

**Didactics Of English In The Learning Processes In Elementary School Students In The
City Of Buga.**

A Monograph

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by

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ABSTRACT

The pedagogical and didactic practice that develops in the public educational institutions that were the subject of study of this research in the city of Buga (Valle), in relation to the learning of English as a foreign language in the primary levels is not very dynamic, which means that the students do not have a permanent impulse to want to develop competences in the English language. This study will allow to define the different theories that can help to strengthen these processes, as well as to investigate through the use of information collected through the use of different tools for the gathering of information, about the permanent opinions of the actors of the educational level. Transforming teaching methodologies in the teaching and learning processes of English as a foreign language becomes a pressing need after the development of this monograph.

Keywords: Didactic, Pedagogy, Buga, Valle, English as a Foreign Language, Elementary School.

ACKNOWLEDGMENTS

To my father, who by his example helped me to convince that the right path is education...

To my mother, faithful friend and permanent advice in each of my life decisions...

To my wife, who has accompanied me in every adventure...

To my son, the reason I want to get better every day...

To the Universidad Nacional Abierta y a Distancia – UNAD, institution that from now on will be my accompany for the rest of my life as my alma mater.

To each of my teachers during the process of becoming an education professional, especially to Professor Edner Suarez, a valuable discovery in my last university semesters, who has helped me to cultivate the research spirit...

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CHAPTER 1

INTRODUCTION

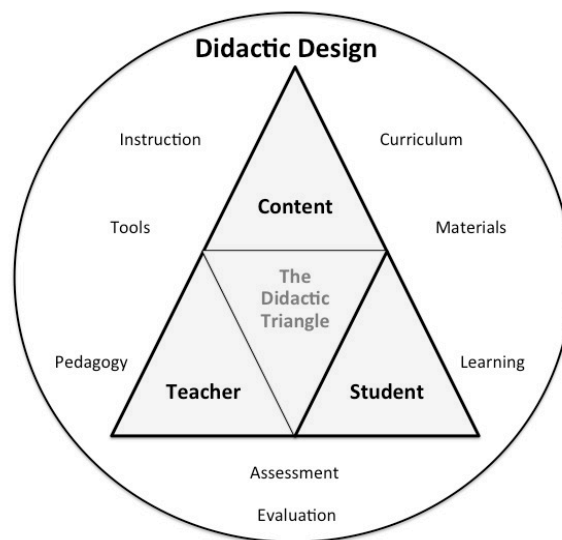
The study of English as a foreign language was a decision that the researcher took from the constant experiences that he experienced in the different learning methodologies that are developed in the city of Buga from public educational institutions. It was entirely clear to the researcher that there was constant nonconformity on the part of the different actors in the educational community about what was being taught in the process of learning English as a foreign language in elementary school.

In order to demonstrate the nonconformity that is evident in all the actors of the educational process, the researcher designs a survey that allows him to investigate each of them about the experiences and possibilities that exist in the language learning in the city of Buga. This exercise, together with the construction of a state of the art that allows defining concepts regarding didactics and pedagogies for the learning process of English as a foreign language, will allow the researcher to find a possibility of improvement for a meaningful learning in public education from the city in the elementary school level.

Statement of the Problem

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

Figure 1 Didactic Design



Source: UC Berkley

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

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

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

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

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

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

Significance of the Study

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

Research Line

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

“To develop didactic strategies for the development of argumentative competences at the basic, middle and higher levels of education. To know the incidence of argumentative processes in learning and in the construction of knowledge.” (ECEDU, 2017).

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

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

Research Question

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

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

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

Objectives

General Objective

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

Specific Objectives

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

Justification

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

Figure 2 Colombia Aprende – Inglés para Todos



Source: MEN – Colombia

Although the policies of the Colombian state have been aiming at a better learning of the English language and to offer the possibility to all the students of the country for the access to

tools for the learning of the language, this is not reflected in the results that show a little appropriation Of the language by the students, from each and every one of the educational levels that are counted in the Colombian educational system. (Colombia Aprende, 2014)

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

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

CHAPTER 2

LITERATURE REVIEW

Theoretical Background

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

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

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

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

Figure 3. Programa Nacional de Bilingüismo



Source: MEN – Colombia

The Didactics in Education

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

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

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

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

The new technologies in Didactics

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

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

teacher using them sufficient skills for English fluency. It is for this reason that the teacher must be updated regarding these tools to take advantage significantly and make classes enjoyable and fun achieving students to communicate in the new language and are constantly encouraged to practice pronunciation.

