

**Methodologies and strategies applied to the teaching of english as a foreign language in
elementary students:**

Case studies in some Bucaramanga metropolitan area schools.

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Abstract

The learning of a foreign language, especially the English language, has been one of the challenges of the official educational institutions in Colombia, since we have seen the low academic performance in this area, as well as the lack of new strategies for teaching applied in the classroom, resulting in this way the little motivation of students to learn and improve.

Therefore, this project was developed with the main objective of investigating methodologies and strategies for teaching a foreign language, applied in private educational schools and in those public schools where successful processes are carried out of teaching English from an early age. For this purpose, the asked research question which was: What methodologies and innovative strategies would be necessary to start teaching English as a foreign language in Elementary schools, taking as examples the teaching processes of the L2 of advanced schools? The research question was answered through observation of English classes and interviews conducted to the teachers of the English area of 6 private and public schools.

The results indicated the importance of preparing the teacher at a professional level to apply different methodologies and strategies in the classroom, considering the socio-cultural context of the students and the resources used by the schools, as well as the support provided by the parents of the students in their learning.

Key words: methodologies, strategies, learning process, foreign language.

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Introduction

The teaching of English in Colombian society has become an important necessity for the professional development of individuals, due to this the Education Ministry has carried out projects that allow a better acquisition of the language in the students of Middle Education in the nation. However, all children between 5 and 10 years were excluded, children who just beginning their academic studies and who absorb easily and quickly all the imparted knowledge.

In several educational institutions of the public sector, the absence of English classes in primary and preschool children has become evident, also considering that most of the population of the schools from low-income status do not have economic possibilities for having their children study in private schools, which have within their curriculum the bilingual program and different methodologies that have made their students achieve the objectives in terms of learning the foreign language.

In some public schools of the municipalities of the metropolitan area of Bucaramanga, the teaching of the foreign language is not included within their curriculum, leading in the future, that children do not have an appropriate induction into the English language, hindering in later years the objectives proposed for this area, since many students will not achieve the expected results of the MEN at the end of their studies.

Therefore, this proposal has been developed, its main reason is to investigate and publicize methodologies and teaching strategies of the foreign language, applied in private educational

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institutions and in those public institutions where advanced and satisfactory processes of teaching English from early ages are carried out.

This proposal, is aimed specifically to research and to announce the several methodologies and learning- teaching strategies, which allow teachers to better prepare their classes and adequately teach the knowledge to their students to develop in them better foreign language skills from an early age, where they can acquire solid bases in listening, speaking, writing and reading, with a high level of vocabulary and grammar.

It is not necessary to say the multiple tools that students acquire at an early age just having contact with the foreign language, likewise, it favors the development of the perception and the creativity, because it allows exposing the individual to an immense amount of sounds thus forming his critical and reflective sense, with a good induction in the foreign vocabulary and it is a well-conceived practice. The child acquires qualities and develops important skills for its development making of the learning of English, an essential process with strong bases, which are necessary for the student in elementary school to demonstrate his/her abilities in English, elevating the low linguistic levels in foreign language, which are being seen today in every educational institution.

Chapter one

1.1 Statement of the problem

Starting from “Colombia Bilingual” program which was created in 2004, with the goal of teaching a foreign language to all educational institutions, both private and public with the challenge of improving the language skills of each student and improving the low levels in the foreign language, English in this case.

This challenge, to create a country with students who can communicate and interact with citizens of other countries, has been tarnished by low levels of language skills of high school students, which do not reach a level B1 and low levels of elementary school students who do not reach a level A2; seeing worryingly reflected low academic achievement at all educational levels in the area of English, without obtaining, as established by the MEN, relevant and quality education in foreign language.

According to Basic Standards of Competencies in Foreign Languages: English (2006): Learning a foreign language is invaluable a social tool for cultural and cognitive development of students, allowing them to better career opportunities in the future. (p.90) And the problems mentioned above, it is necessary to improve strategies and methodologies currently used, with the purpose of raising the low language levels in the foreign language.

In order to improve students' academic performance, we must take into account the context of the problem that is the cause of poor school performance. Because in the educational

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aspect there is a variety of problems one of which are the strategies and methodologies that the teachers use.

Teachers should use good methods that encourage students to demonstrate an interest in learning and this makes their performance favorable. Likewise, students must be motivated to learn to research and produce knowledge; thereby improving their academic performance. If you are encouraged to think, solve problems and accept working conditions in the classroom, you can achieve a comprehensive education with good results.

According to Piaget's theory of cognitive development and various studies in the field of psychology and pedagogy, the government has been underestimating the learning abilities of children at an early age. The Colombia Bilingual program has been applied only to high school Basic grades, excluding elementary school children and preschoolers, grades in which the acquisition of a foreign language is more feasible and obvious than at older ages.

According to Piaget (as quoted by Orellana P. 2016) it states that "the childhood of the individual plays a vital and active role with the growth of intelligence, and that the child learns through doing and actively explore. The theory of intellectual development focuses on perception, adaptation, and manipulation of the surrounding environment " Orellana considers the stages of growth and learning which describe the ages at which the transition from one stage to another are common.

The above reasons show the poor academic performance of students in the area of English, because, it has not been carrying a process of learning a foreign language since early ages or preschool students. Students at an early age are more likely to learn a foreign language, this is due to the evolution that the brain has as the child grows.

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ECEDU research line

Childhood, education and diversity. This research Line was chosen because it allows contributing to education and L2 learning about childhood and especially in primary children, researching, announcing and proposing dynamic and innovative strategies for better language acquisition according to the age.

1.2 Research Question

In order to investigate and present the different teaching - learning strategies and methodologies in L2 of the educational institutions in the metropolitan area of Bucaramanga, and at the same time, to allow the teacher to know, learn, and apply these methodologies, the student develops his / her linguistic abilities and at the same time, allowing the student's social, cultural and cognitive development, giving a better development of their memory capacity, potentiate their mental and verbal-logical functions, it is necessary that they start to become familiar with the language, also, it is important to habituate them to the sounds of English, so they can go slowly taking and naturally gaining language skills in English. It is important to know the strategies that allow students to acquire the language in a fun and positive way, without forcing them, and so, the foreign language can flow naturally. In order to know such strategies that allow us to carry out a teaching process in the English language in different educational institutes comes the interest of making the following question:

What methodologies and innovative strategies would be necessary to start teaching English as a foreign language in primary schools, taking as examples the teaching processes of the L2 of advanced schools?

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1.3 Objectives

General Objective.

To investigate and publicize the strategies and methodologies used by schools with successful teaching processes in L2, as a reference for teaching and learning English as a foreign language in public schools.

Specific objectives.

1. To observe, describe and analyze the didactic strategies used in the classes by primary and preschool teachers in public and private schools in Bucaramanga.
2. To evaluate the teaching methodologies at six educational institutions in elementary and kindergarten students, to know the process, the strategies, and the best technologies tools used in the classroom.
3. To provide English public schools' teachers with the opportunity to know and learn new and successful methodologies and strategies in teaching English.
4. To investigate foreign language teaching strategies based on information and communication technologies (ICT).

1.4 Justification

The knowledge and acquisition of tools and methodologies of teaching English as L2, allow teachers to achieve satisfactory results so that students can meet the proposed objectives and can efficiently and dynamically develop their language skills in a natural way.

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Therefore, the study of this research is important because it allows the English novice teacher, to learn this knowledge in order to apply it in the classroom, removing the stigma of "inexperienced", and in this way to carry out teaching processes with acceptable results, satisfactory both for the students who are going to feel more motivated to learn, as for the institution which will feel proud to have an excellent academic performance of its students.

Likewise, learning a foreign language, in this case English allows the child at an early age the social, cultural and cognitive development, providing them with a better development of their language skills and therefore improving their memory capacity and intensifying their mental and verbal-logical functions, equally, according to Dr. Manuel Pedrosa, neurosurgeon at the Hospital of the Princess in Madrid: "the bilingualism not only improves attention but serves as mental training and exercise helps memory of children. During the first four years of life, it is when more neural connections are generated. This period, in which the child's brain is formed, is perfect for feeding with information and with linguistic stimuli "(Ruiz. D, 2014), just as Jean Piaget says that during the first 3 years of life children (as) they are like "sponges" because they absorb everything around them; imitation of symbolic games, behaviors, drawings and spoken language. (Piaget, J., 1985).

According to the specialist Diverbo Kids & Teens, Nicola Hardy: Teaching second language must begin at an early age, the child internalizes so naturally, (Ruiz, 2012, par.1). This allows determining why are there advantages in the introduction of a foreign language since preschool, then it is a continuous process that allows the student the normal and natural language acquisition, thus raising the low English levels of high school students. "According to studies conducted it has been shown that the study of a foreign language in preschool and primary

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school children demonstrate cognitive advantages, contrary to children who do not study L2” (Alvarez, D. 2010, p. 5). Among other advantages it can be mentioned that promoting critical thinking, mastery of L2, capacity increases creativity, enhances the development of mathematical skills, improves academic performance, prepares you for a better future, improves self-esteem. It can be said that learning an L2 in preschool and primary children results in advantages helping the student in the future to be a better professional able to face challenges and achieve their goals and objectives, therefore, it is recommended to start studying a foreign language since early age, since children are more susceptible to new learning.

Colombia, despite the efforts with Colombia Bilingual project, has not achieved the desired results, unfortunately, when the proposal was made, was not taken into account for preschool and primary students in public schools where the program should have started. It was estimated that by 2018 basic high school students would have obtained a level of English B2 in their national exams, but the results are not as expected.

This proposal seeks, to investigate, to observe and to publicize methodologies and pedagogical strategies in the teaching of English as a second language, used satisfactorily by several institutions chosen for their excellent results in their L2 teaching processes.

This, in order to give new teachers of English, a more realistic perspective of how to teach the L2, motivating themselves in their teaching and at the same time their students, as they will learn the language through dynamic strategies and innovative, according to their age and language level.

Chapter two: Theoretical framework

2.1 Theoretical background

Infancy is the second stage of human development after the neonatal stage and one of the most important, span ages between 3 and 6 years and is where great changes occur at physical, psychological, cognitive and psychomotor levels, among others, due to these characteristics the infant experiments and learns constantly.

Cognitive development includes all changes in the intellectual processes of thought, learning, memory, problem solving, and it is at this stage that game and fantasy play an important role in learning a new language.

Based on studies carried out by the Ministry of National Education, it affirms that education in the early years is crucial in the life of the people since during the first years the emotional and affective relationships, neurological and physical development, interaction with the outside world and other factors, are configured. According to Ministry of Education previous studies affirms that:

Early childhood education is conceived as a continuous and permanent process of quality, timely and relevant social interactions and relationships that enable children to enhance their capacities and develop life skills. It is characterized by being inclusive, equitable and supportive, taking into account the ethnic, cultural and social diversity, geographic and socio-economic characteristics of the country and the educational needs of children. (Veléz, 2009, p. 19).

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Considering the political constitution of Colombia, article 67 states that "The State, society and the family are responsible for education, which will be compulsory between the ages of five and fifteen and which will comprise at least one year of preschool and nine years of basic education." (Constitución política de Colombia, 1991).

This allows to expose learning from an early age as the basis generators for the success of the individual, since:

Initial education is a permanent and continuous process of quality, relevant and timely interactions and social relations that enable children to enhance their abilities and to acquire competences in terms of full development as human beings and subjects of laws. As such, it requires proper care and accompanying of the adult that favors their growth and development in healthy and safe socialization environments. (Veléz, 2009, p. 18).

Children between the ages of 4 and 10 are in the stage of learning the mother tongue and with the ability to learn L2, as they naturally learn words and phonemes effortlessly, recreationally and more easily than in more advanced ages.

