ANALYSIS OF A METHODOLOGICAL PROPOSAL FOR BILINGUAL EARLY CHILDHOOD IN A PUBLIC CHILD DEVELOPMENT CENTER

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ABSTRACT

The belief about learning a second languagein Colombia after schooling is changing. In our country Early childhood is taking prominence even more when we talk about the implementation of new models of bilingual education that allow children in the acquisition of English as a foreign language. The implementation of activities within the classroom shows us how infants begin to develop their speaking and listening skills through understanding and production of this new language.

This document has a model of bilingual early childhood,carried out in Early Childhood using the method action research as a source of information. The implementation of a pilot by the researchers was therefore required to collect the necessary data and thus, carry out a systematic process divided into different stages that included the participation of six teachers in charge of the groups where the study was developed in the kindergarten.

This project was conducted in the child development center (CDC) "Cosechando sueños" with kindergarten and preschool groups. To obtain the information required was essential the inclusion of instruments to collect data such as interviews, observations, and stimulated recall. The analysis of the information gathered showed how the implementation of a bilingual early childhood model encourages children to acquire a second language throughout its exposure in a natural way, by means of the use of materials that were implemented through different activities within the classroom.

RESUMEN

La creencia de que el aprendizaje de una segunda lengua en Colombia solo puede ser implementado a partir de la escolarización está cambiando de forma. La primera infancia está tomando protagonismo en nuestro país y más cuando hablamos de la aplicación de nuevos modelos de educación bilingüe que permiten en los niños la adquisición de nuevas formas del Inglés como lengua extranjera y por ende al desarrollo de sus habilidades de habla y escucha a través del entendimiento y la producción de lenguaje.

Este documento posee un modelo de bilingüismo en primera infancia llevado a cabo en primera infancia utilizando el método investigación acción como fuente de información. Por lo tanto fue necesaria la implementación de un pilotaje por parte de los investigadores para reunir los datos necesarios y así poder llevar a cabo un proceso sistemático dividido en diferentes etapas que incluyeron la participación de docentes e infantes.

Este proyecto fue llevado a cabo en el Centro de desarrollo infantil (CDI) “Cosechando sueños” con grupos de kínder y pre-kínder. Para la obtención de la información fué necesaria la inclusión de instrumentos tales como entrevistas, observaciones, y recuerdo estimulado. El análisis de la información recolectada mostró como la implementación de un modelo bilingüe en primera infancia motiva a los niños y niñas a adquirir una segunda lengua a través de su exposición de una manera natural,mediante la implementación de materiales que fueron utilizados a través de actividades dentro del salón de clase.

RATIONALE

Rudimentary cognitive processes, including the acquisition of the mother tongue, are established during the cognitive, linguistic and social development of the child. Concerning this, Piaget (1969) states that learning takes place from early sensorimotor experiences (relationship with the environment from physical perceptions) created by the cognitive and language development. Indeed, learning process strengthen the basis of mental structures that allow the person constructing knowledge through the continuous interaction with the environment.

Thus, taking into account the still prevailing Piagetian thought, it is important to emphasize that the implementation of pedagogical environments focused on acquisition of English as a second language will allow children to have access to an exposure of the language in a natural way since they are not aware of the learning process because they do not learn words in isolated way,but they are guided by abstract elements such as images, shapes and toys where they make a mental relation between the significant and the significancein order to gather the concept; for that reason,there is not a literacy or a formal education process in the methodological proposal; taking into account that there is just a process of orality and listening.

According to Krashen (1988)in the acquisition- learning hypothesis, he establishes that the acquired system or acquisition consist of in the process of a subconscious way in which children acquire a second language in a very similar processthey acquired the first one, through interaction in the target language,

constant exposure, natural communication without focusing in the form of sentences, but in the communicative act.

In addition, this bilingual early childhood model is based on different studies that are used asa guide to the development of this project; therefore, it cannot be said that it follows a specific model because there are not studies in Colombia which indicate that children can start a bilingual process at an early age; that is why, the information in the present study will be taken from the implementation of this methodological proposal in the child development center “Cosechando Sueños”.

Bearing in mind that this proposal will be carried out long term, it was necessary to take into account a simultaneous bilingual model in which children will be able to develop their competences in both languages; therefore, Cummins (2000) states with regard to bilingual education that two languages can be learned simultaneously and enrich one from the other linguistically. From there on, new bases of knowledge can be built with constant use of both, without one affecting the other; as it is expressed by Gardner (2003), the proper development of different competences will favor a better evolution of intelligence in the individual; hence, his/her ability to solve problems will be much more efficient.

Multiple studies support the above mentioned. For example, the researchers Kovacs and Mehler (2008) proved that children whose parents talk in different languages are able to anticipate changes and adjust to confusing situations rapidly

than other children. This seems to be the result of being forced to distinguish between more than one language at early ages.

Therefore, the implementation of a bilingual earl childhood model through a natural exposure is essential since this permits children at an early age to develop some critical thinking skills which allow them to analyze, interpret, and evaluate different representations of the world and their environment.

This proposal is focused on the formation of bilingual students with a process of continuous learning of a second language (English). The Psycholinguist Cummins (2005) mentions this continuous learning process in a child development claiming that *"the constant development of two languages on bilingual students during early childhood implies academic and cognitive positive consequences"*. (p.123)

In addition to the theoretical conceptions previously mentioned, the National Ministry of Education of Colombia (MEN), following the parameters instituted by the United Nations has proclaimed in its book "*Desarrollo infantil y competencias en la primera infancia"* the importance of investing in the attention and integral training of children in their first years of life, forasmuch as an investment can make meaningful differences in the future of a child who is part of an educational revolution in early childhood.

Likewise, the document presents the implementation of an educational policy which ratified a solid foundation for all to be competent at work and

academic settings during the course of their lives; nevertheless, there is no other policy that alludes to the implementation of a bilingual model for children under five years old, which promotes the strengthening of their competences in a bilingual context.

For that reason, the development of this project seeks to empower the integral attention in early childhood proposed by the government with the access to a curricular articulation due to the fact that this child development center does not have a syllabus, it only focuses on a Plan Operativo para la atención integral (POAI) whose objective is to supply the needs, interests and approaches of the Institution.

This research project intends that children who access to a CDC can develop multiple competences to become men and women who help to transform their environment and can become competent in the great social, political, economic and cultural demand constantly changing. Similarly, it is essential to prepare students in terms of autonomy, creativity and critical thinking who contribute, in the near future, to the development and improvement of education in the country.

If Bilingual Early Childhood is seen from a socioeconomically point of view, the investment in this stage will diminish the inequitable in society in a long term; thus, the possibilities for this children to access to the university and have more desirable job opportunities will be greater. The socio-economic tendencies in Colombia demand for professionals who are competent in at least two languages;

however, most of the people who can access to those opportunities are those who belong to a high and medium high class. Consequently, if people do not have the sufficient economic resources to cost language studies, the probabilities to obtain a degree being competent at a second language will be decreased.

Moreover, the more it is invested in bilingual early childhood, the more advantages children will have when they reach other stages of their educational life due to the fact that early childhood is the most important period of development in all possible aspects where children´s language, cognition and affection must be stimulated. Such stimulus will be reflected in the next stages of the human being's life.

To strengthen this current proposal about bilingual early childhood it is pertinent to highlight the linkage of this project to "Circulo Virtuoso de Pereira", an organization that bets oncompetitivenessin order toperform a fullproductivetransformation of society, starting from the kindergarten,school,and university, up to have people create their owncompany.

Besides bilingualism, there are also significant components for "Círculo Virtuoso" such as sensorial health, science, creativity and the families' company, that strengthen the viability of this proposal, which aims to impact positively in the city of Pereira, and later become a model in the rest of the country.

Respectively, this proposal will contribute to Colombian education on the grounds that there is not much information and research about bilingual early

childhood made in the country. Consequently, starting from a theoretical foundation about language acquisition and cognitive development in this stage taking into account “Document N° 10” or “Desarrollo Infantil y competencias en Primera Infancia” the findings obtained throughout this research will help facilitators to have a more profound understanding of the characteristics and procedures in simultaneous bilingualism in early childhood.

Finally, according to the above mentioned, it can be concluded that an appropriate and relevant care in early childhood, with approaches to other languages and new systems of meanings, prepares an outstanding and equitable society, and ensures the start of a prosperous future guaranteeing all Colombian children a quality education and integral development.

STATEMENT OF THE PROBLEM

The national English program, *Colombia Very well!* (2014) was created by the Colombian Ministry of Education to help all Colombian citizens improve their English communicative skills. Noteworthy, in this proposal are only taken into account the educational processes that begin from the age of five years onwards; that is, from elementary school, disregarding early childhood, one of the most important stages in the language development.

In spite of the fact that the global evolution of English language has acquired major importance around the world, it is not yet required in the legal or the constitutional bases of the nation, making allowance to the concept of nation as the Colombian people. Therefore, although the term bilingualism was coined in the Colombian constitution of 1991, currently in use, it obviated the need of asecond language, creating a serious gap which is important to fill by today's society.

This research project seeks to create a theoretical-methodological framework for a natural exposure of the two languages simultaneously, that can be implemented in the CDC Cosechando Sueños, as an educative model that responds to a bilingual acquisition process applicable, not only for the sample population, but for all the CDCs with similar characteristics.

As a result, a curricular articulation will be implemented in the institution with the aim of identifying the objectives, competences and performance for children to reach in English language.

Since it is proposed a simultaneous process of acquisition of two languages, the evaluation will be qualitative; that is, the different processes will be evaluated according to the responses of the children in terms of attitude, interest, feelings, participation, creativity and motivation. The exposure to the both languages English and Spanish will be made simultaneously taking as a reference the processes already done by teachers of the CDC in their native language. To answer to all the problematic already exposed, two research questions will guide this study.

RESEARCH QUESTIONS

1. What are the teacher's perceptions towards the design of a bilingual program in a public kindergarten?

2. What are the researcher's insights about the process of designing a bilingual program in a kindergarten?

CONCEPTUAL FRAMEWORK

The present conceptual frameworkintends to highlight and support different perspectives from several authors, that will not only support the study to have a more clear understanding of the factors that involve language acquisition, but also will strengthen the current proposal regarding Bilingual Early Childhood. During this study there will be mentioned three concepts. The first concept is Early Childhood and it will be developed through the following authors' ideas: Piaget (1931), Vygotsky (1932), Bredekamp (1992), Bransford (1999) and Erwin (2007).

The second concept is Bilingual Early Childhood supported by these authors: Bialystok (2001), Meisel (2008), and Genesee (2009). Finally, language acquisition theories will be divided into the following two concepts: First language acquisition theories supported by: Bruner (1960), Chomsky (1965), Pinker (1999), Brown (2000), and Lenneberg (1967); and Second language acquisition theories which will be explained by: Krashen(1986), McLaughlin (1987), Collier (1995), Ellis (1997), McKibbin (2000), and Espinosa (2010).

Early childhood

First of all, it is important to mention Piaget´s perspectives (1931) about language and growth. Even though this is not a recent viewpoint, it could be said that Piaget's point of view helps to understand the importance of a child´s competence development in his or her first years of life. Piaget's theory describes that children are seen as natural scientists who investigate the world and thereby broaden their understanding. Teachers are expected to stand back and provide

resources for children's autonomous learning but not to interfere during the process.

On the other hand, Vygotsky's view (1932), who saw learning as driving development and the development of thinking as a shared process rather than an individual one. Based on the previous statement, children are capable of a more competent performance when they have assistance from adults in their zone of proximal development since adults are important during this process.

Additionally, the child from an early age develops certain competences which are related to cognitive, social and emotional functioning that allow them to understand and construct knowledge of the world. Basically, it consists on a process where the child organizes and transforms all the information received from the environment, and progressively their competences will enable them *to do,how to do* and *able to do*. Bearing in mind Vygotsky's (1932) opinion, cognitive development is linked to social interaction among people; but children not only use language to communicate with others; also, they organize, plan and guide their own behavior. For that reason, it is very important for parents to be involved on this learning stage since this will help the child to process and retain all the acquired knowledge.

Even though these authors did not explicitly mention the term early childhood, their theories are the bases to form the concept of what early childhood is today. In addition, stages of childhood are defined culturally by the social institutions, customs, and laws that make a society. To illustrate this, Bredekamp

(1992) stated that Early Childhood is the term frequently applied to the education of young children from birth through age 8. Although early childhood education has existed since the creation of kindergarten in the 1800s, the last decade has seen a great amount of attention devoted to the subject of early education for young children.

Meanwhile, Bransford (1999) proclaimed that early childhood is a time of tremendous growth across all areas of development. The dependent newborn grows to become a young person who can take care of his or her own body and effectively interact with others. For these reasons, one of the main aspects of this stage must be focused on skill development.

The conceptions provided by the authors about early childhood show how education has evolved taking into account the needs of early development in children because the skills improved by a child in this period of time would make him or her competent when he or she grows up. In a similar study carried out by UNESCO (2006) it is mentioned that early childhood is defined as the period from birth to eight years old. A time of remarkable brain growth, these years laid the foundation for subsequent learning and development.

Similarly to the definition provided by The WORLD HEALTH ORGANIZATION- WHO (2008) which stated that early childhood is defined as the period from prenatal development to eight years of age, and what a child experiences during the early years sets a critical foundation for the entire life course. This is because early child development, including health, physical,

social/emotional and language/cognitive domains strongly influence basic learning, school success, economic participation, social citizenry and health.

The point of view presented by the WHO is similar to the one that the Colombian government is proposing as a definition of early childhood. However, the earlier concept differs from the one that is presented by the Colombian government in terms of age due to the fact that is well known in Colombia that early childhood goes from the period between zero (0) to the age of five (5) which coincides with entry into the cultural practice of formal schooling. Therefore, the Document number ten (10) or Desarrollo Infantil y Competencias en la Primera Infancia (2009) established early childhood as a period between zero and five years in which throughout a continuous process, children acquire their first language and develop most of the cognitive skills they will have in their lives.

In the same way, the document expresses that the different strategies that are part of the policies in early childhood let children to have more possibilities to develop in many ways during this stage and along their lives. Likewise, the Early Childhood and Adolescents' law (Ley de Infancia y Adolescencia) recognized in article 29 that "health care and nutrition, complete vaccination, protection against physical hazards and early education are ineluctable rights during early childhood"

The document number ten (2009) also claims that there is a new conception for children development due to the fact that these days it is important to know that this process is characterized by several aspects. For instance; it is an irregular

procedure of going forward and backwards; in this new conception there is not a well-defined starting point; it means development does not start from zero and there is not a final stage that is why it is important to understand development as a period of reorganization of going forward and backwards.

The document also describes the most suitable competences for early childhood stages. For instance, baby competences can be understood as the capacity to interact with their world. When babies are born, they possess extraordinary mental abilities; therefore, they can comprehend and process important information. To give an example, children can babble producing different units of sounds in different languages. This explains how a child is adapted to learn other languages.

Children enhance their skills and develop abilities in terms of a full growth as human beings and subjects with rights. According to Erwin et al (2007) every experience during this part of a child's life may affect his potential development, cognitive process, success at school, social and health stability, among others.

To conclude, early childhood is a fundamental stage in any child development due to the fact that this period of time allows children to acquire multiple competences in terms of sociability, personality, language and cognitive increase. Therefore, it is the best moment to implement a methodology in which children can acquire both languages English and Spanish at the same time giving way to a bilingual early childhood.

Bilingual early childhood

The present research also focuses on analyzing and identifying different advantages that children may present when beginning a bilingual learning process at an early age. When children are exposed to a foreign language from nursery they will be able to develop their cognitive skills more favorable, and become more competent than a monolingual child.

According to Bialystok (2001), there are several differences between bilingual and monolingual children, which are evidenced when a bilingual child develops intellectual and cognitive abilities; for instance, attention, inhibition and monitoring that are useful to demonstrate their level of proficiency when they are exposed to a language.

Based on the above, the inhibitory control allows the suppression of activated cognitions and inappropriate actions that would disrupt the efficient completion of a specific task; it occurs more rapidly in children who have had bilingual experiences. For that reason, Bialystok (2001) highlights that inhibitory control involves a set of aspects such as interaction, attention, memory, and intelligence, which are fundamental to generate a successful response.

In addition, the author mentions that bilingual children have a big advantage in the ability to control attention to face perceptual and representational features of a problem. To sum up, bilingual children tend to be more competent in the use of

the second language as they can establish easy communication and interaction with the environment.

To complement Bialystok's points of view, Meisel (2008) argues that when a child is acquiring two languages at the same time on early stages, this is denominated simultaneous bilingual process in which two languages are acquired separately without the acquisition of one affects the other; therefore, this action can be denominated as first language development in more than one language.

