 2 ARMS)

ELBOW
(1 ELBOW, 2 ELBOWS)

LEG
(1 LEG, 2 LEGS)

KNEE
(1 KNEE, 2 KNEES)

HAND
(1 HAND, 2 HANDS)

FEET
(1 FOOT, 2 FEET)

Appendix 12: Learning pyramid

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