

FOREIGN LANGUAGE LEARNING IN EARLY GRADES: TEACHING
STRATEGIES FOR CLASSROOM INSTRUCTION

A Monograph

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by

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DEDICATION

This project is dedicated to my beloved family, who have been my support and company throughout the study period. Specialty my mother, because she taught me to work hard to fulfill my objectives, and now, I can see this significant achievement in my life.

SPECIALIZED ANALYTICAL SUMMARY

Title	Foreign Language Learning in Early Grades: Teaching Strategies for Classroom Instruction
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Keywords	Didactic strategy, Teaching practices, Learning at first grade age, Teaching method at early age
Description	Monograph
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Contents	<p>Esta monografía analiza los procesos de aprendizaje de una lengua extranjera en primer grado de primaria: estrategias didácticas para la enseñanza en el aula a partir de una revisión de la literatura relacionada con este tema. Se busca contextualizar al lector sobre la naturaleza de las estrategias didácticas utilizadas en el aula por los docentes, tomando como fuente algunos documentos, artículos con resultados científicos, teorías e investigaciones afines a este tema.</p> <p>Teniendo en cuenta los aspectos anteriores, el objetivo a alcanzar, a partir de los fundamentos teóricos y prácticos, y la interpretación hermenéutica realizada en los diferentes textos, es proponer unas pautas encaminadas a fortalecer los métodos que deben utilizarse para un mejor aprendizaje de los niños</p>

	<p>que cursan primer grado de primaria las cuales debe enfocarse en tres situaciones específicas que se refieren a estrategias de enseñanza, actividades de aula y construcción metodológica.</p>
Research Line	Línea pedagogía, didáctica y currículo (Transversal)
Conclusions	<p>This monograph concludes that the processes of teaching and learning a foreign language aimed at students in the first grade of basic primary education continues to be supported by the application of teaching strategies in the classroom, where teachers develop teaching and learning processes around the specific knowledge of reading and writing, such as the strengthening of a foreign language. In the same way, it is fundamental to develop the levels of the language (grammar: phonological, morphological, syntactic, and semantic), as well as the competences of the communicative skills that lead to the improvement in communication and a deeper knowledge of the foreign language in this population. In this way, the teacher proposes strategies to improve the performance of their students from the teaching processes in the classroom.</p> <p>The specificity in the approaches and the focus on the teacher suggests the need to deepen the issue of teaching strategies. In order to understand the object of study in its global and holistic dimension, it is necessary to observe more than</p>

	models, approaches, and training that the teacher must have in the practice of his or her educational task.
Advisor	MA Liliana Isabel Moreno Cervera

ABSTRACT

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This monograph analyses the processes of learning a foreign language in the first grade of elementary school: didactic strategies for teaching in the classroom based on a bibliographic review. It seeks to contextualize the reader on the nature of the didactic strategies used in the classroom by teachers, taking as a target population documents, articles with scientific results, theories, and research related to the subject. Taking into account the above aspects, the objective to be achieved based on the theoretical and practical foundations is to propose some guidelines aimed at strengthening the methods that should be used for better learning in children in the first-grade of school, which should focus on three specific situations that refer to teaching strategies, classroom activities, and methodological construction.

KEY WORDS: Didactic strategy, Teaching practices, Learning at first grade age, Teaching method at early age.

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To begin, I want to give infinite thanks to God, because he always filled me with patience and wisdom to continue in moments of faintness, giving me the strength to move forward and not give up in the face of adversity. To my husband, Julian, who every day motivated me with words of encouragement, and he always believed that he would achieve this important goal, helping me in everything necessary.

Last, and not least, to the National Open and Distance University and its qualified teaching group, for their guidance and support throughout my process, since they contributed positively to the development of this project so significant for my profession.

TABLE OF CONTENTS

	Page
DEDICATION	ii
SPECIALIZED ANALYTICAL SUMMARY	iii
ABSTRACT	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER I	13
Introduction	13
Significance of the Study	14
Statement of the Problem	17
Objectives	18
General Objective	18
Specific Objectives	18
CHAPTER II	20
Literature Review	20

Age at First	20
Language Development.....	22
Nature of Bilingualism	24
Bilingualism in Colombia.....	26
Theory of Foreign Language Acquisition and Learning	29
Skinner's Theory of Behaviorism.....	30
Mentalism Theory	31
Monitor Model Theory.....	31
Theory of Biology, Language and Evolution	33
Constructivism Theory	34
Primary Strategies	38
Metacognitive Strategies	38
Secondary Strategies	39
Environmental Strategies.....	39
Didactic Strategies	40
Didactics of the foreign language	44
Didactics in the field of pedagogy	45
Didactics of the foreign Language.....	46

CHAPTER III	52
Methodology	52
Type of Investigation	52
Research Approach	53
Instrument.....	55
Validation of the Instrument.....	55
Procedure.....	56
Data Analysis Strategy	57
CHAPTER IV	59
Results and Discussion	59
Didactic Strategies	64
CHAPTER V	71
Conclusions and Recommendations.....	71
REFERENCES.....	73

LIST OF TABLES

Table	Page
1 Table 1. Classification and types of bilingualism. Beyond one language. ...	Error!
	Bookmark not defined.
2 Table 2. learning Context Levels of Student Performance in a Language....	Error!
	Bookmark not defined.
3 Table 3.Types of learning strategies	Error! Bookmark not defined.
4 Table 4. Objectives and Category.....	Error! Bookmark not defined.
5 Table 5. Bibliographic file	Error! Bookmark not defined.
6 Table 6 Conceptual Theoretical Production of the Foreign Language	Error!
	Bookmark not defined.
7 Table 7. Contents, Learning Activities as a Method or Didactics in the Classroom.....	Error! Bookmark not defined.
8 Table 8. Procesos de autorreflexión de las estrategias didácticas	Error!
	Bookmark not defined.
9 Table 9.Current Teaching Strategies in Schools. .	Error! Bookmark not defined.

LIST OF FIGURES

Figure	Page
1 Figure 1. Importance of Comprehensive Early childhood Care.....	21
2 Figure 2. Three basic types of learning strategies	36
3 Figure 3. Methods or Didactics Used in the Classroom According to the Curriculum.....	51
4 Figure 4. Process of construction and language development.....	63
5 Figure 5 . Current Processes for Teaching a foreign Language	69

CHAPTER I

Introduction

This study is an analysis made of foreign language learning at the age of first grades to identify the elements of the teaching strategies used by teachers from a curricular perspective, taking into account two dimensions of reflection, which are approached from three categories: learning at first grade age, didactic strategies and teaching method.

To obtain the relevant information, methodological development was taken into account based on documentary and qualitative research, through which and based on the theoretical foundations outlined, it was possible to determine the different traditional strategies still used in classrooms without taking into account the new recommendations proposed for foreign language skills. This analysis has made it possible to determine that teachers fall back on old teaching traditions to interact with the student in the process of learning a language. This is because teachers start from a common framework that adheres to the criteria of the curriculum for which they are responsible, in which they are not autonomous since they must comply with the orientation and proposals of the institution; and on the other hand, the real teaching strategy is evident in the interactions that they establish with their students based on the method, subjectivity, and their own professional experience.

Furthermore, it is important to emphasize that both the theoretical foundations studied and the analysis carried out have served to determine that there is a general-purpose in the members of the educational community, oriented towards achieving an effective teaching-learning of the foreign language studied, based on the exchange that students carry out in their educational environment, which implies that it is more accessible for students to capture knowledge when they successfully interact with the teacher and peers.

Significance of the Study

In relation to the subject matter of this monograph, it is important to note the statement made by Adan (2000) that "Children can master more than one language at a time, but it may take longer. Being educated in one language is a great challenge for everyone. Learning another set of words and grammar is even more difficult; it is a question of exposure and practice, the more they listen to and use a language, the faster they learn it" (p. 112).

It should also be clarified that, over the last thirty years, the need to communicate has generated the need to think, speak, write and read in a language other than one's mother tongue, becoming a tool that guarantees a prominent future in any multicultural society and opens doors in the globalized world that surrounds today's societies.

In this sense, Colombia, as a country in the process of industrial, cultural, economic, political and social development, has created the need to train its inhabitants through its school curricula, promoting the formation of competitive subjects, to play a preponderant role in the progress of the nation; to this end, state policies have entrusted the task of doing so with high parameters of quality and academic demand to educational institutions, and nothing better than doing so within formal education, beginning with the basic primary level established in the Political Constitution of 1991 as obligatory, in order to lay good foundations and foster the development of all dimensions of the new generations.

From the above, it can be stated that a large number of formal educational institutions have adopted, in their curricula, the bilingual modality, committing themselves to postulate the teaching of English as a foreign language, assuming that with this they will strengthen communications with the globalized world.

To achieve these goals, the country's institutions have used the guidelines set out by the

Ministry of National Education (2005), which have suggested that "to teach a foreign language, it is necessary to start by analyzing the communication needs of the learners, as well as the expectations that they bring to the classroom concerning the foreign language. Hence, to initiate a selection process, it is necessary to establish the linguistic content that will be given to the student. Then, it will be necessary to determine the graduation and sequence in which the contents will be taught, and finally, to worry about the methodology and procedures best suited for this purpose" (p.136).

Consequently, the teacher as an intermediary in the classroom plays a precise role in the foreign language acquisition process at the primary level, which makes it essential to recognize and be aware of the necessary teaching strategies that will encourage and stimulate student learning.

The channel of communication of this new language is the teacher, who will facilitate the interaction of the students in the different contexts of real life, by admitting this knowledge, as stated by the Ministry of Education - MEN,(1988) it states "To grow up listening and using two languages to communicate with the members of their social group, without losing the native language" (p. 137); and for this, it is unavoidable that he should have and manipulate, to the same extent, both the communicative ability in the native language and in the foreign language, understanding how, when, where and what strategies to employ in order to make the mastery of the foreign language more effective, fostering quality in communication, in accordance with the level of mastery of the generations learning it.

Today, whether students are bilingual, or monolingual influences their identity, their social settings, and their training, as well as on the personal interactions in which they can develop as competitive subjects.

Therefore, it is clear to admit that being a bilingual citizen is more than just speaking two languages; bilingualism has educational, social, economic, cultural and political results; that is why, today, educational plans have promoted in their educational communities the teaching of being bilingual, evidencing the preparation of future citizens with the acquisition of comprehensive skills by offering the possibility of new horizons, optimizing their professional future, and life within any globalized society. Therefore, the mastery of several languages is a support for the integration of the individual in the community in which he lives.

Given the above context, about the importance of having bilingual cities for a cultural, social, economic, and political transformation as part of the opening of the main benefits of bilingualism in today's society are in all regards of life: you can have a good job, a better quality of life and therefore a better future. Talking about the educational field, it should be noticed that just being bilingual does not open the doors to success; one must also have the desire and hope to succeed, and that is achieved with education in general. When a bilingual person complements that knowledge with education, they gain new skills that lead more quickly to success than people who are not bilingual. That knowledge helps them to be active members of today's global society.

Bogotá, as a cosmopolitan city in Colombia, is committed to the inclusion of bilingualism in its educational plans as a goal to make citizens competitive for the better economic stability of the city. The district has set itself the task of updating the bilingual policy and the curricular guidelines of the Bogotá Bilingual Program (PBB) and reviews the tension between language policy, curricular approaches, and school realities experienced in public and private schools.