According to specialists such as Nicola Hardy, director of Diverbo Kids & Teens, assure that "the teaching of the second language has to begin at a very early age. Thus the child naturally internalizes it. She also states that in your first years of life, the child's brain is like a sponge that is why language experts encourage children to start learning other languages as soon as possible." (Ruiz, D. 2014).

According to the Swiss psychologist Jean Piaget (1896-1980), "the individual's childhood plays a vital and active role with the growth of intelligence since the child learns through doing and actively exploring. The theory of intellectual development focuses on the perception,

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adaptation, and manipulation of the surrounding environment. It is known primarily as a theory of stages of development, but, in fact, it is about the nature of knowledge itself and how humans gradually come to acquire, build and use it". (Orellana, P. 2016).

In recent decades, psychological research has shown increasing attention to the role of cognition. Emphasis has been placed on the role of attention, memory, perception, recognition patterns and the use of language in the learning process.

Taking into account the studies on the evolution of knowledge of Jean Piaget, the cognitive development of the child is related to activities of knowledge such as thinking, recognizing, perceiving, and remembering, among others, so during the preoperative period, is where child acquires verbal skills but does not handle abstract concepts yet.

Like Jean Piaget, the psychologist and American pedagogue Jerome Bruner, developed a theory in which the evolution of the cognitive abilities of the child and the adequate development of the educational contents is shown. Bruner views cognitive development as a series of efforts followed by periods of consolidation, he believes that these "development efforts are organized around the emergence of certain capacities" through three models of learning: inactive, which is learned by doing things, manipulating and imitating, iconic, which implies the use of images and drawings and symbolic, which makes use of the written and spoken word.

According to the "father of renewed education" John Dewey argued that:

school was an "embryonic community" that would improve the whole society if it were more democratic and harmonious, "school is the democratic factor par excellence." He also stated that children did not arrive at school as clean passive slates in which teachers could write the lessons. "When the child reaches the classroom is already

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intensely active and the purpose of education is to take charge of this activity and guide it.”

Dewey proposed five phases in his methodological proposal. (pedagogía.com. 2016).

Consideration of some actual and real experience of the child.

- Identification of some problems or difficulties arising from that experience.
- Inspection of available data as well as search for viable solutions.
- Formulation of the solution hypothesis.
- Checking the hypothesis by action

Dewey showed a practical sense to plan and develop an integrated curriculum of the occupations (activities functions related to the child's environment), including forecasts of program development in short time cycles. (pedagogía.com. 2016).

2.2 Literature review

The teaching of a foreign language at an early age has become a necessity at the global level, because of the flexibility of learning, adaptability and perception of children between the ages of 4 and 5, it becomes easier both teaching as their learning.

“The teaching of English as a second language at the international level began in the 15th century, with the expansion of trade and colonization of the British Empire worldwide. English became the “lingua franca”, the language of business common to all who had relations with Britain.” (Rosi Akerman, 2012).

“In the 17th and 18th centuries the only languages taught were Latin and Greek, which were essential to improve the intelligence of the researchers, therefore, their teaching was primordial, and the main method was grammar, syntax and memorization of vocabulary, since its main

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objective was to promote academics who in those centuries only focused on reading and writing.” (Laura Dixon, 2012).

“In Latin America at the end of the 19th century, nursery schools and kindergartens began to operate, with furniture according to the characteristics of the girls and boys, as well as varied teaching materials, all in tune with the Ideas of Comenius, Decroly, Fröebel, Montessori and Agazzi (Reveco, 2012, p. 107). These early schools are evidence of the pedagogical emphasis with which early childhood education is born: with the influence of the approaches of the active school that introduces an education for girls and boys under six years of age”. (Campo, 2014, p. 16).

“But it is in 1984¹ when the Ministry of National Education builds a Curriculum for all levels, areas and modalities of the education system. At this moment it raises the objective of the pre-school education of the girls and the children between the 4 and 6 years of age”.

Colombia has had a long tradition of teaching foreign languages, including English, French, German and Italian languages within the school curriculum, in most educational institutions, with the aim that the high school graduates have a pluralistic vision world. According to the article 23 of Law 115 of February 8, 1994, the mandatory and fundamental areas of knowledge and training that must necessarily be offered according to the curriculum and the Institutional Educational Project were established, among them is the teaching of foreign languages.

In 2004, the national program of bilingualism in Colombia was initiated as a strategy of the Ministry of Education, where the standards of foreign language competence were formulated in

¹ Decree 1002 of 1984. Retrieved on November 19, 2016 at <http://www.mineducacion.gov.co/>

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the different educational institutions, in the preschool, basic, higher education and education programs for work and human development, also focused on the training of English teacher trainers and strengthening undergraduate programs in languages of public and private universities.

According to the national program of bilingualism, it is expected that by 2019 students will be able to master a foreign language, essential in the competitive and globalized world.

According to article 21 of Law 115 of Education states: “The acquisition of elements of conversation and reading in at least one foreign language”, from the basic level. In the 1990s the Ministry of Education defined curricular guidelines to guide the process of teaching and learning the foreign language in elementary and middle school students. (Ley 115, 1994).

Taking into account the above statement and according to the PNB, in which the curricular standards of the teaching of English were formulated in the different educational levels including the preschool, the latter has been applied only in private institutions, it can be observed that children when beginning their studies in public educational institutions do not have this induction or first encounter with a foreign language, causing future drawbacks in PNB.

In the city of Bucaramanga, Bilingual school La Consolata has been carrying out its bilingual project between Cambridge University Press and Cambridge English Language Assessment, project that has given excellent results for being applied from the preschool grades; the students graduated from this institution obtain a level B2 in English, allowing them to be more competent people at professional level. Likewise, the Panamerican School of the city of Floridablanca, for more than 10 years, has applied the bilingual project with native English teachers, where they

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use different sources as didactic material in children, with the objective of developing the four skills to communicate in English according as suggested by the MEN.

The previous projects carried out in private schools, show us the viability of teaching English from an early age, with qualified English teachers in the area. Therefore, the importance of adapting induction and teaching of L2, such as English in preschool and primary children are necessary for a correct acquisition of the language and to be able to fulfill the objectives proposed by the PNB in the MEN.

Chapter three: Methodology

3.1 Research Paradigm

As Vitale quoted (2013). "In the field of education, as in the rest of the sciences, research has become a precise and elementary activity. For this reason, Educational Research has originated as a discipline that "... deals with questions and problems related to nature, epistemology, methodology, aims and objectives within the framework of the progressive search for knowledge in the educational field ..." (Arnal, 1994, p.2).

In the realization of this research, the paradigm that best suited this study was the interpretative, which according to its characteristics is directed towards discovery also seeks the interaction of knowledge and have the same objective the researcher-object relationship. Likewise, "Its purpose was not to seek for causal or functional explanations of social and human life, but to deepen our knowledge and understanding of why social life is perceived and experienced as it happens." (Farnos, J. D. 2010).

Similarly,, its design was open, flexible and emerging. It also has an open character originating multitude of interpretations and approaches. The subjective character prevailed both in the analysis and in the interpretation of results and is generally worked with small and statistically non-representative samples.

According to Carlos Borsotti ". Investigating is a process by which attempts are made to respond to scientific problems through systematic procedures, which include the production of valid and reliable information. "(Borsotti, Chapter 2, 29).

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The father of phenomenology in the nineteenth century, Edmund Husserl and principal author of the interpretative paradigm, "was very concerned about the process of doing science and therefore he tried to create a" phenomenological "method, which basic purpose was to be more rigorous and critical in the scientific methodology ". (Martínez & Rios,2006).

“Phenomenology is the study of phenomena as they are experimented, lived and perceived by man, that is, it studies the realities as they are in themselves, leaving them to manifest themselves without constraining their structure from the outside, but respecting it in its totality. Husserl coined the term *Lebenswelt* (world of life, lived world) to express the matrix of this "lived world, with its own meaning”. (Suarez, N. 2011).

3.2 Research approach

Every research is born of an observed situation or problem. Considering the above, the research approach in which this study was situated is the qualitative one, which was part of the study of methods of data collection of descriptive type and of observations to discover in a discursive manner and conceptual categories. It is also called phenomenological and/or ethnographic.

This approach aims to improve the quality of educational processes, such as the one in which we were interested for our study, which was: to know those innovative strategies and methodologies that are necessary to initiate a bilingual process in primary children of the public school, and to help educators on educational practice, greatly influencing didactic, pedagogical and curricular innovation.

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“Ethnography is not a simple technique but a methodological strategy that allows to obtain empirical information in the space where the studied events unfold," documenting the undocumented ", thus allowing a qualitative elaboration of the studied school context; Its results in a text that describes densely the specificity of the place (Rockwell 1994)”. (Murillo, J. and Martinez, C. 2010). Thanks to this, it was possible to expand and learn about the internal workings in the classroom, the causes of school failure and student strategies among many other investigations.

3.3 Type of study

According to Carlos Sabino (1996, pp. 106-112), research is classified in exploratory, descriptive and explanatory. Taking into account the approach, appropriate type of research for this study, which was descriptive research, which consisted of indicating all the characteristics of the being studied phenomenon, likewise, referred or narrated characteristics and properties of an object, subject or specific situation, unused value judgments and seeking high levels of objectivity.

Through a descriptive research, it was possible to discover and know the innovative methodologies and strategies that are necessary to start teaching English in elementary students, since it was based on projects carried out with excellent results. For this reason, knowing the strategies and methodologies that every teacher needs to apply in the classroom with their primary school students, it was of utmost importance to obtain the goals and objectives that every educational institution is proposing either in the medium and long term, likewise, the objectives of the Ministry of Education with its National Program of Bilingualism.

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Therefore, studies on projects already carried out were accomplished and excellent results were obtained, describing and publicizing the appropriate tactics in teaching a L2 in a classroom.

3.4 Population

The study of this research was developed, and the main reason was to investigate and publicize methodologies and teaching strategies for a foreign language, applied in private educational institutions and in those public institutions where they carried out advanced and satisfactory processes of teaching English from early ages.

This project, directed specifically to research and to announce the several methodologies and learning- teaching strategies, allows teachers to prepare their classes better and adequately teach the knowledge to their students to develop in them better foreign language skills from an early age, where they can acquire solid bases in listening, speaking, writing and grammar, with a high level of the vocabulary.

According to the observed data in Bucaramanga in two public schools, with children between 5 and 10 years and with 45 students per classroom, English is not taught in elementary schools, or in some cases they do not have the appropriate methodologies to teach this subject properly, some schools have turned to vocabulary memorization and the use of a coloring books. In the long run, a student does not acquire and does not reach the appropriate level of competence to perform in the globalized world.

In contrast to private schools which were four chosen schools with children aged between 4 and 10 years and with 16 students per classroom, who apply diverse strategies and methodologies with the objective of fulfilling the goals demanded by the directives of the school.

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According to the above, this research proposal was made with the aim of improving the English levels of the different public and private schools, starting with the teaching of the L2 from the primary level, since due to their short - ages, they have the capacity to acquire more easily the foreign language, phonemes, and spellings; based on didactic strategies that allow them acquisition the foreign language in a viable and fun way, according to the age of the students, and at the same time, to develop the creativity, with more advanced language skills, facilitating access to a better educational schools, allowing them to compete in the globalized world of today.

Similarly, it provides the teachers the chance to acquire and apply this methodology in the class, as it favors the social, cultural and cognitive development of their students, allowing them to enhance their linguistic skills, logical-verbal thinking, and awareness.

3.5 Methodology and Instruments

The methodology that is intended to be carried out in this project is participatory action research, according to Colmenares (2011) “Participatory action -research or action- research is a methodology that presents particular characteristics that distinguish it from other options under the qualitative approach; among them we can indicate the way in which the object of study is approached, the purposes, the actions of the social actors involved in the investigation, the various procedures that are developed and the achievements that are reached”.