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

The didactics in English Learning

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

Making Learning Stimulating And Enjoyable.

This motivational area explains one of the main features that have to be learning, learning should be fun for the student find enjoyable process both inside and outside of the classroom. When the student find enjoyable and fun to learn, it will be more participatory and more attention to what you are teaching.

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

Presenting Tasks In Motivating Ways.

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

them can help the learning object can perform a didactic way and pleasantly. Hence, it is important to be clear that the motivational introduction of an activity fulfils at least three further functions:

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

Setting Specific Learner Goals.

Setting goals with specific deadlines that students have made clear what goals you are looking for a specific learning in the classroom. Be clear on the steps and point out each guaranteed to comply with the proposal within the academic strategy.

When timetables for achieving the goals, students may assess their performance in the classroom and how their learning is about what I expected from each of the moments of the curriculum.

Protecting The Learner's Self-Esteem And Increasing Their Selfconfidence.

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

Allowing Learners To Maintain A Positive Social Image.

Make students feel comfortable in the classroom is critical because if the student experience any

sense to do so will not perform academically trouble themselves in the same way . It is for this reason that teachers must perceive each of the social behaviors of students, discovering what the students shy and withdrawn, which are the most active and energetic, in order to establish a profile of each of them and how act against each of them.

Promoting Cooperation Among Learners.

In the 21st century, teamwork is essential for any organization. That is why instill skills in the cooperation among learners is important in the classroom. Teaching students to work together ensures first that the relationship between them becomes closer and second to avoid the individualism that has been common for a long time in the learning process.

In addition, when students work together, they can help their peers overcome problems they encounter in the learning process, learning together and achieving the goals outlined in the curriculum.

Creating Learner Autonomy.

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

The teacher should give the student know that the process depends not only on what happens in the classroom, which should also enhance their investigative capacity, seeking information from home and using such powerful and valuable tools such as encyclopedias or the internet.

Promoting Self-Motivating Learner Strategies.

The latter approach has much to do with the previous strategy. As stated in the previous paragraph, the teacher must motivate permanently the ability to investigate the student making use all the tools at its disposal to reinforce the learning process. When the student discovers that he can learn in different ways, their motivation will grow exponentially.

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

Didactic Processes in Elementary Schools

The question that should be asked is: ¿What is the importance of age in learning a second language?

When new languages are learned there is discussion of whether to do so since childhood or if you can do at any time of life. From my point of view, I think it is easier to learn at an early age since learning becomes more natural as when performed in adulthood processes are made difficult because cultural language acquisition is further facilitated when the person is at the time of early learning.

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

	to be learned. It is a content-based curriculum. It is the most widely used model in the western educational system.	develop the learning process. - Define and conceptualize the curriculum to suit the content of science required for student learning.	of knowledge, giving the student a general knowledge of science. - In English, the student acquires good vocabulary and good grammar.	problems of the individual Student. - In English, it is based on the teaching of grammar aside the issue of practicality.
The Objectives Model: Reconstructionism	This model focuses on the reconstructionism movement that aims education social change, based on behavioral objectives.	- Clarifying learning objectives for proper training. - Provides special skills in the area of vocational training.	- The model poses clarity on the goals of the program being studied. - As the model has clear objectives, there easily	- Make training more than academic type training, there is no making autonomy, self-realization and personal development. - The

			evaluating them.	generation of knowledge is not extensive because it comes down to simplified processes.
The Process Model: Progressivism	This model is based on concepts of student needs, interests and development processes. The model is presented for curriculum planning for resolving planning processes in education.	<ul style="list-style-type: none"> - The model seeks the person can move toward self-realization - Express the content and the need for students to develop learning - The model seeks to make an approach to curriculum planning 	<ul style="list-style-type: none"> - Take into account the needs of students in their learning process. - In teaching English, to be a model that focuses on the student, it allows for a more natural learning process. 	<ul style="list-style-type: none"> - The model is less attractive than others for curriculum planning since their concepts are subjective. - In learning English, only defines a plan of communication studies and a methodology for communication.

