

**TEACHING ENGLISH THROUGH ARTS AND CRAFTS TO
THIRD GRADE PUBLIC SCHOOL CHILDREN AT
INSTITUCIÒN EDUCATIVA SURORIENTAL DE PEREIRA**

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ABSTRACT

This classroom project embarks on the search to implement communicative methodologies in language classrooms by developing the use of Arts and Crafts through authentic materials in the English language classroom. The participants of this project were thirty six learners, between eight and ten years old, third graders from a public school in Pereira, Colombia. The classes were planned based on the school's curriculum, embracing authentic materials as the tool for exposing English language learners to new vocabulary related to activities done in class. This project encouraged learners to understand and produce language focusing on meaning rather than grammar rules. Nevertheless, it was noticed that to design this type of activities can be time demanding, and that constant reflection in language learning theory is required to obtain good results.

INTRODUCTION

The purpose of this document is to explain in detail the several concepts which will guide the development of this study. This classroom project aimed at exploring insights regarding the implementation of Arts and Crafts as a new and dynamic method of teaching English, emphasizing vocabulary, for education in a public school in the city of Pereira. The theoretical background, methodological guidelines and results explored throughout this classroom project are presented and described in detail in this document. Firstly, the statement of the problem will contextualize the reader by justifying the reasons for this project to be conducted. Then, a conceptual framework will provide the definition of concepts, and the results of related studies.

In order to describe what methods, instruments, participants and context were chosen to implement this classroom project and why they were selected, the section of the methodology will explain in detail how this study was carried out. Once this discussion has been presented, the limitations of the study are discussed in order to give the reader an idea of some of the challenges which were found.

1. STATEMENT OF THE PROBLEM

Learning a second language using only text books, emphasizing grammar rules, and repeating always the same words or sentences might be boring for children especially from early ages. What a good teacher should do is to take advantage of learners' interest in the language they are acquiring and explore new and interesting ways of teaching. The use of the media is an excellent tool for getting new ideas and exercises for learners. Identifying what children like the most would be very convenient because a teacher would discover and identify the kind of intelligence each student has ready to be explored.

Howard Gardner's multiple intelligences theory broadens our view of how humans learn and realize their potential. It shows that teaching a second language including Arts and Craft could be beneficial for learners due to the fact that it opens many doors for discovering students' innate potential. According to Gardner's theory every single person has a different way of learning; some people are more visual, some others are more kinesthetic, some learn mathematics easier than others, etc.

In Colombia, the teaching of English as a foreign language was included in 1991 in the National Constitution as a right and an obligation, and the orientation guidelines to achieve this were established in 1998 with the "Lineamientos Curriculares de Idiomas Extranjeros". Since then, the government has been promoting the teaching of English as a foreign language in public schools, but still some teachers are not sufficiently qualified. Teachers would be better qualified to teach English if they had training and if more time were given for teaching English and not only two or three hours a week (as it is common in many schools).

The Colombian government stipulates that students should develop communicative competences in another language. According to MEN (Colombian Ministry of Education) through the Estàndares Bàsicos de Competencia en Lenguas Extranjera: Inglès (2006), Colombian students from public schools should achieve a Pre-intermediate English level (B1) by the time they finish high school education.

Moreover, information published by Universia.net (2014) indicated that the English level of Colombian students and teachers is, in general, very low. “Pruebas Saber 11” showed that 89% of the students got a very low average of 50% in the four basic skills of English. For this reason MEN has created a new program “Colombia very well 2015-2025” in order to implement better methods of teaching and the newest technologies for teaching English not only to public schools students but also to teachers.

Likewise, according to another article published by the newspaper, *El Tiempo* (2011), the Spanish expert on Bilingual Education, Clara Amador-Watson, arrived in Bogotá to investigate about the advances on the English teaching implementation in several public schools from Colombia. Although a national program of bilingualism has been formulated in Colombia, in which it is sought to prioritize the learning of this language as a second language throughout the educational system, she found that in several schools of the country English is taught with 'archaic' methods (very old methodology of teaching).