“As for the approach to the object of study, it is based on an initial diagnosis, the consultation of different social actors in search of appreciations, points of view, and opinions, on a subject or problem that may change”. (Colmenares, 2011, p.4).

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All research is born of an observed situation or problem. Considering the above, the research approach in which this study is situated is the qualitative one, which begins with the study of methods of data collection of descriptive type and of observations to discover in a discursive manner some conceptual categories.

This approach aims to improve the quality of educational processes, such as the one which this research aims to inquiry, which is: to know what innovative strategies and methodologies are necessary to initiate a bilingual process in preschool and primary children and to help educators on the educational practice, greatly influencing didactic, pedagogical and curricular innovation.

Given the approach selected for this research as well as the type of research, the most representative data collection techniques that we will be used for the collection of data from this study are: interviews, unstructured observations, document review, experiences, biographies, detailed observations of verbal and nonverbal expressions; as well as behaviors and manifestations, among others.

The interviews, class observations and the revision of documents are considered as the primary ones in the study of this case, these data that will allow us to collect information on the factors influencing the fact that public schools do not have a good level of the English language, as well as to publish some methodologies and strategies necessary for teaching L2 from primary levels.

The interviews for the data collection will be made to the teaching staff, who are qualified in pedagogy to give answers to the different strategies and methodologies applied in the L2

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learning process of the students, surveys will also be carried out as a sample of the opinion of the parents of the different educational institutions.

With the previous data collection and with the information provided by the principals and previous research documents, it was expected that the proposal could be feasible as a solution to the problems mentioned in this research.

STEPS

In the first instance, a diagnosis of target institutions was conducted. Taking into account the previous diagnosis, an interview format was designed which was carried out with the English teachers, a survey was also conducted with some parents of the different educational schools.

Then, permission was requested in the schools to make class observations. From the target population observations were made in three institutions, which allowed us to collect the necessary information for the present research.

Chapter four: Development

4.1 Diagnosis

Considering the proposed methodology, a diagnosis was made of the characterization of the institutions in which the data collection for the project was carried out.

The institutions were chosen considering the English processes carried out in them, but it was considered convenient to apply this observation in two public schools in order to see the differences of the strategies applied in these schools and in the private institutions .

Chosen educational institutions

- 1) Normal Superior High School of Piedecuesta
- 2) Cabecera Del Llano School of Piedecuesta
- 3) Aspaen Gymnasium Cantillana Piedecuesta
- 4) Bilingual School Yikanda
- 5) Kids Planet School
- 6) Gymnasium Pedagogical Pierre Faure

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4.2 Analysis

The teaching a foreign language in elementary school students has been a great challenge for public schools in the country, due to multiple factors that make this goal more difficult; Contrary to what happens in private schools, where the English teaching has been one of the key factors and success in these institutions.

In this research, class observations and interviews with teachers from each of the chosen institutions in the metropolitan area of Bucaramanga were taken into account, in order to investigate the methodologies and teaching strategies used by each one of English teachers in their classes.

During class observations and respective interviews, it was known that the methodologies and strategies used in most institutions are similar in their execution, especially in private schools, for example, the Aspaen Cantillana Gymnasium, uses the teaching method "Content and Language Integrated Learning" CLIL, as well as the Yikanda Bilingual School, where teachers develop academic activities 100% in English, integrating their teaching to other areas of knowledge such as mathematics, science, arts, among others.

Similarly, in these private institutions, the use of TIC tools is part of the good development of the class, since students achieve their learning through interactive classes, allowing them a better appropriation and acquisition of the foreign language. Another positive factor is the sociocultural environment in which the children of private and bilingual schools are immersed, that is to say, the student since the beginning of his school day, is involved in an American cultural environment.

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On the other hand, in public schools such as the Normal High School of Piedecuesta and the Cabecera del Llano school, the teaching of a foreign language in primary school children is more limited, since the institutions do not usually have the necessary resources for the teaching of this one, it should be noted that the teachers in these institutions make considerable efforts that provide a moderate way of learning L2 in students of these institutions. In public schools, the sociocultural environment is one of the key factors that does not allow the adequate English learning, since children develop in the typical cultural environment of their region, they only receive two hours of English and in some cases three hours per week, the classes take place in an unconventional environment, 100% in Spanish and are based largely on the learning of grammar rules.

In general, in these institutions the use of Tics tools is limited and in the case of the Cabecera del Llano school, it is totally restricted, since the school does not have these technological resources. On the contrary, the Normal School of Piedecuesta, very briefly use these tools, the teaching of the foreign language is based on grammar and vocabulary learning with the sole objective of preparing students for the SABER tests.

Taking the above into account, we can emphasize that teaching methodologies and strategies are basically similar in institutions, for example, the use of TICS, flashcards, videos, games, rounds, books and guides. The difference and the success of the foreign language learning in the students of the private and public schools lies especially in the way the English teacher applies the methodologies and teaching strategies, to the sociocultural environment in which the students are immersed and at the same time, the preparation and experience that the English teacher has in the foreign language.

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METHODOLOGIES AND STRATEGIES	
PRIVATE SCHOOLS	PUBLIC SCHOOLS
Content and Language Integrated Learning methodology (CLIL). Glenn Doman method	Method based on grammar and translation
The classes are 100% in English	The classes are in Spanish
Use of technological tools as the computer, video beam and T.V.	Restrained use of technological tools as the computer, video beam and T.V.
Use of stories and notebook	Use of stories, guides and notebook
Games in English, crosswords, puzzle, dictionary, and flashcards	Games in English, crosswords, puzzle, dictionary, and flashcards
Use of guides and board	Use of guides and board
Activities with different interdisciplinary areas (science, mathematics, arts, etc.).	Activities focus on grammar and vocabulary

4.3. Opinion Surveys

During class observations and respective interviews, interviewed English teachers were given opinion polls to be answered in a non-obligatory way by the parents, this with the objective of having the opinion of the parents regarding the teaching of English of their son or daughter in the institution.

Due to time constraints and respective permission of the directives, surveys were conducted in 3 schools, two public schools and one private.

The questions and the format used was the following, the Spanish language was used since they were addressed to the parents of the children of each institution. Of the three schools,

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only 56 parents responded to the respective survey (36 in public schools- 20 in private schools).

(See annexes).

Figure 1.



ENCUESTA DE OPINION

La presente encuesta tiene como finalidad recolectar datos importantes para la realización del proyecto de grado de las estudiantes de Licenciatura en Inglés de la Universidad Nacional Abierta y a Distancia, estos datos son importantes para verificar las fortalezas y falencias en cuanto a las metodologías y estrategias de enseñanza del inglés en escuelas de Primaria. En virtud de lo anterior, le agradecemos de forma muy especial su colaboración para responder las preguntas que encontrara a continuación.

NOMBRE PADRE _____

ESCUELA /COLEGIO: _____ GRADO _____

ESTUDIANTE _____

1. **¿cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?**

- Si es importante _____ No es importante _____ No sabe / no opina _____

2. **¿Como padre motiva y colabora en el aprendizaje de una lengua extranjera a su hijo(a) con material complementario y revisión de tareas?**

- Casi siempre _____ Siempre _____ Nunca _____ No sabe /no opina _____

3. **¿Cómo estimula a su hijo (a) en el aprendizaje del idioma inglés?**

- Libros, cuentos y revistas en ingles _____ Cursos sabatinos _____

- Programas en TV, videos en ingles _____ Otro _____

- No lo estimula _____

4. **¿Las instituciones educativas dan la suficiente información a los padres de familia sobre los tipos de recursos necesarios para el aprendizaje de una lengua extranjera en niños de primaria?**

- Casi siempre _____ Siempre _____ Nunca _____ No sabe / no opina _____

5. **¿Cuál cree usted que es el principal problema que debe ser mejorado en el ámbito del aprendizaje de lenguas extranjeras en niños de primaria?**

- Mejor material de aprendizaje para los niños
- Mejor infraestructura técnica (pizarras interactivas, cursos en línea, etc)
- Grupos más reducidos de estudiantes
- Mas información sobre estrategias de enseñanza para los padres

¡Gracias por su colaboración!

Leidy Tatiana Toloza Blanco
Luz Elena Ramos R.

Estudiantes Universidad Nacional Abierta y a Distancia - UNAD

Source: Project authors

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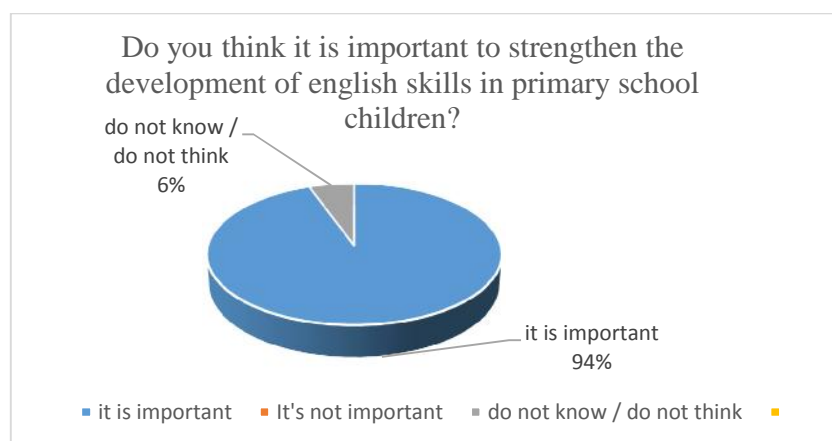
4.3.1 Results obtained in public school.**A. As a parent, do you think it is important to strengthen the development of English as a foreign language skill in elementary school children?**

Figure 2. Of the 36 parents surveyed in public schools, 94% considered important to strengthen the development of English in schools, although there is a minority of 6% who decided not to comment.

Considering the above, it can be deduced that one of the greatest strengths of learning a foreign language since childhood is the support of parents. In this question, it is observed that for the parents of children who study in public schools, the learning and development of this item is very important.

B. As a parent, you motivate and collaborate in the learning of a foreign language to your child with complementary material and review of tasks?

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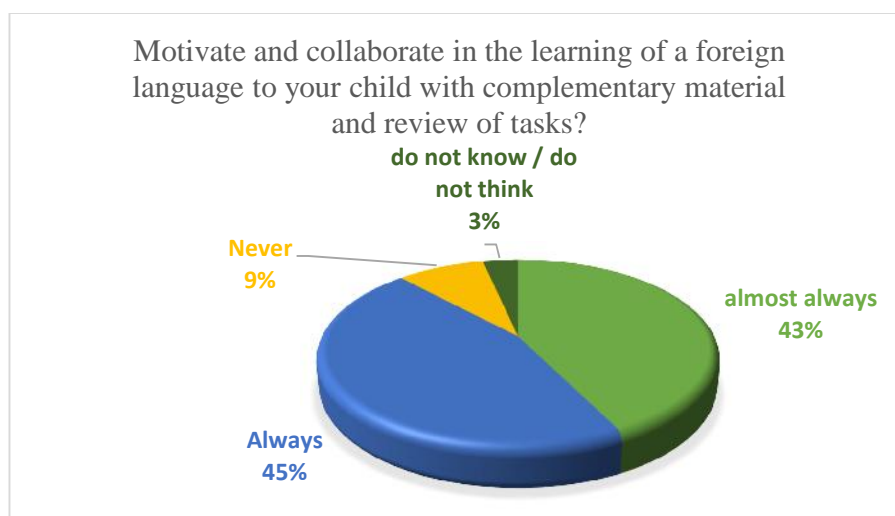
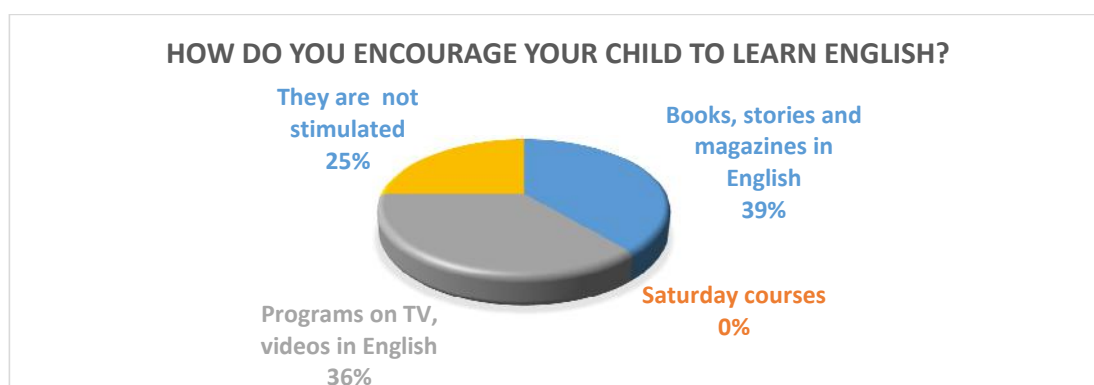


Figure 3. Of the 36 parents surveyed there is a considerable 45% which motivates and collaborates in the learning of a foreign language of their children, very much contrary to the 9% which added to the 3% who do not want to say anything, for various reasons they do not collaborate in the formation of a foreign language to their children.