In addition, Meisel (2008) also suggests that bilingual children acquire two languages without academic instructions or specific pedagogical support since they learn to use the language combining grammatical morphemes of one language with lexical morphemes of the same language. The result of this process guides us to know that by doing this, children learn and are able to productively use grammatical morphology.

However, Meisel (2008) suggests that children have to be in contact with the appropriate linguistic environment from birth onwards inasmuch as the critical period for language development, the absence of linguistic codes may lead children to significant consequences in first language acquisition.

This view is supported by Meisel (2008) who argues that the first language in early childhood may be composed by two or more languages if they are acquired in the critical period separately using grammatical and lexical morphemes of the

languages without a teaching process, but the author gives us a clear message that this is possible when children grows up in a convenient linguistic environment.

The study of simultaneous bilingualism is also supported by Genesee (2009) who shows that recent studies about simultaneous language acquisition have developed different kinds of ideas related to this learning process. It is indicated that bilingual acquisition is as natural as monolingual acquisition processes, and the fact that children face great challenges towards the new language, does not make it an extra burden for them.

Additionally, Genesee (2009) states that during the first five years of life children can acquire many languages and become competent in at least one; however, those children who simultaneously acquire proficiency in two languages are more remarkable during their school and social lives.

On the other hand, Genesee (ibid) provides the idea that bilingualism in childhood is poorly understood in parents and even in teachers given the fact that the lack of the familiarity with this term has developed doubts about the simultaneous learning of these two languages. Therefore, for those communities where children grow monolinguals, it is not common that they grow learning two languages at the same time, so in this case the bilingualism is abnormal. However, Genesee (2009) depicts that different criteria have been proposed in order to distinguish simultaneous and successive language acquisition processes.

To conclude, it is evident that the five first years of life are determined during a language learning process, and that is why it is the appropriate age to simultaneously acquire two languages in order to become cognitive, social and linguistic competent children in terms of language acquisition processes not only in the first language, but also in the second one which allow children to be bilingual.

Language acquisition theories

In this specific part of the study, there will be shown different points of view of what first and second language acquisition refers to. Thus, the first term deals with the process in which children acquire their mother tongue. On the other hand, second language acquisition occurs when a language different from the mother tongue is acquired in a natural way without any formal instruction.

First language acquisition (L1)

There has always been a conflict in terms of language acquisition theories due to the fact that there are two strong tendencies when it comes to languages; empiricism and nativism or nurture and nature. The first point of view refers to the process in which knowledge comes from experiences. On the other hand, the second one state that knowledge is not acquired from the environment but is genetic or innate. In this conceptual framework both perspectives would be analyzed in order to have a wider understanding of what language acquisition is.(Clark, 2009)

Primarily, Bruner (1960) mentions that the child's cognitive structures mature with age on the grounds that children can think and organize material in complex ways; that is, children naturally adapt to their environment and abstract thinking develops through action. In addition, Bruner *ibid*. highlights that children have to learn by themselves since they are very active, curious, and it allows them to make sense of its own environment.

In his major study, Bruner *ibid.* identifies three important stages of development; the first one, the Inactive Stage, refers to the ability children have to identify and describe objects according to what they can do with them. Secondly, the author explains that the Iconic stage is when children remember and visualize information through images. They create mental images that allow them to retain information in their brains that help them preserve pictures fed by some past experiences and exposure to similar objects and events. Indeed, their decisions are based on perception.

Finally, Bruner *ibid*. explains that symbols include words, music and numbers, but it depends on the child's language ability due to the fact that children use symbols to represent people and things as they can think and talk in abstract terms. Moreover, Bruner concentrates more on how knowledge is represented and organized as the child grows.

On the other hand, Chomsky (1965) who is subscribed to the nativist perspective states that children are born with a kind of hard-wired syntax. Thus, the

capacity for acquiring a language is a biological inheritance. Therefore, languages are activated when children interact with the environment.

Hence, Chomsky (1965) points out that every child has a language acquisition device (LAD), in this little hard-wired it is recorded a universal grammar or the knowledge of rules which are presented in all languages. This device is able to receive linguistic input in order to follow the universal rules. However, this input is not perfect but it allows children to analyze the languages they hear and extract the grammatical rules to form new well-structured sentences.

Chomsky ibid. claims that an evidence to show that children are born with an understanding of syntax is the facility children have to learn language and the capacity to produce sentences they have never heard before. This ability is what Chomsky called the 'creative aspect of the language'. In addition, Pinker (1999) presents an approximate notion to Chomsky's creative aspects of the language when he states that language is a human instinct inasmuch as children know how to speak in the same way as spiders know how to weave their webs. That is to say, producing language does not depend on a teaching or instructive process for the reason that it is a biological adaptation to communicate information.

Pinker also declares that the human brain has specific regions where language functions are located such as the Broca and Wernicke's areas, which are involved in the understanding of written and spoken language. Accordingly to that, it can be said that children are born with a biological system able to produce language by itself without any kind of instruction.

Nevertheless, Pinker (1999) argues that children are not taught how to speak as they are not taught how to sit or walk; anyhow, they achieve those abilities due to the innatism feature of language. Considering that, he states that language cannot be defined in terms of imitation as some other authors have tried to do it.

As children in early stages do not have a developed semantic level of language, they rely on imitation (Brown2000). In contrast to what Pinker *ibid*. has expressed about imitation, Brown *ibid*. states that this imitation is considered as a strategy the child uses to foster the phonological acquisition of the language. Later on, they will be able to produce utterances attending to meaning.

Brown concludes that two kinds of imitation may occur, *surface imitation* which is when meaning is not taken into account, and *deep-structure imitation* that refers to the use of a more significant semantic intensity. When children imitate paying attention to the meaning rather than the structure, they are making use of something that the author calls the *truth value*; they are attending to the function of language.

On the other hand, Crystal (2002), states that when children are acquiring their first language, they try to imitate everything they hear in every single moment incorporating linguistic elements in the development of a second one, transferring sounds and linguistic structures in the new language doing different use from one language to another.

Crystal (2002) also states that children need to cross 3 stages to develop a second language, starting to construct different words in a mental list in which are included words from both languages; in the second stage he mentions that when children begin mixing different words and start to compose sentences, they start to develop their cognitive abilities in second language thinking in how to join linguistic codes.

Finally Crystal concludes that meanwhile vocabulary grows in each language, translation equivalents develop; however, the acquisition of a new language is throughout different grammatical rules, but it takes more time as when children acquired a new language.

Referring to Language Acquisition theories, Lenneberg (1967) states that human language acquisition is a natural process that occurs in infancy and early childhood and that is a biological restricted learning that is normally acquired during a critical period, beginning early in life and ending at puberty.

Lenneberg ibid. argues that the acquisition of a first or a second language shows a critical or sensitive period; that is, if the acquisition presents a normal course and allows a proficiency in the language just when it begins early in life. Lenneberg also points out that after this time period, language can be acquired with some difficulty or through a different learning process and a neural mechanism for this developmental change.

Finally, the author concludes that the critical period for language acquisition finishes with the establishment of cortical lateralization of function, when the brain reaches its mature organization in late puberty.

Second language acquisition (L2)

It is important to point out that most of the second language acquisition (SLA) perspectives that are currently in use are based on the first language acquisition concepts, inasmuch as the topics are connected since both languages are acquired and have a similar basis; in contrast to a more literate process which could not be called acquisition, but learning (Krashen, 1986)

McLaughlin (1987) states that children tend to acquire language naturally between the ages of two and six, and they become more competent language users. Moreover, the author argues that when children encounter school-age, they develop outstanding language ability.

In addition, McLaughlin (1987) points out that when children develop their ability to use the language, they start to understand social situations; also, they learn to manage their own actions and thoughts. It is important to highlight that children by nature are active, and creative. The ability to create language is incredible and unique in each child given the fact that as children play and work, they do it through the use of language.

Another concept to have a better understanding of second language acquisition in children is given by Collier (1995) when she states that children who

have regular exposure to a second language during early childhood can successfully become bilinguals. Moreover, as early childhood programs become more common, teacher will need to understand the process of second language acquisition and they must adapt their experiences and instructions to these demands.

Besides, Krashen (1997) claims that for second language acquisition to take place learners need to be exposed to comprehensible input; then, they will construct new linguistic knowledge based on previous one, this new knowledge must be one step beyond the current stage in which the student is. Therefore, facilitators should take advantage of the context and linguistic aids to help learners to comprehend the topic that is being taught; after that, the student would advance to the next linguistic level in which the process starts again.

The author also describes that comprehensible input is vital to SLA due to the fact that when this kind of input is used, the target language is also being practiced; consequently, teachers have the responsibility to use the L2 as much as possible in their classes so learners are able to enhance the ability first; then, to get the meaning, to acquire the structure, and finally, to develop their fluency.

Ellis (1997) states that the acquisition is the result of environmental factors that govern the input to which learners are exposed or of internal mental factors which somehow dictate how learners acquire grammatical structures. He also highlights that children's brain are especially equipped to learn language and all that is needed in good exposure to input in order to trigger acquisition.

Finally, the author suggests that learning takes place as a result of a complex interaction between the linguistic environment and the learner's internal mechanisms.

Contrary to what the cited authors have expressed, McKibbin (2000) depicts that children fail in acquiring a second language due to the excessive amount of exposure to the target language. Also, the author argues that the exposure to the second language should be gradual and L1 should be included; as they learn more about L2, L1 instruction will be reduced.

In order to continue talking about second language acquisition; Espinosa (2010) argues that children come equipped to learn language to communicate with the significant people in their lives within the first few years of life. Practically all children develop the basics of one language. Espinosa (2010) also explains that those children who have the opportunity to speak two languages should be encourage to maintain both, so they can enjoy the benefits that brings the development of a bilingual process and a bilingual status.

It is also important something that is mentioned by Espinosa (2010) who argues that it is essential for the early childhood profession to understand better the meaning of a second language acquisition process and how children acquire that second language in order to design and develop high quality learning environments for those children who are in the process of acquiring English as a second language.

Espinosa (2010) states that it is assumed that children in school can just pick up second language without effort or an academic teaching; however, acquiring proficiency in a second language is a hard and demanding process.

On the other hand, Espinosa ibid. argues that the speed of language acquisition has to do with the child's learning environment. The child's personality, aptitude for languages, interest and motivation interact with the quantity and quality of language inputs and opportunities to develop levels of fluency. Also, young children who have regular and rich exposure to two languages during their early childhood years can successfully become bilingual.

To conclude, Espinosa ibid. mentions that at any given time, one of the languages can become in a dominant language depending on the time spent in each language; that is why, in early childhood programs teachers need to understand the process of second language acquisition and how to adjust their expectations, instructions and goals according to this process.

Finally, the purpose of this conceptual framework was to show how the three main terms of this research project are linked one to each other and give a theoretical background to it due to the fact that now it is well known that in early childhood; simultaneous bilingual processes can be developed in order to make children more competent not only in one language, but also in their second one. Besides; multiple skills will significantly increase making these children more competent to future life´s demands as well as academic situations they can confront.

STATE OF THE ART

Some features of bilingualism in Colombian linguistic contexts proposed by Mejia (1997) in the document, *Educación bilingüe en Colombia en contexto lingüístico mayoritario: hacia una característica del campo*, will theoretically support the methodological proposal here expressed. Mejia *ibid*. considers that in the area of bilingualism there is a distinction between *folk bilingualism* and *elitist bilingualism. The first concept refers to those individuals who have access to the acquisition of a second language due to their socio-economic level; and the second term is focused on those individuals who are forced to acquire a new language under different circumstances.* For that reason,those terms are relevant for this project due to the fact that it pretends to reduce social gaps, making those two concepts disappear, giving the possibility to all children, regardless their social class, to become bilingual in the future.

Mejia also expresses that a similar distinction that relates more to the Colombian context is the one that sets the difference between minority communities, known in Colombia as ethnic education programs, communities of enrichment or majority communities which are those that are especially located within bilingual schools contexts, where it is intended to bring their children to a high level of proficiency level in a foreign language.

It is also important to emphasize that as the author herself expresses, little has been said about bilingual education in the country, hence many studies of this nature are empirical, that is why doing research on bilingualism in early childhood

is a complex process, since there is limited information, at least in the Colombian context.

However, The Bilingual Program of the Colombian Ministry of Education created a project called Bunny Bonita in 2008, which sought to strengthen English skills in a functional way for children from first grade (4 years old) to third grade (8 years old). The project allowed teachers to teach English through videos with basic but useful vocabulary to achieve the development of the competences that were stated by the MEN. Although this program was developed for children in elementary school, it has educational tools that can be adapted and therefore implemented in this bilingual early childhood project.

Taking into account previous researchers on the field of bilingualism, La Salle University presents a document called *Retos del Programa Nacional de Bilingüismo, Colombia Bilingüe (2012)* which is framed within the macro research project *"Bilingüismo en Colombia: análisis e interpretación de los procesos de implementación del programa Nacional de Bilingüismo (PNB)"*. This project seeks to favor the quality of education, promoting the strengthening of linguistic, pragmatic and sociolinguistic competencies that help children to become competent in social and labor field, addressing the primary, secondary and higher education.

Additionally, the document is based on a fundamental purpose which seeks to raise the use the communicative competence to enable new generations and the already existing ones, the need for communication and interaction, using English

as a second and/or foreign language. From there on, it is essential to do a training and education job with teachers to improve the quality of bilingual education in educational institutions.

Cardenas (2006) makes some criticisms regarding bilingual education in the Colombian context, arguing that for English teaching, time intensity is limited. In the same way, the quality of teaching resources is insufficient; and finally, the lack of training for educators is a factor that affects the educational process. However, the article *"Retos del programa nacional de bilingüismo. Colombia bilingüe"* presents and makes visible many inconsistencies and weaknesses of the national plan of bilingualism, inasmuch as it does not highlight the importance of implementing bilingual programs in early childhood, from 0 to 5 years old, that allows breaking inequality gaps that occur in the educational system.

On the other hand, it is established on the document the importance of awareness among citizens about the linguistic and cultural diversity, with the purpose of having men and women participate from different cultural contexts, respecting values and endemic customs of each society, and likewise having an intellectual and personal growth through social interaction.

From these studies it can be inferred the reality of how bilingualism in the Colombian context has many variables, including lack of educational policies that promote bilingual education in early childhood. As a result, children from zero to five years old of public institutions do not have access to the benefits of acquiring a second language since their first years of life.

LITERATURE REVIEW

It is commonly thought that when a child learns two languages at the same time during early childhood goes through a stage in which s/he will not be able to differentiate among the two languages. However; this short literature review seeks to demonstrate that a child who acquires two or more languages during his or her early childhood stage can not only develop differentiated languages systems, but also children will be able to use their developing languages in the appropriate context as it is claimed by Cummins (2000).

Genesee (1995) examined one research question in his study of language differentiation in early bilingual development. The research questionproposed was: how early a child can differentiate among two languages and where to use each of this language. Genesee ibid. hypothesized that children around three years old are able to identify where and how to use the languages neither Spanish nor English in this case. Even though, in some opportunities code switching is presented, due to the fact that children use both languages in the same utterance.

Genesee ibid. explored this research question by studying language differentiation in five bilingual children prior to the emergence of functional categories they ranged in age from 1- 4. They were observed with each parent separately and both together, on separate occasions in order to check participants reactions and how and where to use the languages.

Genesee (1995) reported in his results that while the children did use code-mix, they were clearly able to differentiate between their two languages due to the fact that children knew what languages they should use in order to communicate with their mother or father. Genesee ibid. also examined in this study that children mixing was due to (a) their language dominance, it means that one language was more powerful than the other or (b) or their parent´s rate of mixing as their parents were also bilingual since parents also mixed languages. Genesee ibid. did not find evidence that mixing was due to the parental control, but there were some evidence that language dominance plays a role inasmuch as some children preferred to use the language in which they felt more comfortable with.

Finally, Genesee ibid. concluded that these findings reinforce results reviewed earlier indicating that bilingual children acquire separate languages early in development. They also indicate that bilingual children can access the grammatical constraints of both languages at the same time in order to code-mix.

In a similar study, Lowry (2011) examined 63 participants among bilingual and monolingual children whose age average was around 24 months. The participants were children from York and the bilingual children who took part of the sample had been exposed to both of the languages since birth.

Lowry ibid. conducted a main research question during her investigation which stated, what happens when a toddler is exposed two to languages instead of one? And two sub questions which also help to guide the process which were: Does he or she get confused? And does he or she find it harder to learn to talk?