<p>The “New Prafmatism”: A Mixed – Focus Curriculum</p>	<p>This model is presented as the result of trying to get the virtues of the other models and adapt them to a curriculum that is comprehensive to the learning process of students.</p>	<p>- Hold a subject of the curriculum of politics to establish the general principles and the effects of the curriculum. - It allows to develop a methodology that adapts and adjusts to learning English as a language.</p>	<p>- It is the approach best suited to the teaching of English. - It performs syllabus design which allows an order in the contents to be developed in the course.</p>	<p>- This model to possess characteristics of various models tend to confuse its practical application.</p>
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Source: The Author

CHAPTER 3

METHODOLOGY

Research Paradigm

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

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

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

Research Approach

Due to the research paradigm to be applied, a qualitative research approach should be applied, which is a natural approach to the social sciences and allows the analysis of the target

population of the research from different aspects to arrive at a Conclusion about learning English in basic education. The qualitative approach, according to (García, 2011) is based on:

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

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

Type of Study

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

“These kinds of studies are common in behavioral research, especially in situations where there is little information; ” Exploratory studies serve to increase the degree of familiarity with relatively unknown phenomena, to obtain information about the possibility of carrying out a more complete investigation of a particular real-life context, to investigate human behavioral problems that are considered to be crucial to the professionals of a given Area, identify

promising concepts or variables, establish priorities for further research, or suggest verifiable assertions (postulates)”.

Figure 6 Exploratory Research



Source: MBA Skool

Population

For the present investigation will be taken as population four public institutions of elementary school in the city of Buga (Valle), where will be realized the analysis of the competences acquired in the English language management.

Figure 7 Buga – Valle del Cauca

Source: Alcaldia de Buga.

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

Figure 8 IE Gran Colombia - Buga

Source: IE Gran Colombia

Figure 9 IE Académico - Buga

Source: IE Académico

Instruments

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

- ✓ Documentary analysis: What is the entry point of the investigation and allows to generate a base to know the problematic of what is being investigated; Ends by throwing a state of the art on research.
- ✓ Observation Participant: It is a technique of data collection that aims to explore and describe environments, involves deep penetration, social situations and maintain an active role, pending details, situations, events, events and interactions
- ✓ The interview: It is done in order to obtain information, opinions or beliefs of one or more people about what is being investigated.

CHAPTER 4

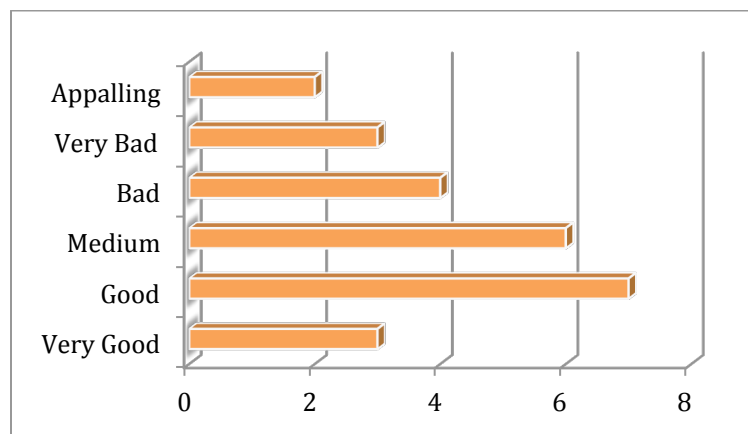
RESULTS

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

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

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

Figure 11 Learning English in Buga

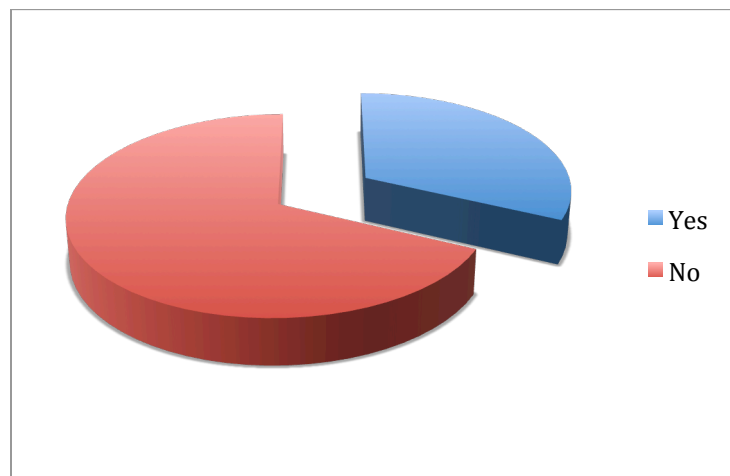


Source: The Author

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

2. **¿Cree usted que la enseñanza de idiomas en Buga se realiza de forma acertada? / Do you think that language teaching in Buga is done wisely?**