According to the above, it can be deduced that one of the weaknesses in the learning of a foreign language since childhood is the lack of commitment and responsibility on the part of the parents, which is a motivating factor in children.

C. How do you encourage your child to learn English?



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Figure 4. 39% of respondents, added to 36%, encourage their children to learn a language through TV programs, videos in English, books and stories. Contrary to 25%, a high percentage that does not stimulate their children at all to learn English.

This item is related to the previous question, since it emphasizes that in public schools there are very few parents who encourage their children with other educational tools outside of class. A high percentage of parents who do not motivate or stimulate their children to learn another language is noted, it allows to predict the academic level of these children.

A. Do educational institutions give enough information to parents about the types of resources needed for learning a foreign language in primary school children?

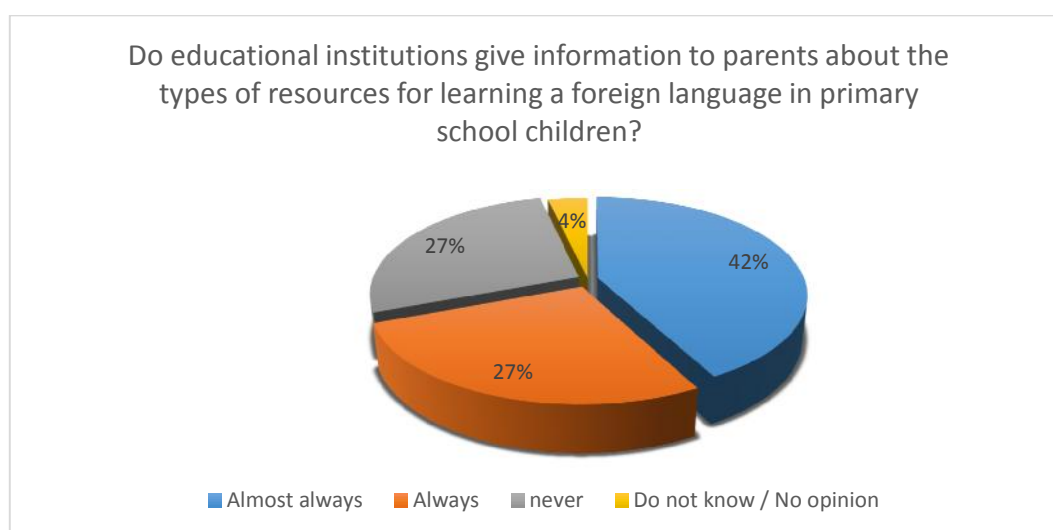


Figure 5. 42% of the surveyed population think that the school always gives enough information about the learning resources to learn English, in the same way 27% think that the institution rarely gives this information, contrary to 27% who think that the schools never give the necessary information to teach English to children from home.

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According to these data, for educational institutions it is very important to inform parents about the use of certain tools that allow the acquisition of a foreign language, this with the aim of improving the learning of children

5. What do you think is the main problem that should be improved in the field of learning foreign languages in primary school children?

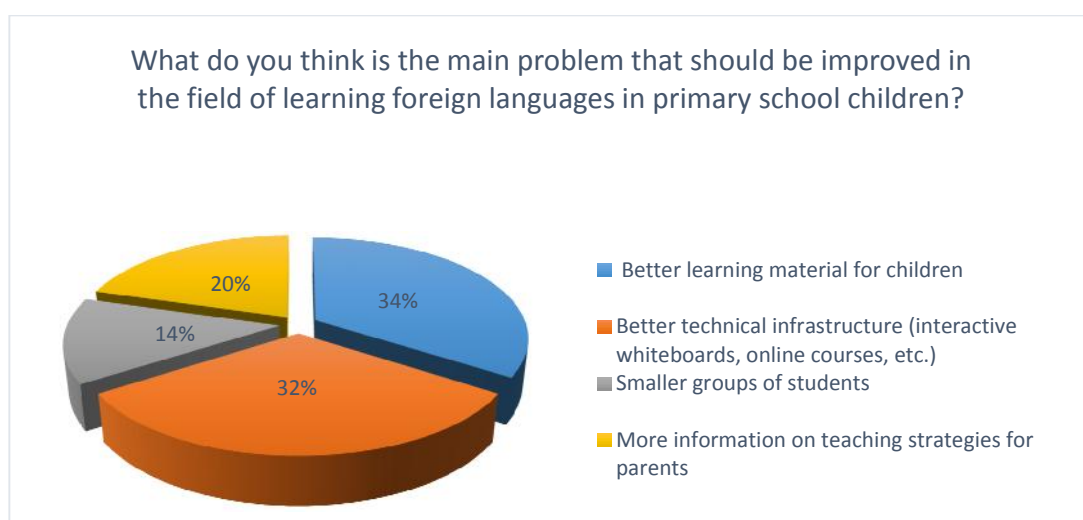


Figure 6. In this item, we can see that 34% of the parents say that better learning materials are needed for children, 32% think that better technological infrastructure is needed such as online courses and interactive boards, 20% think that the schools should give more information to parents about teaching strategies to be applied from home and 14% of the polled ones think it is necessary to have smaller groups of students per classroom for a better learning.

Taking the above into account, it can be seen that better learning materials in English are needed for children, this being a possible factor in the little acquisition of this language for elementary school children.

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4.3.2 Results obtained in private schools. Bilingual school Yikanda

- 1. As a parent, do you think it is important to strengthen the development of English as a foreign language skill in elementary school children?**

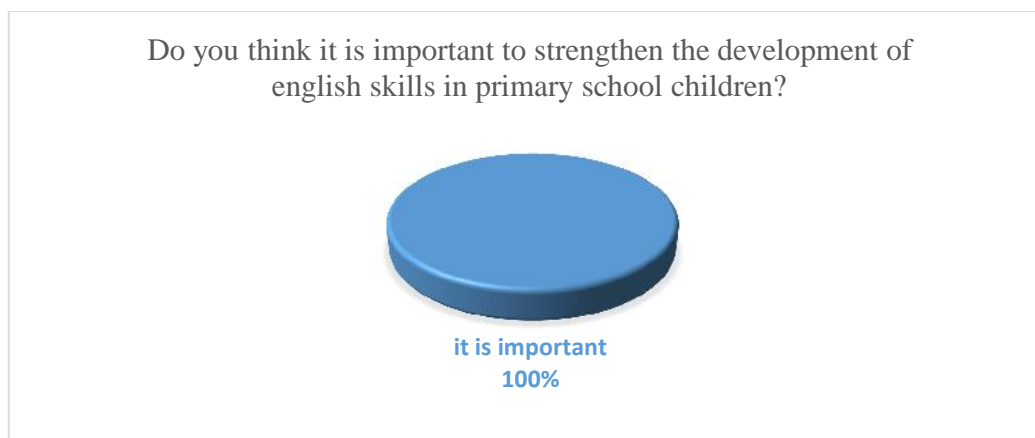


Figure 7. Of the 20 surveyed parents in the Bilingual School Yikanda private school, 100% consider it extremely important to strengthen the development of English as a foreign language skill in elementary school children.

Taking into account the result of this question, we can say that parents agreed that today the importance of the English language is quite necessary not only in the study but also for the professional and working life.

- 2. As a parent, you motivate and collaborate in the learning of a foreign language to your child with complementary material and review of tasks?**

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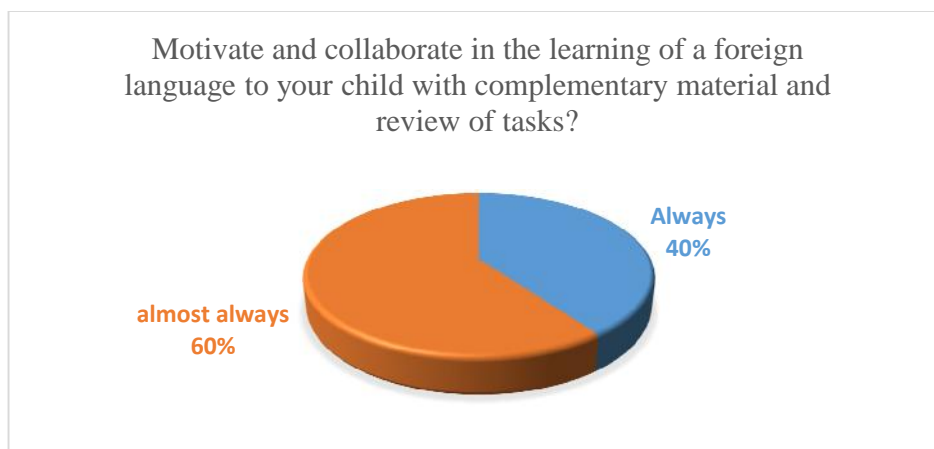


Figure 8. Of the 20 surveyed parents the 40 % of them always motivate and collaborate to their children in the learning a foreign language, with complementary material and review of tasks, while 60 % of the parents answered: "almost always"..

Therefore, we can deduce that there is a good rank of commitment and support from parents in the process of learning of a foreign language with their children, likewise, as this school is bilingual, even more so, the responsibility of both students and parents should be greater.

3. How do you encourage your child to learn English?



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Figure 9. The 54% of the respondents encourage their children to learn a foreign language with TV programs and videos in English. The other 35% of the respondents motivate their children with the English language through Saturday courses and the rest motivate their children with books, stories and magazines in English

Making the analysis of this question, we deduce that all parents motivate their children in some way to enrich a foreign language, they know the great importance that this represents.

4. Do educational institutions give enough information to parents about the types of resources needed for learning a foreign language in primary school children?



Figure 10. 75% of the surveyed population think that the school always gives enough information about the learning resources to learn English, in the same way, 25% of the surveyed population think that the school "almost always" gives enough information necessary to learn a foreign language.

According to these data the parents are happy with the information that the school provides them to support the process of their children

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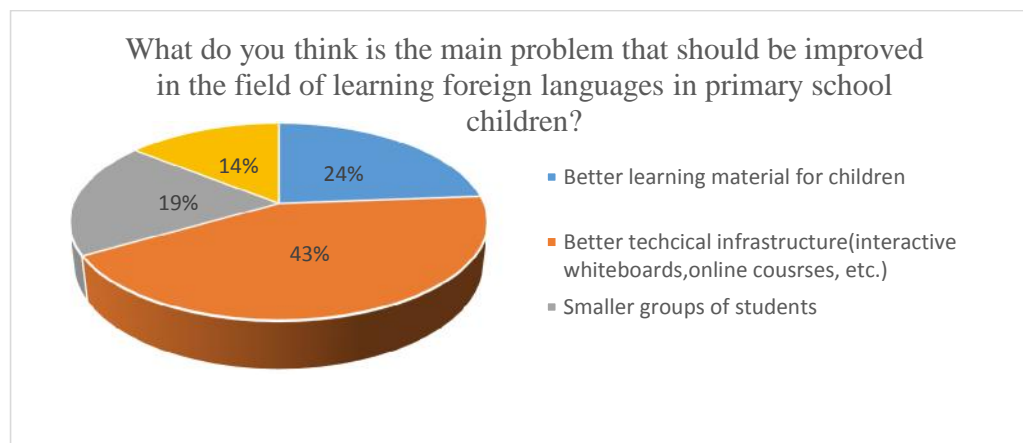
5. What do you think is the main problem that should be improved in the field of learning foreign languages in primary school children?

