1 Promoting Diversity Principles Through Communicative English Lessons Based on the Musical Game Strategy with Pre-k Students from Filadelfía and Neira Integral Development Center in Manizales Rural Area

Erika María Ocampo Serna

Yuranny Cardona Castañeda

Advisor

Londoño Roman Diana Patricia

Manizales University
2. Abstract

This study conducts an analysis of a musical game as a pedagogical strategy to be used in the classroom to enhance the learning of a second language in early childhood. In this case the English impact of the musical game promotes cooperative work, collaborative games, corporal expressions, motivation and interest. This allows promoting skills to be explored through the use of action research methodology, carrying out a process that consists of three stages: diagnosis, action and evaluation. The data was collected using different instruments such as a field diary, interviews and surveys applied to the target population and teachers of the Institutional Develop Center, which were analyzed and triangulated to identify how children under five years old, who are part of a diverse community, can be benefited by the promotion of communicative English Lessons based on the musical game. The main objective of the intervention is to promote diversity principles through communicative English Lessons based on the musical game strategy with pre-k’s from Filadelfia and Neira integral development centers.

Key words

Learning process, musical game, diversity, action research, communicative skills, diversity principles, English, pedagogical strategy
3. Promoting Diversity Principles Through Communicative English Lessons Based on the Musical Game Strategy with Pre-k Students from Filadelfia and Neira Integral Development Center in Manizales Rural Area

This project was designed with the objective of investigating, through the musical game as a pedagogical strategy for the development of listening and speaking skills in English, the study is conducted with children of Filadelfia and Neira IDC. Also in this study, taking into account the importance of diversity betting on an inclusive classroom, a place where all students share, interact, where no rejection; a place where there is agreement on to the cultural, religious, social diversity, a place where you will consider learning styles, characteristics and needs of each student.

Starting from the conception of an inclusive and diverse education and properly interfere in the classroom for each student differences, and the use of musical game as a pedagogical strategy encouraging and making easier the process of learning a second language, in this case English. The study is being conducted under the action research methodology and runs through different learning processes directly involving children, parents and educational staff of the institutions where they are working with the application of tools such as surveys, interviews, workshops, meetings and field diaries among others.
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7. Rationale

For several years the weaknesses of the educational system with respect to the orientation of a second language, as it has not been taken into account as a current need or demand that opens new doors to a globalized process and interaction with other cultures.

This project is a strategy for the development of skills in listening and speaking English in children aged 4-5 years and the IDC Filadelfia and Neira through teaching strategies such as considering the musical game style and learning needs; Promoting inclusive environments in this way with the interaction of the entire educational community, as little parents involvement is evident in the learning process of their children. Parents are poorly interested in the pedagogical processes that occur in the IDC with their children, the goal is to engage and motivate them to learn about and participate on the learning process of their children; this is visible in the little participation of them on the proposed activities for the institution; they do not show interest participating in cognitive and learning process of their children.

This project is conducted with children from rural Caldas department as part of the strategy "De Cero a Siempre” in order to open new opportunities and strengthen communicative and cognitive processes.

If properly engage these children in learning English using the musical game strategies that are designed to motivate early on to learn a second language in the future will ensure more opportunities to master second language encouraging favorable environments. The objective of
this project is “to promote diversity principles through communicative English lessons based on the musical game strategy with pre-k sss from Filadelfia and Neira integral development center”

Education in diversity opens new possibilities, requiring alternative teaching, meaningful learning environments in education and practice according to learning styles, equal opportunities, where diversity is an enriching and has positive value for all the students with the aim of strengthening the communicative and cognitive processes in early childhood and promoting inclusive environments from the early years of life. In the classroom is evident poor motivation to develop the exercises proposed by the teacher, they do not do activities with liking, they are easily distracted and have little participation.

The music game permits the students more interaction with their classmates and the teacher, it is possible to explore new movements, gestures and to learn through the game and music, touch diverse materials, watch videos, and create role play.
8. Context of the Research

8.1 Description of the context.

“The president of the republic and the first lady of the nation, presented an initiative that collects different entities and actors’ efforts to guarantee the integral attention to the early childhood, the principal objective is that 1.2 millions of children under the age of 5 years have an adequate growth and development in a stage as fundamental as this, therefore, it has been considered as a principal objective provide an initial education for boys and girls from zero to five years old, since it is demonstrated that the further development of the brain occurs during the first three years old and it depends on the environment in which the children grow up, it depends on his/her nutrition, his/her health, the protection that he/she receives and the human interactions that he/she experiments; the attention, the care and an good quality education are determinant factors so that, physical, social, emotional and cognitive processes are been properly performed and contribute to expand children options throughout their life.