Likewise, in 2005 Bogotá, together with the Colombian Ministry of Education, approved through agreement 634 of October of the same year, the project "The great school so that the

children and youth of Bogotá learn more and better a second language"; whose project sought to strengthen a foreign language (bilingualism)" under the parameters of "diffusion and strengthening of the learning of English and other languages, among students and teachers; by updating teaching methodologies, creating specialized resource centers and providing them with the existing ones, increase the percentage of school population with mastery of a foreign language " with this it can be shown that the institutions have all the essential elements for the development of didactic strategies so that the processes of teaching and learning a foreign language in the first grade of primary school as part of the beginning of competitive citizens in the future.

Statement of the Problem

Learning a foreign language has become an essential factor in these times of globalization, not only on a social, cultural, political, economic, and professional level. It should be noted that, although a society with a tendency towards bilingualism may exist, it is not the same to speak of a society that seeks to establish a foreign language as part of the development of a nation that generates competitive opportunities. Siguán, (2001), points out that a bilingual society is one in which most of its members are bilingual, in which several people sympathize in the same geographical and political space and have different languages as their first language.

Today, there is a big challenge for society, where knowledge and know-how, in addition to the arrival of new technologies, are combined with the ability to transfer information instantly anywhere, in the world. Gómez (2000) points out, "The knowledge society (KS) is characterized not only by the availability of information in real time, wherever it was lived, but by the capacity of its citizens to create, store and transmit knowledge" (p. 97). This encourages educational institutions to prepare competent people to enable them to communicate widely, and not to be

limited only on using the mother tongue.

Here is the importance of starting to teach a foreign language since early childhood, and education institutions play a fundamental role in this aspect as the ones who help children to develop the necessary competencies to acquire new knowledge if we take into account authors such as Lam, (2001). Who says that there are programs oriented to bilingualism or the learning of a foreign language for students of essential primary and secondary education within the project "Bilingual Bogota," promoted by the Mayor's Office of Bogota, and that seeks that the students graduate with a B2 level according to the Common European Framework. The following question arise from the above aspects: How to develop didactic strategies for the processes of teaching and learning a foreign language in the first grade of primary school?

Objectives

General Objective

To identify didactic strategies for the processes of teaching and learning a foreign language in the first grade of primary school through a bibliographic search to get a general understanding of how to use them in the classroom.

Specific Objectives

To analyze the theoretical production developed concerning the learning of a foreign language at first grade age through the searching of bibliographic resources to understand the different forms of teaching directed to students of this age.

To characterize the didactic strategies that can be used by teachers in the classrooms with first-grade students through a bibliographic search to identify relevant aspects regarding the acquisition of teaching practices.

To explain some of the teaching methods that are used in first-grade classrooms by

teachers, based on theories of learning a foreign language to have an idea of how to promote students to learn.

CHAPTER II

Literature Review

This chapter provides a review of the literature related to the subject matter of this monograph, the purpose of which is to provide a context and rationale for the research being carried out on foreign language learning in the early grades: teaching strategies for classroom instruction. The first part of this monograph is a historical overview of the concept of age and then an understanding of the relationship between age and bilingualism. Subsequently, some key concepts are developed that will contribute to the performance of citizenship skills.

Age at First

If one thing is precise, it is that the objectives and goals proposed for the teaching of a foreign language are not only a responsibility but a necessity, regardless of the strictly pedagogical issues concerning the purpose of education, the most outstanding expectation will always be the imminence of improving the competences of each individual.

In today's society, mastery of the English language must not be an unreachable objective for people, so, it is why is so indispensable for children in lower grades starting to acquire a foreign language, since it will be a beneficial instrument in their academic and work process, providing them with a linguistic tool for their whole life.

In the country, the Ministry of National Education (2019), through the National Bilingualism Programme, is promoting educational policies to encourage and strengthen the development of foreign languages, with the great objective of implementing strategies to students appropriate the foreign language almost in the same way that they appropriate their mother tongue.

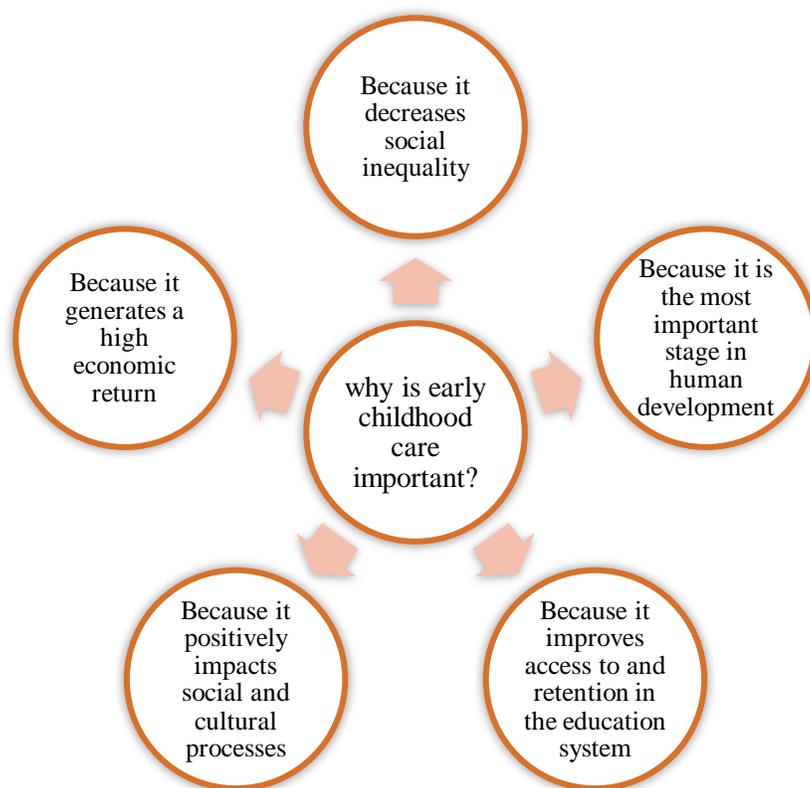
Consequently, teaching a foreign language in the first grade is not only a challenge but

also an opportunity to produce good communication skills in children that have a vast disposition to learn all the knowledge their teachers or tutors want to give them. In this context, the Ministry of National Education chose the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment," a document that describes in detail the scales of levels achieved by an individual in a language.

The following is an explanatory outline of the importance of early childhood care in the process of learning a foreign language.

Figure 1

Importance of Comprehensive Early childhood Care



Model for Implementation of a trainer's program foreign natives. Source: Ministry of National Education, (2016).

Taking into account the above graphic, early childhood is an important stage in the human being life because it is the time to start building concrete bases in different aspects of life, especially strong fundamentals of knowledge; therefore, it is necessary to find suitable teaching strategies that enable teachers to introduce a new language to the class in a natural and not complex way that students can appropriate and use in the future.

It is for this reason that it is considered relevant to study the issue of strategies for teaching a foreign language in educational establishments, as part of the development of society, by carrying out an analysis of each construct which contributes to the documentary exploration of this research.

Language Development

The present time is characterized for the advantages of permanent communication around the world, as well as of vertiginous scientific and technological advances, where the context and the circumstances raise the necessity of learning a common language that allows the society to accede to a modern world full of challenges for the ones than want to take part of it.

In the Preamble XII of the current Political Constitution, (2013), the Organic Law on Education states that “the mastery of a foreign language (...) has become a priority in education, as a consequence of the process of globalization in which we live, while at the same time it is shown to be a shortcoming of the current education system” (p.16).

Evidently, learning a foreign language is invaluable for the social, cultural, and cognitive development of students, especially at an early age when their capacity to receive learning is more remarkable, favoring the development of a greater degree of metalinguistic awareness and increasing the ability to appreciate the arbitrary and conventional nature of linguistic symbols.

By applying greater linguistic understanding, you are translating a process of monitoring the language you are learning.

As Alvarez (2010) explains, learning a foreign language is indispensable in today's society because it helps students develop a global cultural identity, which is necessary to learn to live where relationships are continually established with people of different nationalities and cultures.

However, the analysis of the characteristics of foreign language teaching and learning in Colombia places excessive emphasis on the development of oral skills in correspondence with written skills, mainly developing the ability to write texts, and it is thus evident that students are more interested in learning to speak than to write. Both reasons are very true, however, the hasty development of telecommunications, especially due to the presence of social networks, which impose the need to re-evaluate this position and work on the motivational aspect in students.

For this reason, in the intellectual development of the first grade student, during the acquisition of the foreign language, emphasis is placed on promoting a set of knowledge, skills and individual characteristics, which allow him/her to carry out actions in a given context which, in itself, is what determines his/her competence in relation to society, thus achieving the development of communicative competence.

As for the many difficulties involved in the teaching and learning of oral expression, of a foreign language, they are numerous and also varied; in the case of the language of training, the language of instruction should be the language of the learner, and the language of the learner should be the language of the learner's choice. In the case of the latter, it is possible to learn to speak, and perfectly so, provided that suitable models are proposed to the students, where an appropriate programme is designed for progressive development, in accordance with their age,

environment and context, enabling the student to learn to communicate, in a foreign language, from the very beginning of the communicative process.

Nature of Bilingualism

In advance, it can be stated that the learning of foreign languages is a fact of nature, essentially linguistic and educational, which has its main focuses of updating on people and cultures that make up the world, Lorenzo, (2011). Therefore, it is necessary to refer to a global concept of bilingualism, understanding it as the phenomenon that allows learning a language other than the mother tongue, starting from the fact that, in Colombia, it could be open the recognition and appreciation of indigenous languages, which carries with it a cultural heritage that is worth rescuing but is often ignored. In this regard, Mejía, (2006), explains that a multicultural and multilingual nation as Colombia needs a policy that not only favors exolingual interests, but also includes the endolingual, where it is projected towards globalization, but without leaving aside the local. Likewise, since the beginning of the National Bilingualism Programme (PNB) in 2004, the national education system has incorporated, in the daily discourse, what has come to be understood of the national linguistic policy.

According to Gutiérrez (2009), we are talking about a social fact, that is to say, a phenomenon to train social people and to establish communication channels with other peoples and cultures, recognizing that this reality has more relevance within the educational framework, assimilating that bilingual education in primary stages has been a safe bet to increase academic potential.

In addition to this methodological approach, there has been a general interest in promoting especially English as a foreign language and thus making the country "bilingual." However, it seems that there is no clarity as to what is meant when this concept is used, raising

many questions, since it is in the national context where it acquires greater significance, as it is the environment in which bilingualism is permanently heard.

However, bilingualism is described as a complex phenomenon, and from this perspective, it is expected that Colombia will adopt strategies to carry out this famous pluriculturality in foreign languages as a multidimensional phenomenon. From this critical position, an education that forms competent citizens in a changing society is particularly addressed. Based on the above, the different types of bilingualism and their objectives will be listed below.

Table 1

Classification and Types of Bilingualism. Beyond one Language.