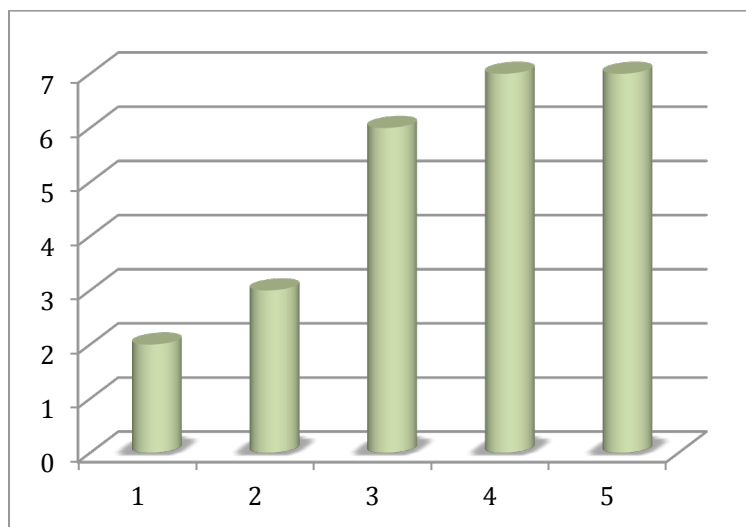
Figure 12 Language Teaching in Buga



Source: The Author

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

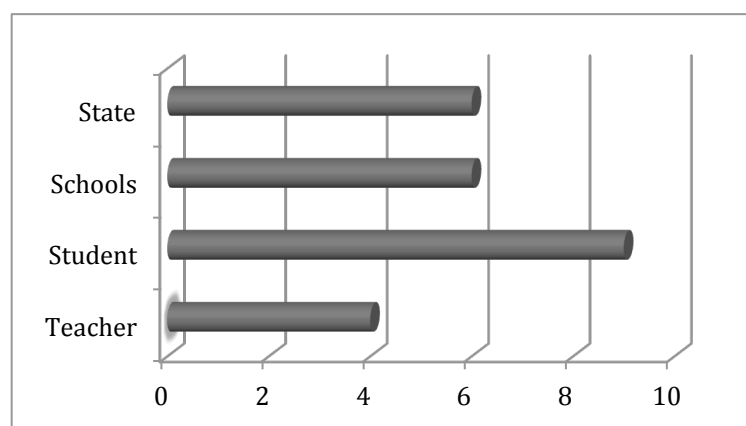
3. **De 1 a 5, siendo 1 la calificación más baja y 5 la calificación más alta, ¿Cómo calificaría a los profesores de inglés que ha conocido? / From 1 to 5, with 1 being the lowest rating and 5 the highest rating, How would you rate teachers of English who has known?**

Figure 13 Rate Teachers

Source: The Author

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

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

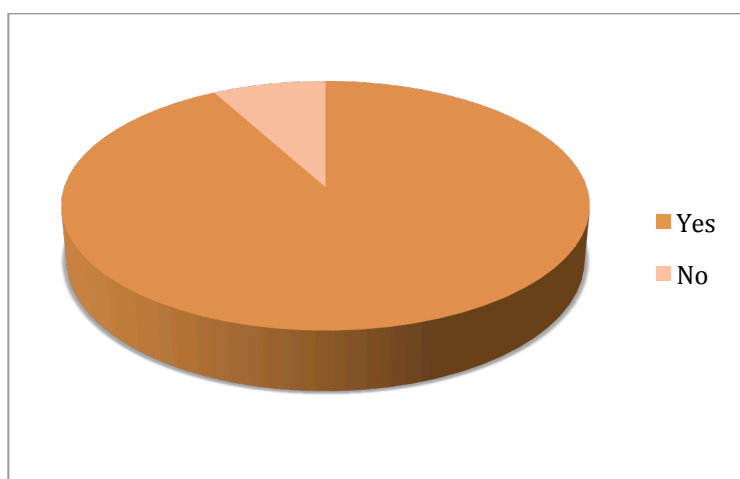
Figure 14 Limited Learning English Process