Figure 11. In this part, we can say that 43% of the parents think better technological infrastructure is needed such as online courses and interactive boards, 24% of them think better learning materials are needed for children, 19% of them think that is important to have smaller groups of students per classroom for better learning and the other 14% think that the school should give more information to parents about teaching strategies to be applied from home.

Taking into account the above, it can be seen that better technological infrastructure is needed such as online courses and interactive boards.

Because although the school has advanced resources in technology, parents know that the infrastructure of the school is small and always needs to be in constant evolution.

5. Conclusions and recommendations

Taking account of the purpose of this research, which was to know the necessary methodologies and strategies applied in elementary schools, it can be concluded that:

Considering the different observations made in both public and private schools, the teaching of a foreign language from an early age with a methodology according to the age is very important, which will allow a better acquisition of a L2. That is why English teachers must search strategies based on an excellent English teaching in children.

As English teachers we must acquire, skills and abilities in the teaching of a foreign language. The methodology is very important to apply and based on this to choose the necessary tools to teach the contents.

Two of the most outstanding examples are the Cantillana and Yikanda schools, where they use the Content and Language Integrated Learning method (CLIL), and the different areas of learning are 100% in English.

Some important factors such as the constant preparation and professional development of the English teachers can be highlighted, who must be updating their knowledge to transmit it, applying the methodologies, techniques and tools used by each of the institutions and correcting them according to the students' needs, this with the objective of motivating the students to learn and at the same time to acquire more easily the language, since the students will be forced to understand and try to speak in order to communicate with the teacher.

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Most of the tools used in the institutions are similar: videos, songs, audios, poems, guides, games, texts, ICTs, among others. The success or failure of the use of these tools in the classroom is given by the teacher who teaches with them and uses them, that is, the teacher can contribute to academic improvement by being competent in the English language and creative in teaching, exploring and updating their knowledge, innovation and the use of ICTs. In large part, the way in which different educational actors interpret, redefine, filter and shape the proposed changes.

In conclusion, the students know what are the new technologies and are familiar with them, they are consumers of each of the services offered by the Internet such as YouTube, social networks, online series, movies, mobile phone software, etc.

However, they do not have a working knowledge of most of the tools used in the classroom (office, email, etc.). Therefore, they must expand their knowledge about technological tools automation, according to teachers, the students believe they know more than they really know in terms of new technologies. The majority of students prefer an ICT education compared to the traditional teaching methodology where no type of technological help is used, students do not like the master class, they prefer to participate and be protagonists of their learning, they consider that through new technologies they learn better and that information is managed more quickly and efficiently. On the contrary of the teacher's role. The work of the secondary teacher should be to be involved with an open and critical attitude of today's society and ICTs, must be predisposed to continuous self-learning and permanent action. The teacher has the obligation to treat ICTs, not as a mere carrier of knowledge, but must be attentive to contribute to the student's training through interventions that directly affect the curricular designs and schedules. Therefore,

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the recommendations for the teaching-learning process of the teacher will focus on helping students so they can know and learn a foreign language, using different models: orientation, motivation and teaching resources through ICTs. The factor of motivation offered by new technologies deserves to be highlighted. In general, most of the students emphasize that the resources of the institution could be better utilized, students do not value well the subjects where these types of resources are not used (mathematics, biology, literature, etc.) Different is the case of English classes where the digital board is used, students highlight that it arouses interest, motivates them more and consider that learning a language is done more quickly and effectively than if no type of communication was used, technological contribution. In the case of a foreign language, they emphasize that they are more motivated, safe and interact much more with the use of new technologies. The most valued resources that are recommended for English classes are: films, songs, listening activities, flashcards, a series of didactic resources that include them as a motivating and pedagogical strategy. Increasing therefore the motivation and autonomous learning, where the student is the main protagonist. It is worth noting the use of the platforms, the center's website, the magazine and the teachers' blogs. The students barely use them, most do not even know that there are all that kind of digital resources at their disposal.

Another recommendation is that there should be a greater use of technologies in schools in the other areas of learning, not just the English area.

According the conclusions obtained with this study, the need to enhance the personal development of English learning was evidenced. Most students do not use online resources at home, they use YouTube but almost never in English, they do not visit tutorials or watch films in the original language.

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There should be a link between family and school to exploit online resources the students have at the home.

In conclusion, the work of an English teacher has a special relevance when using new technologies since these can help to motivate and expand the cognitive development of the students, therefore, this technological tools should not be overlooked for teaching English. Even so, it is true that English teachers must invest a lot of time in preparing and analyzing the digital resources that they will use and they do not always obtain the expected result (the audio fails, the DVD player, etc.).

Therefore, the participation of parents in their children's learning process is recommended, since from their homes they can collaborate and motivate them through other teaching tools, deepening and reinforcing what they have learned in class.

Attachments

1. Observations

A. Observation Class of English Normal High School of Piedecuesta

October 18, 2017, 2:15 pm

Teacher: Nidia Nieves

Group: 5-5

The Normal High School is a public institution, where classes are taught from preschool, primary, secondary and complementary cycle. It is an institution that graduates academic students with deepening pedagogy, being its current director is the Specialist Elias Cediél Uribe.

In the institution mentioned above, English language education is carried out from the fourth-grade primary with an hourly intensity teaching English of 2 hours per week, by Professor Nidia Nieves, who was very kind allowing us to make the observation of the class and the respective interview.

The class observation was carried out with fifth-grade students, 40 students in total, with ages between 9 and 11 years old, who have two hours of English class per week.. This class, in particular, was carried out by a student of the Complementary Cycle of the Institution (student of the Program of Complementary Formation in pedagogy), last semester (4th), who in that week began her pedagogical practices, being guided by the teacher Nidia Nieves (English teacher).

According to the teacher in charge, the students of complementary training prepare in advance their didactic classes, the classes to be taught in the primary classrooms, these students of

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the complementary cycle have an emphasis on basic primary, and therefore they teach classes in their practices in the areas of Basic English, mathematics, Spanish, and science. The class in observation was taught in the native language (Spanish) with predominance of some English commands.

Description of the class

The class starts with some greetings and presentation of the practicing teacher, then the teacher motivates the students to make short exercises using the next commands to guide them “hands up, one arm to the right, one to the left, arms down “.

Then she instructed the students to divide into two groups, one at each end of the room. Next, she began the warm-up of the class explaining that they are going to perform a reinforcement on the subject of “personal pronouns and auxiliaries”. Therefore, she distributed on the floor flashcards with written pronouns and their auxiliaries.

After doing the above, the practicing teacher explains that they will perform the game of “tingo, tingo, tingo”; the object of this activity was an eraser , who had the eraser in your hand when she said the word “tango”, the student had to choose a personal pronoun from the floor and the respective auxiliary and paste it on the board pronouncing the correct sentence.

After finishing the warm-up which lasted approximately 10 minutes, the teacher writes the phrase “she eats an apple” and based on this sentence begins the explanation of the present continuous where she asks a student to write the sentence correctly. The child who decided to write in the board wrote the phrase “she is eating apples”, the teacher congratulates him.

The teacher continues with the next part of the class with another didactic game, in which she gives the students several flashcards with regular verbs (students in previous classes had

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studied them), where each of the students had to go to the board and pronounce the verb in the present form and then write it on the board in present progressive. At the moment that each student was passing to the board the teacher was explaining the grammar rules to write correctly the verb in present progressive.

Finally, the class ended with an exercise in which each student had to perform a short sentence in the present progressive tense, with a verb given as an example by the teacher, the teacher was guiding and correcting doubts about it.

Considering the analysis performed by the teacher in charge, the class performed by the practitioner of the complementary cycle, had some good factors and some shortcomings. Among the good factors is that the student prepared the lesson plan correctly, prepared the class tools for the students, had a good performance and class mastery. The shortcomings that were found were that the didactic tools used were not the special ones for a group as big as the one at that moment (40 students) because the students got dispersed and got deconcentrated a lot. As spoken by her, in your teaching experience, she said that for such a large group of students this activity is ideal to do individual work.

The group work was done in rows by the students, and the teacher worked dialogues with the students asking questions and answers to the students , also, she worked on the board with the students to keep them active and concentrated during the class, she commented that she worked with the students using the video beam, where she shows them stories and tales and then worked on the notebook. Since this way students learn vocabulary.

Another strategy that the teacher used was reading stories, firstly, she read them some paragraphs and the students listened to them, then the students randomly went slowly reading

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obviously with many mistakes but trying to make the reading with the corrections of the teacher. The teacher realized the reading of the story and the activities related to this one during two different classes (4 hours). The activities and exercises that the students performed were “Saber” type test, with the aim that the students practice during the class for the written tests at the national level.

Activities are mostly designed by the teacher, exercises are related to various areas such as science and mathematics. Where students learn to add and subtract in English and also learn vocabulary related to science.

Methodologies and strategies applied by this institution

- The classes are in Spanish and English at the same time
- Method based on grammar and translation.
- Use of technological tools as the computer, video beam and T.V.
- Use of stories and notebook
- Games in English, crosswords, puzzle, dictionary, and flashcards
- Use of guides and board
- Activities with different interdisciplinary areas (science, mathematics).

B. Observation Class of English Cabecera Del Llano School of Piedecuesta

November 3, 2017, 2:15 pm

Teacher: Doris Sulay

Group: 4

Students: 30

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The educational institution Cabecera del Llano, is located on 7th street # 16 – 20, Piedecuesta, is a public institution, which mission is to train students without family or national distinction, religion, political opinion, philosophical or social status, in pre-school, basic and high school, considering the biological, axiological, social, affective, cognitive and spiritual dimensions.

It is located in the urban area with two rural centers, has school's hours in the morning and in the afternoon, from the preschool and primary level up to the high school, led by the Mg. Hernando Pérez Vasquez

In this institution, teaching of English language is carried out from third grade with an teaching intensity of one (1) hour a week, where, thanks to an agreement with the Aspaen Cantillana School, the students of eleventh grade (11th) perform social hours teaching English in this institution. The observation was programmed with the class teacher, professor Lic. Doris Sulay, who kindly answered the interview, since due to extracurricular activities at the last moment class observation could not be made.

The class teacher explained the way in which she deepens the English classes that the Cantillana practitioners carry out. According to her criteria, one hour is not enough to learn the foreign language, for which she reinforces for an hour more in the course of the week.

During the reviewing of the classes, they begin with the greeting in English, followed by a song that the children have been learning called "How are you", in the same way, the children work different activities in the guidebook and with games like crosswords, flashcards, the game of the hanged, among others. The class teacher tells us that classes are given in Spanish, the reinforcement in the English area that she does and the social hours of the Cantillana practitioners.

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Methodologies and strategies applied by this institution

- The classes are in Spanish
- Method based on grammar and translation.
- Use of audios and videos
- Use of stories, notebook and book guide
- Games in English, crosswords, puzzle, dictionary, and flashcards
- Use of guides and board.