Types of bilingualism	Description	Objective
Cradle bilingualism.	It is when the child grows up in a context in which two languages are used, as he or she grows up he or she displays a linguistic mastery in both, so that it is difficult in these cases to differentiate the first (mother tongue) from the foreign (the one that is formalized in his or her growth).	Prepare the child in two languages that will help him/her interact in different contexts.
Functional bilinguals.	In this second case, the child presents different purposes using their mother tongue, and for others, the foreign language, can be considered as part of their learning.	Strengthen new skills in their interaction context.
Early bilingual.	The individual who, with respect to the foreign language, has extremely limited command and is restricted to the use of a few terms and some basic expressions of social interaction (greetings, introductions, etc.)	Characterizes the relevant aspects of the foreign language to communicate.
Subtractive bilingualism.	The child acquires the mother tongue as the main language and in the surrounding environment the foreign language is used, the subject may even replace his mother tongue with the language learned later	It develops its skills in second contexts.
Additive bilingualism,	The child learns at home as well as in his or her community, has his or her mother tongue as the main or preferred language and attends a school where the use of this language is encouraged and the teaching and use of a foreign language is also promoted.	Identifies contexts to strengthen a foreign language.

Perfect bilingualism	The child who develops a communicative competence in both languages and who resorts to his or her languages indiscriminately according to the situation, the context, the function or the interlocutor who requires it.	It determines the way to interact with its communicative spaces.
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Note. Each process focuses on the phonetic processes that the teacher promotes with the teaching strategies he or she uses in the classroom.

Source: Acosta (2017). Classification and types of bilingualism. Inesem Digital Magazine

Bearing in mind the previous matrix where the types of bilingualism are related according to the learning context they provide, we can affirm that part of the student population of the public district schools of the city of Bogotá can be placed under the incipient bilingual since the students that are part of these communities have minimal management and are restricted to the use of some terms and some basic expressions of social interaction (greetings, presentations, etc.), which they cannot consolidate due to the lack of daily contexts for their practice that is not outside the classroom.

Taking into account the different types of bilingualism, approached previously, as well as the incidence of the handling of each teacher in the construction of knowledge, it is determined that the most appropriate character to develop the process of teaching-learning of English as a foreign language in the classroom of the first grade, must try a globalized relation through the didactic strategies that the teachers select as more suitable, to stimulate favorably the acquisition of new knowledge and its intrinsic connection with the previously assimilated ones, conferring, in a natural way, more meaning in front of the thematic worked in each one of the classes.

Bilingualism in Colombia

In Colombia, the term "Bilingualism" is something new that needs a lot of work to become real; in light of research, the country must implement different resources as well as train teachers to go forward, since public schools have to articulate their experience to make this more robust. But it is necessary to have the right input to develop to reach the objective. The National

Plan of Bilingualism in Colombia has been well received in some academic and government sectors but also has generated criticism regarding its foundations and management, Sanchez & Obando (2008).

On the other hand, it is important to emphasize that in Colombia, the training process of all subjects is regulated by the Standards and rules generated by the Ministry of National Education, and, similarly, for the teaching of English, the educational institutions must enforce the parameters required by the "Common European Framework," which serves as a reference for languages: Learning, Teaching, and Assessment.

In Colombia, the General Education Act establishes as one of its purposes "The study and critical understanding of the national culture and the country's ethnic and cultural diversity, as the foundation of national unity and identity." The same law establishes as objectives of primary and secondary education "The acquisition of conversation and reading elements, at least in a foreign language" and "The understanding and capacity to express oneself in a foreign language" (p.20).

As a result, students are aware that English is present in many different aspects of their lives that they encounter in their daily context from an early age and, therefore, they must be able to appreciate the usefulness of learning this language for their own benefit.

Álvarez (2010) stresses that learning a foreign language brings many benefits to the student, as he considers that, "While growing his field of communication, he is contributing to his personal and social development, because it increases his self-esteem and reaffirms his social values" (p.255).

In the case of the first language, the teacher may be able to use the foreign language in the same way as in the case of the first language, but the foreign language may be used in the

same way as in the first language. In addition, this law establishes that the use of the Spanish language will only be used when necessary, as a support to help in the process of learning the new language.

Table 2

Learning Context Levels of Student Performance in a Language

Levels according to the Common European Framework	Common name of the level in Colombia	Educational level at which each language level is expected to be developed	Goals for the education sector by 2019
A1	Beginner	Grades 1 to 3	
A2	Basic	Grades 4 to 7	
B1	Pre-intermediate	Grades 8 to 11	Minimum level for 100% of High School graduates.
B2	Intermediate	Higher Education	Minimum level for English teachers. Minimum level for professionals from other careers.
C1	Pre advanced		Minimum level for new language graduates.
C2	Advanced		

The learning context: Influence on learning to program.
Source. Govender (2009).

Taking into account the above information, it is clear that the levels of mastery of a foreign language in primary school students are not expressed within the universal framework, nor in the national framework; and it is the task of educational institutions to define it through the curriculum, specifically in the area of English.

However, there are differences in the quality and intensity of teaching English as a foreign language at the primary level when the teaching modality is bilingual.

Theory of Foreign Language Acquisition and Learning

Given the process of acquisition of the foreign language, it is important to recognize that, in Colombia, useful didactic strategies have been implemented for teachers, which have been guiding the teaching of a foreign language in different institutions.

It should be made clear that the theoretical elements involved in the mastery of a foreign language go beyond creating a set of habits; their aim is to consolidate that learning. On the other hand, Maccorquodale (1940), clarifies that the theoretical elements involved in the mastery of a foreign language go beyond the creation of a set of habits so that learning takes place through a process of formation of behavioral practices based on the mechanism of stimulus-response and cognitive reinforcement that the student performs when learning a foreign language as part of his culture or social training.

Among those great authors who involved their knowledge and research is Stephen Krashen, who, following Chomsky's analysis and theories, conceives acquisition as a process of mental, personal, and inner evolution, in which learners do not necessarily need to speak or write to learn. According to this model, learning occurs automatically when those individuals hear or read and understand small fragments of language. Hence, the language produced by speaking or writing is the result of learning and not the cause of it.

To the previous, it is possible to incorporate some theories on the acquisition and the learning of foreign languages. First, it is important to mention the behaviorism's theory of Skinner, then the mentalism of Chomsky, the model of the monitor of Krashen, and finally, the constructivism of Jean Piaget and Lev Vygotsky.

Skinner's Theory of Behaviorism

This theory has sought for many years that the individual is represented through his behavior, as stated by Skinner (1957), who evidences that all learning occurs throughout a process of formation of behavioral practices from the stimulus-response-reinforcement mechanism. In the learning of a language, the stimulus is the language to which the learner is presented; the response is the production of the learner, and the reinforcement can take the form of recognition or improvement by the interlocutor (adult, native speaker, or teacher), or of success or breakdown in the communication.

For behaviorists, the mastery of a foreign language consists of learning a set of different linguistic practices that may disagree with the linguistic patterns corresponding to the mother tongue, previously acquired. The new habits are created by repeating and practicing linguistic models corresponding to the target language, until these models have been overlearned and can be produced by the learner automatically, without stopping to think about them.

In the same way, for behaviorism, errors are the consequence of the interference that the mother tongue causes the target language and must be avoided at all costs because they could lead to bad habits. It is achieved by identifying complex structures, the mechanical practice of these structures, and reinforcement.

In synthesis, this exposed theory outlines a behavioral alternative based on a molar conception, which recognizes conventional contingencies mediated by linguistic responses, which considers as fundamental to transcend the associative approach for its establishment and which defends scientific objectives different from those of prediction and control of a foreign language.

Mentalism Theory

This theory emerged in the 1960s with Chomsky (1959), who proposed a new model in the acquisition of a foreign language through languages based on the postulates of generative grammar that strongly clashed with the behaviorist perspective.

On the other hand, Chomsky claimed that the only plausible explanation for the efficiency with which children acquire their mother tongue is that infants are born with an innate capacity to learn a language, just as they come into the world with a natural capacity to learn, for example, to walk. In other words, children possess an extraordinary ability to find out the grammatical rules that command language from the linguistic input to which they are exposed, even though that input is far from constituting a complete and organized catalog of the forms of the target language.

This capability was named the language acquisition device (LAD). The process works as follows: adults talk to the child, which is the primary linguistic data or input that the child receives. Input is processed by the LAD, which results in the generation of hypotheses about how the language works and the formulation of grammatical rules. Subsequently, when the child speaks, he or she puts the grammatical rules into action.

In this way, it can be inferred that the theory was intended to explain the acquisition of the mother tongue, but which in later years was applied to the learning of a foreign language as part of the cognitive learning processes of children in the early school years.

Monitor Model Theory

This theory has a great affinity with the previous "mentalist theory," which conceives acquisition as a process of mental, personal, and inner evolution in which the learners do not need to speak or write to learn. As stated by this model, learning occurs automatically when the

learners listen or read and understand fragments of the target language. The language that learners produce when speaking or writing is the result of learning and not the cause of it.

In this way, it can be said that Krashen (1982), develops his model through the following postulates:

- The acquisition versus learning hypothesis points out that learners have two different ways of developing their competence in the target language: first acquisition, which occurs when using the language to communicate. Next is learning, which takes place when reflecting on the language. The acquisition is described as an unconscious process similar to that which children develop when they learn their mother tongue and is therefore considered by Krashen to be the natural way to develop language skills. In contrast, learning refers to the clear knowledge of the formal rules of language and the ability to verbalize them. Krashen be certain of that only the language that is acquired is useful for natural, fluent communication.
- The monitor hypothesis founds that conscious learning plays a minimal role in the learner's linguistic performance since it just can be used as a monitor or corrector of the productions initiated by the acquired system, and this can only happen if certain conditions are met: 1. the speaker must have sufficient time to reflect; 2. the speaker must be focused on the form; 3. the speaker must know the rule. These conditions occur more easily in written language or prepared speeches than in informal conversation, i.e., the language learned could be of some use in writing but not in speaking.
- The natural order of acquisition hypothesis states that language structures are developed in an expected order, even by speakers of diverse mother tongues. That is

- sure arrangements conduce to be acquired in the initial moments of language acquisition, while other structures, including some apparently simple ones, are not obtained until the learner is in advanced stages.
- The emotional filter hypothesis states that motivated, confident, and low-anxiety students achieve more reliable results in language learning. It would be defined by the fact that learners with these features are more susceptible to the input they receive, and it can penetrate more deeply, while insecure, tense, or unmotivated learners create an emotional barrier or filter that prevents the input from penetrating. Besides, motivated learners naturally seek out more opportunities for contact with the language, which results in greater access to understandable input.
 - In this way, it can be said that the model of the monitor's hypotheses presents weaknesses that the theoretical review and instruction practice have brought to light. Thus, several investigations have shown the capacity of speakers to concentrate their attention alternately or simultaneously on the content of information and on the linguistic forms used, which is in contradiction with the sharp division between acquisition (unconscious process, focused on meaning) and learning (conscious manner, focused on forms).

Theory of Biology, Language and Evolution

This linguistic and neurological model, pioneer of the hypothesis on language acquisition and cognitive psychology, bases its arguments on physiological issues, such as modifications in the chemical composition of the cerebral cortex, neurodensity or the frequency of brain waves, according to Lenneberg (1975) who proposed the biology of language and the most suggestive topics such as expression and evolution, linguistic change as a correlate of biological evolution,

the 'genetic' origin of languages, linguistic Darwinism among others, and which gave way to a new field called 'biolinguistics' as part of human learning.

On the other hand, the author of this theory proposes in the framework of generative grammar, that the contributions in the processes of teaching and learning of a foreign language, shared of the evolution of the man in a postmodern society, have been studied and projected. The idea of this theoretical contribution is to give a faculty to language as part of human biology, which has made his work a new starting point for designing one of the pedagogical processes in the development of language. In this way, the theory proposes five general premises that will sustain this paradigm:

- Cognitive function is species-specific.
- The specific properties of cognitive function are reproduced in all members of the species.
- Cognitive processes and abilities spontaneously differentiate with maturation.
- At birth man is relatively immature; certain aspects of his behavior and cognitive function emerge only during childhood.
- Among animals, certain social phenomena occur by spontaneous adaptation of the behavior of the developing individual to the behavior of other animals around him.