Source: The Author

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

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

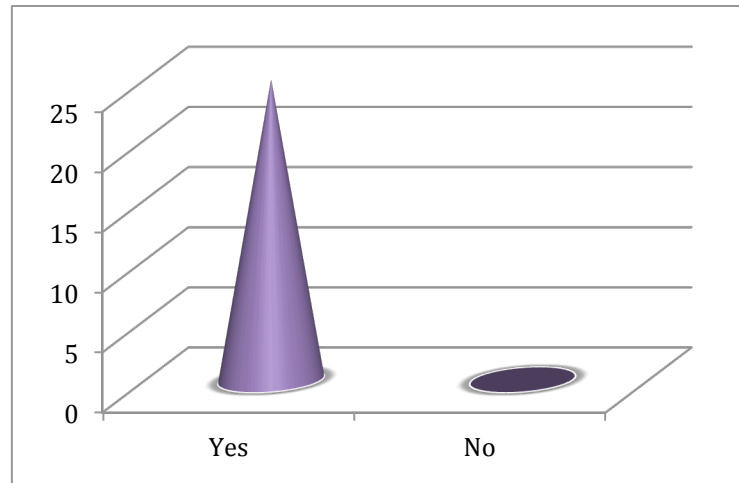
Figure 15 More Time Devoted to Learn



Source: The Author

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

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

Figure 16 Prefer to be Taught

Source: The Author

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

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

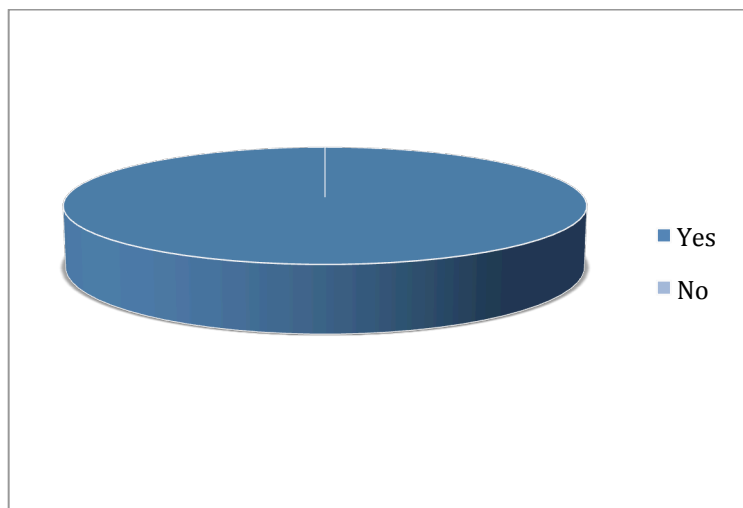
Figure 17 Memories

Source: Google

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

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

Figure 18 Technological Tools

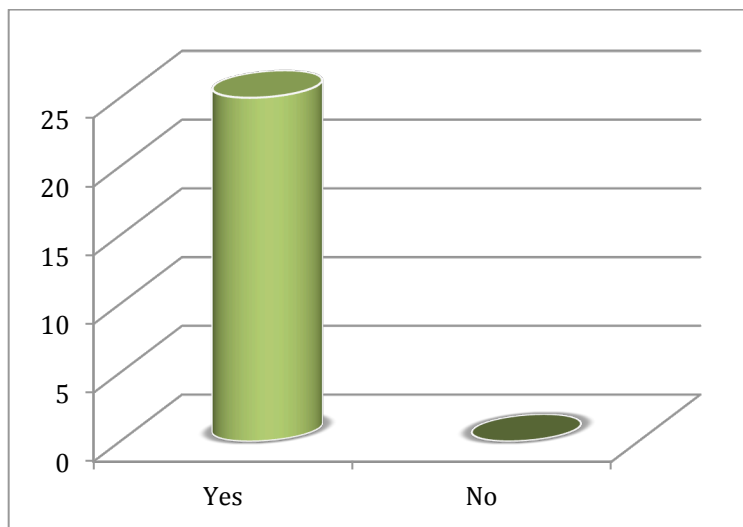


Source: The Author

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

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

Figure 19 Should be Used



Source: The Author

CHAPTER 5

DISCUSSION

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

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

CHAPTER 6

CONCLUSION

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

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

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

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APPENDIX A: THE SURVEY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