Therefore, Lowry (2011) answered these research questions by expressing in her findings that after monolingual and bilingual children took different tests there were not differences between the abilities of bilingual and monolingual children. However, there was one test in which the bilingual toddlers showed remarkably better results. This test was called the shape stroop test in which students were shown a picture of a large fruit containing smaller fruits and children were asked to point out the small. It is more difficult for children to point out the smaller fruit rather than the big one due to the fact that children tend to focus on the big fruits because of their age. Bilingual kids were able to do it better than the monolingual one.

Lowry ibid. reported in her findings that while bilingual children scored correctly 50 percent of the time on the Shape Stroop Test, monolingual children scored correctly only 31 percent of the time. Moreover, these results suggest that bilingual children may have a superior ability to:

- Focus on the one important thing, not allowing other stimuli to distract him or her - this requires what is called “selective attention”; and
- Change their response according to the demands of the situation - this shows “cognitive flexibility”.
- Selective attention and cognitive flexibility are both important aspects of executive functioning.

These studies are relevant for this project since they provide the information about the simultaneous acquisition process when children are exposed to both

languages at the same time. Based on the findings from the previous studies, it can be said that although the results show that children tend to dominate more one language than the other one, they are able to acquire a second language at an early age through a natural exposure.

It is also important to highlight that these studies have been cited with the purpose of following a guide or some other models that show how children can be exposed to two languages at an early age and develop a simultaneous acquisition process, that is why these studies have been taken into account in order to support and make stronger this methodological proposal.

METHODOLOGY

This proposal was framed within a descriptive model which took place at the Child development center “Cosechando sueños” located in the jurisdiction of Puerto Caldas, Risaralda; in which we sought to promote the development of communication skills in foreign language, using educational tools that allow the student to be a competent person through the use of language in a real context; facilitating their access to secondary education and consequently to a higher better quality.

Everything was based on the Common European framework in which are established guidelines to measure the level of comprehension in oral and written language production of a second language.

Type of study

This project was guided as a qualitative action research (AR) in which was attempted to observe, analyze and evaluate the implementation of a bilingual early childhood model in a public kindergarten in Colombia, reflecting about the results using the data obtained in observations taken from the other part of the group.

It is important to highlight that the macro project is divided into two groups, the first group is in charge of the design and the pilot implementation and the other group is responsible of the needs analysis and the evaluation.

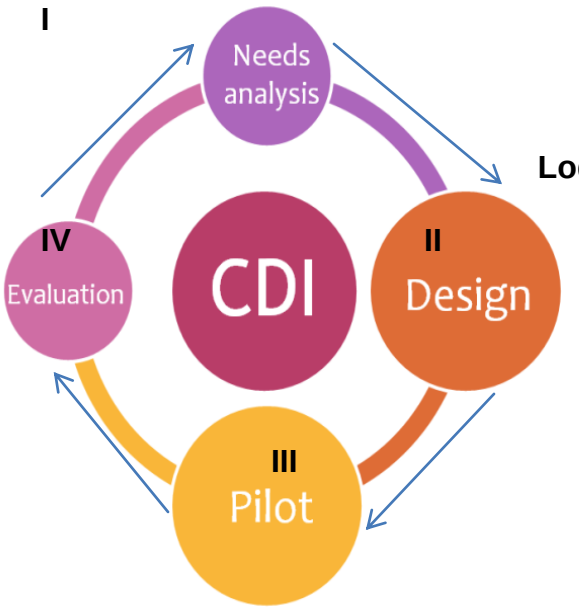
This methodological proposal deals with the needs analysis and the evaluation due to it would not be objective if the group in charge of the design and

implementation evaluate what they did; that is why, it was necessary to have another perspective about the results obtained from the pilot implementation.

This study is a qualitative action research since over the course of this, different methods were used for gathering information such as semi-structured interviews, and observations in order to research about the given problem within the community and find answers to the questions set for this research to modify or produce different changes that will transform the reality of the problem presented. As stated by Lodico et al. (2010) the aim of AR looks for obtaining changes as well as results within an educational setting collecting qualitative data.
It was decided to implement action research as a type of study in this project because by means of experience it could be possible to gather and analize real information throughout a diagnosis noticing about the needs presented in the child community.

Collaborative Action Research

This is a macro project which was divided in four stages and conducted by two groups; we were in charge of the needs analysis as stage one and the evaluation as stage four and the other group was in charge of design as stage two and the pilot implementation as stage 3 following a cyclical process.
. Next, a diagram shows the process that was carried out to develop this research according to Lodico et al. (2010)



"ACTION RESEARCH"

Lodico, Spaulding & Voegtle.

(2010)

Need analysis

In order to carry out an observation process in the CDC, it was necessary to analyze the economic, social and institutional aspects that contributed to learning and training in the community.

Social factors such as poverty, domestic violence, lack of affection, lack of support from parents in the learning process of children, affect both their personal development and education, as it was reflected in their behavior also, this information was obtained from educational agents who know in what kind of environment the child interacts. In relation to the economic factor, the lack of resources means that many children could not attend sessions in the CDC; however, the majority of the community does not know that this institution offers

the facilities to provide comprehensive care to the child population, leading them to an optimal development by providing food, care and learning.

In different observations taken inside the CDC, we found that pedagogues and educational agents (community mothers in training) agreed with the necessity for implementing a second language (English) in children as a better opportunity for their academic and social future, they also believe that during the child's cognitive development learning a second language is easier since, the inclusion of educational English materials such as books, nursery rhymes, videos, songs and games, allow to guide them in a process of bilingual education.

During the observation, it was evident that teachers and educational agents need academic training in English because they are whohave direct contact during process of training and integral development in children. The educational agents also expressed their interest in being trained in English, since they think that learning a second language brings better opportunities for them and children from the CDC.

Evaluation

The evaluation for this research was implemented in each one of the phases in this investigative work with the aim of enrichment the process continuously.

Context and setting

The project targeted the Child development center “Cosechando Sueños” located in Puerto Caldas, Risaralda. Its main objective was to implement a bilingual education program which offered children an integral development through the design and the use of certain didactic resources and materials such as: nursery rhymes, stories, videos and games. In terms of pedagogical materials, the CDC did not have activity books designed for teaching English as well as to develop their language abilities; in addition, resources for the development of audiovisual activities such as videos, books, and nursery rhymes are null.

The Child development center "Cosechando Sueños" is located in Puerto Caldas, in which children have an excellent area designed for their age and stage of development, in addition, each group had the accompaniment of a teacher and two pedagogical assistants, in some cases a teacher and a pedagogical assistant.

The CDC had a total of 9 rooms divided into: one for nursery, one for crawler’s children, 3 for prekindergarten, 3 for garden, one for reading room and one last for gym. Nursery had 20 children two teachers and a pedagogical assistant, crew consists of 28 children two teachers and a pedagogical assistant, infancy had a total of 37 children two teachers and a pedagogical assistant as infancy II, pre-kindergarten was divided into 3 prekindergarten each with a limit of 31 children with a teacher and a pedagogical assistant, and finally in garden sections there were 3 gardens which feature a total of 31 children each had a

teacher and a pedagogical assistant. Thus, the general garden consisted of different resources and services such as: nutrition, health and education, which allowed children to be in a good condition to carry out the different activities.

In addition, the CDC had different school areas as a reading room, gym, gardens in which they performed different activities such as the orchard places which facilitates the integration among children and contribute to the process of early childhood.

Regarding the ages of the children in the garden, it can be said that in nursery, there were children between ages from 6-11 months, infancy was divided into two rooms one had children from 1-2 years and the other from 2 to 3 years, 3 prekindergarten classrooms where there were children between ages of 3 years and finally 3 garden classrooms with children from 4-5 years old. Among the population of the garden, there were 8 cases of children with specific educational needs such as autism, phonation problems, hearing loss, and hydrocephalus.

Overall, this proposal took place in a vulnerable population with coexistence problems, attention, and discipline, in addition to limitations in low-income communities, and in some cases the lack of support from the parents to the children in terms of the learning processes.

Participants

This project required the involvement of the administrative team in which we took into account the participation of the principal, since she had knowledge of the needs, interests and expectations of the educational population in the CDC; moreover, there were 10 pedagogical assistants, all of them were women who had a technical education certified by SENA, and they used to do the same work of the teachers but they did not plan classes.

Finally, the partners who are in charge of the pilot implementation part, took also part as participants given the fact that they provided us information about the process of learning English in early childhood through the pilot implementation.

Researcher's role

We as researchers and part of this study, had the role of complete observers in which according to Frenkel & Wallen (2003) "We should only sit and observe and let the students become accustomed to our presence and go about their usual activities" (p.453); due to the fact that we as researchers did not take part of the group during the implementation process; on the contrary, we were in a separate place observing behavior, work, attitudes and the rest of things from students that were fundamental part for the development of this project, and as well as the tasks and reactions that have taken place in the classroom.

Data collection methods

The data collection for this project was gathered through the use of different methods which were applied to the pedagogical assistants, educational agents and researchers in charge of the pilot implementation along the development of this research.

Semi-structured interviews

Harrel & Bradley (2009) introduce semi-structured interviews as interviews that gather enough and detail information that researchers want to know using standardized questions, getting information in a style that is somewhat conversational. (p.35) In this research project, we used semi-structured interviews to delve deeply into the implications that entail the implementation of a bilingual program in early childhood. The uses of semi-structured interviews helped us gather information regarding this study and understand thoroughly the answers provided by the participants (See appendix No 2.) Seven questions were used to obtain the information from Educational agents and Pedagogical auxiliaries using open questions based on the perceptions they had during the pilot implementation.

Observations

Lindzey Gardner (1975) defines the term observation selection, provocation, recording, and encoding of that set of behavior and settings concerning organisms ‘in situ’ in which the observer observes the behavior, reactions and attitudes from the people that are being observed; therefore, observations were used during the

development of this project sincethe participants acted in a more natural way; thus, the data could be gathered and analyzed and the observers collected and extracted the behaviors, events, physical characteristics in the natural setting they were constantly. In total 18 observations were taken in the CDC in order to identify the needs presented in the institution (See appendix 1). Then observations were taken to the researchers in charge of the designing and pilot implementation with the purpose of obtaining information through a method denominated stimulated recall.

Stimulated Recall

This method was also used as a resource for gathering information but it was not the main source of collecting data.Meijer, & Verloop Beijaard (2002) explain the stimulated recall as an effective technique that helps to examine and identify the different processes given in the course of the class; thereby, during the development of the pilot the stimulated recall was implemented, which allowed researchers to reflect and pose questions about the development of each session and also think about why certain situations were presented in some unexpected way and what strategies were used to solve them (see appendix 3).

Bearing in mind the above, Calderhead (1981) states that the stimulated recall is used by researchers to identify and analyze the thoughts and decisions of teachers and the reason why they acted as they did to certain factors of the class. In addition to this, Calderhead (ibid) suggests that as the class unfolds, the intentions, purposes, and even the goals of the teachers can vary depending on

how they interact with students and how students respond to the actions of their teachers.

Data Analysis

In order to gather important information, it was necessary the use of observations as a method, which were conducted in the CDC with the purpose of obtaining data throughout videos in which was fundamental to analyze and identify how the classes were carried out collecting and registering as much information as we could.

For observations, a format was used togather and analyze information; the format contained learning objective, topic to be developed, materials, and teacher's actions students' reaction all of them divided in columns. The information obtained was systematized gathering enough data to continue with coding process.

In the coding process, the information was analyzed taking into account the initial letter of the researcher´s name as well as the letters from the different stages which were classified in the respective columns; as a final result, the information was numerically joined and orderly classified based on each observation i.e O1DAOA (observation 1 , Daniel, Objetivo de aprendizaje.) with the aim of dividing and classifying the data collected.

When the classified data was codified, a variety of colors were selected in order to find commonalities among the information collected from researchers, finding relevant information which conducted us to create a list with different

categories which included the most common issues reflected during the observations.

During the process of analyzing data was cited the grounded theory in which conceptual elements derived from the data collected are codified systematically, having as a final result a group of codes that will help to establish similar concepts enabling researchers to form some categories to create a theory based on what they want to investigate. (Corbin& Strauss, 2008).

Ethical considerations

During the development of this project the participants were considered in a carefully way, which could result affected if we as researchers did not assume the responsibility to look after about them in this research process; therefore, there is a sequence that we followed in order to obtain information from the population. Orb et al (2001) suggest that the quality of social interactions between researchers and the participants may facilitate or inhibit access to information.

- To start, the participants were informed about their approval to participate in the project through a formal letter informing about the study in which they accepted conditions.
- To Respect the perspective when somebody was not in conditions to participate. In this case we avoided the pressure.

- We took into account and respect the different points of view of the participants if during the process they decided to quit and do not participate anymore avoiding the abuse of participants.

- To protect the participants' identity and personal information, maintaining the dates in confidentiality using pseudonyms, avoiding damages in their personal integrity.

ACTION RESEARCH

This proposal explains systematically the process undertaken in the CDC, which was based on the research cycle shown above (See page 40) then detailed through four phases

Phase I: Needs Analysis

This is a research Project that was focused on the implementation of a bilingual model in early childhood and which objective sought to strengthen the inclusion of children in this model through an integral attention.This proposal was carried out in the Child Development Center (CDC) “Cosechando Sueños” located in Puerto Caldas-Risaralda area. Initially, it was made a population scheme of the participants in which there were considered the pedagogical assistants and educational agents that work there.

In order to collect the data, there were conducted some classroom observations during February in all kinder and pre-kinder classrooms to be able to a. make a diagnosis of reality, b. design a bilingual early childhood model c. pilot the bilingual program and d. evaluate it.

Through the observation process, it was deduced the need of using group strategies to decrease disciplinary issues and thus, increase participation and attention of students during different activities. Finally, it was also observed that lesson planning allowed guiding the classes in order to establish a sequence in the activities to achieve the learning objectives set by the teacher.

Results

The results were obtained during the needs analysis through classroom observations conducted in the CDC Cosechando Sueños.First of all,each one of the six researchers observed the three kinder and pre-kinder groups in order to observe and analyze how the pedagogical assistants conducted their sessions.

1. Materials

The employment of materials refers to the use of teaching tools implemented within the classroom: videos, songs, story books and images that allowed the development of diverse activities fostering participation, interaction and motivation in students. Also, the design of materials is focused on the needs and personal interests that children have in their everyday context in order to be reflected during the activities. Hence, the following information reveals how the use of materials satisfies the needs of the students and is supported with some examples.

1.1 The use of materials during the class supply the student's needs.

During the observation process the use of concrete materials employed by the professors and the pedagogical assistants inside the classroom, allowed children to get in contact with the topics. When concrete materials such as: colors, paints, and balls, among others were used to accompany the activities, children performed their tasks with commitment, reaching the objective proposed by the teachers.

As it is proposed by the Ministry of National Education (MEN) in its booklet Programa para la transformación de la calidad educativa (2011), one of the important aspects of the curriculum is the utilization of concrete materials as a vital support for a suitable development of the educational process, as this allows to promote environments that foster new learning experiences, and positive human interactions that strengthen the educational process in children from 0 to 5 years. This is evidenced in the following sample:

> ***02YEAP:*** *la profesora utiliza el cuento "el sapo enamorado". Para llamar la atención de los estudiantes. Ellas realizan preguntas tales como; ¿Qué animal es este? ¿Cuántos sapos podemos observar aquí? Los estudiantes prestan atención.*
>
> ***04YAAP:*** *La P y AP amarran cuatro bombas a una mesa y a los estudiantes acerca del efecto del viento. Más tarde, una profesora entrega colores y crayolas a cada estudiante y da las instrucciones para colorear. La P le da plastilina a los estudiantes que van terminando.*

With these examples, it is denoted how the use of pedagogical and playful materials created participation environments in the classroom. Moreover, these called children's attention, which made it possible to maintain a high level of interest during a considerable period of time. However, some observations allowed seeing that the lack of age-appropriate materials and the needs of children had impact on the development of the class due to the fact that the in-service teachers

and the pedagogical assistants supported their activities based on their explanations and leaving apart the didactic and pedagogical materials.

> ***O4YAAP:*** *La P decide quitar el video. Más tarde comienza a leer un cuento, pero deja de hacerlo porque los estudiantes no prestan atención, hablan entre ellos, juegan y no se enfocan en el cuento.*

In the sample above, it is possible to infer that the usage of concrete materials does not necessarily lead to a proper development of the class. If they do not fill the infants' needs or if the teachers and/or pedagogical assistants do not use them so that students feel comfortable and involved in the activity, these tools may not have any benefit.