One of the main questions formulated to the Spanish expert was “How do you find the process of bilingualism in Colombia?” To this she answered:

“Es una apuesta interesante en la internacionalización de Colombia, pero hay desconexión entre el proyecto de Estado y la realidad de los colegios. Muchas

instituciones públicas están ancladas en la perspectiva del inglés como lengua extranjera, es decir, como una asignatura más que se enseña desde sexto grado, ni siquiera en la primaria. Los profesores saben hablarlo, pero no saben enseñarlo. Y en algunos colegios privados contratan profesores del extranjero que, en ocasiones, tampoco saben enseñarlo”.

2. JUSTIFICATION

In my experience as an English Language Teacher and as a learner, the use of Arts and Crafts has been a helpful tool to acquire the English language, and I have found that learners are highly motivated to acquire, understand and produce new language. In my personal case I feel very comfortable using Arts and Crafts as a new way of learning not only a new language, but also learning new ways of expressing myself and my feelings or to relax. In this order of ideas, the more comfortable a teacher is with Arts and Crafts as a language instruction strategy, the more easily the curriculum can be adapted to include Arts and Crafts.

The main objective of this project was to teach vocabulary in a holistic way. A holistic approach would focus on everything the learner needs to know to communicate effectively. Pinter (2006) considers that at the beginning of the learning process, children are able to learn foreign language words just by participating in the classroom activities, they learn vocabulary easily in a holistic way, showing them pictures and reading them stories they might know on their mother tongue is a very good way of calling their attention and their interest on the second language they are acquiring. Holistic approaches such as stories are an excellent vehicle to teach vocabulary and grammar together. Students were exposed to new vocabulary and some grammar without the pressure of using grammar structures. For example, in the story “The Three Little Pigs” children learnt new vocabulary such “pigs”, “wolf”, “straw”, “furze”, “bricks”, “to blow”.

The objectives of the current project are:

2.1 Teaching Objectives

As teachers work to develop communities that reduce the risks to which children are exposed and to promote their learning, safety, and resiliency, it is critical to provide children with exposure to a variety of learning opportunities and styles. As a teacher to be, I propose, by means of this project to implement the use of Arts and Crafts in the classroom which is beneficial to help my professional growth and to explore a different way of teaching English. The most important objectives of including Arts and Crafts in the English classes are:

- To provide different activities to teach listening, writing, speaking, and grammar emphasizing vocabulary.
- To develop teaching strategies that articulate arts and crafts with English learning.
- To create motivating environments that facilitate learning vocabulary related to Arts and Crafts.

2.2 Learning Objectives

- To learn new lexical items while working in arts and crafts.
- To develop strategies for comprehending oral input in English.
- To allow students to explore their own creativity and imagination while acquiring a second language.
- To provide students with oral input in English during Arts and Crafts lessons.

3. CONCEPTUAL FRAMEWORK

Introduction

The purpose of this chapter is to explain in detail the several concepts which guide the development of this study. The first section defines the concept of “Arts and Crafts”. The section which follows explains Krashen’s Affective Filter Theory and the importance this theory has in the language acquisition process. The concept of Arts and Crafts emphasizing vocabulary is discussed taking into account Pinter (2006), and Trowbridge (2006). Teaching English to children is explored through contributions by Halliwell (2000) and Ytreberg (1999).

3.1 What is Arts and Crafts?

The term, “Arts and Crafts” refers to a wide variety of activities involving making things with one's own hands, in other words all the handicrafts based upon making decorative and useful things manually. Children enjoy arts and crafts: they may learn skills such as coloring, making crafted items or making things with all sorts of material, Prins (2008). The author also mentions that Arts is a form of expression or an ability to do human activities and the products of those activities, usually involving imaginative or technical skill. Dance, drama, music and visual arts are included in this discipline.

During the learning process it is very important to have children motivated with the things they enjoy and they like to do, they need to have self-confidence and low anxiety in order to have better results and not to create any mental block which will affect them in their future. This is what Stephen Krashen’s Affective Filter hypothesis explains.