From the above, it can be stated that the ideal stage for learning a foreign language is childhood, given the plasticity of the brain and the lack of cortical specialization that characterizes this stage.

Constructivism Theory

Finally, the constructivist theory maintains that the organism can organize data from the environment within schemes of knowledge and, on the other hand, to adapt the available schemes at a certain moment to new data to create other schemes or modify the existing ones, in this way, Piaget and Vygotsky (1978), who point out in their theory that the individual is in the

process of permanent contrast between what he knows and the data offered by the environment to assimilate them and adapt them to his thinking. But on the other hand, it also states that the basic function of thought will be the construction of progressive knowledge structures that go through different stages and accumulate, through successive adjustments, the knowledge acquired in previous stages. This notion could explain the successive systems (set of structured rules) through which the development of the first language and the learning of a second or foreign language passes, such as, for instance, the syntactic organization of the sentence or the passage from lexicalized forms ("child want to leave") to flexibility forms ("I want to leave").

To the above, as the individual becomes familiar with the global aspects of a phenomenon (the intonation of a statement, for example), he will be able to determine its parts and organize each of them into subsets. The cognitive activity of the individual is, therefore, essential in the processes of language appropriation. This explains why these methods begin to propose activities aimed at having the student himself discover the rules of the language he is learning from his own knowledge. The exercises of conceptualization of phenomena, which appear in the notional-functional methods of the last third of the 20th century, are a consequence of this constructivist vision of human abilities.

To conclude this section, it can be said that there is currently a consensus among researchers or teachers on the objective towards which language teaching and learning should be directed: communicative competence. Achieving a high degree of linguistic competence is important in any language program, but it is only one component of a much more complex set of skills. So, it is clear today that mistakes made by language learners due to poor sociolinguistic competence are often considered by speakers of a community to be more unacceptable than purely grammatical errors.

Teaching Strategies in Learning a Foreign Language

The concept of learning strategies of a foreign language is not easy to generate on a precise conceptualization in its descriptions. For years, a consensus has been sought among scholars and experts on its demarcation. Nothing further from the context, the theses that can be found in the literature and their respective theories that lead to it, but even others, such as learning behaviors, tactics, resources, skills or others, have been understood at times as equivalent to learning strategies (Griffiths, 2008). Moreover, in this line of learning processes focuses on the approach of cognitive methods, which are called as the storage, perception, and retrieval of information from each individual in the meaningful learning of the foreign language.

At present, some classifications have helped the processes of teaching a foreign language that tends to ascribe to this representation through three types of differentiation of learning strategies according to the vision of (O'Malley and Chamot, 1990).

Figure 2

Three Basic Types of Learning Strategies



Source: Own elaboration, 2020.

On the other hand, some researchers have classified differently with a greater complexity that starts from separating between primary and secondary strategies as a fundamental support for the learning processes of a foreign language in students of first school years, from this approach of literature is considered as fundamental those strategies that help continuously to learning. To finish this position, Weinstein and Mayer, (1986), have called the learning process as the direct and indirect strategies as part of the acquisition of a language.

From the previous approaches, we reflect as the main ones to those strategies that continuously benefit the learning, in our case, a foreign language. While secondary or indirect strategies would be thought those that contribute to prolonged support to such learning.

Following the models of the interpreted cognitive psychological schools, the primary strategies are instituted on the basis of a direct exercise of the student with the basic inquiry of learning, that is to say, they would be those that, to the synthetic, corresponds to the acceptance, memorization or accumulation and recovery of information. In addition, Jiménez and Puente (2014), consider that the primary skills are supported by those cognitive and metacognitive strategies that can be adapted for the learning of a foreign language.

On the other hand, Meichenbaum and Biemiller (1992), indicate that the secondary or indirect strategies are considered of typology like the personal, socio-affective, environmental, temporary, among others; that they make part of the acquisition of the learning within the classroom with the abilities of the teacher for the teaching of a foreign language.

Table 3

Types of Learning Strategies

Primary Strategies		Secondary Strategies	
Cognitive Strategies	Metacognitive Strategies	Personal	
Attention	Self-control	Affective	
Understanding	Self-management	Social	
Elaboration	Planning	Communications	Environmental and
Creative	Self-regulation	Personality	Temporary
Memorization	Detection	Motivations	Adjustment
Recovery	Evaluation		
	Reorganization		

Source. Own elaboration, 2020.

Primary Strategies

These cognitive strategies, as proposed by Jiménez and Puente (2014), the interaction between the subject's cognitive procedure and the information he faces in the processes of learning a foreign language, this interaction justifiably assumes the process of such inquiry. Currently, the following are considered primary cognitive strategies:

- Production strategies, classification, transformation and, organization of content. The aim is to make the work accessible to the student in the new language he or she is acquiring.
- Attentional strategies, which will access the path to selected information, in them are contained the general curiosity in the attention of the process of the foreign language.
- Strategies for understanding or acquiring a new context through the foreign language.
- Creative or individualization strategies. They contain semblants such as innovation in transformation and process, the divergent current on the transformed information.

Metacognitive Strategies

- Self-management. These are the elementary strategies insofar as they involve the ability to inspect one's own learning work.
- Planning. They are the processes of belief, anticipation and advancement with sufficient perspective, of the techniques and events that are located in the immediate future.
- Self-regulation. The control and monitoring of the advances that have to be carried out to achieve an objective.
- Discovery of problems. The way the trainer discovers the problems of his trainees in the acquisition of the foreign language.
- Evaluation and self-evaluation. The way in which the success of the foreign language learning can be identified

Secondary Strategies

These strategies are proposed by Oxford (2001), as techniques that facilitate legitimate contexts for primary skills to achieve the best possible result in the learning of a foreign language; it is also considered as an integrating method of these foreign set methods that can be differentiated from strategies such as personal or, environmental and temporal adjustment.

In this way, both groups are presented in detail as being personal or individual. This category would include individual strategies in question and, therefore quite personalized and operating as dynamic points of the work of the primary strategies. The most important ones are the following:

- Affective strategies. They are related to forms that some individuals put into action in the learning process.
- Social strategies. They imply the interaction with others and the way that affects the learning process.
- Communicative strategies. They allow the use of the effects of learning in a social context.

Environmental Strategies

These strategies would contain those conditions that students use to perfect their performance and that correspond to contextual, spatial, and stimulating arrangements, etc. Examples of these are the study and work environment, the specific place, the contingent of materials, the illumination, elimination or control of distracting elements, among others.

To conclude this section, we must remember that all subjects are challenged with a learning and acquisition judgment of foreign language use and put in place learning strategies, even if they are not consistent with it. The knowledge of these allows its optimization, the

effectiveness during the process and will mark discrepancies between efficient and inefficient students, and subject to the access to better results.

Didactic Strategies

The didactic term comes from the Greek: *didaktiké*, *didaskein*, *didaskalia*, *didaktikos*, *didasko*, constituting, in Greek antiquity, a literary genre, oriented to the teaching and formation of the individual. In this order of ideas, it is also important to clarify that the didactics are destined for the study of all the principles and proper techniques for the teaching of the content of any discipline. In the broadest sense, didactics is the ability to link the student with the knowledge, in an assertive manner, privileging the implementation of methodological strategies that allow the mediation of information, worrying not only about what is going to be taught but also about how it will be introduced.

The main objectives of didactics are the following:

- To contribute to the effectiveness of the teaching-learning process
- To guide the teaching process based on the student's evolutionary age and the different rhythms of learning.
- To inspire academic activities linked to the development of competencies, implementing real learning contexts.
- To generate spaces of interaction between theory and practice.
- To promote meaningful activities and tasks that privilege competent learning.
- To make teaching equal to adapt to the reality and needs of the student and society.

In addition to knowing the structure of the discipline to be taught, teachers must use certain strategies and methodologies that characterize their training. As Moral (2010) points out,

“the teacher must have a capacity to promote learning without which all teaching is not only useless, but even counterproductive” (p.26), which means that having certain knowledge about teaching is not entirely effective, and a didactic knowledge of how to teach what is taught is essential (Rieoei, 2010).

The process of taking what is learned from experience does not happen from one moment to another, it is a process in which the expert, who has studied throughout his work, applies certain judgments about what he has learned, detecting its usefulness, convenience, relevance, compatibility, among others, Moral (2010), sign it “human judgments connect theory with practice incorporating technical and moral aspects” (p. 28).

It is important for teachers to extract the processes and elements of learning in order to analyze them and educate themselves in order to establish certain formative guidelines that effectively direct their profession. In addition to perceiving the teaching-learning processes, it is also a matter of basing oneself on real social problems that invite the search for strategies to resolve such situations. The skills of the new graduates are not the same as those of years ago, when memory and mechanics were paramount in the pedagogical process. The professional field, which is strong and challenging, demands personal criteria, which enjoys skills such as arguing, justifying, creating, innovating, rethinking, assuming positions and making decisions. That is why curricula must seek relevance, since content must be connected to the reality that is lived and, above all, to that of a globalized world (Romero, 2009).

As indicated by Moral (2010) “one of the characteristics of teaching is that it is situational, and the characteristics of the students, the school and the community specify where teaching takes place affect and determine what works and what does not work within a particular context” (p.28). In other words, not all the proposals and principles derived from scientific

knowledge are useful, because they are not carried out in the numerous contexts that can exist. Certainly, each teacher has his own group of strategies and methodologies that characterize their work, however, as described by Moral (2010) “the effective practice of the teacher includes a capacity to address situations in the classroom in a reflective manner and from a perspective of solving concrete and real problems” (p.28), it is a capacity that has nothing to do with general principles or rigid formulas because everything depends on the community with which they work, the conditions, infrastructure, tools, objectives to be achieved, the philosophy of the institution, among others.

Visibly, the teacher must know well its method, its organization, conceptual axes, the different methodologies that must use daily to work the ideas and concepts to be understood by the students. Organizing curricula in light of the needs of the group is fundamental; as Moral (2010) states “they must have a curricular vision, that is, a vision that takes into account the social purposes of education in a democracy, to guide decisions about what to teach and why to teach certain content” (p.30), in this way the teacher begins to take advantage of this knowledge and succeeds in establishing certain activities that allow him or her to focus on the goals already stipulated.

With regard to teaching knowledge, it is significant that the teacher, in addition to knowing how to teach diverse learners, manages to make the content accessible to the group, including, as mentioned above, knowledge of comprehension problems that students face and other effective methods that facilitate the acquisition of knowledge. Muñoz (2009), sign it “teachers know how to structure activities and interactions within the class to build a climate conducive to learning, how to build a demanding and meaningful curriculum that involves all members of the class (...)”, (p.31).

Just as the globalized world demands changes in the different systems that are part of a country, education must rethink the didactics used by teachers, because they cannot be static or rigid, the world is not. Training cannot be separated from culture and must seek to develop the autonomy of the subject, so that he can recognize his function within society. The student leaves aside his inactive role of years ago, to become the protagonist of the acts of formation, this is how the didactics used by the teacher, must invite the student to assume an active position in front of the process.