As it was shown before, although the teacher tried to implement a variety of activities none of them seemed to work. On the contrary, children showed indifference towards the video, since it was not the appropriate for their age and interests as it contained images that were not suitable for them and unexciting music due to the fact that the women from the video were wearing inadequate clothes and dancing very sensual. Hernández (1998) argues that didactic materials are essential in the academic process of any beginner, especially if these materials are at an early age. Nevertheless, Hernández (ibíd) explains that the choice of these materials must be done according to certain factors such as age, context, and level of motor skills, among others. Following these parameters, the author states that these types of materials will allow students to create a conceptual thinking and broaden their word meaning.

Thus, it can be inferred that the use of concrete materials inside the classroom helps students to generate creative thinking processes and mental associations, which permits not only the development of motor skills, but also personal and interpersonal skills that help students to answer to problems encountered in the academic environment faster.

According to the booklet Programa para la transformación de la calidad educativa (2011), it is necessary to promote the development of human talent and research through technological activities that enable children to be closer to the information and communication technologies (ICTS), in order to fulfill the objectives for the attention, care and education of children under 6 years.

1.2Technological tools (ICTs) are used in the classroom for educational purposes.

From the observations it was seen how in those classes in which there were included ICTs tools like: videos, songs among others, supporting the sequence of activities, it was possible to call the attention from students during a specific period of time.

> ***03YERE:*** *Los estudiantes se concentran en el video que presenta diversos tipos de cuentos infantiles, el segundo video es en inglés, los estudiantes no presentan ninguna reacción negativa hacia la lengua extranjera. Aproximadamente 10 minutos después de haber iniciado el video, los niños pierden su interés y empiezan a hablar entre ellos y a jugar dentro del salón.*

From this sample, it can be inferred that the implementation of a video, in which there were shown some cartoons, let the teacher and the pedagogical assistant to catch the attention of the children through images and sound over the class for about 10 minutes. Coll (2011), states that the ICTs can enable an integral development of both students and teachers. In addition, they can stimulate the teaching-learning process, as long as these are implemented in an appropriate manner, keeping a logical sequence during the development of the class. That is why the use of ICTs can even lead to a good classroom management if they are implemented in a practical, creative and inclusive way.

However, students lost the interest in the video after certain time, because there was not any intervention by the teachers. According to Coll (2011), it could be established that during the ICTs tools' implementation, the intervention of the teacher was necessary in order to get attention from students for a longer period of time and to avoid interruptions.

Thus, Coll (2007) proposes that the ICTs serve as a mediating instrument between students and content, between students and teachers or between students themselves. Hence, the use of these technological tools must be properly addressed so students do not lose the interest in the class. That is why it is needed the constant intervention and interaction between the participants of the class to create learning environments throughout the usage of technological tools.

1.3 Importance of classroom management techniques for facilitating the class.

Songs, calls of attention, relocation of children, time management, among others, were some of the techniques used by the in-service teachers and pedagogical assistants to control the group when moments of indiscipline were presented, most of the time during periods when children did not have anything to do. Other teachers, on the other hand, did not make use of any techniques for managing the group, which led children to get distracted, misbehave, or play around. Sometimes, this playing turned into fights and situations that interrupted the class. The following excerpt shows an example of one of the different interventions from the in-service teachers:

> ***O5JAP:*** *La P y la AP cantan para dar la bienvenida y recordar la rutina de la mañana por medio de diferentes canciones con sus respectivas coreografías; empezando por despertar, hasta llegar al jardín. Ellas hacen uso de diferentes tonos de voz y hacen contacto físico con cada uno de los E, tocando sus cabezas o ayudándoles a mostrar con su cuerpo lo que se está cantando como por ejemplo, cepillar los dientes.*

From the previous fragment, it can be interpreted how the in-service teacher and pedagogical assistant played with their voices, made eye contact, and focused their attention on the infants without giving them any free time for indiscipline. Likewise, the use of different movements to complement the songs, involved

students in the activity and kept them busy. However, the next sample displays an overview of how teachers lost control over the group when not all children where involved in the activity and just one of them participated:

> ***O1JRE:*** *Los E cantan las canciones pero se distraen cuando un solo estudiante es elegido para hacer el ejercicio en la cartelera.*

During the activity previously exhibited, a single student participated while the rest of the class ran around without any assignment. With regard to the loss of control of the class adduced to individual activities, Hickey and Schafer (2006) from their model of participatory class, state that those activities of collective participation are motivating and successful as the time taken to perform a task increases, and consequently the misbehavior decreases. According to that, it can be concluded that the group management techniques, added to a good use of time for the activities, can reduce situations of indiscipline and maintain the control of the class. Furthermore, it is necessary to establish certain parameters to follow in the classroom in order to prevent situations as those mentioned before.

1.4 It is necessary to establish and accomplish ground rules in the class to enhance class' success

In the classroom, discipline plays an important role to develop the activities that have been planned. That is why it is necessary to establish standards in the classroom in order for students to know the parameters of respect that are expected from them towards their in-service teacher, pedagogical assistants and classmates, also, to create a learning environment of academic cooperation.

Otherwise, the classroom environment may be affected by actions that violate the sequential development of a class, which brings disadvantages in areas such as time management, concentration, and rapport, among others.

> ***O6JRE:*** *Los Estudiantes juegan, gritan, corren y en algunos casos se agreden, pues no tienen ninguna actividad pedagógica para realizar y no hay normas que seguir en las transiciones de una temática a otra o de una actividad a otra.*

In the previous excerpt, it can be noticed how the lack of activities created indiscipline issues in the class. Consequently, when infants did not have clear instructions on an activity, this led misbehavior in the classroom because children yell, hit their classmates, or did any other activity without a pedagogical purpose.

It is necessary to establish bidirectional rules between students and in-service teacherssuch as provide constant feedback to the questions presented during the sessions, make a proper use of non- verbal communication in order to have a clear communication among both students and teachers. Glasser (1998) states that the establishment of the rules in the classroom must be performed according to students' needs regardless of their age range. And these needs may vary from class to class.

However, Glasser (1998) proposes three basic parameters when setting rules in the class: the students must have a sense of belonging on the rule; also, they should feel important and free. These parameters allow children to feel

comfortable with the rules, so they do not feel forced to comply with what has been imposed by the in-service teachers since the established rules were the product of an agreement between all the members of the class. As a result, both children and the in-service teacher must follow the rules collectively, and they will know what to do and need to do.

1.5 It is essential to give clear instructions and verify children's comprehension for activities to be developed.

Infants' attention made it easier for the in-service teachers and the pedagogical assistants to have control over the class given the fact that children were focused on a specific activity rather than in unnecessary tasks. During the observations in the CDC, it was noted that when the in-service teachers provided instructions about what the infants should do, indiscipline problems decreased because they neither started asking about what they had to do nor stood up to bother their classmates. Thus, with clear instructions, students were focused and engaged in the task.

In some classes, activities were explained through simple instructions, and the in-service teachers asked children to repeat them to ensure that they understood them. In these cases, students showed interest and understanding during activities. The following samples contextualize this fact:

> ***O3MAP:*** *La AP empieza dando las instrucciones para realizar una actividad llamada "los deseos", ella explica de manera pausada lo que los niños deben hacer y esto se evidencia*

durante la clase ya que ellos estaban concentrados y enfocados en la actividad.

O3DAAP: *La P da instrucciones a los niños durante la recreación para tener precauciones y está atenta ante cualquier eventualidad.*

Through these examples, it was possible to observe that when the activities were exposed to students through clear instructions, they were able to perform them, and were not distracted. Moreover, when the in-service teachers or pedagogical assistants neither provided instructions to develop certain activities nor checked compression after briefly explaining, children did not understand what they had to do; furthermore, they started to do activities that were not required, to misbehave and to participate less in the class. Here one can see an example of this:

O5YERE*: En un primer momento de la actividad, los estudiantes no entienden lo que se debe hacer, ya que a pesar de que la profesora les da el conteo inicial, ninguno de los estudiantes empieza la actividad hasta que la profesora no les explica de nuevo y modela la actividad.*

Through the example, we can see that when instructions were not clearly provided, students were confused and could not respond to what was being required. This factor can be linked to the fact that the in-service teachers did not

use strategies related to body language, simple words and gestures to enable students to understand instructions. Concerning this, Ur (1991) proposes a set of strategies that promote the development of the class and the children's learning through clear instructions and explanations related to a specific task in which in-service teachers guide children through the use of words and pictures. Likewise, Ur ibid. expresses the importance of getting children's attention before giving directions, as this allows them to be concentrated in the explanations to develop individual and group activities.

2. Lesson planning

Planning a class integrates various factors that are to be developed in the classroom; for instance, what the academic goal is, and what activities, materials and strategies will be used to achieve this goal. Besides, planning is based on a required subject, students' needs, characteristics and interests. Most of the time, this planning will determine the success of the class as it is taken as a guide to know what in-service teachers want to do and achieve.

2.1 Planning lessons enabled in-service teachers to achieve academic goals in the class.

During observations, it was likely to identify that establishing a learning objective and implementing a series of activities that followed a sequence, allowed children to perform the tasks proposed by the in-service teacher during a specific time. In some observations, it was noticed that classes were previously planned and the activities had a connection between them. As a result, children were

focused in the class and answered to the in-service teachers' stimulus. This is evidenced in the following sample:

> ***05YEAP:*** *"La profesora lee el cuento Elmer en tono narrativo, con un buen tono de voz, mientras se mueve por el salón de clase para captar la atención de los estudiantes, también hace preguntas como: ¨¿Qué le pasaba a Elmer?¨ ¨¿Cómo se sentía Elmer?" Luego, dos cartulinas con el dibujo de Elmer el elefante son puestas en el piso por la profesora. La profesora y la auxiliar pedagógica además de monitorear la actividad ayudan a los niños a pintar a Elmer el elefante.Finalmente el dibujo recién pintado por los estudiantes es pegado en el salón de clase".*

The class had a sequence that was developed by the children until they got to final stage where they achieved a goal by following the activity step by step. Moreover, it was identified that discipline problems decreased and the children's motivation and attention spam increased allowing them to solve the exercises given by in-service teachers and making them active participants in the classroom. As it is mentioned by Harmer (1991) one of the greatest challenges in education is the lack of interest by students in the classroom, and this is usually a consequence of exhausting and long day of class; therefore, in-service teachers must be able to change what they usually do since lesson planning is not enough for them to succeed in the classroom. Also, they have to include a variety of activities that

allow children to be and stay motivated and interested in developing the tasks proposed by the in-service teachers.

On the other hand, in the following sample, it can be interpreted that some classes showed the absence of an academic goal; therefore, there was not a sequence to follow in the activities, generating disciplinary problems in children:

> ***O2JOP****:La P y la AP no preparan el material de clase con antelación y mientras toman tiempo de la clase para hacerlo, los E no tienen ninguna actividad significativa para hacer.*

During class the in-service teacher and the pedagogical assistant talked to each other about the activity children will have to do, giving each other some ideas about what was to be done; while they disagreed on the activity, children began to behave differently and do some other things, as it is presented in the following sample:

> ***O6JRE:*** *Los E juegan, gritan, corren y en algunos casos se agreden, pues no tienen ninguna actividad pedagógica para realizar.*

Before the activity started, children ran around the room, shouted, played with each other, and sometimes ever fought over the toys during the time the teachers used to organize the material they needed for the activity; therefore, it can be inferred that when a class has not been previously planned or it does not present a logical sequence to develop the activities, discipline issues might emerge

and the control over the class might be lost. Thus, as it is proposed by Harmer (1991) activities that include different factors within a class allow active participation of students from the beginning of the class or course, as well as they enhance motivation.

2.2 Class interaction promoted motivation and integration of children in group work activities.

The use of activities that involve children and promote interaction, motivation and interest helped the class to have a productive development. In the observations, it was evidenced that the activities in which teachers made use of songs and drawings, encouraged students to participate in class without any inhibition.

> ***O2MAPL****: Los estudiantes participan activamente en actividades en las que puedan cantar y hablar de lo que comprenden.*

In some classes, it was found that when the activities were related to the use of songs, children were motivated and actively sang with the teachers' guidance when they used signs and body language; at this instance,children showed output when they pronouncedwords from the songs accompanied by images, and signs. As it is stated in the book " music and songs" by Murphey (1992) songs can be used as pedagogical tools and can help young learners improve their abilities in a second language involving listening, pronunciation, and finally speaking skills; perhaps because this capacity contributes to the

development of the phonetic stage. Additionally, the observations confirmed that not only songs can help to increase motivation in the classroom, but also the use of other kind of activities:

> ***O5MRE:*** *Los niños disfrutan mucho las actividades que envuelven el uso de pinturas y colores.Los E están concentrados en sus tareas y reaccionan de una excelente manera, las pinturas de varios colores y los colores en sí despiertan su interés.*

Children were excited, laughing with each other, and reflecting their joy for interacting with materials that involved the use of colors, paint, crayons and clay. It might be interpreted that through the use of these materials, children were concentrated during the development of the activity following the teacher's instructions.

In contrast, there were some activities that did not generated such motivation in students; however, it was not the activity itself the one that caused this. It was possible to infer that it was because of the amount of time one single activity took to be done, which according to Harmer (1991) teachers must provide students with a great variety of tasks and materials in order to keep students concentrated and interested in the class. The following sample shows a sample of how motivation decreased in children when they were not exposed to different tasks:

> ***04YARE:*** *Los estudiantes se concentran en el video, pero después de 10 minutos muchos se distraen y pierden motivación en él.*

It can be deduced that at the beginning of the activity students were concentrated on the video since all of them remained quiet the first ten minutes. After this, most of the children stood up and started to run and yell around distracting the few kids who were still paying attention; therefore, it can be inferred that the use of videos and readings might be useful in learning process in children, if they are well implemented.

Conclusions

All along this document, it was possible to show how through the observation of different in-service teachers and pedagogical assistants' classes, we were able to identify certain aspects related to early childhood education and establish a needs analysis in which it is indicated not only the strengths, but also the areas for improvement within the classroom. Based on this analysis it is possible to draw the following conclusions:

Didactic lessons that have been previously planned before class are an essential resource in teaching due to the fact that it not only creates a feeling of security in the teacher, allowing a consistent class development, but also guides the teachers in the educational process, so they have the opportunity to evaluate the impact generated by their lessons on children. Additionally, the importance of

children interaction in the classroom must be highlighted as this can enhance the development of communicative language skills within them. Such skills are the foundations for the acquisition of language in children in the CDC "Cosechando Sueños". The interactions between children who belong to the early childhood stage also allows them to develop their emotional intelligence and help them learn to live and share with others.

On the other hand, the use of suitable materials according to the infants' age is vital to achieve the objectives that have been set for a class; moreover, these materials also help children to keep their attention in the activity. That is why the teachers should constantly vary the activities to avoid children getting distracted during the teaching-learning process. Besides, when providing children with different types of materials such as play dough, colored pencils, books, crayons, among others, teachers might make a broader coverage of various learning styles, likes and abilities.

Similarly, the use of technological tools and audiovisual materials such as videos may become a useful tool in planning a class for children in early childhood, taking into account that classroom management in a group of kids under five can become complex if appropriate resources are not presented to them in such way that they remain interested in the topics. Therefore, it can be concluded that technological tools can enhance motivation in children. However, these resources must be included in a pertinent and meaningful way when teaching children; otherwise, if there is not coherence between the goal teachers have set and what

is intended to do with the implementation of ICTs, such tools could become a source of distraction in the teaching-learning process.

Phase IV: Evaluation

The evaluation was focused on the implementation of the pilot phase of the project taking into account the expected results and findings when the implementation process concluded. In the evaluation were integrated different types of strategies and mechanisms to gather information and research through continuous observation and semi-structured interviews with educational assistants, pedagogues and teachers of English in charge of reporting happened during this last phase of the research cycle (IA).

FINDINGS AND DISCUSSIONS

In this section, it will be presented the findings made by researchers during the phase IV, corresponding to the evaluation of the pilot which is presented. Each finding has categories and sub-categories which will be described and supported with theory and evidence of the work done by the researchers to create a methodological proposal for bilingual early childhood in a Child Development Center.

PHASE IV: FINDINGS IN THE EVALUATION

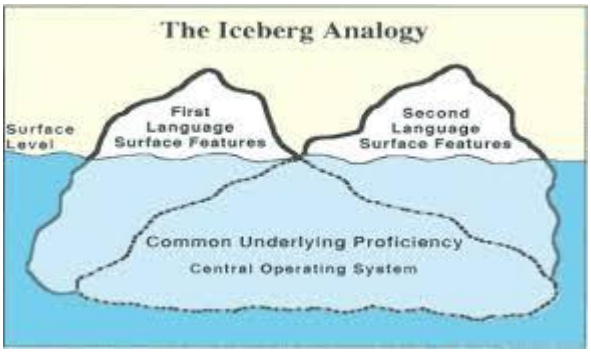
In the following part, the researchers established three main findings to be discussed from theory and the research evidence. Similarly eight sub categories to drill into each item will be presented.