3.2 Krashen's Affective Filter Theory

According to Krashen (1982) language acquisition should occur in an environment as anxiety-free as possible. He claims that anxiety creates an emotional obstacle that interferes with the natural ability to acquire languages. Krashen refers to this obstacle as an “affective filter”. Teachers should try to lower their students’ affective filter as much by programming activities that engage their interest, motivate them to interact with the target language, and enable them to feel successful. The Affective Filter Hypothesis posits the concept of an affective filter, a mental block that prevents the acquirer from fully utilizing the comprehensible input they receive for language acquisition.

3.3 Related Studies

3.3.1 First Related Study

There are a few related studies that connect the use of Arts and Crafts in the English learning process. The first related study is called “The impact of using arts and crafts in English language learning classes” by Farokhi and Hashemi (2011). They conducted an investigation which expected to show students the benefits of using Arts and Crafts in learning a foreign language and to understand their responses towards how this methodology impacted their experience in a high school classroom in Iran.

In addition, the authors of this study discuss how foreign language instructors could present Arts and Crafts in classrooms. Furthermore, based on students’ beliefs and responses, it was found that Arts and Crafts could potentially influence in

motivation, opportunities for self-directed learning and contextualization of the target language.

There were twenty students, between ages fifteen and seventeen. The classroom had a good seating capacity and plenty of software and hardware technology.

In order to have this research implemented the authors state three main questions to take into consideration in her research study which were:

1. How do students respond to the use of Arts and Crafts in the beginning classroom?
2. How do students view Arts and Crafts as a tool for enhancing their knowledge of their own culture?
3. Based on students perceptions, what type of cultural knowledge was gained from the use of Arts and Crafts?

The main finding reported in this study was that participants reported that the use of Arts and Crafts motivates them to study the target language and also improved their linguistic competence. Those aspects were connected with the following sub-findings. They found that the incorporation of Arts and Crafts into their English lessons:

- Helped students develop self-esteem.
- Fostered creativity and higher order thinking skills.

In addition, the authors highlight the importance of scaffolding instruction and of using internet based authentic materials in a language classroom as a way of contextualizing students' language. In that sense, it concerns to the implemented project since some activities and ideas for crafted items were found on the internet.

The authors reported that the finding was that language proficiency improved significantly with the use of Arts and Crafts activities, created a relaxed atmosphere (low affective filter), and increased motivation and language development.

3.3.2 Second Related Study

The second related study is a case study cited in a document called, “Creative arts and English learning: instructing, describing, discussing and performing”, published by the TESS- India project (Teacher Education through School-based Support). The purpose of the TESS project was to improve the classroom practices through the development of units (TDUs) available on line; teachers read the TDU and implemented the activities in their classrooms. There is no a specific date or author given for the document, but the case of Mrs. Pooja is the one to be compared with the project I implemented.

Mrs. Pooja a new elementary school teacher in Delhi, was not very sure about how to teach English to children. At the beginning se was teaching English using the conventional way with text books, but she observed that students were not learning English nor were happy in the English class. On the other hand, the teacher observed that when students were having any art activity, they used their mother tongue to talk about their creations, so she decided to teach English using Arts and Crafts.

The teacher chose a story to read and to show students images in order to create masks and costumes about the animals in the story. She wrote some art words, animals and adjectives on the board in order to let students learn and repeat those words; she also wrote some sentences in order to introduce some English grammar. At the end of the session, each student described their mask or costume on their notebooks in English, and the teacher noticed that children learnt that vocabulary easier.

Due to the success of the art class, the teachers decided to extend the activity, children created a play in English using their creations. As a conclusion, the author declared that the use of Arts and Crafts could be used as a valuable pedagogical input. On the other hand, Lynne (2004) declares that children are capable of learning language words through participating in the discourse of classroom activities.

Conclusion

This study has many similarities to my implementation since the material was used to produce crafted items. The author also agreed that these kinds of materials were helpful to expose learners to real language and make them aware of the target language. In addition, the participants were low level language learners, similar to the level of participants of my project.

4. METHODOLOGY

The following section aims to explain to the reader all the information related to how the study was conducted, stating the reasons for choosing those particular methods, and also supporting those reasons with authoritative figures in the field. Specifically, I explain the type of study that was done, the context and setting in which it was done, the participants involved in the study. Finally, I briefly touch upon the ethical considerations that were relevant to the study, and how they were taken into consideration throughout its implementation.