Initial education is a continuous and permanent process of interactions and good, appropriate and opportune social relationships according to a full development as human beings and individuals with rights; hence, it requires of a care and an according accompaniment of the adult that favors his/her growth and development in health and safe socialization environments. ¹

¹ Document 10, Colombia’s Ministry of National Education
With the purpose of giving continuity to this proposal in the Caldas’ department located on the west side of the Andean region, and counts with an approximately population of 1.172.510 persons, since it is divided into 27 municipals such as Neira and Filadelfia, places in which it has being provided a timely attention to children from 0 (zero) to 5 (five) years old in the urban and rural zone through no formal programs such as the familiar and institutional environment. The first one favors to pregnant mothers since their children have the age required to ingress to a formal education in local educational institutions which ingresses them in their system since they have 4 years old, the second one aims to attend children since they have 2 years old, guarantying a balanced nutrition which compounds 75% of the daily requirements, providing attention, care and education; aspects that are essential to cognitive, communicative and social skills’ strengthen that are transformed in an essential pillar for the development of a country. Nowadays in the municipalities of Neira and Filadelfia, adequate attention is guaranteed to children with poor resources who are supported by governmental programs such as “familias en acción”, “red unidos” and “SISBEN”

Certain characteristics of the places where was this project was developed are mentioned below. Neira is located at of Neira and Filadelfia wich aims for the early childhood through quality attention to poor children; Neira for example is a municipal located at 21 kilometers of Manizales, capital of the department; the main base of the economy is coffee, although livestock farming takes an important place. Filadelfia on the other hand has as major sources of income agricultural work, supporting as a raw material cane that is used for the elaboration of “panela” and by-products, and livestock farming; In addition to that, in both places, public establishments
such as hospital, local mayor’s office and educational institutions. Educational institutions are an elemental source of employment.

On the other hand, it is important to mention that the entire population who participated in this project is of 26 boys and 20 girls who belong to B and D Garden grade, whose ages are between 4 and 5 years old. At the beginning of this proposal all of them presented conditions which allowed to identify the problem that must be intervened through the implemented pedagogical strategy “musical game”. When group dynamics were proposed, children manifested joy. Next annex show the paragraph relate with the activities which were proposed in the classroom “were developed according to the plan. It was gratifying to note that the group of students was integrated into activities with joy and special motivation, 95% of students was integrated into activities, and the remaining 5% represents the students with communicative level delay. They even painted the color that was requested for me and they did the exercises with their bodies. (march/3/ 2014- journal 5) Additionally, it can be seen that they get involved with joy and pleasure into games and collaborative and individual works in which they use their bodies as an expression’s means; they reach to express when they feel pleasure or displeasure in different situations through verbal language and no verbal language. Nearly all of them do not manifest aggressive behavior; on the contrary, they are solidary with their partners and seven of them are warm with their teachers. In relation to the activities in which is fomented the use of a second language, students got confused because they did not understand what the teacher said. On the other hand, they enjoyed the proposals that pretended to link kids with motor disability and delay at communicative level.
Children of these ages look for exploring, experimenting, playing and creating. Moreover, they participate in activities that are carried out through interaction with others, with nature and with their culture. To ensure the training of happy and healthy boys and girls; parents, relatives and other people around them are vital because they are responsible for providing them care, protection and affection. The parents’ and guardians’ occupations in both municipalities are agriculture, several offices and general services, workers, merchants, nursing assistants, police officers and professional soldiers, Secretaries, homemakers, technicians and professionals in different areas. Due to the busy schedule of parents and / or guardians, can be evidenced little interest in the learning process children, this due to multiple reasons. Owing to the busy schedule of parents and / or guardians, can be evidenced poor interest in the children learning process. The main reason is that most of them work eight to twelve hours per day in different jobs that are underpaid; as a consequence, they have little time left to be with their children and participate in the pedagogical processes in the IDC. When the proposal that is being developed with the children is explained to families, they expressed satisfaction since they consider that teaching a second language in early childhood is a priority. On the other hand, it is important to note that both institutions work with pedagogical projects joined to daily teaching activities and these are elaborated taking into account the children`s needs and interests. Additionally, transversal projects such as environment, reading party, recycling, school garden, dance and culture are carried out.