One of the great precursors, Camilloni, (2001) sign it “Educational intentions are usually expressed in curricular proposals -especially in the formulations of objectives, purposes, and content to be taught- which constitute an important framework for regulating the task of teachers. Although the degree of specification and the type of prescription vary according to the case, teachers should always bring into play a considerable dose of interpretation regarding the curricular text” (p. 12). That is, teachers as social actors give meaning, direction, and purpose to what they are going to teach; they are the ones who can bring curricular proposals to reality through their didactics.

On the other hand, the teaching of a foreign language suggests the analysis of certain factors such as globalization, since it is this changing dynamic that requires the student have an intercultural communication that allows him to expand and establish relationships with other societies that, in most cases, master a different language such as English. Globalization increases the social demand for multilingualism, which indirectly manages to omit inequalities and instead promotes the elimination of borders and the connection between cultures. Language is characterized by its transversality, multiple contents and diverse realities which gives rise to a

clear need for language teaching; it is a cultural and social factor that makes people more competitive and more visionary.

The didactics used by teachers must be characterized by a vision of the student's needs, making them participants in the process and giving them the autonomy they need to adopt a critical and reflexive position that allows them to become active beings capable of contributing to their societies.

Didactics of the foreign language

As regards the process of teaching and learning a foreign language, Colombia has implemented useful teaching strategies for teachers, promoting the learning of foreign languages. However, there are major challenges, one of which is to generate resources so that children, in their early ages, can master a foreign language, by means of cutting-edge strategies and methodologies, without neglecting the commitments to pedagogical standards that guide the learning path in the country.

Consequently, language teaching is a discipline that studies the phenomena of teaching and learning where a didactic triangle, teacher, student and the language to be taught are related, being there where many instances are addressed, with the fundamental objective of transmitting the appropriation and construction of language in its very nature.

Furthermore, it places teaching and learning in the field of theory and in the field of practice itself. In the same way, it is necessarily linked to the school and out-of-school context, transposing, and requesting objects in different sciences linguistics, psychology, sociology, history, etc. (Dolz, 2009).

However, it is possible to reflect on the fact that language teaching can be understood, first of all, according to the school discipline, as a learning strategy; in the case of the mother

tongue, first language, foreign language, or foreign language, moreover, from different realities, such as phonetics, grammar, literature, writing, reading, oral communication (Chervel, 1999).

Within the literature found, the term “language teaching” began to be used in the 1950s, although from its prescriptive perspective, where its success has become the new methodologies, moreover in this question, on language teaching, it brings with it challenges and in multilingualism it is an inevitable and widespread reality worldwide, mainly taking into account that the acquisition of the mother tongue, adopting it by imitation, repetition, association and interaction.

Didactics in the field of pedagogy

In the field of pedagogy, strategies can be used to help to plan the process of teaching and learning, where a range of decisions are presented that the teacher must make, in a conscious and reflective manner, in relation to the techniques and activities that can be used to reach the goals of his or her course. The didactic strategy is the set of procedures, supported by teaching techniques, which aim to carry out the didactic action successfully, that is, to achieve the learning objectives.

Within the learning strategies, many tools for the student have been considered, in which learning is involved, which is essential for the development of communicative competence (Hernández, 2000).

The strategies used, and the techniques selected by the teachers, should promote student self-learning, to the extent that they are encouraged to participate in the process. In this sense, one of the main objectives of the redesign process is the broad and deep learning of knowledge, that is, when they are encouraged to do their own research, to analyze the information they have obtained, the assertive implementation of the teaching strategies and techniques should be the

vehicles to achieve it. For the same reason, the strategies that can be used in the classroom are useful, as long as it is an activity of the teacher, an educational strategy is “a plan to achieve the learning objectives, and implies methods, means and techniques, through which it is assured that the student will achieve his objectives and that the chosen strategy will determine, in some way, the set of objectives to be achieved and, in general, will benefit all educational practice” (Salinas, (2004, p. 189).

The construction of a theoretical framework that presents the characteristics of the development of primary school students, in their physical, cognitive and language environments, allows us to approach the teaching of English at the level of primary school as the first grade and the most representative theoretical proposals for the explanation of the learning and acquisition of foreign languages as the natural approach, which states that children have the innate ability to learn to speak and the interactionism that makes it possible to recognize the student as a social actor who develops language skills through his interaction with other social actors. This knowledge makes it possible to establish an adequate theoretical context that will allow a deep understanding of the object of study, as well as to advance in the achievement of the objectives and for discussion in the conclusions section. In addition, it allows to support the following chapter, which is the methodological part that was used for the development of the research and its legitimacy in the results.

Didactics of the foreign language

In the table (4) presented below, the results found through the documentary analysis through the bibliographical cards where the teaching methods or the didactics used in the classroom by the teachers are interpreted as a process of teaching a foreign language; this reflection is argued from the points of view of each author from his or her experiences.

Table 4

Contents, Learning Activities as a Method or Didactics in the Classroom.

Nomenclature: Contents, Learning Activities Role of the Student. Teacher's role. Materials Used in the Classroom			
Method/Author	Focus	Design	Procedure
Audio-Lingual Method or Audio-Lingualism	Situational Language Teaching can be described as a sort of British structuralism. Where the conversation is seen as the basis of language and formation as the core of oral production capacity.	Teach practical commands in the four skills: listening, speaking, reading and writing. Structural, organized through vocabulary lists, basic structures and sentence patterns.	Its main characteristics are: 1. Language instruction begins with the spoken language. Elements are performed orally rather than in the written style. 2. The target language is the one officially used in the classroom.
Richards, (2001. p. 34),	This foreign vision gives singular relevance to the description of language activity as part of a complex whole of events in which meanings, context and given situations converge, which together with the learners and other relevant objects give meaning to real communication situations.	Teaching prayer patterns. Guided repetition, substitution activities, choral repetitions, dictation, mechanical repetitions or "drills	3. New language is introduced and practiced in a situational way. 4. Vocabulary selection procedures should ensure that essential general-purpose vocabulary is covered. 5. Grammatical topics are graduated according to principles that indicate that one starts from the simplest forms to the most complex ones.
	Behaviorally oriented approach, on learning habits and emphasizes primarily on processes rather than learning conditions. Inductive approach to teaching grammar.	Listen and repeat. Deduce meanings and apply what you have learned in similar situations. Central and active. Model at the beginning, later on "orchestra conductor".	6. Reading and writing are presented once appropriate lexicon and grammatical basis have been established.
Total Physical Response Method	Behavioral approach. Grammar-based approach to language. The verb in imperative is seen as the language center.	Mastery of oral production. Intelligible communication through mechanical action-based repetition. Based on prayers. (Prayer-based curriculum).	A series of principles applicable class by class are the basis of the procedures. 1. Basically, the presentation of the verbs, the Students perform the actions, there may be a moment of role reversal where students give the orders and at the end, they can write down the revised vocabulary in their notebooks.
Richards, (2001). Asher, (2009)	It is learned by stimulating response. Approach associated with memory related stroke theory. The key is the mixture of verbal rehearsal + motor	Mechanical repetition, conversational dialogues occur after 120 hours of class. Listen and execute. Provider (exposing the student to the language and to replenish	2. A procedure could be, for example - Review. - Presentation of new

	<p>activity. It is based on three hypotheses: "bioprogram", "lateralization" and "affective filter".</p> <p>According to the hypothesis of the bioprogram, TPR is a natural method, in which the learning of L1 and L2 is a parallel process.</p> <p>Lateralization: considers that the physical actions are related to the right hemisphere. Affective filtering: is key because it reduces stress</p> <p>CBLT or CBE is based on an efficient and interactive outlook of the nature of language. It seeks out to teach the language in relation to the social contexts in which is used.</p> <p>This has meant that it is used for language teaching with particular or specific motives or needs. It shares with behavioral theory the notion that language can be inferred from its functions, i.e. certain encounters with life or some types of language.</p> <p>It also shares characteristics with the CLT, CBLT and takes up a mosaic of approaches to language teaching and learning so that the whole (communicative competence) is built up from the smallest components correctly assembled.</p> <p>Another central element of language and learning theories is the sense that language can be examined</p>	<p>their production), controlling the entire process.</p> <p>At the beginning of the process they are not necessary.</p> <p>They should be specified in the curriculum even if they have little to do with teaching or evaluation of the subject.</p> <p>It is designed around the subject and competition to develop.</p> <p>Assessment based on a single scale, on jobs to develop skills, knowledge, attitude and behaviors required for a effective life performance real.</p> <p>Work performance, social language, application for a job, interviews etc.</p> <p>Self-employed. Active in decision making according to your needs.</p>	<p>commands. - Reverse roles.</p> <p>Time for reading and writing practice</p> <p>After an initial evaluation, students are placed into groups based on the level of mastery that each person has, work pace, needs and social objectives of the language.</p> <p>There are 12 core competencies in stages 1 and 2 related to general language development.</p> <p>In stage 3, they are grouped according to their focal objective and competencies are defined according to the curriculum for further study deep, vocational English and community access.</p> <p>Each competence is defined according to four domains:</p> <ol style="list-style-type: none"> 1: Knowledge and learning skills. 2. Oral skills. 3. Reading skills. 4. Writing skills. All are subdivided into smaller competencies that constitute indispensable linguistic qualities. Performance criteria, range of variables and examples in texts are applied to finally evaluate performance.
Competency Based Language Teaching			
Richards, (2001)			
Anema & McCoy, (2010)			
Montazeri Hamidi & Hamidi, (2015)			

Communicative language teaching	<p>inappropriate parts and subparts.</p> <p>The communicative approach is based on the functional registers of language; the approach assumes that language is for communication and is based on a naturalistic stance of language acquisition and cites</p>	<p>They cannot be defined by ignoring the level of specification, as the approach communicative assumes that the teaching of the language will be reflected in the particular needs of the students.</p>	<p>1. Performance of a short conversation or several mini-talks, followed by motivation and a discussion of the character and circumstances of the people, the setting, the topic, and the formality or informality of the language.</p>
Ellis, (2012)	<p>Widdowson as one of its early exponents.</p>	<p>More than content, it is about tasks and types of interactions. Tasks should be done in the classroom, as well as suggestions for keep them in an order of complexity according to the type of tasks. And the interactions should promote communication between the students.</p>	<p>2. Oral practice of the dialogue segments that will be presented that day (everyone repeats, half of the class repeats, group repeats, and individual repeats).</p>
Richards & Rodgers, 2001 and Nagaraj, (1996).	<p>Communication-oriented language theory represents the starting point of the communicative approach in language teaching. The goal of language teaching is the development of what Hymes calls "communicative competence". The term was coined by Hymes itself to contrast the viewpoint of the theory of competence.</p>	<p>They should provide students with opportunities to achieve the communication objectives of the curriculum, involve them in meaningful communications and require for their use, possibilities of sharing, negotiating meaning and interacting with each other.</p>	<p>3. The questions and responses are based on the subject(s) of the dialogue and the condition itself.</p>
	<p>From what can be inferred, the theory has a strong constructivist influence. One element that should be considered as a principle of communication is that events that contain real communicative elements encourage learning. A second element is the principle of task, which says that activities in which language is used in meaningful tasks help learning. And a third element is the principle of significance, which states that language, when meaningful to the learner, supports learning processes. Thus, learning activities should be chosen for their potential to engage the learner in</p>	<p>He is a negotiator between himself and the processes and objects of learning that arise as a product of the interactions within the group and the processes and activities in the participants.</p> <p>They are of many types: text-based and task-oriented. Authentic "real life" materials such as: maps, photos, symbols, charts and posters, among others.</p>	<p>4. The questions and answers relate to the personal experiences of the students, but are focused on the topic of the dialogue.</p> <p>5. Study of one of the elementary expressions of dialogue or structures, which exemplifies the function.</p> <p>6. The trainee discovers the generalization of the rule underlying the expression or structure.</p> <p>7. Oral recognition and interpretative activities. 8. Activities oral production procedures, ranging from guided to free communicative activities.</p> <p>9. Copy of the dialogue or mini dialogues or modules in case they are not covered in the textbook.</p> <p>10. Exemplification of the assigned written task, if any.</p> <p>11. Assessment of learning (oral only), for example Traditional procedures are not rejected, but they should be reinterpreted and expanded.</p>