4.1. Context and settings

This Classroom Project was implemented at Institución Educativa Suroriental de Pereira. This school has an afternoon shift from 1:00 p.m. to 6:15 p.m. and a morning shift from 6:30 a.m. to 12:30 p.m. for high school students and the third grade I worked with. The project took place in the morning with 3rd graders, on Tuesdays and Thursdays from 9:00 to 10:00 a.m. The institution is located in the neighborhood of *Boston*, Pereira – Risaralda. It has around 1.600 students (males and females), with an average of thirty-five to forty students per classroom. The school is a public institution, and belongs to a low socioeconomic level. Their students belong to Comuna Boston and the neighborhoods of the southeast of the city of Pereira.

The institution has seven laboratories-workshops, a library, a computer room, an administrative area, a sports area, a teacher`s room, a cafeteria, and thirty-one classrooms distributed in 5.200 mts² built. Its philosophy is “*Quiérete, responsabilízate, estás hecho para grandes cosas*”. Its PEI (Proyecto Educativo Institucional) focuses on the teaching of sciences, technology, innovation, research and bilingualism. The academic year is divided into four academic terms per year; each

term includes different general and specific competences, content and objectives. As a subject, English is guided by the same in-service teacher in charge of the third graders, whose academic and professional background is mainly on Childhood Education. English classes are scheduled fifty minutes twice per week.

4.2. Participants

This section aims to explain specific characteristics of the participants involved, including information such as their academic background, and how and why they were chosen.

4.2.1 Students

The participants were thirty six third graders, between the ages of eight and ten years old, twenty three females and thirteen males who come from a low socio economic status. Students belong to *Comuna Boston*, including the neighborhoods of Caracol, La Curva, Gaviotas, San Luis, and others. Students were eager to have a new English teacher in their classroom, they were attentive, and did the activities in class. Some of them had disruptive behavior but it was well managed by the in-service and the pre-service teachers.

4.2.2 Practitioner

During the implementation of this project, the in-service teacher allowed me to have total autonomy and empowered me about guiding the class, designing the lesson, assessing learners and implementing the class in general.

During the first session most learners followed instruction, they drew and colored in their notebooks. Some others were very active since they got up from their chairs and walked around or liked singing a song (head, shoulders, knees and toes)

which involved movement; they danced and pointed out the parts of the body mentioned in the song. Most students were always attentive to answer questions elicited by teacher.

The contribution of the in-service teacher was very important during the whole process as she was in the classroom helping me to control discipline. She was a great source to understand and monitor learner's profiles since she knew the group better. It is also important to mention that some ideas for creating cross-curriculum activities came from our communication.

4.3 Design

This classroom project was about the impact of using Arts and Crafts in an English language learning class, Trowbridge, 2006, states that using arts and crafts in the classroom can be an excellent way to facilitate language learning with young learners.

4.3.1 Planning stage

Arts and Crafts has always been an effective tool for teaching and learning among children, Pinter (2006). This practice required materials for craft activities as paper, glue, markers, and some other things students usually have on their pencil bags, as well as materials for art activities like speakers, songs, microphones.

The planning of this project was based on Pinter (2006) model to teach vocabulary. The author considers that it is a good idea to make deliberate presentation of vocabulary as varied as possible. Teachers can first introduce things students can see, feel, play with, touch, and experience everyday such as toys, classroom objects, pictures, and picture cards. This model was very appropriate for third graders due to the fact that they enjoyed learning new words as well as having kinesthetic and crafts

activities, and they could understand the concept of words well before the concept of grammar.

4.3.2 Implementation stage

The implementation was done in seven sessions of fifty minutes each class three times the first week, and twice a week the rest of the time. Children are more focused on the immediate here and now. Lessons need to have a variety of activities to keep interest and attention alive. There were several important tools for each session: a lesson plan was a must, the use of L2 most of the time was very important to achieve the goals. Different activities needed to be prepared in advance for each class. I had everything prepared: enough craft materials, color pencils, glue, etc. as well as songs, music, tales or stories for learners to act or sing.