8.2 Participants.
A process of study is being carried out with two groups of forty-six children in early childhood between four and five years old, in garden level A and D, IDC Institutional users located in the cities of Filadelfia and Neira. This group consists of twenty women and twenty-six men; most of them are members of the program since they were two years starting at the level of kindergarten, continuing pre-garden and ending the process in the garden level; next year they will go on formal education. They are children belonging to vulnerable people with very low socioeconomic levels. Four of them live in rural areas and the rest in the municipal seat with their families, it should be noted that most of the children belong to large families. The initial conditions of the groups with respect to the adaptation process show the following indicators, such as children demonstrate joy to complete the proposed activities; they are linked to collaborative and individual games and where they can use their bodies to express themselves, they express pleasure or displeasure to different experienced situations using verbal and nonverbal language, they enjoy their stay at IDC, few aggressive behaviors are evidenced; instead, they are in solidary with colleagues Generally, children are affectionate with their teachers and show interest against the proposed activities to develop new classes in a second language. The children enjoyed the proposals submitted to link all children without affecting their status since there is a child who has a motor disability, children who wear glasses and a small with communication difficulties and kids enjoyed the proposals to link all children without affecting their status as there are a child who is a motor disabilities, children who wear glasses and a child with communication difficulties.

Children of this age, naturally, seek to explore experiment, play and create activities carried out through interaction with others, with nature and culture. Parents, relatives and other people
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around them are also part of the research process and are of vital importance because they are primarily responsible for giving them care protection and affection to ensure the training of happy and healthy boys and girls. The occupations of the parents and/or caregivers in both municipalities are listed below agricultural work, various offices and general services, workers, merchants, nursing assistant, police officers and professional soldiers, secretaries, housewives, technicians and professionals in different areas.

9. Description of the problem

To elaborate this project were used some instruments that facilitated the collection of data that shed the research problem, such as surveys, interviews and field diaries or blogs, these first were applied to teachers and students that are the sample from this research. The instruments were analyzed after their application in order to categorize the difficulties, motivations and relevant aspects that students encounter at the moment of learning a second language always taking as the starting point the respect for diversity, and that is geared towards a healthy coexistence attention to communities and people experiencing a marginalization situation and students with special educational needs in this field including exceptional abilities or disabilities. The categories that were dropped by the implementation of surveys on the fundamental aspects that students and teachers found in the process of learning such as diversity principles, poor support from families, the musical game as a pedagogical strategy.
To Integrate ideas from child development with sociological models of educational attainment, the relationship between family structures—was examined—whether both parents are present at home. Children who live with single parents or stepparents receive less encouragement and less help with school work than children who live with both natural parents in addition it is known that parent’s involvement has positive effects on children’s school achievement. Differences in parental behavior, however, have less impact on educational attainment between children from complete and incomplete families. The family plays a very important role in the learning of the child; parents should accompany this important process. Taking into account the Lack of English language learning process at the IDC, it is necessary to implement an English curriculum in the first grade of primary school, in institutes it is essential to implement the group of English language competencies in listening and speaking. The main purpose of this research is to find out the challenges of English implementation in IDC of Neira and Filadelfia. The research indicates that the public institution students are poor in English language due to lack of skilled teachers, lack of proper teacher training, lack of proper teaching methods and materials, lack of physical facilities and so on. The incorrect use of strategies in the classroom is shown below:

“The attendance was low, the children said they wanted a change in the activity and it was frustrating that the purpose of the event was not reached (sinonimos). I think the objectives were not achieved because of the lack of strategies to encourage children” (Journal 8. March 5, 2014).

Another important aspect is that each student has the ability to learn and should be able to demonstrate ongoing progress in his/her learning. Schools recognize that effective teaching practices are the key to improve students’ learning. Teachers need to ensure that all students are
appropriately engaged, challenged by designing classroom activities that meet the diverse learning needs of their students. Factors such as cultural and linguistic background and socio-economic status, contribute to the diversity of student learning needs.

**Low listening and speaking skills:** It is important children can use language to work together effectively. One reason for both developments is that recent research has shown the importance of the connection among spoken language, learning and cognitive development. Through using language and hearing how other people use it, children become able to describe the world, make sense of life's experiences and achieve life objectives. They learn to use language as a tool for thinking, collectively and alone. However, children will not learn how to make the best use of language as a tool for communicating and thinking without guidance from their teachers. School may provide the only opportunity that many children have for acquiring very important speaking, listening and thinking skills.

"The proposed objective for this course was not reached due to the reasons mentioned above. On the other hand, the subject worked about body parts was strengthened. It was observed that they recognize parts of the face and limbs when we gave them a simple command like: "Let's clap" or "let's jump with feet" or "show me your hands". It is important to note that they do not recognize specific parts unless they are shown. On several occasions, they expressed "teacher, I do not understand" or "I am bored" or "I do not want more English class." This led to reconsider the strategies that were being used. Likewise I considered it was important to join the group and try to teach classes for short stages" (Journal 11 March 11/2014). The musical game as strategy
permit the interaction and socialization environments when the teacher use the correct activities in the classroom that favoring the diverse.

10. Research question and objectives

10.1 Research question.

How can communicative English lessons enhance diversity principles through the musical game strategy with pre-k ss’ from Filadelfía and Neira integral development centers?