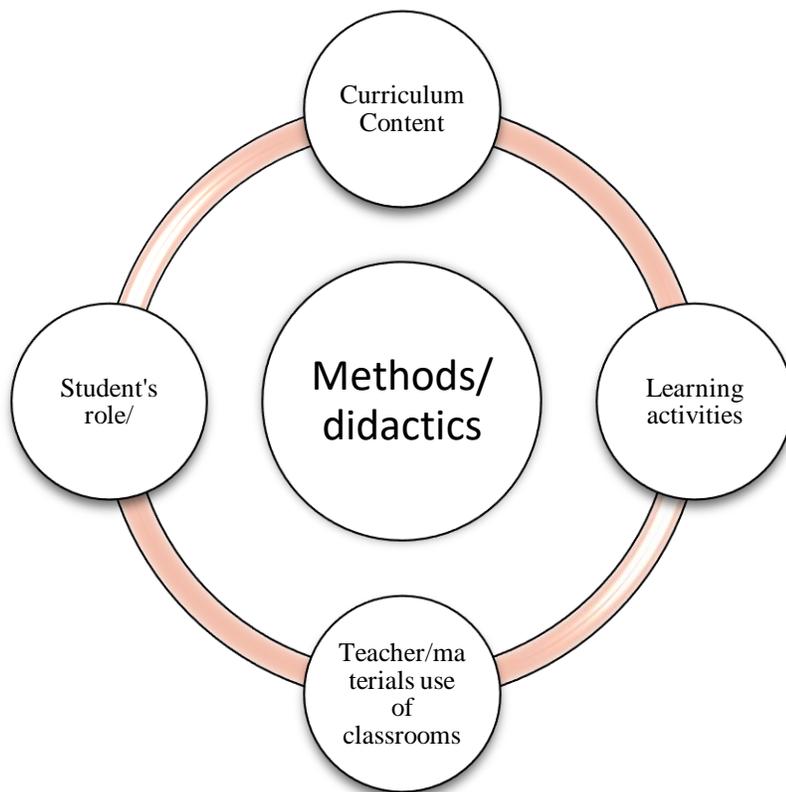
Note. The methods or didactics proposed by the different authors who have researched the ways in which foreign language teaching works. Source. Own elaboration, 2020.

As explained in the table above, this section on language teaching methods or didactics and theoretical approaches support the discussion on the characteristics of the object of study. In this category, it was necessary to consider that the methods require a series of premises ranging from the objectives being pursued, the activities being carried out, the roles of the learners and teachers, the materials being used, to curriculum design in general. The different sections of the category analyzed to give an account of the methods that, although they have particular characteristics, share perspectives, and enrich each other. The inclusion of didactic processes has shown their relevance for understanding the object of study. The findings as they result from the analysis of the data, this interpretation gives light for the reflection of the types of didactic strategies suitable for the teaching of a new language.

Finally, the next illustration refers to some principles that reflect the communicative vision of language and language learning. Communicative classroom activities must be authentic and meaningful. Fluency is an important dimension of communication, and communication involves the integration of different language skills. Methods see learning as a creative process of construction that requires trial and error. Even with its ambiguity, in its uses as a method, from the precepts of the communication method, it is possible to understand some characteristics that are observed in the teaching of English to children in the first age, in this case, raised to the children of the first age (Richards, 2001).

Figure 3

Methods or Didactics Used in the Classroom According to the Curriculum



The methods or didactics currently implemented in the classrooms as a strategy for language teaching. Source. Own elaboration, 2020

CHAPTER III

Methodology

From what Malavé, (2006) has said, the methodological framework of the research is the basis for developing the research work itself and it is constituted by the sections of definition of the type of research, design of the research, techniques and instruments of data collection, techniques of procedures and analysis of the data.

The research line chosen for this monograph is the line pedagogy, didactic, and curriculum, since traditional learning is analyzed through which it is intended to explore the strategies and didactics used by teachers in teaching a foreign language.

Type of Investigation

The purpose of this monograph is to analyze the learning of the foreign language at first grade age and the teaching strategy for classroom teaching. To this purpose, relevant aspects were taken into account, such as the learning age of the students, language development, the nature of bilingualism and didactics, as well as the cohesion or relevance of the content with the focus of bilingualism policies in Colombia, without isolating the interests of teachers and students. This is why it is considered a descriptive documentary type of research, if we take into account that Baena, (2017), “Documentary research is the basic research technique that we use to collect the data of our investigation. It is the search for a specific answer based on the search for documents” (p.69). As Duverger, (1962) refers, “Everything where it has left its mark man has left his mark in his passage through the planet. Documents are understood to be: books, periodicals, newspapers, magazines, archival documents, films and videos, television programs, radio programs, audio, and video recordings, maps, letters, statistics,

computerized information systems (networks, Internet, e-mail), information via satellite or optical fiber, graffiti, monuments.” (p.12).

It is descriptive, if we take into account that, according to Hernández (2010) “Descriptive studies seek to specify the properties, characteristics and profiles of people, groups, communities, processes, objects or any other phenomenon that is subject to analysis.” (p. 80).

Therefore, for the present exploration the bibliographical material was investigated, for this reason several documents were explored that serve as support for the diffusion of information, as well as reading of the implementation and benefits of learning a foreign language for early ages in this case as indicated by the study for first grade students of the basic primary school.

Research Approach

It is taken as an analysis of the information collected through the qualitative interpretative approach, since it seeks to understand reality from its naturalistic perspective, understanding and describing the relationship between the learning of the foreign language at first grade age and the teaching strategy for classroom teaching. In accordance with Martínez (1998) who states: “The qualitative approach determines a reality perceived as objective, alive, changing, changeable, dynamic and cognizable for all participants in social interaction” (p. 14).

The qualitative paradigm is then a way of understanding social reality from the multi-causality of the facts and where the researcher is part of what he/she is researching, therefore, from this methodological perspective the subjectivities, voices, experiences and knowledge of the subjects with whom he/she is researching are rescued, appealing to a

joint construction of knowledge, also taking into account the impact of the context and culture as a facilitating or hindering factor. Thus, this research is committed to making students the protagonists in their constitution as subjects of learning a foreign language in the classroom and the transformation of the teacher's didactics in their work.

For the visualization of the study categories, a categorization chart is presented where it is detailed how from the objectives of the research the study categories are detached, from which they are studied for the construction of the instruments, considering the bibliographic card to collect information and obtain results that allow to establish the conclusions of the research:

Table 5

Objectives and Category

Objectives	Category	Subcategory	Instruments
To analyze the theoretical conceptual production developed in relation to the learning of the foreign language in first grade students, in relation to the proposed study.	Learning at first grade age	Age at first Language development Nature of bilingualism	Bibliographic records
To characterize the teaching strategies used in the classroom by first grade teachers for teaching English as a foreign language.	Didactic strategies	Didactics	Bibliographic records
To carry out an analysis of the didactic strategies used in the classroom by teachers in the first grades, based on the theory of learning a foreign language.	Teaching method.	Teaching in the classroom	Bibliographic records

Objectives and categories that will help to understand the didactic processes used in the classroom. Source. Own elaboration, 2020.

Instrument

According to Pineda (2008), research has no meaning without data collection techniques since these lead to the verification of the problem posed.

In this sense, the technique used is the documentary card, because it is a process that uses a medium instrument, which have become essential in research, namely: bibliographic card. To carry out the data collection in this study, a template designed for the analysis of the selected documents will be used, whose characteristics are described below. (Pineda, 2008).

Table 6

Bibliographic File

Documentary review on didactic strategy for the teaching of a foreign language in the first grade of basic primary education.	
Author	Title
Edition	Editorial
Publication place	Year of publication
	Bibliographic synopsis

Note. Source. Own elaboration, 2020.

Validation of the Instrument

- Validation. For Pelekais (2014), it refers to the validity of the instrument, for example, the degree to which the instrument measures the variable it is intended to evaluate:
- Selection of experts. In the thematic area under study (taking into account the variables).

- Information for experts Title of the research, objectives, operationalization of the variables, dimensions, and indicators, in order to know the theoretical scale that served as a basis for the study.
- Presentation of validation format Allowing each expert to describe the observations or recommendations regarding the congruence of each item with indicators, variables, and objectives. In addition to the writing of the items.
- Analysis of the information provided by the expert, looking for coincidences in their opinions, as well as discrepancies. If the assessors made recommendations and there is only partial agreement between them, the instrument designer must reformulate it and proceed to validate it again.

Procedure

From the bibliographic archiving, the findings in recent international and national research, allowed a base of aspects in the description of the problem, the approach and objectives of the study, the population to consider, among others, relevant variables. This way, the theoretical base of the study is consolidated, constituted in the Referential Framework; while the exhaustive bibliographic review is carried out, the instrument is designed from the postulates of the authors, the process of validity and reliability of this is implemented, in parallel to the adjustment of the methodological framework.

- Application. The instrument is then applied in field work, seeking information in order to achieve results from analysis and subsequent conclusion of the study.

- Bibliographic records: From international and national research.
- Revision. Of the approach and objectives of the study, the population to be considered and relevant variables.
- Reference framework. In consideration of the bibliography and secondary information.
- Instrument design. Construction, aspects, variables, categories, and subcategories.
- Instrument validation. Validity and Reliability Process.
- Field work. Survey and information from the application of the instrument
- Review of results. Analysis and conclusion of the application of the instrument.

Data Analysis Strategy

In order to provide elements of judgment to identify the impact of teaching a foreign language to children in first grade of primary school, in terms of learning outcomes through the differential effects on the types of teaching that can be implemented in the classrooms as a teaching strategy by teachers for the acquisition of a new language; In this way, what is turned on with this exercise of documentary review by means of the selected instrument, which, in this case, was the bibliographic card which facilitated the search by means of the databases, academic searchers and researches related to the subject matter being explored.

At the same time, this analysis intends to approach the impact of didactics in the teaching of a foreign language, in terms of learning results through the differential effects in the types of strategies that can be implemented in each one of the pedagogies that the

teacher prepares for a greater attention and acquisition by the learner with the foreign language; this theoretical conceptual reflection offered by the monograph. Next, an approximation of the differential effects between the types of cognitive theories, teaching strategies and didactic strategies is presented, following a model of conceptual-hermeneutic foundation on the part of the researcher who seeks to focus on what that relevant strategy would be for the teacher as opposed to the teaching of another language.

CHAPTER IV

Results and Discussion

In order to provide elements of judgment to identify a teaching strategy for the teaching of a foreign language in the first grade of basic primary education, in terms of learning outcomes, through the differential effects on the types of teaching skills that can be adapted in the classroom by teachers in the learning of a foreign language, it is now necessary to offer a sample of the collection of bibliographic data in the use of the instrument selected, which, in this case, was the bibliographic card. In this way, this chapter constitutes the analysis of the results, as far as the sample of bibliographic tracking is concerned.