While learners were working on any project, I was walking around to give feedback and to help students who were having troubles doing the project. The following is an example of one of the sessions:

Warm up activity: Flashcards about mammals were presented; after that, learners chose a favorite animal from the samples and they made masks. We were on the floor in a semi-circle shape, and I gave instructions while showing them the materials and the activity they were about to start: “for this activity you need scissors, paper, crayons, glue, markers, and recycled paper. If you do not have enough materials on your pencil bags, there is a material box in the middle of the semi-circle. You can take what you need and share with your class mates”. While students were making their masks, I was making a human mask. After twenty minutes of working on their projects, I told students to imitate the sound of the animal that was represented on their masks. Then, I shared my mask and explained that humans are also mammals.

4.3.3 Assessment stage

Assessment was done at the end of every session by collecting the crafts models learners did during the class, and/or assessing learner`s participation according to the activity done. Self-assessment was also done in very simple terms, stressing the positive side of things and playing down what learners were not able to accomplish.

Scott and Ytreberg (1999) say that it is always useful for teachers to make regular notes about each child`s progress. The instruments to use are the final work each child does during every session, as well as the class participation.

4.3.4 Reflection stage

The reflection was focused on three main elements: Professional growth, Students` responses, and Linguistic outcomes.

4.3.4.1 Professional growth

Even though the main purpose of this project was to teach new vocabulary through Arts and Crafts, the inclusion of CLIL (Content and Language Integrated Learning) was helpful especially in topics where students needed reinforcement. It was important to include content topics like the study of mammals, drawing and painting activities which were connected to their world. Another aspect of professional growth was the constant communication and work with the in-service teacher, in order to share views and create an association which facilitated the construction of a shared vision to work in disciplinary issues, and to plan lessons according to learner`s needs.

4.3.4.2 Students' responses

Learners had different learning activities during a session, such as songs, movies, games, and crafts activities. Activities with authentic materials also involved kinesthetic skills, students were highly motivated as kinesthetic activities were used, and the majority of them participated. For instance, while playing a video song, learners were asked to mimic and sing as well. Songs were one of their favorite activities since learners joyfully performed the actions, and they got new vocabulary. Students liked the activities done in class, but unfortunately interruptions were very frequently, and it was very difficult to get students' attention back to the activity they were doing.

4.3.4.3 Linguistic outcomes

While performing authentic activities that engage and motivate learners, they were focused on meaning and learnt language implicitly. By including certain teaching strategies such as pre-teaching vocabulary and the use of modeling the language competences can increase. Students enjoyed specific topics as the family members, and the parts of the body, they learnt the songs easily, and they followed instructions in a correct and organized way.

4.4 Resources

In order to perform this implementation, some technological devices were supplied by the practitioner, such as video projector (DVD), speakers and a laptop computer. The school wireless internet signal could not be used to connect. The songs and movies were downloaded in the computer for an easy and more practical use. Most of the students had some elements for the craft activities such as: glue, scissors, markers, colored pencils. In some opportunities I supplied materials such as colored

papers, clay, cardboard, and some other materials learners needed, as well as worksheets, photocopies, flashcards, and images.

4.5 Reflection

The main instruments of reflection were formats and a journal notebook. These reflective logs experiences needed to be written the same day the lesson was performed (date and lesson number included). Furthermore, a second draft was written at the back of the lesson plans on a reflection format. The reflections were analyzed again and compared to the related theory at the end of each session. In the final journal, the satisfactory and problematic experiences were also written. Finally, procedures and techniques needed to be improved based on the reflections since it compares theory related to professional growth, student's responses and linguistic outcomes.

5. RESULTS

Professional growth

Although it was not the aim of the implementation, the inclusion of CLIL in this project became essential, especially in topics where students needed reinforcement. It was considered important to include content topics like greetings, farewells, parts of the body, and family members. This could be seen in this journal entry when I was teaching students greetings and farewells:

March 10th, 2016 Implementation 1

What went well?