10.2 Objectives

10.2.1. General Objective.

To promote diversity principles through communicative english lessons based on the musical game strategy with pre-k ss from Filadelfía and Neira integral development center.

10.2.2. Specific objectives.
11. Theoretical framework

**Learning:** Learning is a process of construction of cognitive, affective and social skills which allows that students are recognized as gifted people with intelligence and personality in progress, for that reason, the educational interventions must be conceived in function to the development of the abilities (Ministry of National Education, 1999) Understanding the learning as a process by means of which behavior, abilities and skills are modified, which provide to the human being with a major function in respect on how to develop different processes to which he/she belongs, in its majority to generate new socialization spaces that allow him/her to support his/her knowledge that have been acquired by means of experience, as Stephen P. Robbins affirms cited by (Galindo, 2011) “Learning is any change in the behavior, relatively permanent, that is present as a consequence of an experience” In agreement with the previous quote the experiences lived by each individual manage to generate new conducts that allow to the individual to learn profoundly what really awakes his/her interest, making at the same time to be more sociable with increased abilities and skills to his own development in a society that nowadays requires more, presenting new challenges to whom belongs to it. One of these
challenges is the command of a second language that will increase the communicative and
cognitive skills of the speaker, since he/she will be required to ask, investigate about of the new
culture that he/she is knowing and will be involved in processes in which he/she will implement
the use of the different strategies taken as an alternative to facilitate the mastery of this language.

**Strategies for children learning a second language:** Oxford (1990) cited by (Ministry of
National Education, 1999), defines as learning strategies those actions that are undertaken by the
student to make learning more accessible, agile and feasible in different situations that are
presented. For this reason, it is essential to offer different tools that make the individual more
competitive through the strategies in which aspects such as personality, emotions and
interactions, the social relations and the motor development involved in the learning processes
are taken into account according to Claudina Munera High School, 2011. The aspects previously
mentioned refer to:

- **Motor development and learning:** Motor development is not only an important need to
  survive but it is directly linked to the learning’s acquisition, it must be taken into account
  that the mobility is the base of the learning and intellectual development, since it is
  develops not only the perception but there is a major capacity to process information due
to the frequent use to the body to carry out new tasks (Múnera H. S., 2011 pag 63)

- **Social relations:** Based on the game as a way of social interaction they are influenced in
  aspects such as morality, cooperative work, establishments of aims or objectives that
familiarize the individual with the society which he belongs, since he may give solution to presented situations in spaces and different times (Múnera H. S., Lineamientos Primera Infancia, 2011 pg 64)

- **Emotions, interactions and attachments:** For an adequate social and emotional development it is essential the contact with the other since the early childhood, to foster good treatment since collective work. Strengthening aspects such as communication, the suitable personality’s development and obviously the most favorable learning processes given since the information exchange will exist and it will evidently increase the knowledge or domain on certain situation (Múnera H. S., Lineamientos Primera Infancia, 2011 pag 65)

Moreover, learning strategies allow an increase of self-confidence, these are flexible and accessible to each person; Therefore, it is essential that in the classroom the teacher does not involve a single rate of learning or strategy in the development of the activities because it will not be well received by students, but they have to take into account the different pedagogical processes that each person develops. It is possible to find that: Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person’s approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn
and how to use what they have learned to solve problems and be successful (center for research on learning)

According to (Palacios, 2000) pedagogical process means “Set of practices, intersubjective relations and knowledge that happen among those who participate in educational processes, school processes and no school processes in order to build knowledge, clarify values and develop skills for the common life. To change these practices, relations and knowledge implies therefore to influence on the culture of the different agents that intervene in the processes of teaching and learning. The cultural changes as we know require among other important factors, of time sustainability to be realized. They are not “Short term” in other words pedagogical processes are those intentional activities that are elaborated by the teacher to reach a specific objective in a significant way, it is to say, that allows to mobilize the thought. Based on what has been previously mentioned, a close link with the big pedagogical paradigm can be created by means of which activist pedagogy explains learning in an innovative way. The knowledge will be effective as long as that it lies in the testimony of the experience: as a consequence, the school should create the conditions to facilitate the manipulation and experimentation by the students. The kid becomes, in this way, the basic element of the educational processes, and both the programs and the methods will have to depart from their needs and interests” (Zubiría, 1999) to give a new meaning to the pedagogical processes and to give an adequate use of the strategies that are used in the classroom. The conception of the traditional learning can be transformed where an instructional model is used and the teacher is who has the control and is considered as an individual that provides the needed information, it is to say, traditional pedagogy considered the teacher as an issuer and the student as a receptor. Nowadays, it is the student the principal actor
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of the mentioned process, in agreement with the 115 policy and its regulatory decree. It can be said that the teacher is a counselor, the student on other hand is the most important in the classroom and the purpose is to look his integrity in aspects such as biological, intellectual, psychological, affective, ethical, moral and including religious. (Olga, María, & Rosa, 1996); That is the objective that this research project has, starting from the needs and interests of each person in order to have knowledge more accessible. According to Piaget, Vygotsky, Bruner, Seaver and Botel (1991) referenced in (Ministry of National Education, 1999) the learning of a second language is reached through the active and collaborative participation, reflexive in five critic experiences that can be included in any used methodology in the teaching of a foreign language inside of the integrated curriculum.