It is necessary to take into account that the phase III is not presented here since the findings related to this part of the project are made by the other researchers who are part of this macro project and that were in charge of the phase I: the design and phase III: the pilot implementation. That is why, the phase II: needs analysis and phase IV: Evaluation are developed during this document due to the fact that we are the other part of the group that is in charge of these two phases of this macro project. Now the findings in the evaluation will be described below.

1. Inclusion of English in early childhood as a model of bilingualism.

For the beginning of the pilot, it was carried out a process of research and analysis on the different themes used by the educational agents to the infants training process. Based on this information, it was designed the lesson plan for the classes considering a thematic content that promoted learning a second language.

The process of infants was simultaneous since the association of content in both languages facilitated the learning in children, taking into account that they connected their knowledge and skills acquired in their native language to the process of acquisition of the second language. In this way, the implementation of a bilingual model was implemented, and it was made simultaneously in a bilingual early childhood as it is done from an early age; Cummins (1984) presents the "Linguistic interdependence" theory, which is represented throughout the following graph:



By means of this model Cummins (ibid) explains that competence in a second language is based on the function of the skills of the first language which means that there is a common underlying competence between both languages

what the author calls The Linguistic Interdependence, in which according Cummins (ibid) there is a relationship between the languages that are being acquired by an individual and although on the surface seem to be two different phenomena in an isolated way, below the surface; as it is observed in the image, the two languages are combined; what the child learns in English is reinforced in Spanish.

Therefore, this process of simultaneity was conducted during the pilot, as it allowed children being constantly exposed to English in order to adapt new vocabulary concerning to the issues in Spanish by the educational agents like : greetings, family members, moods, colors and animals and associate and connect them between both languages.

The design of this methodological proposal consisted of carrying out the lesson planning and design of materials based on the themes established in the child development center. Hence, the teachers responsible for the English classes implemented a thematic content through different activities taking into account that children already had prior knowledge of the subject, which allowed accomplishing a process of simultaneous bilingualism between the mother tongue and the foreign one. The implementation of bilingual programs are essential in the early stages of social, cognitive and language development of children since infants are immersed in a process of simultaneity between their native language and English; in addition, the different spaces of interaction in the classroom will allow that their learning process can be enriched by the experiences.

During the first session where the inclusion of English was carried out, infants showed interest and curiosity about the use of the second language, which

was evident when children performed different questions about what it meant what educators said. Additionally, teachers used their body language in order to allow infants to identify different actions as they could relate them to their mother tongue.

It is very important to note that although the infants had no previous knowledge of English, their acquisition process of new vocabulary was reflected from the second session where children began to use the vocabulary taught during the classes to greet and say goodbye in English which leads us to infer that the constant use of English in class contributes to lexical gains in students. In the following sample exposed by the pedagogical assistant, it could be analyzed the interest of children to acquire new words.

> ***ENAPR3:*** *ah bueno! Al principio ya en la segunda clase cuando volvió, ya sabían decir good morning, ya sabían cosas, palabras, la profesora les preguntaba y ellos ya sabían más o menos como se decía el nombre de los animalitos o canciones asi que les enseñaban, ellos ya sabían como una... y resultaban cantando o en la hora en otra clase.*

The use of the second language caught the attention of infants because when the teacher began the class with some greetings and songs in English, children remained in silence watching everything that the teacher performed; also, their interest and motivation were reflected by asking questions such as: why she/he speaks in that way and what she/he is saying.

Furthermore, the inclusion of English inside the classroom generated expectation by hearing a new language since children were eager to understand

what was happening; paying attention and participating in different activities proposed in the classroom. Moreover, educators used technological and audiovisual materials to promote the learning of children and likewise encourage them to participate in class.

In relation to this, the policy for early childhood is focused on the orientation of learning through meaningful and recreational experiences that are fundamental to the learning of children; this allows their development and learning (MEN 2009).

It wasalso showed that the creation of spaces of interaction in the classroom among infants, teachers and didactic materials fostered the participation and encouraged in children the interest for learning; since infants were always to the expectation of what was going to be taught in each class. Ada & Baker (2001) establish the importance of highlighting the interest of infants during the second language acquisition process since educators must foster a friendly environment with the purpose of highlighting the good actions of the child because this allows motivated and stimulated them in their learning process and therefore, in their development and understanding of language.

In order to foster motivation and stimulation in children, teachers used technological tools and didactic materials to energize the class and engage infants in the participation and interaction of different activities such as: stories, songs, drawing and coloring; taking them to the exploration, communication and learning of new vocabulary.

> ***EN01YE05DA:*** *lo que yo hago es voy reforzando lo que vimos en clase por ejemplo si estamos coloreando un elefante*

entonces yo paso y digo: "please repeat, elephant" eh, para que ellos como que vayan recordando que ese es un elephant, si voy a la otra mesa trato de que Lion para que ellos recuerden que es un Lion, ósea implícitamente mientras ellos colorean vayan recordando lo que vimos en clase para que pues haya una conexión entre todo lo visto en clase y la actividad final.

In the above sample taken from one of the teachers is evident how students are guided by the teacher to new knowledge, using teaching aids such as pictures considering the subject developed during the sessions; besides, during the activity of coloring it was evident that children were not only focused on the use of colors but they also practiced the new vocabulary.

During the sessions was obvious how teachers encouraged and congratulated the students when they actively participated in the activities and made use of the vocabulary continuously through the songs implemented by the teachers; likewise, the non-verbal language to illustrate moods; for instance, the teacher made a sad or happy face and children responded sad, happy immediately.

1.1 The use of Translanguaging as an aid of communication among professors and children

During the sessions it was observed how the use of the mother tongue in English classes became necessary when providing children clear instructions regarding the activities and themes developed during the class, with the purpose of

helping infants to understand the vocabulary and in turn how to conduct workshops designed by the teachers.

Throughout the implementation of the pilot, the English teachers decided to use the native language in the development of their sessions because they saw it as an effective methodology by which it was observed that children demonstrated their knowledge through activities carried out along the class. Williams' (1994) states that the use of both languages in the classroom can be helpful and useful if they are used for a specific purpose; besides, it contributes to the development of skills in both languages having a better understanding of the topics.

With regard to this, the teachers made use of Spanish at certain times of the session which were significant to the learning process of infants since children expressed their comprehension at the moment of participating in the different tasks proposed by the teachers; that is why, it is pertinent to mention and highlight that the term that is being developed during this finding is “Translanguaging” which refers to the use of different languages simultaneously in order to communicate with others. Along this finding, it will be showed how and why teachers decided to make use of the “Translanguaging” since they saw necessary an important the implementation of the native language of the children during their sessions, taking into account that the relation between both languages can be benefit for the process of simultaneous acquisition of the child and the use of Spanish can be seen as a strategy along the exposure of the English.

The use of Spanish by the teachers proved to be necessary and useful for a proper development of the class, since the use of L1 as a communicative strategy contributed that the relationship between their mother tongue and the foreign language was consolidated and thus achieve carrying out a simultaneous learning between the two languages without one affecting the other; Cook (2001) states that the idea of using the mother tongue and allow both students and teachers to make use of it in the classroom and in the process of acquiring a second language.

It was deduced that the use of Spanish during the sessions was relevant because children understood the relationship between the subjects taught; in addition to this, they developed in a correct way the activities proposed by the teachers as well as followed the instructions given by them demonstrating their knowledge.

During the sessions, children showed their comprehension participating in the activities following the instructions given by the teachers, singing the songs learned in class and making use of the language saying phrases or words like: My name is, I am happy, mother, father.

> ***EN01YE05DA:*** *…sin embargo la implementación de las actividades en inglés me parece muy especial porque ya ellos están aprendiendo, con una clase ellos aprendieron una canción en inglés, ya sabe decir hello, saben decir I am sad, I am happy, entonces creo que en realidad ellos tienen todas las capacidades de aprender muy rápidamente pues debido a*

la edad en que ellos se encuentran y eso si esta netamente comprobado…

From this sample given by the teachers, it can be mentioned that the connection between the two languages helped and guided the children through the tasks during the classes showing their understanding and knowledge. Williams' (1994,1996) suggests that there are certain strategies that can help to the development of both languages, in particular he argues that “translanguaging" works effectively in language learning, considering that in translanguaging the "input" (reading and listening) tend to be in a language and the "output" (speaking or writing) in the other language, which varies systematically. In this case, the input would be throughout the listening and the output throughout speaking since infants do not know how to write or read.

EN01YE05DA: *…entonces creo que es importante que se utilice el español siquiera para dar las instrucciones porque el hecho que se den las instrucciones en español, hace que se comprenda al menos la actividad que se pretende realizar, considero que el español es muy importante en ese sentido…*

Taking into account the above, the teachers told the instructions in Spanish and it was evidenced the understanding of the steps to follow in an activity, which made infants to understand what they had to do and do it properly; it means, to develop the activities according to the rules and criteria established by the teachers. The mother tongue can be used positively by teachers and students, using it in an active way during a foreign language class (Cook, 2001). Therefore, it

could be inferred that it was evident the importance and the utilization of the mother tongue in this process.

Throughout the pilot, teachers made use of Spanish in the different classes as a teaching strategy in which they achieved a rapprochement of children with the new language and the fact that it is a session of L2 it does not have to eliminate L1 even the use of the mother tongue can be parallel to the foreign promoting an environment of simultaneous acquisition among the infants.

Krashen (1983) in his comprehensible input hypothesis explains how learners assimilate a second language through the acquisition, since this term is relative to the acquisition, not learning; because acquisition is more a natural process that occurs unconsciously and learning is a conscious and children are aware of grammatical rules and what they are learning; therefore; therefore, Krashen (ibid) defines that the comprehensible input is what the learner cannot produce but that he/she can understand, what brings the context, explanation, negotiation of meaning that constitutes the learning experience.

According to the points made by the author, it can be inferred that with the help of L1 and through the activities conducted by the teachers, children advanced in their acquisition process because the lived experiences in each session helped them to build that knowledge which was evident every time they participated in the classroom.

The following examples provided by the teachers show why the use of Spanish was important during the implementation of the English classes and how in turn helped the infants in their acquisition process of this second language.

> ***EN01YE05DA*** *Pues yo diría que en niños de la primera infancia (digámoslo así) es muy importante el español porque hay unas palabras que ellos no la conocen ni siquiera en español entonces como la van a aprender en inglés…*

From the above example, it can be highlighted that teachers decided to translanguage during the sessions because they saw a need to use their mother tongue in order to make more understandable their classes and allow children to have access to a relationship and comprehension of the English by relying in the Spanish, also taking into account the needs of their students and factors such as they are in a process of acquiring their native language and as it is said by the sample there are in their L1 words that they do not know even in Spanish; Cook (2001) argues that the use of L1 should not be seen as a negative factor in the classroom; on the contrary, it should try to make use of the mother tongue in an appropriate manner and that contribute to the process of acquisition of the second language, becoming in this way in a positive factor during this process; therefore, it was important to make use of the mother tongue in this implementation and this stage of development that they carried out during the pilot.

It was also noted that the use of translanguaging during the sessions helped to the understanding of the topics and activities performed during the same; for this reason, using the L1 in class was a tactic used by the teachers which helped that the children became familiar with the new language and in this way they related and associated the topics seen in their native language with the English. As it is expressed by the following examples which were established by the teachers:

> ***EN01YE05D:****uno podría dar la mayor parte de las instrucciones en español incluyendo unas palabras en inglés es decir como utilizando translanguaging porque creo que los niños no alcanzan a comprender en su totalidad el inglés de pronto porque el proceso apenas empezó pero ya en la octava o en la novena clase quizá comprendan en totalidad las cosas pero si es importante de alguna manera.*
>
> ***EN01JU05D:*** *yo pienso que es lo que nosotros hemos hablado de "translanguaging", que… contextualizar, contextualizarlos a ellos y es bueno tener algo real, algo más real entonces preguntarles a ellos para contextualizarlos y que ellos puedan identificar en la vida real cuales son brother y todos los miembros de la familia, entonces el papel del español es sencillamente ese, es contextualizarlos y como darles algo clave para que ellos puedan conceptualizar.*

As stated above, the use of translanguaging during the implementation of this pilot allowed the infants to acquire and understand the vocabulary exposed for each class as well as contextualize and connect the themes they saw in Spanish with the English language having as a result process a simultaneous acquisition process, which was evidenced by the time the infants made animal and family relationships, topics which had been previously seen in Spanish.

Infants, at the time of being exposed to the L2 immediately connected their prior knowledge with the new language which contributed to the English acquisition

process. Make use of the translanguaging during the implementation of the pilot also helped to a better understanding of the issues; and therefore, a good development of the activities by the children because not only they were able to connect the topics in the two languages in acquisition but also fostered progress in the process of simultaneous acquisition in the infants.

Next, it is described how the relationship of the thematic content in both languages, guided and contributed to the process of simultaneous acquisition between L1 and L2.

1.2 The relation of thematic content in both languages allowed the simultaneous acquisition between mother tongue and English.

For lesson planning it was necessary to relate the themes employed by educational agents to establish and develop a thematic content and sequence of activities that would involve infants in the process of acquiring a second language. With regard to the above, a parallel process was carried out between the mother tongue and English to implement a simultaneously bilingual education model; likewise, planning was established with the purpose of associating the themes established in the child development center to carry out the implementation process of the second language.

Given the above information, it is important to note that two languages can be learned at the same time and enrich each other linguistically (Cummins, 2000). To carry out this process of simultaneity, teachers used different teaching strategies such as videos, songs, games, images, nonverbal language and learning materials to encourage children to participate in the development of various activities.

Therefore, Cummins (ibid) states that infants develop their language through social and cultural processes that are exposed daily; Also, in the acquisition of a second language children are able to establish a relationship with their context and their cognitive and linguistic processes are associated with knowledge and skills gained in their mother tongue; this process is known as an operational knowledge, which is focused on prior knowledge they have acquired allowing infants to associate meaning in L1 and L2, in order to facilitate the understanding of both languages.

Thus, infants were able to associate words with different images and interpret and recognize different subjects such as family members, animals, moods, stories and colors through cartoons that were of interest. This was evident when children said: Phineas is Ferb's brother; based on this, the English teachers made use of English to refer to father, brother and sister; so, children realized the new content and vocabulary acquired concerning the subject. Cummins (ibid) confirms that teaching is a process of transformation which refers to the different methods used by teachers in the classroom to promote and facilitate interactive learning allowing infants to relate the content taking into account their individual experiences and collective.

In the next sample taken by a teacher is demonstrated how different topics that are of interest for infants allowed them to associate and understand the information being transmitted.

> ***EN03JU03:*** *Listo, ehhh, las imágenes sobre todo de las series conocidas por ellos pues de los muñequitos de Phineas y*

Ferb, de Peppa la Cerdita, con eso ellos de una entienden cual es el mensaje "la familia" de una la cogieron, y entonces dicen a ella es la hermana de Phineas y Ferb, este es el hermano de Peppa, y entonces por eso fue porque la imagen representaba eso la familia.

It should be noted that during this learning process demonstrated how the implementation of different materials could be associated with topics of interest to children in order to relate and understand the use of the second language; allowing the acquisition of new vocabulary in each of the sessions. Additionally, teachers established a logical sequence in the issues that led to the children the familiarity of the content, this was evident when infants showed their knowledge about the vocabulary they had acquired during the previous sessions. Moreover, during each session teachers used vocabulary taught in previous classes for infants to reinforce what was learned and could practice in other activities.

In the following examples made by the teachers it is reflected how the learning in children is reinforced throughout each session and how various activities promote learning infants:

EN02YE06: *Los niños van aprendiendo en una secuencia lógica, si estamos trabajando la familia o si estamos trabajando las emociones como en este caso ellos van aprendiendo que a través de la clase se esta es hablando de ese tema en particular y es importante reciclar lo que se ha*

aprendido en la clase anterior por ejemplo yo reciclé en este caso palabras como Dad, Happy and thirsty..

EN02YE02: Sin embargo la implementación de las actividades en inglés me parece muy especial porque ya ellos están aprendiendo, con una clase ellos aprendieron una canción en inglés, ya sabe decir hello, saben decir I am sad, I am happy.

Based on the above, it was shown that during the development of the activities, children acquired new vocabulary through images, songs, videos and stories told by the facilitators; moreover, the facilitators reinforced vocabulary taught in previous sessions and infants recognized characters and associated themes discussed above.

Cummins (1984) states in his theory "Interdependence of language" that the acquisition of a second language is based on the skills and knowledge acquired in the L1, allowing a parallel process between the two languages. The author notes that although L1 and L2 seem to work in isolation, academic and intellectual processes are common to both languages.