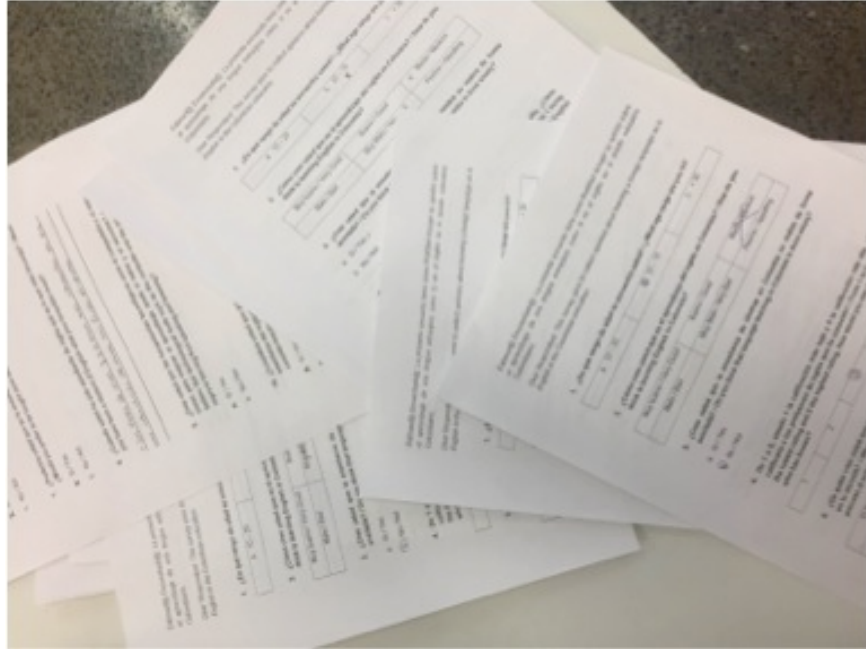
12. ¿Cree usted que las herramientas tecnológicas como el computador y el internet sirven para mejorar el aprendizaje desde el hablar y el escuchar? / ¿Do you believe that technological tools such as the computer and the Internet serve to improve learning from speaking and listening?

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

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

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

APPENDIX B: PHOTOGRAFIC EVIDENCE



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

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

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

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

<input type="radio"/> Muy bueno / Very Good	<input type="radio"/> Bueno / Good	<input type="radio"/> Medio / Medium
<input type="radio"/> Malo / Bad	<input type="radio"/> Muy Malo / Very Bad	<input type="radio"/> Pésimo / Appalling

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

Si / Yes
 No / No

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

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

<input type="radio"/> El Profesor / The Teacher	<input type="radio"/> El Estudiante / The Student
<input type="radio"/> Las Escuelas / The Schools	<input checked="" type="radio"/> El Estado / The State

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

Si / Yes
 No / No

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

Si / Yes
 No / No

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

Recordo una maestra que se llamaba Mercedes
en el colegio

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

Si / Yes
 No / No

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

Si / Yes
 No / No

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

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

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

<input type="radio"/> a. 10 - 20	<input type="radio"/> b. 20 - 30	<input checked="" type="radio"/> c. + 30
----------------------------------	----------------------------------	--

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

<input type="radio"/> Muy bueno / Very Good	<input checked="" type="radio"/> Bueno / Good	<input type="radio"/> Medio / Medium
<input type="radio"/> Malo / Bad	<input type="radio"/> Muy Malo / Very Bad	<input type="radio"/> Pésimo / Appalling

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

Si / Yes
 No / No

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

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

<input checked="" type="radio"/> El Profesor / The Teacher	<input checked="" type="radio"/> El Estudiante / The Student
<input type="radio"/> Las Escuelas / The Schools	<input type="radio"/> El Estado / The State

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

Si / Yes
 No / No

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

Si / Yes
 No / No

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

Una experiencia buena

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

Si / Yes
 No / No

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

Si / Yes
 No / No