In this final aspect making reference as Joan Teixido Saballs (2010) said, awake the curiosity and interest to know more about everything that surrounds him, guiding him to raise questions and giving solutions to the problems that are presented in his everyday life since the students analyze that they do and establish a relationship between the communication and the actions meaning. A methodology that is frequently used is the TPR or Total Physical Response created by James Asher that consists of giving a command that has to be immediately attended for the speaker who at the same time will have an efficient learning because of his constant participation.

**Strategies and practices in inclusive classroom:** “Inclusive school is a kind of educational community that takes into account practices that respond to the diversity of its students, such as emotional, academic and social needs” (Hockings, 2010).
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Austin, V. (2001) say that any educational institution that wishes to pursue a policy of inclusive education should develop a set of guidelines, practices and cultures that promote the difference and the active contribution of each student to build a shared understanding, seeking and obtaining, without discrimination, academic quality and socio-cultural context of all students.

“Although the concept of inclusion has spread rapidly as an underlying organizing principle of the educational system of many countries, in most of the European countries is a contradiction between the law and practice in the classroom. Both the law and the speech teacher quickly became "inclusive" but practices in schools are not always consistent with those speeches” (Rodriguez, 2006). The European Agency for Development in Special Needs Education (2003) concludes and encourage that inclusive classrooms do exist in European countries. Inclusive education is carried out only if they enter to the classroom strategies and practices different from those traditionally used. This fact depends largely on the attitude, knowledge, competence and skills of teachers at the moment to innovate and create learning environments that meet the needs and potential of the students. To create an inclusive classroom is a challenge. Teachers must create learning environments that value creativity, the individual potential, social interaction, cooperative work, experimentation and innovation. Furthermore, it is essential that teachers receive support at several levels, both inside and outside of the school. It is relevant, the attitude of the teachers; it is a crucial element for the success of the inclusive classroom. Positive teacher attitudes toward inclusion are reflected in their inclusive classroom behavior (Leatherman and Niemeyer, 2005).

Musical game and learning: “It has been since long and in many ways discussed and generally accepted. the importance of these two aspects: game and music for the harmonic growth of the kid because they go hand in hand with the development and precisely for that
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reason they are essential to an equilibrated process of learning and socialization” (Pallavicino, 2004) Edgar Willems cited by (Pallavicino, 2004) affirms that music should be considered as a predominant factor in the development of the humans’ personality because of the creative skills awakening the individual, favoring in this way the development. Musical games understood as an essential element that favors the creativity since they generate pleasant environments in the classroom, in which they can share with their partners in a healthy way, without troubles since both parts are involved in an activity that has a common objective that is part of the pupils’ interests and activities. Musical games as a pedagogical strategy for the guiding of a second language, presents a range of activities in which the individual is attended in integral aspects, it is to say, it permits a development in the social, communicative, cognitive, motor, ethic and esthetic skills, anyway, it involucrate the most relevant aspects of the dimensions of the human being since through games and music, socialization and cooperative work are easier, it encourages the resolution of problems, to comply with the instructions and the observance of established rules.

Corporal expression, for Rixon cited by (Bernal, 2001) “Learning it is promoted trough ludic enjoyment, activities which propitiate the concept’s formation and others that including the language analysis”. The purpose is that the kid find through the game the answers to her/his questions, since through musical games the individual experiments new sensations because of the constant exploration that he gives with his body to the environment in which he unrolls, in addition to the attitude taken, facing the creation of new movements and really significant learning as they will represent and impact for herself/himself.
Joaquin Diaz foundation says: “The *importance of beginning musical in the education in early ages has been based on investigations that have confirmed the existence of innate musical skills in the human being and has determined that these become clear in all the individuals and in all the cultures even though they continue a particular development in function of the culture environment and the learning processes... The school, the game and the artistic activities, such as music, constitute a great crucible to the development of the skills in emotional intelligence in relation with the musical learning, since the children learn about the world through their body, sounds, visual images and gestures” (Ago Castro, 2010)