When teachers used stories, they invented and narrate a new story based on the illustrations of the book, which promoted the participation of infants; besides, teachers made different questions considering the issue had been discussed in class; for example, animals, and this helped to strengthen and enrich the knowledge of infants; this was evidenced when teachers asked which animal was the image and color, and they said, elephant, cat, dog; Likewise, teachers

conducted activities as identifying animal sounds and interpret them using body language; this facilitated attention, participation and understanding of children and they identified different animals and correlated between their mother tongue and the language acquisition.

1.3 Speaking skills as prevalent in the development of second language

During the pilot implementation, researchers in their role as educators began their first day of class using English in the classroom; from the beginning of sessions, the inclusion of English was permanent and constant making use of activities that allowed the interaction between teacher - children; although, it is noteworthy that the first day of classes children were shy to teachers who were speaking English. After the second class, infants began to familiarize with educators and class; as a consequence, it was reflected an active participation in the production of new words related to the topic of class as it is evidenced below:

> ***EN02YE2DA*** *La implementación de las actividades en inglés me parece muy especial porque ya ellos están aprendiendo, con una clase ellos aprendieron una canción en inglés, ya saben decir hello, saben decir I am sad, I am happy…*

As it is seen in the sample above, the inclusion of English through songs and the implementation of activities with the constant use of the same, enabled boy and girls to use the vocabulary seen during class, starting a process of acquisition of a new language which began to unfold by means of speech through the expression of short words in the first session, Rahman (2010) establishes that the oral ability can refer as the Act of communication using the language to transmit words, ideas, expressions and phrases in a conversation, this idea led us to deduce that infants began a process of development of their oral production demonstrating their knowledge in English related to what was taught in the first session.

Given that during early childhood development there is no use of materials which include written or reading forms, speech was the most used skill during this pilot, therefore as the implementation process of the English classes was carried out, it was observed how students were evolving gradually in oral production which was evident through the interaction established between the teacher and the child in the use of questions made purely in English.

> ***ENAPR3*** *…ya en la segunda clase cuando volvió, ya sabían decir good morning, ya sabían cosas, palabras, la profesora les preguntaba y ellos ya sabían más o menos como se decía el nombre de los animalitos o canciones asi que les enseñaban…*

As demonstrated in the example above, children used their knowledge in order to express or communicate their ideas using a verbal language, Rahman (2010) also States that the communication process is through the interactive relationship which involves an important transmission of ideas, feelings and thoughts through a variety of activities that allows learners to interact one each other sharing information, therefore, it was interpreted that in the exchange of information by making use of questions and answers infants and teacher establish a communication using their oral skill as the only means to convey messages.

On the other hand, Krashen (2009) in his input theory sets that people who are in second language acquisition process, use the vocabulary that they already know plus the new that they are getting to understand the meaning of the message that we want to transmit (L+1) so, we acquire a new language when we understand what is communicated aided by the context or extra linguistic information.

Based on the author, it was inferred that children could provide answer to the questions asked by the teacher using the knowledge acquired in previous classes putting into practice the input given by the educator before, who constantly spoke in English.

As a result of comprehensible input in previous lessons, it was found that children were able to produce words and short sentences through answers like good morning, hello, bye, my name is; from the foregoing, it was observed how English oral ability in children was developing through speech events. Krashen (2009) States that the best way and maybe the only to develop speech, based merely on providing comprehensible input; Thus in relation to what happened in the classroom and the theory of the comprehensible input by Krashen a connection about the situation that occurred with children in class was made during the pilot study pertaining to the process of acquisition of a second language, it is concluded that the oral ability in early ages occurs if the responsible teacher provides to the students the necessary input in English during or in previous classes to produce words.

It is worth mentioning that according to information gathered through the interviews it was known that children not only made use of English during class, but they also used it in extra-class activities as is set out in the following sample:

> ***ENAPR3*** *ellos ya sabían cómo una… y resultaban cantando o en la hora en otra clase, resultaban cantando canciones que uno ve je! Pero esa canción la aprendió en donde, ah! En la clase de inglés, en ocasiones diferentes resultaban pronunciando cositas de inglés.*

Based on the previous example, it was demonstrated that during the process, the children were having a significant acquisition of words in English since not only the vocabulary was used at specific times during the implementation of classes but also in different times or situations in the classroom. Krashen (2009) establishes that the process of acquisition of the first language (L1) in children occurs through a natural process guided by parents or caregivers when it is intended to convey a message through speech to the infants in early ages without the intention to teach the language as such but, to transmit a message where the

child understands the meaning through a comprehensible input; in this way,they begin to understand what it is communicated.

It can be inferred that when a child begins to understand, it is because he/she begins to develop their skills of listening and later speech since, it is related to a natural process of a first language acquisition.

Bearing in mind the author's idea, in the process of implementation of the English in the pilot was evidenced that children began to acquire the second language (L2) in a natural order as it is proposed in L1, understanding first what it was spoke to them in English and act to follow, children began to develop their speaking skills expressing words and short sentences based on the input given in previous sessions. "The acquirer of a second language being a child or adult, do the process through a natural order as they do in their first language, but in this case the process is carried out through comprehensible input that comes from native speakers or instructors who speak a second language in the classroom" Krashen (2009).

Given the observations and the performance of children during classes, the information obtained led us to establish that the active participation of infants during sessions and the use of materials of interest to them were important factors that helped to start a process of acquisition of English and thus begin to achieve speaking skills, This inference was supported by Harmer (2007) who describes that if students participate actively in classroom activities, it means that the activity was satisfactory and therefore they can acquire skills in speech, in addition Krashen (2009) poses that speakers teachers find different ways to make input comprehensible taking advantage of the knowledge that the acquirer has of the world teaching through a variety of didactic aids such as pictures and Realia.

According to the concept from the author compared with what happened during the implementation of the pilot, it was established that the use of songs, images, realia as the knowledge that children already have of the world

allowedthem for the acquisition of new words and in addition, the development of their oral skill as it is shown below:

> ***ENAPR6*** *el desempeño de los niños siempre querían participar, siempre querían como, si la profesora decía voy a escoger un niño, ella escogía un niño y digamos ella pronunciaba los nombres de los animales y tenía las fichas allá pegadas entonces ellos querían a la vez todos participar y pronunciar…*

On the other hand, while classes were developing, it was observed how children began to answer questions with short answers made by the teacher easily without hesitation, demonstrating a breakthrough in oral production speaking when using English.

> ***ENAPR15*** *La profesora hizo un dialogo en inglés donde habló todo el tiempo en inglés y los niños entendían como mynameis… y los niños respondían Perencejo o decían otro nombre, ¿tú eres Fulanita? Entonces ella: no, Sutanita.*

Based on the sample was deducted that the constant use of English implemented in previous sessions, provided in children the ability to understand words or short sentences using activities that involved oral production, being in this case the use of questions and answers applied to a real context where it was sought to obtain personal information such as the name of each. Oral expression activities such as (conversations, role-plays, debates) during class engage learners in the practice of a second language by activating a variety of language elements that are stored in their brains in an unconscious manner (Harmer, 2007).

In the following sample there is also evidence that students were exposed all the time into English through speaking activities by making use of the dialogue:

> ***ENAPR16*** *pero ella todo el tiempo habló en inglés, hizo un dialogo en inglés, hizo preguntas en inglés y todo el tiempo los niños supieron responderle, sabían que decía la profesora, sin necesidad de hablarles en español ni nada, todo el tiempo llegó hablando inglés, inglés, ingles…*

The result of the inclusion of English into the classroom, showed how the constant use of the language gives students the ability to understand and respond to communicative situations in English, Krashen (2009) indicates that when the acquirer understands the input given by the Professor in a second language, this input can establish successful communication and ultimately acquires grammatical structures through the practice in an unconscious way. The following sample evidences as the theory exposed by the author is related to the results obtained in the implementation of the pilot:

> ***ENAPR16****los niños le respondían como en clases pasadas ya se había hablado y ya sehabía explicado ella llegó ya hablando inglés y los niños ya sabían de qué estaba hablando la profesora.*

> ***ENAPR17*** *si no más ustedes han venido muy poco y se observa que sí, que dicen good morning que good bye, el nombre de las vaquitas, que el abuelo, que el papá, la familia, la profesora les preguntaba en inglés: Fulanito usted sister, que si tenía sister y Fulanito le decía: si, ¿y cómo se llama su sister? Y le decía: Guadalupe, o sea el niño le contestaba o sea los niños se notó que si aprendieron y supieron interpretar lo que la profesora les quiso enseñar.*

At the end of the process, it was noted that the consecutive use of English helped children develop their listening and speaking skill by means of an

unconscious and natural process through the practice, using English they learned in different contexts.

Finally it was established that according to the observed, the process of acquiring a second language in children is quite similar to the natural process that is in the first language, only if the individual is exposed to a bilingual environment in a systematic manner in the classroom led by a speaker teacher who provides sufficient comprehensible input to obtain output through speaking skills by using educational materials in the classroom.

2.Effectiveness of the use of resources for language teaching such as songs, videos and games employed by the teacher.

The use of materials used by the teacher or educational agent helped to promote a meaningful learning and a comprehensive development in children. The (OREALC / UNESCO, 2007) suggests education as an indispensable right for humans in which the individual can be developed in an integral way, thus, depending on the quality of education that is offered, the person grows and is strengthened in his/her social, professional and personal life.

According to this, different tools were used during the pilot implementation highlighting the use of songs, videos, illustrations, body language and didactic material designed by the teacher, which allowed facilitating second language acquisition process in infants as it is reflected in the following sample taken from Pepito professor:

> ***ENO2YE2:*** *la implementación de las actividades en inglés me parece muy especial porque ya ellos están aprendiendo, con una clase ellos aprendieron una canción en inglés*

Based on the above, it was evident that the use of songs allowed in children the learning of new vocabulary and short phrases included within the song. Taken from the same sample of Pepito teacher, here are evident some words that were learned by children during the activity:

> ***ENO2YE2DA:*** *ya saben decir hello, saben decir I am sad, I am happy.*

It should be noted that during this learning process, it was found that teachers besides using songs to teach, also implemented the use of the body and the utilization of gestures to accompany the meaning of the words employed in the song; Knapp and Hall (2006) state that nonverbal messages are accompanied by verbal messages since body language is complemented with spoken language, body language shows what the teacher wants to express and helping in this way the students to comprehend what it wanted to be said. The above contribution led us to infer that through the use of gestures and movements, infants could internalize different vocabulary related to the objective class by following the movements made by the teacher to give meaning.

Taken from a sample provided by the educational agent it was concluded that the use of songs, gestures, videos and didactic materials, helped the teacher to capture the attention from children during the implementation of activities.

> ***ENDAAER1:*** *Pues a mí me parece que la metodología fue muybuena porque utilizaron estrategias muy dinámicas y muy llamativas para los niños como canciones, movimientos,*

imágenes y demás y eso logra captar la atención más fácil de ellos ya que son niños muy pequeños…

Different teaching strategies implemented during the pilot by educators served as support for students to concentrate having as a result the understanding of the topics addressed in the development of activities, Jiménez (2010) states that attention can be managed concretely with kids making use of games and other activities that involve dynamic, prints, stories, songs and real objects.

ENDAAER1: *son niños muy pequeños entonces les cuesta concentrarse un poquito a las actividades, pero gracias a esas estrategias que utilizaron todo salió muy bien porque los niños lograron recibir el conocimiento.*

Related to the previous sample, during the development of this document will be shown in a detail way how nonverbal language helped children to have a better understanding of the message wanted to be transmitted, also it will be shown how the constant use of the second language by the teacher allowed infants to acquire new words through a continuous exposure they had with the language; the foregoing was evidenced throughout the implementation of songs, videos, pictures, games and other activities that were used by the educator with the purpose of stimulating the learning of infants.

2.1 Constant exposure of English allows children the acquisition of new vocabulary.

In the process of implementation of English classes was shown that when children were continuously exposed to a second language through audiovisual tools and games used by the teacher, they acquired new vocabulary and short

sentences; It is because from the beginning of piloting a song was set to greet and during classes was seen how "Greetings song" began to be sung by children accompanied by the teacher, who guided during this acquisition process; Hansen (2006) states that infants should be guided by the teacher during the acquisition of new vocabulary, since children are not capable of learning words alone; therefore, the teacher must use visuals aids, body movements, gestures and facial expressions to facilitate the understanding of new vocabulary.

In relation to the previous information, during the development of different activities was reflected how children extracting short phrases and words through songs, videos and games used by the educator; also, the facilitator described the meaning of the word through their body and facial movements providing children a better understanding.

This was evident as slowly and insistently, exposure of the second language during classes enabled the infants to begin a process of acquisition of new vocabulary; and in default, its internalization, which was reflected through simple words that corresponded to themes related to family members, moods, animals and greetings. In the next sample we observed how the use of vocabulary for each class allowed children practiced and reinforced what they learned.

> ***EN04YE11****: No pues repetirles mucho, como repetirles, mostrarles, tratar de implementar el vocabulario todos los días, para que ellos internalicen y reciclen vocabulario.*

> ***EN04MA11:*** *¿Qué estrategias ha utilizado para que ellos internalicen el nuevo vocabulario?, porque vimos por ejemplo que la canción del "hello" la cantan perfectamente.*

Another example shows how the students through the classes began to demonstrate what they learned with the use of repetition in class; is noteworthy that those words were acquired through the implementation of activities such as songs, games, materials designed by the facilitator, gestures and movements that were accompanied with the repeated use of vocabulary where participation and interaction between teacher and student through the association of pictures and words was evident.

With regard to the foregoing, although infants can not read or write, the use of visual material in the classroom allows them to acquire new vocabulary since infants observe and use their imagination to interpret the words that are concerning the thematic established by the teacher; for this reason, children should be guided by the facilitator for a better understanding of the vocabulary. (Stahl et al, 2006).

> ***EN06YE09:*** *… pues con niños entre más se repita mejor, por ejemplo nosotros vimos que ellos en esta implementación ellos adquirieron de…hello, hello, how are you today? (cantando) Son… esas la adquirieron y la de la familia también…*

As stated above, the infants began to show knowledge when what they tried to teach was implemented through the use of songs, videos, images and materials designed by teachers, where they identified and correlated images and colors

being led by the professor; likewise, at the same time with the non-verbal language. The following subcategory expresses how nonverbal language contributes positively to the acquisition process of children.

2.2 The use of non-verbal communication as a strategy for understanding new vocabulary.

Body language allowed the children the understanding of new words and the acquisition of the same through a process of constant exposure to the language. The development of this process was carried out through a learning model where the teacher made gestures and movements in order to express the meaning of each word. Davis (2000) states that only a percentage of the message during an interaction is transmitted through words, as the rest of the message is conveyed through gestures, the way of speaking and moving; for this reason, teachers with the help of their bodies and gestures guided the children who followed the movement or gesture made by them; and in turn accompanied the action with the repetition of vocabulary, which showed that infants demonstrated their acquisition throughout participation in class.

In the following example Pepita teacher shows how the implementation of gestures and bodily actions directed students to the acquisition of new words using the English constantly:

> ***EN05YA02DA:*** *ahí lo que sirve y mucho en la enseñanza de una segunda lengua es el "body language" los gestos, los movimientos que uno haga como profesor para uno ayudarles a comprender a los estudiantes cual es el paso siguiente o que*

es lo que ellos deben hacer utilizando la repetición del vocabulario visto en clase.

The example given by the teacher contributed to the infants to internalize and understand the new word shown by her, since the English is an unknown language to them it was necessary the implementation of different strategies that allowed children to associate the meaning with the new vocabulary. The repeated use of certain vocabulary and the help of some expressions with the body and face, were one of the strategies used by teachers for the development of this pilot; since at the moment of exposing children to the language it is normal for them not understanding it; but with the help of gestures and models guided by the facilitator, it was possible a basic acquisition of vocabulary. Facial or bodily expressions are used to convey messages as they are helpful when people want to express something as it can transmit emotions, attitudes and even comments from others, since it can be interpreted many ideas, expressions and body movements from others. (Knapp and Hall, 2006: 260).

During the development of the pilot, it was observed how infants responded in an expected way to activities and questions proposed by teachers, the fact that they learned some of the words seen during the session, vocabulary such as animals, objects or members of the family demonstrated that the use of gestures and movements by teachers reinforced this knowledge in children who took into account the movements and even the sounds that educators made in order to create a benchmark in them so they could remember and express words like: father, mother, and cat.