C. Observation Class of Aspaen Gymnasium Cantillana school

November 3, 2017, 10:45 am

Teacher: Blanca Juliana Gomez

Group: 1-A

Students: 16

The Aspaen Cantillana School is in the village of La Mata, Piedecuesta, Santander, a private institution with a bilingual specialty in pre-school, middle and high school.

Aspaen Gymnasium Cantillana is an educational institution promoted by parents to support them in their mission to be the first educators of their daughters. Through an educational project with a humanist pedagogical approach and comprehensive and differentiated personal training, it is supported by the continuous training of parents and the team of educators and directors of the institution, so that their students assume excellence and a spirit of solidarity as a lifestyle that transforms society.

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In the above-mentioned institution, English language education is carried out from preschool, where the interaction is 100% in English, most of the courses are given in a foreign language since the International Curriculum Aspaen ensures the mastery of foreign languages from preschool.

Class observation

The class starts with an effusive greeting in English from the teacher, where she motivates with the students her enthusiasm to say hello, too.

The teacher begins by explaining the topic of the class, which is first, to watch a video where the acquired vocabulary of the previous class will be reviewed. The whole class was given in English, where the students could clearly understand the instructions given by the teacher during the class on each of the activities.

First, a video clip was observed about the vocabulary “my city”, then in a very dynamic way the teacher motivates the students to relate what they observed in the video and she writes on the board each of the vocabulary words that her students expressed.

Then, the teacher explains the next part of the activity which was by groups: to make a poster with the vocabulary of the city, where each of the students had to explain in English which words of the vocabulary they had represented in the drawing.

Finally, each student participated by explaining his poster where each student had to say “This is my city, in my city I can see” and the representation of the drawing (theater, restaurant, etc.)

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It was noticed a total participation of the students, with an excellent English vocabulary, understanding of the indications given by the teacher, a class management according to the age of the students, total organization and discipline during the activities.

Regarding the methodology, it was possible to observe that teacher-student interaction in English was 100% by the teacher and 60% by the students, where the students handled a vocabulary and understanding of A2 level approximately.

The teacher used several teaching strategies during the class, such as the use of TICs, with the video, there was the adequate and coherent use of the board according to the objectives of the class. The creative part of the students was also handled where other materials such as paper, drawing, colors, etc., where the vocabulary acquired in the class could be evidenced.

In the same way, the teamwork of the girls was demonstrated, who quickly made a poster with the drawing of the city in a collaborative way, promoting solidarity and commitment in a group and at the same time in a transversal way evidencing the vocabulary acquired in the classes.

Methodologies and strategies applied by this institution

- The classes are 100% in English
- Content and Language Integrated Learning methodology (CLIL)
- Use of technological tools as the computer, video beam and T.V.
- Use of stories and notebook
- Games in English, crosswords, puzzle, dictionary, and flashcards
- Use of guides and board

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- Activities with different interdisciplinary areas (science, mathematics, arts, etc.).

D. Observation Class of Bilingual School Yikanda

November 21, 2017, 11:15 am

Teacher: Diana Lopez

Group: Primary

The bilingual school Yikanda is located in the city of Floridablanca - Santander is a private bilingual institution with preschool and primary. The institutional philosophy of the bilingual school Yikanda is framed within the aims of Colombian education, which is defined as a process of permanent, personal, cultural and social formation that is based on an integral conception of the human person, the dignity, the rights and the duties.

In this sense, faithful to its slogan "we form for excellence", the Bilingual school Yikanda offers solid integral training, with an innovative pedagogical proposal that recognizes the individuality and autonomy of the student.

Class observation

The voice of the teacher was clear and the students could hear and understand everything the teacher told them. The teacher sets her sights on all children, to realize that everyone understood. The speaking of the teacher was excellent, very fluent, with a very good basis and clear for the students. she talked and handled very well the English because she lived for several years in the United States.

The teacher used several instructions before the activity, These Were:

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- Read well the words, pay attention, do not answer with the pen, complete the sentences.

The teacher showed the students an example of how to do the phrases and to match words in English. The teacher was very creative because she used the video of the book for the collaborative activity and it was very significant for the students.

First, the teacher explained the vocabulary. Then the students did the activity in the book to organize the sentences in English. The teacher explained the activity, she did too the demonstration of the classwork and each student had the opportunity to spend to the board to write a sentence in English about the actions, the clothes, the accessories, and occupations.

The teacher was giving instructions according to stages of the class. The students advanced according to the development of the class. Students knew very well what to do and worked judiciously in order and each one in your book.

The teacher was interested in everything that students were saying and what they were asking him because after each explanation the teacher said them: Do you understand? and she clarified the doubts or concerns to the students.

Through games, the teacher managed to motivate the students who were motivated to perform the activity according to the teacher's explanation..

The teacher wrote the new vocabulary on the board with their meaning in English.

Objective: Identifies the community and the occupations of the people.

Students learned well, for they were able to resolve the questions. The teacher talked in the context about of the Halloween and to the students is a motivating topic.

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The constructivist approach through, listening activities, dialogue build, cut up dialogue.

Students used expressions like:

- Can I go to the bathroom, please?
- Can I eraser?
- Give me the sharpener, please?
- Mostly the students have learned a vocabulary in English
- All every day classes are in English
- The teacher gave participation to all students

The students use the new language with help of teacher

Methodologies and strategies applied by this institution

- The classes are 100% in English
- Content and Language Integrated Learning methodology (CLIL)
- Use of technological tools as the computer, video beam and T.V.
- Games in English, crosswords, puzzle, dictionary, flashcards guide and board
- Activities with different interdisciplinary areas (science, mathematics, arts, etc.).

E. Observation Class of Kids Planet School

November 16, 2017, 9:00 am

Teacher: Johana Rondon

Group: Primary

METHODOLOGIES AND STRATEGIES TO THE TEACHING OF ENGLISH

The Kids planet school is located in the city of Bucaramanga, Santander. It is a private institution of a mixed character and bilingual training, which mission is to fully educate children, providing a high-quality service by adequately stimulating the child in all its stages of development, seeking the integration and strengthening of each of them, through an efficient and productive work of the specialized interdisciplinary team and, in turn, of the company of the parents.

The School Kids Planet is projected as an institution that seeks to form authentic, balanced and integral human beings that make human values, the transversal axes of the formation process; students must be able to decide responsibly for themselves; students who are creative and competent to perform with principles and criteria in society. Likewise, it aims to develop linguistic skills, where learners handle with critical sense and creative ability, all possible resources of expression.

Class observation

Initially, the teacher was very enthusiastic, greeting the students completely in English and motivated them with a role play in which they also practiced the alphabet in English as well as the pronunciation of vocabulary, phrases, and grammar.

Then, on this first activity, the teacher presented to the board the image, audio, and video of a dialogue in English, in which reinforced the initial theme that was the professions and roles in the work of each person.

The students had to listen, practice the speaking and dramatize the assigned role according to the video. The teacher likewise motivated them with a song which had a mimic when they sang.

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After the motivation and initial phase of knowledge, the class the applied what they learned in their respective books .

Obviously, it can be said that the teacher makes a good use of technological tools and motivates their students appropriately, managing in their methodology the participation between students and the student-teacher relationship, also generate spaces for socialization and correction of errors regarding the speaking and writing of the vocabulary learned, the whole class was 100% in English and the students showed interest and good comprehension of the language.

Methodologies and strategies applied by this institution

- The classes are 100% in English
- Glenn Doman method
- Use of technological tools as the computer, video beam and T.V.
- Games in English, songs, plays, guide book and flashcards
- Activities with different interdisciplinary areas (science, mathematics, arts, etc.).

F. Observation Class of Gymnasium pedagogical Pierre Faure

November 27, 2017, 10:00 am

Teacher: Laura Andrea Aparicio

Group: Primary

Bilingual School in Preschool and Primary, dedicated to the Integral Training of boys and girls, based on principles and values, whose pedagogy is personalized education. - Integral

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Training, Personalized Education, has Preschool and Primary Bilingual, has Sensory Panels, audiovisual rooms and a playground with the restaurant. It is located in the Fontana neighborhood in the city of Bucaramanga.

Class observation

According to the observation made to the English teacher, it can be deduced that she is a creative, cheerful, dynamic and very recursive person who interacts with the students in a harmonious and very playful way, based on meaningful learning, using technological tools audiovisual media and web tools, based on the game to teach and make students learn in a non-memorial but experiential way, practice much dialogue, commands, and instructions in English with students using song and poetry as a teaching method, taking into account the participatory and individual learning of each student.

During the observation made, the teacher focused on a more conversational class in which he asked questions to each student and they should respond based on a dialogue and poem presented in a video.

Methodologies and strategies applied by this institution

- The classes are 100% bilingual
- methodology is semi-personalized
- Use of technological tools as the computer, video beam and T.V.
- Games in English, songs, plays, guide book and flashcards.

2. Interviews

A. Normal High School of Piedecuesta

a) **According to your experience, in what age range should people start learning a second or foreign language?**

If they can have the opportunity to learn, they should start at the age of 4 or 5, with singing activities, the idea would be to work only listen, all the time listen, listen and listen and then practice speaking, then writing and reading, that is essential in the competitions.

b) **Which language teaching English methodologies does the institution use for children in primary school?**

The basic strategy is the game with development in English language, workshops that are oriented, also, work activities of the singing festival, there is always a festival of singing with children in the school and in the class, they participate in learning the songs. And in the competition, will win that who does the best, who has the best pronunciation, who has the best voice, then they will participate in the festival that takes place at the institutional level. It is an event that takes place on the birthdays of the institution, but it starts to develop at the beginning of the year because each group chooses their best student (participant).

c) **Which strategies do you use in your English classroom?**

The best strategies are the game, the development of practical activities, such as developing crosswords, puzzles, use of the dictionary, small readings within the context of children and their level, use of flashcards, use of the group; is made an interdisciplinary with the

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different areas, for example with natural sciences, we work everything that has to do with the school garden, also work some grammar that has to do with English but can also work with the natural sciences with that vocabulary, I mean, with the school garden they work the food, then take the children to the school garden, there observe that there is but must collect that vocabulary, and in mathematics also is done interdisciplinary, and instead of teaching the numbers loose mathematical operations are worked and mathematical problems are worked all in English. There so that they learn to answer with multiple selections, so that they will have the experience for when they present themselves of the ICFES pro test of eleventh grade. In third, fourth and fifth always this kind of tests are done and here they are strengthened. At this moment in the last tests of state, 20 children occupied us the highest level in English, and are children who did not have an English course, but ... I think it is constancy and to establish these guidelines all; because we all work that way, both secondary and primary. Work texts, short according to the child's age, according to the context and adapt them to what they live.

d) How important is pronunciation of the second language in the classroom according to learning strategies?

As we know the pronunciation is fundamental, but ... we do not cross out the children by the pronunciation to avoid that they lose the taste, the interest and the desire to learn a second language. Sometimes when the children are wrong the others smile, it is normal, at that moment as the joy of the room; I tell you, not to mention the "hubbub", but then what we do is correct it, we all correct the child without making him feel bad so that he reaches the true pronunciation, that way we handle it, or I manage it in class.

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e) What do you consider are the most important elements to success in the second language learning?

Listening, always working listen and reading, because you must read, if they always read, reading small texts, they are learning vocabulary, listening and reading at the same time. Another very good strategy is to put placards in the classroom, here we have a small impediment and we are rotating, I like to use flashcards, likewise, I use them the video beam, all the time the video beam it projects on the board the vocabulary can be seen in class.

f) What tools or technological resources do you consider necessary for teaching English in the classroom?

The laptop is very basic and the video beam, we work web pages, here we take them to the computer room, the computer teacher allows me to take the children and her in the computer classes lets them enter the page that sometimes we work ... lowpencil.com ... or Isabel.com that are simple pages, or those of the ministry that is "Bunny Bonita", there are two pages that are of the ministry that is required here or the ABC, which are topics that the Ministry of Education it send, or I simply, put a presentation and the teacher puts them to work there (computer room) and qualifies them the computer class in English.

g) How do you work the ICT in English teaching?