Musical games have a major relevance as a pedagogical strategy to guide a second language as (Storrms, 1995) said, this develops the effective listening, increases the concentration, creativity and team work and the adequate social behavior. It is vital that during the educational process, the individual receives sensations that multiply his learning through different recreational- educational activities in which the individual’s thought is mobilized, hence the transformation that has had the role of the teacher, because she/he is not imagined as a transmitter but as (Elizabeth & Elizabeth, 1999) express “*It is not about learning pedagogical ways but to provide the means for the kid to organize by himself; thus it is necessary to let the kid be free to perform the experiences that he wants; hence the importance of an educational material whose deep study answers to his activity and guides it in agreement with his development to the logical thought structures*”. It is to say, the teacher as a counselor and guide of the pedagogical process, doing a constant accompaniment to the student, but in any time
should exceed his role from facilitator to instructor; therefore, the necessity of creative, innovative, productive, expressive teachers, but it is important to take into account creativity because this permits build again what is given, so that innovation occurs and that auto-modifier happens, shaping a personal style to think in a fluid, flexible and divergent way. (Manizales, 1997)

To favor the learning of a second language in a ludic way it is recommended the application of skills and dynamic activities that mobilize the individual, and let at the same time the learner enjoys. It is essential to initiate such process since early ages to facilitate the domain of another language, since the current world presents more opportunities to the ones who speaks an additional language, and the individual has the possibility to get more involved with the world that surrounds him “The learning of a language is considered as an efficient method to sharpen the mind and develop cognitive skills that guard relation with the neurological developments of the brain. In the bilingual persons it is produced a different brain organization that presents more developed brain encirclements. In the socio-personal aspect, the individual, who can expand communication’s camp, is also contributing to his personal and social development increasing his self-esteem and reaffirming his social values” (Miño, 2009)

The proposal of the musical game as a pedagogical strategy to the guide of a second language encourages the boys and girls imagination, guides them to create, to invent, to give ideas sequence and provides them with the possibility of linking to different situations in which they have the possibility to work with others assuming responsibilities and strengthening their security; this because of the permanent analysis that they perform with their body, with their
voice, with their senses. Musical games activate all the abilities in the human being and keep him sentry to new experiences that can be presented when proposing for example songs in a second language in which boys and girls can explore new movements, gestures, in which they see themselves forced to increase an effort to identify sounds and imitate them. It can be evidenced a major apprehension of the same, this occurs because it is nothing boring to them but that allows them to mobilize, demand them a major attention and during the development of this they can interpret or infer that the song means in which, at the same time they will have an excellent domain of the rhythm, vocalization, listening and sight, to add major control of their movements, which allows a significant learning. It is a fact that living together educates and guides to an adequate performance in the society as ours is constantly changing, in agreement with (Rosa, Herrera, Carvajal, & Carvajal, 1998) without doubts, the social aspect takes part of the sense of the human being. Social relationships constitute the society. The individuals’ life through their costumes, myths and appreciations; it should be kept in mind that the man by nature is an ethical and rational being and he builds affections that allows him a major balance in the relation with himself, with others, with the nature, with God. This ethic that has a direct relation with learning, studies the morality, in agreement with Aristotle cited by (Savater, 2010) the purpose that the individual has is to find happiness, ethic understood as a human reflection looking for happiness that allows him to develop virtues in order to lead a better life, for Aristotle the human being should find models in his practical life to be able to reach the aims that he establishes; linking this with the research project, the clear aim that is intended to be reached is the learning of a second language, starting with the development of the communicative skills and using the musical games as a pedagogical strategy in the inclusive classroom. For Jean Chateau cited by (Declory & E, 2002) “the moral value of the game, the joy of feeling because of
something, overcome the obstacles, create difficulties, risks, rules to feel the satisfaction of
submit voluntarily to a discipline, to experiment the pleasure, the success, the conclusion of a
<work> with his project included, the termination of a hard work”.

Taking into account the information above it is important to use in the classroom the musical
game as pedagogical strategy, must be directed especially for the mental organization and the
intellectual schemes of the students. For this reason, Carretero (1995), emphasizes that the
students must be cheered up to lead his own learning, the experience gained by he should
facilitate learning, the practices of learning must occupy more of the procedures and competition
than of the strict knowledge. that is to say the strategies must be planned taking into
consideration the intellectual schemes of the students, this aims to motivate the students to learn
and also participate in the process, that the previous knowledge acts as a go-between to help to
that learning be meaningful.

Principles of Diversity in the Classroom

The educative and cultural system cannot be separate from society in which it is found.
People understand that personal and cultural diversity is unique of human beings and contributes
to their enrichment: There are different ways of feeling, thinking, living and coexisting. These
enrich the essential similarities of humanity. In this way, the Universal Declaration of UNESCO
on Cultural Diversity states that: “Cultural diversity widens the range of options open to
everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence.” (“Cultural diversity as a factor in development”, 2001, art. 3).