“The use of a copy of the song “Hello- Hello” was very helpful. Students had a copy of the song, and they sang the song watching a video at the same time. Children seemed to be happy and to learn the song very easily. At the end of the video, students sang the song without having problems with pronunciation and without knowing exactly the meaning of each word”

The main challenge to finish the activity done was the time and effort required selecting and planning the appropriate video and song according to the topic students were going to study. In that sense the problem was not only to select the right class of materials but to take the time to properly adapt it for the lessons. Another aspect of professional growth was the constant communication and work with the in-service teacher. Classroom management tactics were learnt which worked well to improve discipline issues. Learners responded in a very positive way, they liked the video and the new words they knew.

Linguistic outcomes

Although the level of the videos, songs, or craft items were carefully chosen for the context, my concern was that some learners were not interested in the activity because some of them just wanted to play around with their classmates. Different teaching strategies were used, such as pre-teaching vocabulary and the use of modeling the new vocabulary.

The following was a reflection from implementation number 3 where students had to recognize vocabulary related to traditional sidewalk games: Jump rope, Hopscotch, Seven stones, rubric`s cube, yo-yo, Balero, hide and seek, connect four. The topic was suggested by the in-service teacher because they were working on a project about traditional sidewalk games. See appendix. The final product was a lottery game students had to make with the games studied in class.

April 5th 2016_ Implementation 3

What did not go that well?

I gave students enough preparation about the unknown vocabulary, but some learners did not know some of the games I was showing. Also, I needed to use more models in order to clarify complex language to perform the activities.

What to do different next time?

The use of modeling before performing the exercises needs to be implemented. I need to include more strategies for pre-teaching vocabulary like images or posters.

Some authors support this idea, “When teachers choose to use authentic materials they should be very careful in selecting level appropriate materials and

linguistically profitable ones” (Allwright 1990: 136, cited by Pegrum, 2000). Even if using appropriate authentic materials, it is a duty to pre-teach vocabulary and use models to accomplish more language profit and to improve language production in further activities.

6. LIMITATIONS

The lack of access to technological resources in the school affected some of the activities for this project. Even though there is a room allocated as the library with a video projector and computers, classes were not allowed in that room unless they were used for Information Technology classes and the designated classroom did not have a video projector although it has a good big TV screen.

There were also further limitations which were stumbled upon throughout the development of the implementation of this study which may limit the application of the theory studied in books and at the university. An important limitation was the time required on part of the participants to finish the projects. Due to the fact that interruptions were very frequently, the fifty minutes of each session were in some opportunities less than thirty minutes.

Another limitation I had was some participant's negative attitudes towards the project. As mentioned before, working with thirty-eight students was not an easy issue for me. In one opportunity I tried to have a game with students having a circle and giving them some instructions in English, and they were supposed to do the action, but it was impossible to complete the activity.

7. ETHICAL CONSIDERATIONS

Second language researchers often have questions about why approval from institutions and informed consent from individuals is necessary to collect data from human subjects. As in any research, validity, reliability, and ethics are major concerns. Every researcher wants to contribute knowledge to the field that is believable and trustworthy (Merriam 2009). In view of the fact that the present study involved working with children, there are some important ethical aspects which were considered during the planning, execution, and final analysis of the data. First of all, in terms of access to the schools, this was done through an alliance between the Public school *Suroriental* and *Universidade Tecnológica de Pereira*. Due to the fact that the present study focused on the use of Arts and Crafts, this process of access to the schools had been previously done; therefore, researchers were not involved in it. After access was granted to the schools, it was necessary to obtain informed consent from those involved at the different stages. In our case, data was collected through the means of three instruments: observations, reflective logs, and interviews. For each of these, a format was included in order to explain to participants what they were about to be involved in, asking whether they gave their permission to use the data collected, and how the data would be used.

Additional ethical considerations were taken into account when analyzing data and drawing conclusions. The first aspect considered was the anonymity of our participants. This was taken into account when transcribing raw data by giving every participant a “code”, rather than using their actual name. Further considerations of confidentiality were taken by not allowing anyone, other than the researchers, access to the raw data collected. They only had access to reflective logs, observation and interview recordings.