Also, it was evidenced that when the teacher performed the action of which he/she was talking and exemplified it with his/her body, students followed this model and performed what the teacher asked them, and it is expressed in the following example:

> ***EN05YA02DA:*** *hubo en una parte de la clase donde dices "everybody stand up" y tú te pones de pie, te sientas y nuevamente con las manos les muestras que se levanten; y como resultado vimos que algunos estudiantes lo hicieron.*

With the established above, it was possible to assume that the gestures and movements led infants to the acquisition of new knowledge, since students tended to follow all those actions that were performed by the teacher; and at the same time these actions came accompanied by words that children repeated. It also evidenced that during the course of the class the teacher only performed the gesture and / or movement; therefore, children expressed what this gesture meant using English vocabulary as sad, happy, monkey, etc. And at the same time they accompanied the words imitating what the facilitator carried out using nonverbal language.

> ***EN05YA04DA:****algunos de ellos las pudieron identificar yo creo que las más corticas como cat, como dog y tal vez chicken porque yo creo que fue por el sonido porque apenas les mostré chicken unos empezaron a hacer con los bracitos así*

como hacen los pollos o las gallinas, otros empezaron a decir clock, clock, clock…

Through this sample, it can be seen how at the time of asking infants the vocabulary exposed during the session, they responded favorably because they did what the teacher had shown them with their movements and facial expressions. According to the above, it is consolidated the idea that the use of non-verbal communication and the use of gestures during the English lessons promoted in children the internalization of new words and the association of their meaning with the action, which influenced their learning process. In the following excerpt, it will be understood why the implementation of materials designed by the educator as worksheets allowed the practice of new vocabulary in each of the sessions.

2.3 The implementation of materials designed by the teacher allows the improvement of the new vocabulary.

Using materials developed by the facilitator showed how at the end of each session the children had fun and practiced vocabulary seen during it. The implementation of teaching aids contributed to internalize new words as through drawings they could create their own graphics, and identified images related to different colors allowing the acquisition of vocabulary explained by the teacher.

EN02YE06: *Materiales por ejemplo como: el pintar para los niños es excelente eso los envuelve dentro de la clase, por eso yo trato de acercarme a ellos decirle family, lo que ellos están pintando the father, the mother para que ellos vayan recibiendo también input .*

During the development of the guidelines, students showed enthusiasm and motivation to work on them, they asked the facilitator about the colors would be used. Also, they sat down to wait, the teacher gave them the sheet and remained in their chairs drawing and coloring because it was their favorite activity; and it was observed during the piloting activities that drawing and coloring caught the attention of children for a good period of time.

> ***EN01YE05:****si estamos coloreando un elefante entonces yo paso y digo: "please repeat, elephant" eh, para que ellos como que vayan recordando que ese es un elephant, si voy a la otra mesa trato de que Lion para que ellos recuerden que es un Lion, ósea implícitamente mientras ellos colorean vayan recordando lo que vimos en clase para que pues allá una conexión entre todo lo visto en clase y la actividad final.*
>
> ***EN04YE12:*** *Si, a ellos les encanta trabajar, eee colorear y además eso permite que ellos desarrollen sus habilidades motrices gruesa y fina que también son muy importantes en esta época de la primera infancia, porque no solo se busca desarrollar el lenguaje sino que se buscan también desarrollar las actividades motrices.*

Therefore, it can be said that the use of teaching materials helped the children to develop their fine and gross skills. In 2008, Piek et al. demonstrated that infants show motivation and interest when carrying out activities involving materials

such as scissors, crayons, colored pencils and markers, because they made drawings of animals, people and objects so that others can interpret and recognize.

Based on the above, the development of activities that involve the development of fine skills allows infants to focus on the use of objects and images and can use touch to identify and determine objects; this was reflected when children manipulated some animals that the facilitator used in the class physically; they felt very excited because they played each figure and the teacher used to provide second language vocabulary.

Also, when other activities were conducted such as games and sounds, children performed different movements as jumping, moving their arms, legs and pointed different objects and images which related to their mother tongue and the language acquisition.

3.The use of material for the English teaching process in bilingual early childhood.

In the pilot implementation process, was interpreted that the use of technological and audiovisual material generated in children motivation to learn through songs, games, images, videos rounds and manual activities, which was evidenced in the learning process during the development of such activities proposed by the professor.

The use of videos and songs handled by the professor caught the attention of children and as a result, their concentration in the presentation of illustrations and sounds reflected receptivity and attention to the subject matter during the course of the activities following the natural order of acquiring a second language.

Infants begin to acquire a second language through the practice of separate sounds, then by words, and finally sentences “this is the natural order and is therefore; the correct way to acquire a foreign language” (Brown, 2000:58)

This contribution led to the idea that the use of songs and videos entailed children to the learning through the sounds used in audiovisual materials, it was evident during the pilot throughout the implementation of new technologies that at the same time were helpful as a channel to capture the attention of infants as something innovative.

Based on the above, professor make use of technology in the classroom considering that children are in a learning process where all the tools used, call their attention directing them to the exploration and questioning of thereof; also, it allows them to acquire knowledge on the thematic conducted during the classes. For this reason, when technological tools are implemented, teachers should guide, provide materials motivate and support students in their learning contributing in this way, to the strengthening of their oral, visual and speaking skills. (NAEYC & Fred Rogers Center, 2012).

The following example shows how children guided by the teacher, demonstrate their interest in learning what is taught:

> ***EN02YE02:*** *La implementación de las actividades en Ingles, me parece muy especial porque ya ellos están aprendiendo, con una clase ellos aprendieron una canción en inglés, ya saben decir Hello, saben decir I am sad, I am happy.*

As it is discussed in the previous sample, it was assumed that the use of videos and songs allowed the learning of a second language, since during the implementation process children demonstrated knowledge expressing some words in English; which were practiced through audiovisual material, such as: “hello”, “sad”, and “happy”, all this in the first class; Brown (2000) argues that the learning of a second language in children is evident when you listen first and then speak, understanding thereby that it has obtained an acquisition of new knowledge.

Also, it was inferred that the use of these materials influenced in the English acquisition process supplying the needs students presented in the classroom, which was evidenced at the first meeting, where the interest in learning to say “hello” and “bye”, emerged through questions formulated to the professor.

Therefore, the audiovisual material used, helped children to internalize those words, allowing them to make use of the vocabulary during the rest of the classes, which was observed until the end of the pilot.

> ***EN01JU03:*** *Si, yo creo que sí, porque eso, a ver con la canción ellos como que van a…van a estar mm ellos saben que no están solamente hablando sino que están cantando entonces se van a relajar un poquito más y van a poder producir mucho mejor.*

In the previous sample, can be deduced that the implementation of songs promoted the concentration and hence the participation of students at the moment of expressing what they learned, as they were sitting on their chairs watching closely what was being shown to them. Using interactive tools captures the

attention of children and at the same time motivates them to participate in their learning process where they acquire knowledge through graphical representations that lead them to the interpretation of abstract elements, establishing a communication between their peers. (Kim & Gilman, 2008).

Thus, it is deducted that the implementation of multimedia aids promoted motivations and participation of children in the classes; where children sang the song and interacted with each other using sounds, gestures, and movements; for instance, to say “sad” and “happy” body language was expressed through a sad and happy face. Moreover, it helped to create an atmosphere of trust and interaction to participate in the activities proposed by articulating words extracted from the song.

The use of body language allowed children understand what the teacher wanted to explain avoiding in this way the use of Spanish in the classroom; it is thus that children showed understanding for the gestures and movements made by the professor doing the same he/she did, to express what they wanted to transmit developing in this way the body intelligence and kinesthetic in the infants as it is established by Amstrong (2009) in his book of multiple intelligences which argues that this intelligence is evidenced by the use of whole body to express ideas and feelings as well as the facility of using hands to produce or transform things; that said, it is consolidated the idea that children understood best when they were guided in the learning through the use of the body.

Like the visual and bodily materials, the use of technology as a teaching resource in the classroom, drew the attention of students generating curiosity in them and desire to explore new things.

> ***ENAPR2:*** *miraban que traían, que la maleta porque nos decían que el computador, que qué era eso, que cómo funcionaba porque ellos nos preguntaban a no más se iba la profesora y entonces ellos querían como tocar, palpar, ver cómo las cosas nuevas.*

Technological materials called the interest in children to learn new things, these kind of materials were: the computer, the TV, video projector and recorder, which were implemented in order to capture the attention of students, this was reflected when observing the expression of children on their faces when were presented this type of equipment because it was noticed that they were anxious asking for all those elements.

On the other hand, certain aspects relating to disciplinary behavior of children were identified through the use of technology since at the beginning of the classes, it was noted that children were distracted by standing up from their chairs to touch the computer or on the wall when the video projector was used, what made that the session would be affected in terms of discipline.

> ***EN04YE03:*** *Siento que fue pertinente; sin embargo, eee de pronto a veces los estudiantes se pierden su concentración tocando, que porque quieren tocar los bafles, quieren tocar el*

computador; pero si uno los mantiene sentados en su puesto, les dice "nos quedamos en el puesto" permite que funcione muy bien la clase.

In the observation of the analysis the students never stood up and now that technologies were implemented their behavior varied at the beginning of the sessions, standing, moving, talking, and touching the different materials. However, it was evidenced only during the first sessions since after, students were adapting to the use of this technology.

EN03JU02: *Si, claro, porque a ellos los materiales, todo lo que sea audiovisual les inquieta mucho y les, pues, llama mucho la atención de ellos, entonces si es bueno utilizar, fue bueno utilizar el televisor y además pusieron mucho cuidado a las imágenes, estuvieron muy atentos.*

With the above, it can be concluded that through the use of audiovisual means, students gain the ability to receive, comprehend and organize the information that the teacher intends to transmit during the implementation of activities demonstrating the knowledge acquired through the participation.

From the foregoing, it was concluded that the use of technology and audiovisual material guided students in learning the second language since through technology the audiovisual content could be shown and the knowledge could be evidenced by students at the moment of participating within the classroom.

The next subcategory is related to the different reactions that children showed by using audiovisual material, which was implemented by the professors during the English classes.

3.1 Reactions of students to the use of audiovisual material.

Adopt audiovisual materials in the classroom allowed that children became related with the content that was presented to them since the use of illustrations, songs and cartoons called their attention and allowed thereby reducing indiscipline and in contrast to this, increase the performance during the class through the participation. Hernandez (1998) mentions that for any beginner is very important the use of didactic materials, and more if they are individuals who are at early ages. Additionally, Hernandez (ibid) states that the choice of this type of material must be done according to certain factors such as age, the context, the level of development of the child, among others; factors which will contribute to the knowledge of the infants.

From the above, it can be inferred that the implementation of materials that are striking and curious for children, allows them to acquire effectively the new vocabulary discussed during the sessions, since they internalize demonstrating it during participation in the sessions, as it is evidenced in some of the samples given throughout the document.

The use of multimedia material facilitates the learning of students because the information is transmitted visually, allowing learners to use their imagination and in this way they feel more motivated for learning new vocabulary.

During the development of some activities was evident how the implementation of multimedia tools facilitated the comprehension of vocabulary

since children related the sounds with the topics taught by the teachers; also, the use of songs increased the participation of children when repeating the vocabulary used in the course of the class. Additionally, these multimedia tools allow studentsto learn more effectively because they are involved and encouraged to participate in class, exploring the materials and establishing a communication with their environment.(Kim & Gilman 2008).

Based on the previous information, all students were able to interact with the teacher showing enthusiasm when engaged in kinesthetic activities, which according to Gardner (1989) are used to engage the body and obtain results in the learning process; the theory of Gardner (ibid) also supports that people make use of the different types of intelligences depending on the type of learning that is necessary, of their personalities, lifestyles, strengths and weaknesses, as well as the environment in which occurs the learning process. Thus, it can be said that children are involved in the development of this kind of exercises, participating actively, conducting different body movements and carrying a rhythm on songs such as it is shown below:

> ***ENAER8*** *Fue muy chévere todo y llamaba mucho la atención ya que eran canciones muy rítmicas, eran de pararse, de mover el cuerpo que a ellos les gusta tanto no estar ahí sentados todo el tiempo nada más cantando sino que también se trataba de pararse, mover la cabeza, mover el brazo, entonces eso lograba una mejor dinámica de la actividad.*

It could be identified that songs were a good strategy as a dynamic instrument of class, where students besides of learning, had fun at the time to point out the body parts in English. These actions were guided by the teacher in charge, giving instructions to identify arms, head, legs, etc. Teacher showed the movement, spoke in English and children followed her/him making use of the vocabulary used by her/him.

In the needs analysis was found that the implementation of videos without any assistance or guidance from the teacher generates in students lack of motivation. Based on the above, during the pilot were implementing educational activities through the use of audiovisual tools, which facilitated the interaction of children by means of body movements and repetition of words that allowed stimulating the class and increasing motivation in their learning process.

Moreover, the employment of manual material like: learning guides, posters, colors, paints, play dough among others, contributed to the performance of students showing emotion for performing the work that involved the handling of these materials wanting to finish their work on time, asking the teacher colors, asking what they should do and how to develop it, activating what the professor previously taught.

> ***EN04YE12:*** *Si, a ellos les encanta trabajar, eee colorear y además eso permite que ellos desarrollen sus habilidades motrices gruesa y fina que también son muy importantes en esta época de la primera infancia, porque no solo se busca*

desarrollar el lenguaje sino que se buscan también desarrollar las actividades motrices.

It is evident that the utilization of manual activities promoted individual work and the development of motor skills, in addition to this, coloring images, manipulation of play dough to activate the knowledge received, let students to keep busy and in this way the level of indiscipline were reduced:

EN05YA03: … *pero si definitivamente la pintura ayudo mucho igual el coloreado a ellos los tranquiliza bastante, los calma y le gusta porque apenas les empecé a poner los dibujos que si lo iban a colabo… ehh colorear me preguntaron, entonces sí tuvo que ver.*

From this, it was confirmed that when fostering manual activities in the classroom, children focused their attention by performing different works that consisted of doing draws on billboards using paints and colors; promoting in this way, individual and collaborative work inside the classroom.

The following subtitle it can be said that will be developed based on the technological tools that encourage children to participate in the exercises implemented during the second language acquisition process.

3.2 Technological material fosters motivation and participation in students.

The use of the computer, the TV and the recorder are some of the technological materials that were employed by the teachers to motivate and encourage students to participate; these tools stimulated in children a desire to learn who showed interest in the different and new things; as a result of their interest, all the time were expecting about the new materials that were going to be

presented by the professor in charge. As it is established by (Judge, Puckett, & Cabuk 2004; Cross, Woods, & Schweingruber 2009), the integration of technological tools into the classroom leads students to interact with various electronic devices allowing them to explore and discover new learning strategies that are reflected in participation.

> ***EN06JU04:*** *Definitivamente sí, porque los niños no vienen solamente con la predisposición a la lengua sino a la tecnología entonces ellos ehh ven algo innovador y les causa curiosidad y por ser tan curiosos y el hecho de querer descubrir cosas nuevas y aprender entonces el hecho de tener un material tecnológico en el aula de clase hace que ellos sientan más ganas de aprender y aprendan todo más rápido.*

It was discovered that technology promotes interest in students guiding them to ask series of questions to the teacher: What is this? How is it handled? What is the point? Increasing their curiosity to learn new things since "[…]The proper use of multimedia tools provides to infants the flexibility to find answers to their concerns and needs creating an assertive access to learning two languages" (Nemeth, 2009)

Therefore, the utilization of these technological tools such as television, laptop, video projector, speakers, among others, promoted the participation and motivation in children allowing them to interact with their partners making use of the vocabulary learned during the class.

Using technology captures the attention from students even more as it is developed, facilitating that the performance of children can be higher so can be

reflected the comprehension of the topics through an active participation. Lin (2003) claims that the use of educational videos along with teaching strategies and cognitive modeling features embedded in the video itself, can help students to understand the subject matter.

The needs analysis identified that the implementation of activities that involved students and promoted their interaction, motivation and interest, helped the class to have a productive development, since children participated and carried out the workshops during the session; hence, during the implementation were used interesting materials for students, as well as images and videos that allowed that the utilization of technological tools contributed with the progress of the activities serving as teaching aid for teachers who encouraged through these instruments participation and interaction from students at the different stages of the class.

However, during the pilot was explained that the usage of technologies in the classroom can be a reason of distraction in some cases as the curiosity to know elements that are new for them, led them to move from their chairs and generate indiscipline which affected the environment of the class and its development itself, considering that when one of the children stands up the rest of students began to do the same. Nevertheless, Piaget (1931) describes in his theory that children are like scientists who explore, investigate and give way to the world, enriching their knowledge; for this reason, it can be inferred that it is part of their childhood to explore, discover and find answers to their mysteries using their own means, touching, picking, and experimenting those things that catch their attention.

The next samples express how in some cases the use of technological aids can increase the indiscipline factors in the classroom.