Cultural diversity manifests itself on the multiculturalism of beliefs, habits, gender, race, and language, among other aspects which makes people be different and be able to genuinely learn from each other through socially joining together which, eventually, help economic growth for a moral and intellectual complement. There is a series of principles and fundamental rights which emerge from the struggle against inequalities with the purpose of being aware and taking into account laws and actual regulations to accept cultural differences in any individuals’ context.

Next, a series of principles are displayed so that teachers consider them to be developed and applied in the classroom:

**Participation**

Like all social system, the school (and the classroom) is made up of a network of interpersonal relationship structured to facilitate the achievement of educational goals (Johnson, 1970-1979). Nowadays in the inclusive classroom is so important that the networks among students are based on principles as participation where the students can interact, listen to the opinions, free of rejection to minorities and with the conviction that the differences are part of humanity. Interrupting one’s own prejudicial thoughts about or likely discriminatory behavior against stigmatized groups (e.g., refusing to participate in jokes that are derogatory to any social group) and taking outward actions that challenge exclusionary practices and social injustice (e.g., getting together with others to challenge discrimination) are necessary for the actualization of the
promise of democracy in a socially diverse society (West, 1999). Diversity in our classroom need the democracy understand as a respectful participation where all people no matter their color skin, ethnic groups, religion or other physical condition, emotional or mental can express their ideas and opinions. We live in a diverse society where each person has her/his cultural and social individual identity. In the classroom should be created opportunities for interaction among students where each human being from her/his experience can share and contribute in daily activities respecting individual differences.

In diverse classes pupils of different ethnic groups cannot avoid interaction on a daily basis, are equal in status (at least nominal) and share the same school experience (Kokkonen et al, 2008). Interaction is an action that occurs between different members of a group to share learning experiences that are unique to each one. In the constant interaction of children there are individual differences that lead the child to participate, share and create productive spaces for construction of learning. Participation promotes opportunities for diversity, taking into account the difference of gender, religion, family and social composition, in order to reduce inequality and discrimination produced by the different groups segregated of our educational system.

**Respect**

Respect is one of the most important values to cultivate in today's society, this allows the Human social interaction where they should recognize and promote the rights and opinions of
others, without neglecting their own. To be respected, you must learn to respect other people understanding and appreciating their interests and needs. The German philosopher Immanuel Kant, in his moral philosophy states that “Human beings should be respected because they are an end in themselves. To be an end in themselves retain an intrinsic and absolute value ” In this sense, respect makes complete differentiation between the person and what this think or say at any given moment, and drives humans to accept their personal differences, remembering that everyone has the right to be as they are.

“The socially skilled behavior is that set of behaviors emitted by an individual in an interpersonal context that expresses feelings, attitudes, desires, opinions or rights of that individual in a manner appropriate to the situation, respecting those behaviors in others, and generally solve the immediate problems of the situation while minimizing the likelihood of future problems ”(Caballo, V. 1986).

In the classroom, each time it becomes more urgent to promote understanding, acceptance and appreciation of the qualities and own rights and others’ rights, It means, start educating on respect for differences is a challenge to be met, it will ensure good citizens who contribute to the construction of the road to peace, considering that being different does not mean being inferior or superior.

Learning to be respectful in diversity
Children should receive an education which will promote their general culture and enable them, on an equal basis, to the opportunity to develop their abilities, their individual judgment, and their sense of moral and social responsibility, and to become a useful and contributing member of the society. The child shall be protected against all practices which may foster discrimination and must be educated in a spirit of understanding, solidarity, tolerance, friendship, peace and brotherhood. There are fundamental rights to children’s life. The child should understand that diversity exists and should be respected and should learn how to make friends and respect others regardless of their skin color, their features or how is their hair.

Piaget says, "involves mutual respect autonomy within a social group and suitable to all the circumstances or situation rules, not a group or individual that is above other" ... "the respect that leads to good, the moral good, mutual respect is not unidirectional respect”. In respect to differences, each person is special for their being and their feelings because that make us special in different life’s contexts.

Identity

The identity is understood as the person’s core. Some authors as Jenkins (1996) mentions that “identity is refer to the ways in which individuals and collectivities are distinguished in their
social relations with other individuals and collectivities”, Deng (1995) explains “Identity describes the way individuals and groups define themselves and are defined by others on the basis of race, ethnicity, religion, language and culture”.