Lastly, it is appropriate to mention that all participants were debriefed at the end of the process, explaining to them what was found and how their involvement contributed to the development of the process. This was done through a formal ceremony done as the closure of the project, where all participants were awarded with a certificate. Furthermore, the official analysis of the data was published as a public document, which is available to all those involved.

After every session taught evidence was collected of the activities done during each session: pictures, videos, student`s artifacts. Everything was used just for academic purposes and it was kept confidential to protect learners` privacy.

8. CONCLUSION

The current study aimed at exploring the challenges, perceptions and implications of Teaching English to Children through Arts and Crafts as a dynamic bilingual education model in a public elementary school in Pereira. An important challenge found in this study involves a misconception regarding the use of the English language in the classroom most of the time.

There was a necessity for students to have a basic command of the target language in order to feel confident enough to carry out the activities proposed by the teacher. It may be concluded that students' lack of proficiency in the second language is compensated by their previous knowledge of the games and activities they have already learned in their first language. It is also important to mention that students had a positive reaction towards the Arts and Crafts classes since they found the sessions new, innovating, and different from other methodologies they were exposed to.

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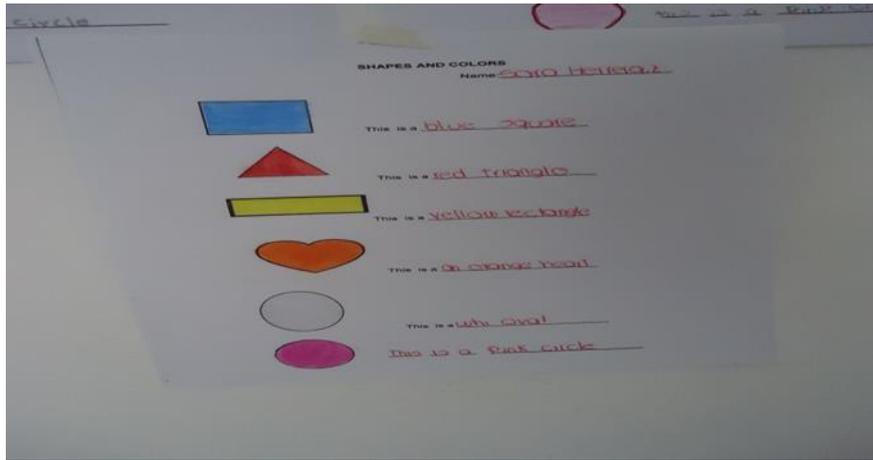
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APPENDICES

ÁREA: HUMANIDADES, IDIOMA EXTRANJERO		ASIGNATURA: INGLÉS		GRADO: TERCERO	
PERIODO ACADEMICO: 1		Fecha de inicio: Enero 20		Fecha de finalización: Marzo 28	
EJE CURRICULAR: MI ENTORNO Y MI CUERPO					
LOGRO	INDICADORES DE DESEMPEÑO	TIEMPO ESTIMADO	TIEMPO REAL	CONTENIDO	
<ul style="list-style-type: none"> Saluda y se despide en inglés. Formula y responde acerca del color y la forma de algunos objetos. Identifica vocabulario referente a algunas partes de su cuerpo. Identifica, lee y escribe algunos adjetivos. 	<ul style="list-style-type: none"> Saludar y despedirse en inglés. Relacionar imágenes con vocabulario referente a algunas formas y colores. Completar información utilizando los términos referentes a las partes del cuerpo y algunos adjetivos. 	16 horas		<ul style="list-style-type: none"> Saludos Números hasta 100 Colores y figuras. Partes del cuerpo. Algunos adjetivos. Canciones. 	
METODOLOGIA					
Consultas Juegos Talleres individuales y grupales					