The development is given according to the analysis of the categories presented in chapter three for this study, such as Learning at first grade age, Didactic strategies and Teaching method, which were analyzed with the bibliography selected in the different academic search engines and databases, divided into three significant reflections for the monograph: conceptual theoretical production of the foreign language, didactics of the foreign language, didactic strategies.

This analysis is developed simultaneously with the categories of analysis, to identify the impact of teaching a foreign language, in terms of learning results, through the differential effects in the didactic types, according to the identification that the bibliographic sample offers, and what is referred to in chapter two of this monograph.

Table 7*Conceptual Theoretical Production of the Foreign Language*

Subcategory	Findings - Instrument 1.
<p data-bbox="394 758 516 789">Age at first</p> <p data-bbox="331 852 581 884">Language development</p> <p data-bbox="334 915 578 947">Nature of bilingualism</p>	<p data-bbox="638 428 1443 667">From the reflection that proposes the behavioral theory with the learning of a foreign language which works from the consequences that the subject has with the way in which he interacts around his context as the main component for the modification of his management in front of the acquisition of a latent structure of the language that is activated in the acquisition of the foreign language which becomes a concrete language and, the latent psychological structure that is activated during the acquisition/learning in the spaces that are mediated by the didactic activities of the teacher. (Skinner, 1957 p. 478)</p> <p data-bbox="638 730 1443 970">From the perspective of the linguistic theory it is possible to reflect that the language of this one related to the activities that help of automatic form from instinctive elements shared by all the languages of its own context or of the world that surrounds it, and specific details of those principles, known like parameters to learn it, on the other hand, the theory also proposes that the only human component of the language is the syntactic capacity that has the subject to understand and to understand another language to different from the native one with which it is born. (Chomsky 1959 p. 113-124).</p> <p data-bbox="638 1033 1443 1157">Bilingualism is defined as an individual's ability to use two languages interchangeably; a bilingual person is one who can understand, communicate and express himself or herself clearly and accurately in two languages. (Piaget and Vygotsky, 1978 p. 12)</p> <p data-bbox="638 1220 1443 1398">The reflection that shows us the theory of the monitor model who exposes the foreign language will bring benefits to the student if it contains understandable input for the teaching of the learning that is required in the teaching to understand the structure of a foreign language. Therefore, not always a great amount of teaching or a great time of exposure to the input will guarantee good results in this period. (Krashen 1982 p. 31).</p> <p data-bbox="638 1461 1443 1612">This author describes that from birth to two years, the child exercises control to capture and order all his experiences of the outside world: he follows with his eyes, explores with them, turns his head; with his hands he touches, grabs, releases, throws, pushes; with his mouth, he explores tastes and textures; he moves his body and limbs.</p> <p data-bbox="638 1644 1443 1768">These authors called this "early assimilation or stimulation process. Both Piaget and Vygotsky maintain that this is the most important process of learning and growth in human beings, which will continue for the rest of their lives. (Lenneberg, 1975 p. 12).</p>

Note. Source. Own elaboration, 2020.

In order to triangulate the information set out in the table (4) of the first category, on how the theoretical, conceptual production of foreign language learning at primary age is conceived within the classrooms at the place of analysis, initial findings of the different authors who have investigated the topic of foreign language learning are found, where it is evident, that the knowledge of teachers to deal with this population should be based on the different theories of pedagogues, psychologists, linguists and other specialists to exchange with colleagues methodologies and practices on cognitive, attitudinal, social, cultural and psychological aspects that will be used to choose those learning styles and models according to the students. These new strategies for teaching the foreign language at an early age must also be at the forefront of information and communication technologies.

The reflection that can be reached with the authors referenced in the table above is that teaching should be based on the pressure of the needs of the students and of society, on the tasks, activities, and linguistic processes that the students have to carry out to satisfy those needs and on the competences and strategies that they have to develop to achieve them. Consequently, what the first authors indicate is that an attempt should be made to establish what a fully competent language user is capable of doing, as well as the knowledge, skills, and attitudes which make these activities possible, this is done in the most integrative way possible, bearing in mind that it is not possible to know which activities will be important to a learner.

At the same time, through the instruments, the needs of the student to include recreational material, as strategies in the process of teaching and learning, and to be able to achieve better results in the academic objectives as a subject that seeks to acquire

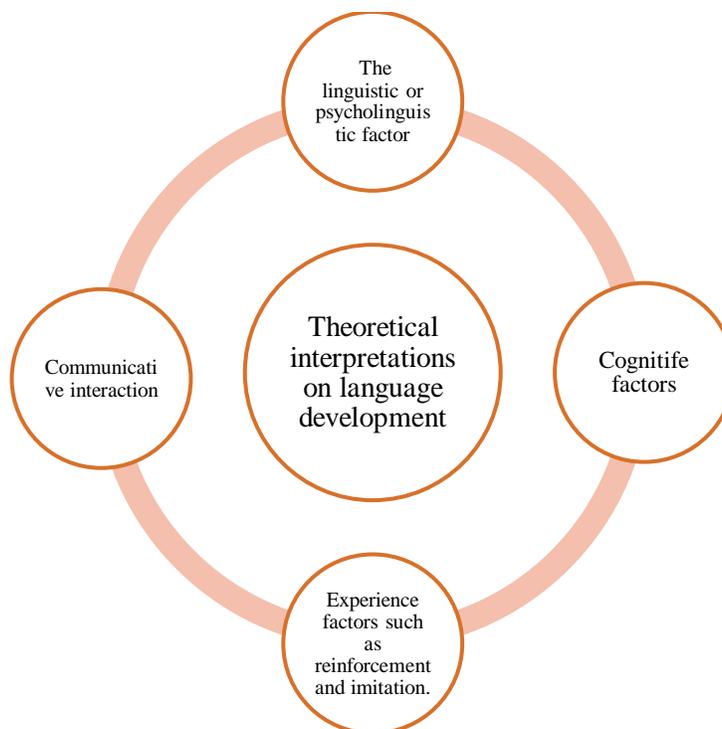
another language, are found. The authors indicate that the limitations of the strategies implemented are governed by the responsible fulfillment of the topics assigned in the curriculum, because of time or space, they do not implement extra activities so as not to fall behind in the topics of the curriculum. Ministry of National Education (2019), shown in the reference framework, says that “education as part of favoring and strengthening, not only the development of the diverse languages but the learning of foreign languages itself, without ignoring the great objective with which they intend to implement strategies that strengthen students who appropriate the foreign language as part of their competitiveness” (p.136).

From this perspective, it could be reflected that the teacher, as a guide in the classroom, is not reduced to teaching strategies and a variety of activities, but that there is freedom in the diversity of interaction of the teacher with the student, in the academic and human potential, as a collaborative work that should have the component of the development of the students' capacities in another language different from their mother tongue, which transcends in the competences of the student in the different contexts that surround them.

Language acquisition and development is understood as a long process within which the child acquires enough mastery of the spoken language in his or her family and social environment to be able to interact in it. The handling of this elaborate system occurs in a pretty short time and at a very early age.

Figure 4

Process of Construction and Language Development.



Theoretical foundations to take into account in the linguistic behavior of a subject in the learning of a foreign language at an early age.

Source. Own elaboration, 2020.

The above figure shows the fundamental elements of teaching a language to students in the first grades of primary school. Starting with the key pedagogical characteristics, which determine good academic results, through persistence and innovation in each class conducted, having empathy and knowledge of each of its students, being assertive when solving doubts in the learning of that language. The next element is the strategies that promote changes, and these are determining factors when identifying ineffective processes that do not contribute to a meaningful education in a language, that does not achieve the fulfillment of the proposed purposes, and that must

seek, with urgency, transformations to improve the teaching processes in the classroom to help develop these skills in children.

Didactic Strategies

In table number (8), the current didactic strategies used by teachers who have called the field of so-called strategic learning, through the design of intervention models whose purpose is to provide students with practical techniques for improving the skills of a foreign language and specific domains (comprehension of academic text. The composition of texts, problem-solving, among others), will be analyzed. Thus has been worked with strategies such as the context of intricate, verbal and conceptual elaboration, the elaboration of self-generated summaries, the detection of key concepts and topical ideas, and recently with metacognitive and self-regulating strategies that allow the student to reflect on and regulate his or her process of learning new competences in the foreign language.

Table 4

Processes of Self-reflection of Didactic Strategies

Didactic Strategy	Reflection	Praxis
Cognitive	Cognitive pedagogy allows a total understanding of learning a foreign language where the student develops cognitive skills to have a clear vision to develop mental processes and apply what is learned in all social contexts where a foreign language is developed. It is fundamental that both interpretation and social organization with respect to a foreign language develop diverse discourses that are located in the relationship, interaction and participation of their learning. The development of critical thinking in the classroom, part of the interest of teaching and learning processes in students wanting to interact in a foreign language, allows the	How thinking develops cognitive processes through skills (speaking, listening, writing, and reading) from learning a foreign language. Therefore, the understanding and contexts that allow the student to assume and develop from their own interests are combined, creating discourses that allow an integral formation and for life. The pedagogical practice allows the teacher to execute all kinds of actions that become a didactic strategy to develop in the students an integral

Metacognitive	identification, inquiry, comprehensive analysis, the relationship with the context, the development of specific skills of the language, the assessment / evaluation, in the construction of a foreign language as part of learning for life and interaction with social contexts and the globalized world	formation where each one of the applied strategies is evaluated and real results are obtained from the communication, socialization, experiences and the evaluation of the metacognitive processes with each student that has as main interest the Development of a foreign language.
Socialcultural	Understanding a foreign language means placing the student within the culture of the language where real, every day, and diverse learning is possible. In recognition of the cognitive skills of comprehension, they allow the development of a socio-cultural concession that brings us closer to a new interpretation of reality, which emphasizes specific skills and knowledge in speaking, reading, and communicating.	The cultural practices of a foreign language reflect the importance of learning from the society from the diverse forms of organization, experiences and expressions characteristic of a society that contributes some discourses and elements at the moment of developing abilities in the learning of a foreign language.

Source. Own elaboration, 2020

It is important to delimit the teaching strategies in the schools that start from the analysis of the processes of self-reflection from cognition, metacognition and the socio-cultural, which are shown in the following table.

Table 5

Current Teaching Strategies at Schools.