It is necessary to orient the activity very well so that the student is not distracted and goes to another place when browsing the web, then the activity must be very concrete, simple, that they attract attention and that you really have the utility that has the internet and the technological tool, because even you within the technological tool can work the puzzles,

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crosswords as a contest between children, then you have to work a lot of these tools with the computer teacher.

h) How do you work bilingualism in the Classroom with your students?

The strategy is more individual than between peers because the population of children is very large, you have to try to have discipline in class, keep coexistence, avoid bullying, then it is better individually. Because we work the same skills as in Spanish but suddenly in Spanish is suddenly simpler because we all handle the same language, in English, because sometimes children do not have contact or use a computer, only in the school, for them the strategy to use the web, to use the computer, the laptop, here in the school, for them English is divine, because besides being English, they say profe “we go to the informatics room”Because they do that relationship with the English, call their attention. As teacher one is the facilitator, the guide

B. Cabecera Del Llano School of Piedecuesta

a) According to your experience, in what age range should people start learning a second or foreign language?

People must learn the second language since the preschool, after having learned to speak their native language very well, after they pronounce well the letters of their language they can learn another language, without having learned their language well cannot learn another language.

b) Which language teaching English methodologies does the institution use for children in primary school?

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I speak because I know, most of the teachers do not know how to teach English, so that's why the school established an agreement with the Cantillana school, I had the expectations that the Cantillana school would be very innovative in their practices, but what wasn't taken into account is that they are not students in pedagogical training, then, they do not bring material, they do not know how to teach; I think that the English language should be taught in a very visual and auditory way, for example, I like with cards, I like movies, I like songs, I like games. When I teach the class I initially teach a song and it is very long.

c) Which strategies do you use in your English classroom?

I like is to put audio, songs, games, crossword puzzles, game the hanged, the book, and spelling activities.

d) How important is pronunciation of the second language in the classroom according to learning strategies?

They are children in fourth grade, it is very important that they learn to pronounce the foreign language, but hopefully in the year they can learn to pronounce 10 words, but the problem is that we begin to demand them, and did correct them many times when even they do not pronounce Spanish well and we begin to demand the English language. For me, it is very important that they pronounce well but I want them to learn to pronounce, sometimes without knowing what the word is and then when they see it they catch their attention without thinking about the pronunciation of the word.

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e) What do you consider are the most important elements to success in the second language learning?

A good teacher, a good school environment, an awareness that it is necessary that we learn the language, because they have never been told them about the importance of the foreign language, especially because it is a universal language, which is easy to learn, because Spanish if is difficult, but we usually sell them the idea that English is difficult, and we do not give them the importance that the language has too.

The Colombian state has been very neglected, for example, they buy quantities of packages for teaching English, packages that teachers do not even know the name, do not train primary teachers, the primary teacher is the one who sells the idea of importance of English, the primary teacher does not know English or hasn't a unique teacher for teaching English, we do it all. In my case I like English and I have worked in high school, I am currently a primary school teacher, so I would like my students to learn more English, I do not agree with the Cantillana program in the institution, because girls are anti-pedagogues, because they have hours of social work, they do not care if the children learn or do not learn, that is a failure.

f) What tools or technological resources do you consider necessary for teaching English in the classroom

The computer that has a good English program, although in the school the computers have English programs, they can go to practice, but they only have one hour and always for some reason it is lost, and in English one is relegated to that they teach English Cantillana's students, I think a good computer with good headphones, video beam, good movies, and a good English teacher.

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g) How do you work the ICT in English teaching?

Yes, I work technological tools more than anything else, because I like to take the students to the computer room, because there are English programs, and I say for example today we are going to work songs in English, they must learn songs in English, it's very easy to learn, for example, they already know the bus (The Wheels on The Bus).

h) How do you work bilingualism in the Classroom with your students?

I do not work the bilingualism, as I am not an English teacher, but, in the year I do not work the pronunciation with them, because I do not get to speak in English clearly, I give them the word, the visual, I speak to them I ask them. I put phrases and tell them now you are going to tell me, for example, in English "this book is red", and they are already building the sentence.

C. Aspaen Gymnasium Cantillana school**a) According to your experience, in what age range should people start learning a second foreign language?**

I really think that people should start learning a second language as soon as possible, humans are able to establish relations of objects and ideas to the signs use in languages and children can absorb a lot of things, so for me it is never too early to start.

b) Which language teaching English methodologies does the institution use for children in primary school?

We use CLIL methodology.

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c) Which strategies do you use in your English classroom?

I use many different strategies, it really depends on the topic and the students I am addressing, but I specially try to be very careful to plan my lessons providing a clear and attractive input; including activities that are achievable but yet challenging for my students, such as oral presentations, role play, stories and games; focusing on their production and creating a chance for discussions and exploration of their own environment; the use of realia and multimedia resources help students get connected with the content they are learning and learn the language without even noticing.

d) How important is pronunciation of the second language in the classroom according to learning strategies?

Pronunciation is corrected but they are encouraged to produce sentences without thinking about the correct pronunciation of the words but in the great pleasure of communicating their ideas in the target language.

e) What do you consider are the most important elements to success in the second language learning?

I think that it is very important to find ways of promoting self-motivation, because when the students want to use their English they will do all the activities proposed in class, because they know that will help them achieve their goal.

f) What tools or technological resources do you consider necessary for teaching English in the classroom?

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A video beam and a recorder are for me the best technological tools to use in the classroom because they help students relate vocabulary to images and listen the real use of language outside of the classroom.

g) How do you work the ICT in English teaching?

Students watch a lot of videos related to the topics seen in class. Sometimes we play games; there are a lot of interesting materials that arouse their interest and help them focus on the vocabulary and sentence construction.

h) How do you work bilingualism in the Classroom with your students?

I address to them mostly in English and encourage them to use their English as much as possible, giving those prompts they can use to communicate with me and ask for help.

D. Bilingual School Yikanda

a) According to your experience, in what age range should people start learning a second or foreign language?

As we have the knowledge children absorb these languages better and the appropriate age is since 3 years and I say this by experience, because I have already been able to do these learnings with children from 3 years old and it is better as they adapt to a foreign language, we know that the maternal language of us, is Spanish and by having a foreign language they welcome it in a better way.

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In the primary stage also from the first grade since the children come with bases in the language and they can strengthen their knowledge and demand them a little more.

b) Which language teaching English methodologies does the institution use for children in primary school?.

The methodology we see is a meaningful learning where the student has the knowledge in an adequate way with strategies such as singing, dancing, poems, etc.

We try to contextualize them so that the children can better absorb this language, to make conversations in English, so that the student knows how to write, knows the meaning of the vocabulary and so that they can interact with their classmates.

c) Which strategies do you use in your English classroom?

The strategies are, first of all, to have a good conversation between the student and the teacher, we should motivate the child constantly saying that they are doing very well, and to involve that fellowship in the classroom so that students feel that they are learning and playing at the same time.

d) How important is the pronunciation of the second language in the classroom according to learning strategies?

It is depending on the grade as such, because it cannot tell an student of the first grade, that pronounce some words well, because you have to see if, in the context in which the student are, they have seen the English language and we know that the student should first begin to adapt well their own Spanish language, because the students are starting to write and handle and to make the comprehension of reading, then I believe that in a first and second grade is not asked

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so perfect the pronunciation, already in the grades as third, fourth and fifth onwards if they are required to pronounce well, listening is done for them to repeat, but it is depending on the degree.

e) What do you consider are the most important elements to success in the second language learning?

The success is to be able to practice it, because if you go to an English course or you see in the school the English language, but if you at home or with your classmates do not practice it, it is as if knowledge is coming to you and you are not applying it, with any subject will be like that and with the English language if you do not speak it then you will forget it and you will not know how to pronounce it and we have the problem that as we speak in Spanish we try to translate what we are going to say to say it in English, then what is wanted or the most important element is that they speak it, use it and practice it.

f) What tools or technological resources do you consider necessary for teaching English in the classroom?

Well, here in Colombia it is not that we have a good pronunciation, so we must rely on audios, especially with young children, so that they can hear the clean sound, as well as the pronunciation because it is easier for them to imitate that pronunciation. We must use speakers, recorders, so they can listen. Also by means of videos can relate the image to the sound, for example, if we are seeing the colors according to how the video shows the colors so they are learning the visual and auditory part. Therefore, the technological resources that we need with more accuracy are the audiovisual resources such as the computer, audio, videos and the internet.

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g) How do you work bilingualism in the Classroom with your students?

The part of bilingualism is handled mostly in the vocabulary and commands that one tells the children when they are both in English class and in Spanish, the idea in the English class is to speak 100% in English and try to. When the children do not understand in English, make the mimic or the demonstration, but not to translate them, also keep in mind that the same orders that are said in Spanish, in the same way, to say them in English and what is wanted is that the child speaks and interacts with the English managing both languages.

E. Kids Planet School**a) According to your experience, in what age range should people start learning a second or foreign language?**

Well the truth obviously when they are born, if one of their parents has the knowledge of the language, manages or dominates it, since that the children are born the parents can begin to speak to them in English, but if neither of the parents has the knowledge, after 5 years the child can begin to have a good connection with English, can be in an institute, go to classes and start studying in schools that have this bilingual emphasis.

b) Which language teaching English methodologies does the institution use for children in primary school?

The methodology we teach is the Glenn Doman method that is by bits, we also use ICT as videos, as flashcards, a lot of role play, a lot of meaningful play and with concrete material, where we involve the child so that he learns the language but first we teach it to him to listen and speak

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it and finally to write it, so that there are no confusions when the child begins to write, because sometimes the child begins to write as it is read, then there is confusion and error, therefore first He listens and speaks. And with a very fun methodology where there is a significant learning.

c) Which strategies do you use in your English classroom?

I work in my English classes with a lot of concrete material as I said before where I involve the child, where the child is the protagonist of their learning because when you make the child protagonist the learning will be for all life and not for the moment.

d) How important is the pronunciation of the second language in the classroom according to learning strategies?

It is very important because the child has to know how to discriminate some words that are said in the same way or that have a sound very similar or equal, then a lot of visual discrimination is done through videos, audios, and images.

e) What do you consider are the most important elements to success in the second language learning?

Definitely if the teacher uses strategies, methodologies that the child likes, that catch him and that involves him, a teacher that is dynamic, cheerful, spontaneous, where he uses games, videos, rounds, where the person can use many fun strategies, the child will quickly assimilate the language, he will like it and will learn it, otherwise it will become boring and monotonous and that's why the vast majority of adults and children do not like English, because the way they teach it is not the most appropriate.

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f) What tools or technological resources do you consider necessary for teaching English in the classroom?

We are in the era of technology and definitely, the most interesting resources are the videos, interactive games, flashcards where the children can complete, locate and in general all those games because we are in the era of technology.

g) How do you work bilingualism in the Classroom with your students?

The Spanish language is the mother tongue of the child, so we started to work in English in the same way that the mother tongue is used, by means of words, orders, for the children to execute things such as: please, thank you, from the everyday thing that is to say, you start to teach a vocabulary that you continually use, similar and similar to the one the child uses in Spanish and that from very simple things very concrete to things more complex, a vocabulary in which the child is always connected for example say book, pencil, all those things that are related to the child to learn.

A. Gymnasium pedagogical Pierre Faure

a) According to your experience, in what age range should people start learning a second or foreign language?

According to my experience I think that children are like sponges that can absorb all the knowledge that from very young can be transmitted to them, initially from the mother's womb can be stimulated with songs and videos in English, then when it is born it can familiarize, both with the mother tongue, and with the English language, this, I believe it is the parents' task if they have the good knowledge, and as they grow up the child can begin to learn several languages from an early age in the school or in any course from 3 years is an excellent age.