PERIODO ACADEMICO: SEGUNDO		ASIGNATURA: INGLÉS		GRADO: TER	
EJE CURRICULAR: MI ENTORNO Y MI CUERPO		Fecha de inicio: Abril 21		Fecha de finalización: Junio 13	
LOGRO	INDICADORES DE DESEMPEÑO	TIEMPO ESTIMADO	TIEMPO REAL	CONTENIDO	
<ul style="list-style-type: none"> Identifica vocabulario referente a algunas partes de su cuerpo. Identifica, lee y escribe algunos adjetivos. 	<ul style="list-style-type: none"> Escribir y leer algunos adjetivos en inglés. Completar oraciones utilizando los posesivos en inglés. Completar información utilizando los términos referentes a las partes del cuerpo y algunos adjetivos. Reconocer diferentes prendas de vestir 	16 horas		<ul style="list-style-type: none"> Parts of the body. Adjectives. Articles the, a. Possessives (my, your, her, his). Clothes 	
METODOLOGIA					
Consultas Juegos Talleres individuales y grupales Aprendizaje de canciones					





G. Gómez Lesson Plan 1 (March 10th.) [Modo de compatibilidad] - Microsoft Word

Herramientas de tabla

Inicio Insertar Diseño de página Referencias Correspondencia Revisar Vista Diseño Presentación

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Fuente Párrafo Estilos

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Warm up 10 min 9:00-9:10	Video about greeting (Magic English). Then a video song: "Hello good morning, how are you?..." Facilitator will provide a copy of the song, so everybody can sing it.	Pre-teaching of vocabulary could be challenging.	
Engage 5 min 9:10-9:15	Facilitator explains student's vocabulary about greeting: good morning, good afternoon, good evening.		
Study 15 min 9:15-9:30	Continue watching the movie, ss will also review some nouns (singular and plural), one rabbit, two rabbits; one bird, two birds, etc. In the video some family names are also review: mommy, daddy, baby.	Use of images and gestures, also use of comparison of similar words.	
Activate 20 min 9:30-9:50	Students will work in pairs in order to practice the greetings they studied, facilitator will correct pronunciation.	Some ss do not want to do the exercise.	

Página: 3 de 4 Palabras: 205/671 Inglés (Estados Unidos) 110%

9:31 p.m. 3/11/2016

G. Gómez Lesson Plan 5 (April 12th) [Modo de compatibilidad] - Microsoft Word

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1 Normal Sin espa... Título 1 Título 2 Título Subtítulo Énfasis sutil Cambiar estilos Reemplazar Seleccionar Edición

ACTIVITY/TIME		PLANNED SOLUTIONS
Warm up 10 min 9:00-9:10	Facilitator will explain learners some shapes and colors by showing the shapes she made of colored paper: square, circle, triangle, rectangle, oval, and heart. Colors: white, blue, yellow, red, pink, and orange.	
Engage 10 min 9:10-9:20	Students will listen to a song, where the new shapes and colors are explained. After that they will sing the song as the teacher is showing the shapes.	Some ss do not want to do the exercise.
Production 15 min 9:20-9:35	Learners will draw the shapes on their notebooks and color them followed by the explanation: "This is a red triangle, this is a blue square..."	Some students don't know how to make the shapes, facilitator will help them.
9:35-9:50	Students will draw on their notebooks an animal using shapes (see appendix).	

Página: 3 de 5 Palabras: 741 Inglés (Estados Unidos) 110% 9:36 p. m. 3/11/2016

G. Gómez Lesson Plan 3 (April 5th) [Modo de compatibilidad] - Microsoft Word

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Arial 12 A A Fuente

1 Normal Sin espa... Título 1 Título 2 Título Subtítulo Énfasis sutil Cambiar estilos Reemplazar Seleccionar Edición

9:10-9:15	Facilitator will show a lottery brought as a sample and some materials to be used for sidewalk games, and explains some vocabulary (eight games). She will also show flashcards, write the names on the board and make drawings.	also use a comparison of similar words. Some ss do not want to do the exercise.
Study 15 min 9:15-9:30	Facilitator will check pronunciation of the games: balero, yo-yo, jump the rope, Hopscotch, Seven stones, rubric's cube, hide and seek, connect four. After that she will explain the activity ss have to do.	
Activate 20 min 9:30- 9:50	Students will draw and write the games on their notebooks; after that, they will work in pairs in order to make the "lottery". They have to draw and write the name of the game in English and Spanish on cardboard making squares of 6x6 cms.	

Página: 3 de 5 Palabras: 840 Inglés (Estados Unidos) 110% 9:38 p. m. 3/11/2016