Didactic strategy action	Features	Type of skill
Reflection of previous knowledge, and to generate appropriate expectations in students	<p>They are aimed at activating or generating the previous knowledge in the students.</p> <p>These should be used at the beginning of any teaching sequence, or before learners begin any type of inquiry, discussion, or integration activity on the learning material.</p> <p>It is important to note:</p> <ol style="list-style-type: none"> Identify beforehand the central concepts of the information that the students are going to learn. Keep in mind what students are expected to learn in the teaching and learning situation. 	<p>Introductory focal activity: They seek to attract the attention of the learners, activate previous knowledge, or even create an appropriate motivational starting situation:</p> <p>Guided discussions: This is the interactive process from which students and teacher talk about a given topic.</p> <p>Pre-information-generating activity: Allows students to activate, reflect and share previous knowledge on a given topic.</p> <p>Objectives or intentions as teaching strategies: These are statements that clearly describe the learning activities and the expected effects. It is relevant to share the objectives with the learners.</p>

<p>Improve constructive integration between prior knowledge and new information to be learned</p>	<p>c) Explore relevant background knowledge of the students to decide whether to activate them (when there is evidence that the students have them) or to generate them (when it is known that the students have little previous relevant knowledge or that they have us). These strategies are designed to help create suitable links connecting prior knowledge and new data to be acquired, thus guaranteeing more elevated significance of the learning achieved and better deployment of teaching, understood from the perspective of aid adjusted to the area of proximate development. For Mayer (1984), this manner of combination between the previous and the new is named: "construction of external connections". It is suggested that these strategies be practiced before or through instruction in order to obtain better learning results.</p>	<p>Pre-organizers: It's a resource introductory instruction composed of a set of concepts and propositions of the new information to be learned. Its function is to propose a conceptual context that is activated to support the assimilation of meanings, which the students carry out on the curricular contents.</p> <p>There are two types of PO, expository and comparative. Exposures are recommended when there is insufficient prior knowledge to assimilate the new information. Comparatives can be used when the students know a series of ideas similar to the which will then be the object of learning. The functions of the previous organizers are:</p> <p>a) Propose relevant background knowledge to similar new information or use existing ones.</p> <p>b) Provide a bridge or support for ideas to help students assimilate new learning information more constructively.</p>
<p>Discursive strategies and teaching</p>	<p>These strategies are generally used at the middle and higher education levels, where it is necessary to teach large organized bodies of knowledge, and where the teacher's explanation is used with some frequency as a pedagogical resource. Among the reasons for their use are the number of students to be addressed and the institutional pressure to cover a broad curriculum. In this case, the didactic intention may be explanatory and argumentative. Explanatory when the teacher tries to communicate knowledge, and in this sense uses a series of strategies aimed</p>	<p>(c) Analogies: This is a comparison that engenders a series of propositions that indicate that one object or event (usually unknown) is similar to another.</p> <p>Questions elaborated by the teacher / Obtaining by means of clues: The most effective questions are those that are made with the purpose of guiding the efforts of construction of the students, these questions help the students to pay attention on certain aspects of the contents, or on the actions related to them, and to make an effort going beyond their immediate understanding. It is also possible to ask questions that the students cannot immediately answer, but the teacher achieves the participation or response of the students by indirect means with visual, non-verbal or verbal clues.</p> <p>Confirmation: The teacher asks a question, and if it is answered correctly by the student, he proceeds to legitimize it or is considered correct.</p> <p>Repetition: Consists of repeating what a student has said or answered in order to emphasize what seems to him to have been said correctly and</p>

at promoting the acquisition, development and understanding of knowledge. In terms of argumentation, the teacher considers the need to achieve certain pedagogical-communicative intentions, in order to try to involve students in their explanations and to stimulate their interest in them so that they can actively participate in the process.

To help
organize new
information to
be learned

These are the strategies or visual representations that communicate the logical structure of the instructional material to be learned. They are very useful when summarizing or organizing significant bodies of knowledge and can be used as teaching strategies (although also in academic texts) or students can be taught to use them as learning strategies.

which in his opinion has a relevant meaning for what will later be learned.

Reformulation: Serves to give a more ordered or structured version of what students have said without sufficient precision or skill. Here the teacher integrates what has been said into a student or several and at the same time correct what he considers necessary, so that it is clear.

Elaboration: It consists of broadening or deepening the opinion of one or several students, which has not been sufficiently clear or even formulated in a confusing way.

- **Reject and Ignore:** When responses or opinions are incorrect, inaccurate, or inappropriate the teacher should reject or ignore. This should be accompanied by explanations as to why they are not considered appropriate.
- **Encouragement:** They are used by the teacher to provoke the students to evoke some information acquired in a previous activity and that can serve for the generation of new knowledge.
- **Exhortations:** Learners are encouraged to think about or recall shared past experiences that are considered valuable for understanding or doing current learning activities.
- **Meta Statements:** They tell students what will be addressed in class. They are valuable resources because they help pupils to make sense of significant fragments of activity or discourse and provide guidance on how to organize the activity.
- **Recapitulations:** They help restore intersubjective contexts and provide effective means of achieving continuity. They are brief summaries of what has been said or done and which are considered valuable to be learned.

Concept maps: These are graphic representations of information or knowledge segments of a declarative nature. It is a hierarchical structure in different levels of generality or conceptual inclusiveness. It is formed by concepts, propositions and linking words.

C-Q-A Tables: Graphic organizer in the form of tables. Three columns and two rows. The first column C, you write down what you know or previous knowledge; column Q, you write down what you want to learn and finally in column A you write down what you have learned.

Synoptic table: They provide an overall coherent structure of a theme and its multiple relationships. It organizes information on one or more central themes that are part of the subject matter being taught.

Double-column table: These tables follow an organizational format based on the relationships they represent (Cause / effect; before / after; actions / results) among others.

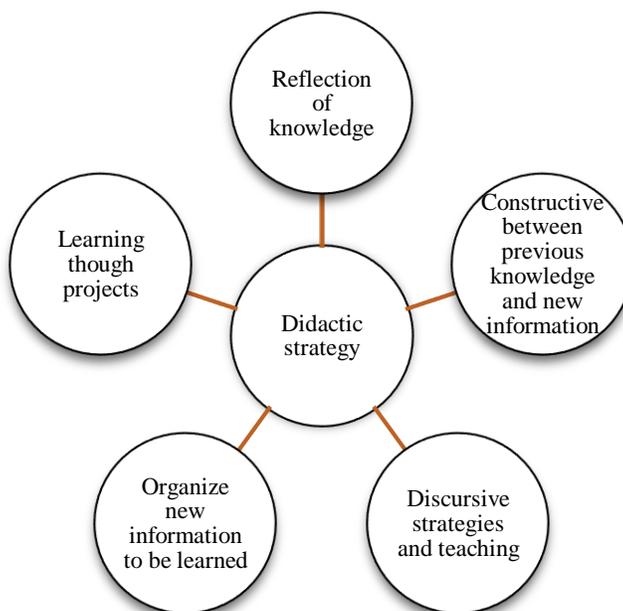
In order to promote a teaching located	Situated teaching can be defined as that pedagogical proposal that is designed and structured with the intention of promoting situated, experiential and authentic learning in students, allowing them to develop skills and competencies similar or equal to those found in everyday situations.	Classification organizers (key diagrams, tree diagrams and circle diagrams): In all these cases, the information is organized in a hierarchical way, establishing relationships of inclusion between concepts or ideas.
Academic strategies and text design	Academic texts are the genre used in educational institutions from basic schooling onwards. They have some characteristics that distinguish them from other types of texts. Because of their function, they are texts prepared by authors to teach; their main task is to present in a didactic way the knowledge of the different disciplines.	<ul style="list-style-type: none"> • Flowchart: These are especially intended to represent procedural knowledge in a graphic way. They serve to describe techniques, algorithms, hypothesis testing, critical paths, among others, in a visuospatial way. • Time lines: These are graphic representations that allow you to organize and visualize events or threads within a time continuum. They are useful in teaching historical content. <p>Problem-based learning (PBL): It has three central characteristics:</p> <ul style="list-style-type: none"> a) It organizes the teaching and learning proposal around holistic and relevant problems. b) It implies that students are the protagonists of the problematic situations posed; and c) It constitutes a pedagogical environment in which students carry out a strong amount of cognitive activity. d) Learning based on case analysis (ABAC): This consists of presenting a case to the students, which is analyzed and discussed in small groups and later in the class, and in which the didactic process consists of promoting in-depth study based on dialogical and argumentative learning. e) Learning through projects (AMP): This strategy has greater weight in students, because in this one the projects to be developed depend largely on their academic and personal interests from the beginning. <p>Signals: Strategic keys or notices that can be used, either within the text or attached to it, to highlight, guide or facilitate the acquisition, organization or integration of the contents.</p> <p>Interspersed questions: These are questions that are posed throughout the text or teaching material and are intended to facilitate learning.</p> <p>Abstracts: This is a short version of a text, any text in which the most important points of its semantic content are emphasized.</p> <p>Illustrations: They are one of the most widely used types of graphic information in texts, software, face-to-face classes, among others. They are</p>

Evidence of current classroom strategies used in foreign language teaching processes.
Source. Own elaboration, (2020).

The different teaching strategies that have been described can be used at the same time, and it is even possible to make some fusions, as the teacher considers necessary. The use of the strategies will depend on the learning content, the tasks to be performed by the students, the teaching activities carried out, and the specific characteristics of the students. In the case of this monograph proposing a plan of didactic strategies for the achievement of significant learning in the first grade of primary school students, the didactic teaching strategies analyzed represent a thread that will contribute to the design of the resulting proposal, taking into consideration the particular elements of the subject matter, which is the ability to obtain the competences to master a foreign language.

Figure 3

Current Processes for Teaching a Foreign Language



Process implemented as a strategy to teach competencies for learning a foreign language. Source. Own elaboration, 2020.

The above figure shows learning strategies as a procedure (a set of steps or skills that a teacher must have to deliver his or her competencies in teaching). And at the same time, a psychological instrument that a student intentionally acquires and uses as a flexible resource to learn significantly and to solve problems and academic demands. Its use involves continuous decision-making activity, metacognitive control, and is subjected to the influence of motivational, affective, and educational-social context factors.

CHAPTER V

Conclusions and Recommendations

This monograph concludes that the processes of teaching and learning a foreign language directed at students in the first grade of basic primary education continues to be supported by the implementation of teaching strategies in the classroom, where teachers develop teaching and learning processes around the specific knowledge of reading and writing, such as strengthening a foreign language. In the same way, it is fundamental to develop the levels of the language (grammar: phonological, morphological, syntactic, and semantic), as well as the competencies of the communicative skills that lead to the improvement in communication and a deeper knowledge of the foreign language in this population. In this way, the teacher proposes strategies to improve the performance of their students from the teaching processes in the classroom. The specificity in the approaches and the focus on the teacher reveals the need to deepen the subject of teaching strategies. In order to understand the object of study in its global and holistic dimension, it is necessary to observe more than models, approaches, and training that the teacher must have in the practice of his or her educational task.

From this theoretical reflection, it can be stated that it is now possible to know more about the didactic strategies for teaching English at the primary level, specifically in first-grade children in different school settings. This enrichment of literature is modest at the international level, but increases its relevance at the national level, being more significant at the level of the policies of the National Ministry of Education on the importance of new competencies in a foreign language as part of the development of a country. Reflecting from the postulates, it is now possible to affirm that it is known what

happens with the policies that are implemented in the city of Bogotá about the vision that one has for learning a foreign language and that this knowledge can produce positive effects in educational environments related to the teaching of English.

The review of the literature allowed to know the didactic strategies for the teaching of a foreign language applied in the school classroom, which helps the development of specific competencies in the English language. In the same way, it is indispensable to find the correspondence between theory and practice of private speech in language studies, which focus on language teaching through cultural issues, the exploration and incorporation of English as a lingua franca in other countries. With all this knowledge in English language teaching, as already mentioned in the section on analysis of results, greater understanding is required of the didactic strategies for teaching English at the first formal grade level, specifically in elementary school student's level. This lack of knowledge is identified both in the international literature and at the national level, with the lack of information being most evident at the level of the Colombian state.

Finally, it is recommended to continue exploring from the documentary to the application of new didactic strategies based on the evolution of the teaching of a foreign language and, therefore, of the interests of the students taking into account the development of specific competencies and the relationship with the context.

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