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b) Which language teaching English methodologies does the institution use for children in primary school?

The methodology that we apply is 100% bilingual, because the English classes are entirely in English, the methodology is semi-personalized which takes into account the process, result, and progress of each child, we take into account that the child learns better by playing, therefore, the school has good audiovisual material, sensory panels, a library and a computer room with internet, we focus on the methodology being pedagogical didactic and quite significant for the child.

c) Which strategies do you use in your English classroom?

In my English class, my main strategy is the motivation, the game, the singing and the use of concrete and experiential materials for the child, I use the song, the videos, poems, reading, dialogues and a lot of commands and short phrases that the child constantly uses. I try to make my classes dynamic and charming for students.

d) How important is the pronunciation of the second language in the classroom according to learning strategies?

I think it is very important because the teacher must have an excellent pronunciation of a good process and learn in the classroom. Also as the student grows or goes along with the must go the level of demand because it is understandable that at first, some words are difficult, but with a good teacher and parent accompaniment, this can be better every time.

e) What do you consider are the most important elements to success in the second language learning?

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Well, I think the most important elements are to take into account the four skills for teaching and for managing the English language which is listening, speaking, reading and writing with these elements if you work day by day, children can have a real breakthrough in the language.

f) What tools or technological resources do you consider necessary for teaching English in the classroom?

The main tools are the technological ones because the children of today are so involved with them that they are the most motivating for the process, likewise, we have resources such as big books, flashcards, concrete and didactic games, stories and a lot of audiovisual material.

g) 7. How do you work bilingualism in the Classroom with your students?

Bilingualism is constantly worked through commands in English which children should use all the time in school because of the fact that is a bilingual school, because the idea is that they associate vocabulary in both English and Spanish and can understand the meaning so that they practice it in the same way that they can interact with their peers at every possible moment.

2. Photos

Normal High School of Piedecuesta



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Aspaen Gymnasium Cantillana



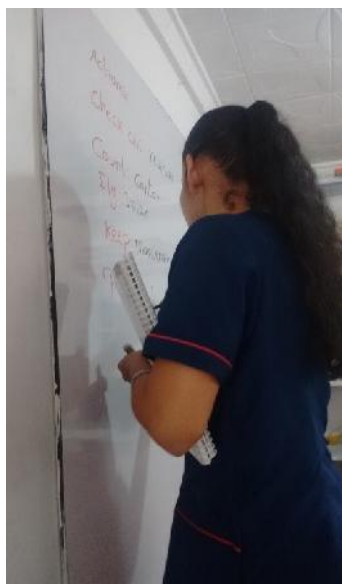
METHODOLOGIES AND STRATEGIES TO THE TEACHING OF ENGLISH



METHODOLOGIES AND STRATEGIES TO THE TEACHING OF ENGLISH



Bilingual School Yikanda



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METHODOLOGIES AND STRATEGIES TO THE TEACHING OF ENGLISH

4. Survey Format



ENCUESTA DE OPINION

La presente encuesta tiene como finalidad recolectar datos importantes para la realización del proyecto de grado de las estudiantes de Licenciatura en Inglés de la Universidad Nacional Abierta y a Distancia, estos datos son importantes para verificar las fortalezas y falencias en cuanto a las metodologías y estrategias de enseñanza del inglés en escuelas de Primaria. En virtud de lo anterior, le agradecemos de forma muy especial su colaboración para responder las preguntas que encontrará a continuación.

NOMBRE PADRE _____

ESCUELA /COLEGIO: _____ GRADO _____

ESTUDIANTE _____

1. **¿cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?**
 - Si es importante _____ No es importante _____ No sabe / no opina _____

2. **¿Como padre motiva y colabora en el aprendizaje de una lengua extranjera a su hijo(a) con material complementario y revisión de tareas?**
 - Casi siempre _____ Siempre _____ Nunca _____ No sabe /no opina _____

3. **¿Cómo estimula a su hijo (a) en el aprendizaje del idioma inglés?**
 - Libros, cuentos y revistas en inglés _____ Cursos sabatinos _____
 - Programas en TV, videos en inglés _____ Otro _____
 - No lo estimula _____

4. **¿Las instituciones educativas dan la suficiente información a los padres de familia sobre los tipos de recursos necesarios para el aprendizaje de una lengua extranjera en niños de primaria?**
 - Casi siempre _____ Siempre _____ Nunca _____ No sabe / no opina _____

5. **¿Cuál cree usted que es el principal problema que debe ser mejorado en el ámbito del aprendizaje de lenguas extranjeras en niños de primaria?**
 - Mejor material de aprendizaje para los niños
 - Mejor infraestructura técnica (pizarras interactivas, cursos en línea, etc)
 - Grupos más reducidos de estudiantes
 - Mas información sobre estrategias de enseñanza para los padres

¡Gracias por su colaboración!

Leidy Tatiana Toloza Blanco
Luz Elena Ramos R.

Estudiantes Universidad Nacional Abierta y a Distancia - UNAD

METHODOLOGIES AND STRATEGIES TO THE TEACHING OF ENGLISH

Surveys applied in the public sector

UNAD
Universidad Nacional Abierta y a Distancia

ENCUESTA DE OPINION

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NOMBRE PADRE: Claudio P. Amorador - David Solano

ESCUELA / COLEGIO: Escuela Normal Superior Ríode GRADO: 5-6º

ESTUDIANTE: Rayreth Omarick Solano A.

- ¿Cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?
 - Si es importante No es importante _____ No sabe / no opina _____
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 - Más información sobre estrategias de enseñanza para los padres

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Luz Elena Ramos R.
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NOMBRE PADRE: Jairo Cedeño Villamor

ESCUELA / COLEGIO: Colegio Normal de medicina GRADO: 5-6º

ESTUDIANTE: Diego Andres Cedeño Becerra

- ¿Cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?
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NOMBRE PADRE: Blanca Ninfa Córdova

ESCUELA / COLEGIO: Escuela Normal Superior GRADO: 5-6º

ESTUDIANTE: Valentina Villamizar Córdova

- ¿Cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?
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NOMBRE PADRE: Claudia Patricia Carrillo

ESCUELA / COLEGIO: Escuela Normal Superior GRADO: 5-6º

ESTUDIANTE: Camilo Fabian Machuca Carrillo

- ¿Cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?
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NOMBRE PADRE Nancy Rincón Viviescas
ESCUELA / COLEGIO Cabeceza del Llano GRADO 4-03
ESTUDIANTE Maria Guadalupe Rincón

- ¿Cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?
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NOMBRE PADRE Andrey Dominguez Hernandez
ESCUELA / COLEGIO Cabeceza del Llano GRADO 4-03
ESTUDIANTE Anderson Fabian Dominguez P.

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NOMBRE PADRE Wanda Mariela Guevara
ESCUELA / COLEGIO Cabeceza del Llano GRADO 4-03
ESTUDIANTE Gielle Sarmiento Mariadulce

- ¿Cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?
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NOMBRE PADRE Esperanza Pimiento D
ESCUELA / COLEGIO Cabeceza del Llano GRADO 4-03
ESTUDIANTE Leidy Paola Duarte Uribe

- ¿Cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?
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METHODOLOGIES AND STRATEGIES TO THE TEACHING OF ENGLISH

Surveys applied in the private sector



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NOMBRE PADRE: Lorena Gomez Islano
 ESCUELA COLEGIO: Colegio Bilingue yikanda GRADO: 2
 ESTUDIANTE: Amu Tobar Espinel Gomez

1. ¿cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?

- Si es importante No es importante _____ No sabe / no opina _____

2. ¿Como padre motiva y colabora en el aprendizaje de una lengua extranjera a su hijo(a) con material complementario y revisión de tareas?

- Casi siempre _____ Siempre Nunca _____ No sabe / no opina _____

3. ¿Cómo estimula a su hijo (a) en el aprendizaje del idioma inglés?

- Libros, cuentos y revistas en inglés _____ Cursos sabbáticos _____
 - Programas en TV, videos en inglés _____ Otro _____

4. ¿Las Instituciones educativas dan la suficiente información a los padres de familia sobre los tipos de recursos necesarios para el aprendizaje de una lengua extranjera en niños de primaria?

- Casi siempre _____ Siempre Nunca _____ No sabe / no opina _____

5. ¿Cuál cree usted que es el principal problema que debe ser mejorado en el ámbito del aprendizaje de lenguas extranjeras en niños de primaria?

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NOMBRE PADRE: Estela Estvez Florca
 ESCUELA COLEGIO: Colegio Bilingue yikanda GRADO: 3
 ESTUDIANTE: Yanith Alexander Guzman Estvez

1. ¿cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?

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NOMBRE PADRE: Angela Gonzalez
 ESCUELA COLEGIO: Colegio Bilingue yikanda GRADO: Tercero
 ESTUDIANTE: David Santiago montero gonzalez

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NOMBRE PADRE: Olay Lucia Parra Ica
 ESCUELA COLEGIO: Colegio Bilingue yikanda GRADO: Tercero
 ESTUDIANTE: Isabella Patricia Parra

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METHODOLOGIES AND STRATEGIES TO THE TEACHING OF ENGLISH



ENCUESTA DE OPINION

La presente encuesta tiene como finalidad recolectar datos importantes para la realización del proyecto de grado de las estudiantes de Licenciatura en Inglés de la Universidad Nacional Abierta y a Distancia, estos datos son importantes para verificar las fortalezas y falencias en cuanto a las metodologías y estrategias de enseñanza del inglés en escuelas de Primaria. En virtud de lo anterior, le agradecemos de forma muy especial su colaboración para responder las preguntas que encontrará a continuación.

NOMBRE PADRE: IONIS ALBERTO SUAREZ MALDONADO
 ESCUELA / COLEGIO: COLEGIO BILINGUE YIKANDA GRADO: 3^o
 ESTUDIANTE: JUAN SEBASTIAN SUAREZ SIERRA

1. ¿cómo padre de familia, cree usted que es importante fortalecer el desarrollo de competencias del inglés como lengua extranjera en los niños de primaria?

- Si es importante No es importante No sabe / no opina

2. ¿Como padre motiva y colabora en el aprendizaje de una lengua extranjera a su hijo(a) con material complementario y revisión de tareas?

- Casi siempre Siempre Nunca No sabe / no opina

3. ¿Cómo estimula a su hijo (a) en el aprendizaje del idioma inglés?

- Libros, cuentos y revistas en inglés Cursos sabatinos
 - Programas en TV, videos en inglés Otro
 - No lo estimula

4. ¿Las instituciones educativas dan la suficiente información a los padres de familia sobre los tipos de recursos necesarios para el aprendizaje de una lengua extranjera en niños de primaria?

- Casi siempre Siempre Nunca No sabe / no opina

5. ¿Cuál cree usted que es el principal problema que debe ser mejorado en el ámbito del aprendizaje de lenguas extranjeras en niños de primaria?

- Mejor material de aprendizaje para los niños
- Mejor infraestructura técnica (pizarras interactivas, cursos en línea, etc)
- Grupos más reducidos de estudiantes
- Mas información sobre estrategias de enseñanza para los padres

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Leidy Tatiana Toloza Blanco
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NOMBRE PADRE: maria amparo amaya Cornejo
 ESCUELA / COLEGIO: Colegio Bilingue Yikanda GRADO: 3^o
 ESTUDIANTE: Daniel Felipe Boteros Amaya

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NOMBRE PADRE: Helen Soloroz de Sanchez
 ESCUELA / COLEGIO: Alameda Sive, Sucho GRADO: 3^o
 ESTUDIANTE: Colegio Bilingue Yikanda

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NOMBRE PADRE: Ana Paula James de Zapata
 ESCUELA / COLEGIO: Colegio Bilingue Yikanda GRADO: 3^o
 ESTUDIANTE: Sharick Vergara Zapata

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