> ***EN04YE03:*** *Siento que fue pertinente; sin embargo, eee de pronto a veces los estudiantes se pierden su concentración tocando, qué porque quieren tocar los bafles, quieren tocar el computador; pero si uno los mantiene sentados en su puesto, les dice "nos quedamos en el puesto" permite que funcione muy bien la clase.*

Students were distracted by the implementation of these technologies during the English teaching, they stood up, touched the computer, they wanted to pick up and move the laptop keys as its screen so the rest of their teammates felt curiosity and began to move around the classroom as well. It could be interpreted that the failure to bring something to the classroom that is new and appealing to them can contribute to the disciplinary factor of the class, slightly altering the normal control of it.

PEDAGOGICAL AND RESEARCH IMPLICATIONS

The pedagogical and research implications that the present study has, will be addressed from two different perspectives corresponding to the sub-research groups responsible for each phase within this macro project. Therefore, the information will be divided into two parts: implications from the perspective of those in charge of the pilot, and implications from the perspective of the evaluators. However, during the next part, it will be found just the implications from the perspective of the evaluators due to as it was explained above, one part of the group is in charge of the evaluation, and the other researchers of the pilot implementation.

Pedagogical implications from the perspective of the evaluators

To carry out the implementation of this pilot was necessary to begin a process of observation in Pre Garden and Garden 1,2,3 to analyze and identify the training process of students. Based on this design and establishment a thematic content related to the planning in the child development center that would allow the inclusion of the second language. Given this information, we carried out the process of implementation and evaluation of this pilot that included a five-week period; for this, the group of 6 students was traveling together and three of them were responsible for the implementation and others in the evaluation of this process.

On the other hand, we can describe that this pilot enriched our education field since through the role of observers we could analyze how the implementation of activities as well as the design and use of material provided to children enabled the understanding of vocabulary with respect to language acquisition highlighting that the activities and the material was appropriate with the age highlighting that infants are pre-literate as they are beginning their educational process.

The development of this pilot focuses on a parallel process; it means a process of simultaneity between the mother tongue and English in the child development center; according to what is seen, it was established that the use of songs, games, videos, and abstract elements were vital as children could interact and participate in the sessions.

Furthermore it was identified that the charisma of teachers in children plays an important role in this development process, as children see their teachers in a maternal or paternal figure. Given that, during the teaching process of the researchers did not receive training to work with the young children, during the pilot we could learn to adapt to the needs presented by children in CDC for the second language acquisition.

Research implications from the perspective of the evaluators.

Bilingualism in early childhood in Colombia is one of the topics most currently discussed in our country because there are no studies concerning the area of early childhood and the implementation of bilingual programs at the Child Development Centers allowing children exposure to a second language. This

document provides important and key information on the inclusion of English as a bilingual model in CDC “Cosechando Sueños” and how this model allowed the children to develop a second language through various activities implemented within the classroom. Such implementation through observations taught us how constant exposure of children to a second language allowed them to acquire skills of listening and speaking through a natural process of language acquisition.

For future research it is suggested that the implementation of bilingual models in early childhood requires immediate assistance from the national government so that children can begin their literacy in a second language from an early age so that during their school years, the child enters to the school with a more solid foundation so he can get better opportunities in the future given that the English language is being consolidated significantly in Colombia due to the big opportunities presented nowadays; not only in our society, but in the world in which are included job, education, and intercultural exchange.

It is necessary that the process becomes continuous when children pass to the educational institutions in order to continue the English learning to ensure complete training skills in English as a second language therefore it is proposed to take into account what happens at this point for future research.

Since it was evident that the children enjoy learning English at an early age, there is an urgent need to train the pedagogical assistants for they are the ones who are responsible for implementing the classes in English and thus cover the demand is currently presented in CDC for teaching a second language.

There is extensive information regarding bilingualism; however, there is little that focuses on bilingualism and bilingual program models aimed at early childhood in particular a special model of education for children with special characteristics; it will be very important to have a thorough investigation to include special children in bilingual education models for early childhood and that this study will allow equality in education refers to the child development centers meeting the demand education required by the population. Finally, since the study was Action-Research was necessary to investigate and learn how to implement such a research model for the development of this project.

LIMITATIONS

To start, it was intended to implement this methodological proposal in the child development center “Perlitas del Otún” but the director rejected the idea of working with them since they already have implemented a bilingual program; that is why, it was opted to ask for the possibility to implement that methodological proposal in the child development center.

During the development of this project, the researchers faced to different situations which hampered the development of this project due to the fact that the they presented many difficulties regarding to transport since the child development center is located in Puerto Caldas- Risaralda which implies to pay toll; moreover, the climate changes affected some attendances to the institution because some of the researchers travelled by motorcycle.

Besides, they were different issues with the pedagogical assistants because some of them were refused to be observed by the researchers. On the other hand, some time constraints were evidenced since the researchers had other responsibilities with the university.

Finally, it is important to mention that children could not attend more English sessions due to researchers’ duties.

CONCLUSIONS

The development of this study was based on knowing the aspects required for the implementation of a bilingual model with population denominated Early Childhood, and the impact generated by the implementation of thereof. In this section, it will be answered two of the four research questions that guided this study from the outset.

Moreover, this research was based on the need to know the impact of the implementation of a bilingual model in the child population which is known Early Childhood. The information collected for the development of this research work was presented and analyzed in this paper, in which it was shown that the inclusion of English helped infants to develop their skills helping them to acquire new skills in the language.

The first two research questions related to the design and pilot implementation phase of this macro project were answered by the other part of the group in their respective document and now the questions focus on the needs analysis and the evaluation phases will be answered throughout this section of the project.

This study also showed that the design and use of educational materials can be used by teachers to promote the interests of children to the English language, and therefore their participation during class.

At the beginning of this document, two research questions were raised which were developed in the following way:

Related to the first question, What are the teacher's perceptions towards the design of a bilingual program for a public kindergarten? It can be concluded that:

During the pilot conducted in the child development center, educational agents manifest positivity in the implementation of the bilingual model in early childhood as they could identify that through the inclusion of English children acquired new vocabulary and made use of it in different contexts in the class. As a result, the educational agents expressed a desire to be instructed in English to continue the process conducted by English teachers who implemented the pilot test; nevertheless, it is concluded that it is easier to have a language teacher who is in charge of training staff as it is more effective in time and quality.

The educational agents state that the process of inclusion of the second language should be longer in terms of time intensity due to children showed interest in acquiring this new language and this generated curiosity leading them to the exploration and understanding of new vocabulary.

Based on the second question, what are the researcher's insights about the process of designing a bilingual program in a kindergarten? It is concluded that:

Based on the result that frames the effectiveness of the use of teaching strategies such as songs, videos and games used by the teacher, it was possible to strengthen and stimulate the process of acquisition in infants through the use of instructional materials used in each session since infants showed motivation to participate in the development of various activities. During the activities, the

interest of the children was demonstrated by acquiring a second language, reflected in their behavior, concentration and participation in the classroom since infants were attentive and their reactions to the actions of teachers showed understanding for the topics explained.

From the results obtained in the Translanguaging finding can be concluded that the process of acquisition of the second language was connected in a simultaneous use of Spanish in the classroom, given that teachers made use of the mother tongue in certain times of the class in order to reinforce prior knowledge of children (as) to associate the different topics discussed in Spanish and English.

The third conclusion is intended to lesson planning, taking into account the relationship of subject content in both languages allowed the simultaneous learning between mother tongue and English as the infants were able to associate the new theme with the knowledge acquired in their language mother. Furthermore, it was shown as the connection between the two languages through the issues seen by children helped the process of acquiring infants because they connected the vocabulary seen in Spanish with English which contributed to a process of simultaneity between the two languages.

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APPENDIX

Appendix 1

In the following document we will present some evidences which contributed to the analysis and implementation of the methodological proposal for bilingual early-childhood. In order to carry out this research project was carried out needs analysis in which some classes were observed in the child development center.

FORMATO DE OBSERVACIÓN DE CLASE

Institución:

Fecha:

Docentes:

Hora de inicio:

Hora de finalización:

Grupo:Nombre del observador:

Observación número:

	Objetivo de aprendizaje	Tema a desarrollar	Materiales, recursos educativos.	Acciones del profesor	Reacciones de los estudiantes
Actividad 1					
Actividad 2					
Actividad 3					.
Actividad 4					

Actividad 5					

APPENDIX 2





PROPUESTA METODOLÓGICA PARA LA PRIMERA INFANCIA BILINGÜE EN UN CENTRO DE DESARROLLO INFANTIL

Objetivo: Implementar un modelo de bilingüismo simultáneo para la primera infancia en el "CDI" Centro de Desarrollo Infantil "Cosechando sueños" con el fin de desarrollar las competencias comunicativas de los niños y niñas a través de la adquisición del inglés como segunda lengua.

Esta es una entrevista que tiene como fin recopilar información sobre diferentes percepciones y opiniones sobre la reacción de los niños frente a la clase, y el trabajo realizado por los profesores durante este pilotaje. Si tiene alguna pregunta, no dude en hacerla ya que su voz es primordial para este proyecto y su experiencia enriquece este proceso. Por favor, evite el uso de palabras como: Bueno, me parece bien, excelente, no tengo nada que decir y todo está bien. Sea lo más detallado posible con sus respuestas.

Recuerde que esta información va a ser confidencial y su nombre se mantendrá en el anonimato ya que se utilizarán seudónimos para proteger su identidad.

PERCEPCIONES SOBRE LA IMPLEMENTACIÓN

1) ¿Cual es su opinión acerca de la metodología utilizada por los profesores durante las clases?

2) ¿Cómo describiría el proceso de formación que se llevo a cabo con los niños durante este pilotaje?

REACCIONES DE LOS NIÑOS (AS)

3) ¿Como fue el desempeño de los niños durante las clases de Inglés?

4) ¿Qué podría decir acerca del uso de materiales audio-visuales que utilizaron los profesores para el desarrollo de las clases?

MATERIAL DE CLASE

5) ¿Qué estrategias de manejo de grupo utilizaron los profesores que fueron efectivas durante este proceso?

6) ¿Cuál fue la reacción de los estudiantes durante la implementación de este pilotaje?

7) ¿Cree que la implementación de las clases de inglés evidenció algún resultado en el proceso de aprendizaje de los niños?

NOTA:

¿Qué recomendaciones haría al proceso?

¿Cuál piensa que es su rol frente al proceso?

APPENDIX 3

RECUERDO ESTIMULADO LIZETH, MARCELA, DANIEL	*COMMONALITIES LIZETH, MARCELA, DANIEL*
DANIEL ***ENTREVISTA 01 YEINER*** ***Da1****: Buenos días Yeiner* ***YE1****: buenos días* ***Da2****: empezamos con la entrevista de la clase de junio 11 de2014, la primera pregunta sería:* *Da3: ¿cuál piensas que es rol que tiene la tecnología en el salón de clases? Teniendo en cuenta que hoy utilizaste tecnología.* ***YE2****: bueno, esta es la segunda clase en la que implemento* ***tecnología en lo que llevamos de las practicas, me ha parecido muy interesante porque siento que los niños se conectan con la clase, porque uno les puede mostrar a los niños imágenes de animales reales, de caricaturas, les puede mostrar videos con una facilidad de que todos tiene la posibilidad de observar****, entonces ellos se pueden estar en sus asientos mientras observan los diferentes animales, las diferentes cosas que se les esté enseñando como tal, entonces me parece que puede jugar un papel importante aunque a veces puede causar distracciones, si los niños no están sentados en sus silla o en sus puestos causa distracciones porque ellos quieren tocar.. eh.. quieren mirar.. eh.. quieren manejar inclusive el computador, entonces toca es como implementarla pero eh…. Teniendo mucho cuidado con los niños y también acompañando los videos y lo demás,* ***porque si no acompañamos los videos y lo demás ehh… ellos solo se aburren viendo el video, por eso hay que… como en medio del video… ponerlos a interactuar con el video como tal****,* ***¿cómo hacen los elephant? Hagamos como hace el elephant,*** *contemos, básicamente*	*-El uso de material audio-visual facilita el aprendizaje y fomenta la motivación de los niños (as) durante la clase.****EN06YA4, EN06YA3, EN05YA6, EN04JU2, EN03JU5, EN02YE6, EN02YE2, EN01YE4, EN01YE5, EN03YA02, EN03YA03, EN01YE03, EN04JU03, EN05YA03, EN05YA06, EN06JU03, EN06JU04, EN06JU08, EN03MA03, EN03JU03, EN04MA09, EN04YE09, EN04MA12, EN04YE12, EN04MA13, EN04YE13, EN05MA02,EN05YA02, EN05MA03, EN05YA03, EN05YA04, EN05YA09, EN05MA11, EN05YA11, EN05MA12,EN05YA13, EN06YE01, EN06MA03, EN06YE03,EN01MA03, EN01JU03, EN02MA06, EN02YA06,EN03MA07, EN03JU07, EN04MA01, EN04YE01,EN05MA01, EN05YA01, EN06MA08, EN06YE08.*** *La planeación permite el direccionamiento de las actividades llevadas a cabo por el profesor en el aula de clase.****EN02YE6, EN04JU3,EN01YE01, EN02YE03,EN01MA04, EN01JU06, EN05MA08, EN05YA08, EN06MA10, EN06YE10, EN04MA06, EN04YE06, EN05MA07, EN05YA07.*** *La repetición de vocabulario permite a los niños (as) adquirir nuevas palabras y frases simples.****EN06YA3, EN06YA2, EN05YA6, EN05DA6, EN05YA1, EN05DA2, EN05YA2, EN04JU2, EN02YE5,EN01MA02, EN01JU02, EN02MA01, EN02YA01, EN03MA01, EN03JU01, EN04MA11, EN04YE11, EN06MA07, EN06YE07, EN06MA09, EN06YE09.*** *El uso de herramientas tecnológicas fomenta la motivación de los estudiantes permitiéndoles participar activamente en las actividades.* ***EN01YE2, EN04JU4, ENO5DA3, EN05YA4, EN03MA02, EN03JU02, EN04MA03, EN04YE03, EN05MA14, EN05YA14.***

ENTREVISTA AUX	COMMONALITIES
ENAPPR1 ¿Cuál es su opinión acerca dela metodología utilizada por los profesores durante la clase? **ENAPR1** bueno, mi opinión es que fueron muy acertivas, muy positivas, me gustaron, siempre estuvieron muy atentos muy dispuestos a querer aprender de los niños y a querer enseñarle a los niños que es lo que se busca en si y **cuando un niño se dispersaba o se quería ir si, ve una mariposita y se quería ir por allá, la profesora lo volvia a incluir de una manera muy positiva como lo era ven, ven fulanito ¿ la vaca dice miau? Entonces fulanito dice no!** Pero pues vaca en inglés, bueno entonces lo incluia de una forma muy positiva y muy acertiva. **ENAPPR2** ¿Cómo describiría el proceso de formación que se llevó a cabo con los niños durante este pilotaje? **ENAPR2** Bueno, yo lo describiría de una forma eh, los niños al ver una profe nueva y ver como que ellos son muy observadores, miraban que traían, que la maleta porque nos decían que el computador, que qué era eso, que cómo funcionaba porque ellos nos preguntaban a nos mas se iba la profesora y entonces ellos querían como tocar, palpar, ver como las cosas nuevas, **estuvieron muy atentos con la profesora en lo que les estaba pues enseñando se quedaron como calladitos, eso parecía como una ola de silencio y yo decía: hay que le paso a los niños! Mejor dicho todos como concentrados en el proceso de la formación de ellos, en la expresión del rostro se vio reflejado como que querían saber que era eso pero no sabían el inglés en sí.**	**La metodología utilizada por la profesora y el uso consecutivo del inglés durante la clase permitió que los estudiantes pudieran internalizar palabras a través de juegos, canciones, imágenes, preguntas, diálogos y videos** . **ENAUR1, ENAUR3, ENAUR6, ENAUR7, ENAUR10, ENAUR15, ENAUR16, ENAUR17, ENAURN1-1, EAER2, EAER5,EAER8** **La repeticion de vocabulario reciclado en clases anteriores asi como la adquiscion de Nuevo, permitió a los niños demostrar su conocimiento del inglés a través de la participación.** **ENAUR2, ENAUR3, ENAUR4, ENAUR5, ENAUR6, ENAUR12, ENAUR15, ENAUR16, ENAUR17, ENAER1, ENAER3, ENAER4, ENAER5, ENAER6, ENAER8, ENAER10, ENAER11, ENAER12, ENAERN1** **El uso del tono de la voz permite la reducción del comportamiento disruptivo durante la clase.** **ENAUR6, ENAUR10, ENAUR14, ENAURN1, ENAER7, ENAER9**