It is a fixed and consistent reason that allows the human being to interact with other individuals. The formation of identity is a process that begins from certain specific conditions of the person present from birth according to basic facts and experiences. Transition Only from others we can obtain initial news of who we are. (Calderón, 1998). It means that the person not only arises from a social context but is a social construction and social structure; he/she is influenced by social groups and historical circumstances

Cooperation

The inclusive education is supported with the certainty that the children can learn when the society gives the appropriate learning opportunities that attend individuality. It is very important the strengthen in the children abilities and responsibilities, this is possible if the family, the school and the community do it frequently. (Brunswick) explained some principles of the inclusive education, Raymond (1995) reaffirm these

1. All child can learn
2. All children attend to regular class with other kids in the nearest public school
3. All children have the right to participate in the school life
4. All children receive appropriate educative programs

5. All children benefit from the collaboration and cooperation in their families, school and community

Pérez (2009) explained that cooperation as an organizational fundament to the institutional development and cooperative learning is a strategy of teaching to recognize the diversity of the person, this have the intent to give basic elements to educate in aspect such as respect to difference, cooperative learning and promote healthy coexistence. The goal is building social spaces that strengthen skills, attitudes and values.

The teachers should strength the group working that contributes the collaborative culture and significant learning Perez 2012

The cooperation is based on respect, in listening to the needs of the students and supporting them. During the educative process; the cooperation makes possible integrate the diversity, support the human rights and be active part of the society. (Stainback) explained that support to all humans, with physical and psychological disabilities, with serious problems of discipline, the normal students with exceptional abilities, should be accepted by the society. For example the institution should develop a curriculum according to the individual needs of the students” The cooperative classroom is a space where diversity is attended valued and the knowledge is made available. This allows interventions in the learning process of the learning styles that allows individual to develop his/her potential.
Interculturalism

“Interculturalism or interculturality means “among cultures”. It is not a simple contact among cultures but also an interchange which is established in equitable terms and in conditions of equality. Besides, it is also a goal to be achieved; it should be understood as a permanent process of relationship, communication and learning among people, groups, knowledge, values and different traditions addressed to generate, build and provide mutual respect and a full development of individuals’ aptitudes without being of importance their cultural and social differences.” (Walsh, C. 1998, p. 4) Despite the fact that there are a lot of differences among society, this concept allows humanity equally accept and involve all type of cultures so as to learn from each other taking into account different values as respect, tolerance, comprehension, among others in order to strengthen communication.

“Interculturality is a dynamic process whereby people from different cultures interact to learn about and question their own and each other’s cultures. Over time this may lead to cultural change. It recognizes the inequalities at work in society and the need to overcome these. It is a process which requires mutual respect and acknowledges human rights.” (Malcom, J., Baring Foundation, p. 2)

“The existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect.” (UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression, 2005, article 8.) According to the previous paragraphs, humanity has the right to know and develop this principle as a goal
given that people can actively participate and humbly interact with other cultures. In this way, people could interchange knowledge so as to get benefits for both cultures.

“In culturally inclusive schools, head teachers and senior management teams take ownership of the issues and lead by example, this is important if issues of inclusion and diversity are to be taken seriously by the school community. The leadership team creates a shared vision for a culturally inclusive school. Members of the school community are actively involved in creating the vision through on-going consultation and dialogue, policies and plans incorporate inclusion and diversity and there are action plans for implementing policies. The leadership team monitors and evaluates their effectiveness” (British Council, 2010). Education is not a privilege of few people but a right of all the human beings, and it is the community the one that has to be present to help young boys and girls that since their early childhood are linked to educational institutions that aim to eradicate frequent social problems such as extreme poverty, to strengthen participation and learning processes.

Some authors (Calvo de Mora, 2006) define inclusive education as the right of every student to acquire a deep learning (understanding as the approximation to the comprehension to the reality that is lived). Besides the right of each student to receive an education in agreement with his/her individual needs of learning and with the potential that expresses. (Hontangas & José, 2010) Inclusive education understood as a window that opens new opportunities giving an opening of ideas facilitating comprehension skills, knowledge from different disciplines and cultures, acquiring skills and abilities that guide humans to take on new challenges presented in today's society.
12. Methodology

The methodology of action research was selected since it allows a direct encounter with reality, the constant interaction with the object of research helped to diagnose a problem and then establish a possible solution in terms of identifying those instructional strategies for learning English in early childhood. Kemmis and McTaggart (1988) define action research as a systematic and reflective process and proposed a model consisting of four phases that occur in a cycle. These four phases are: planning, action, observation and reflection. Teachers in this research learn to develop different skills in planning, monitoring and evaluation of their own pedagogical activities; make them think about their daily teaching practice. Action research emphasizes on understanding the situations of ongoing learning and creates solutions to problems based on it.

This research is being carried out through the implementation of instruments for collection and analysis of information in addition to the execution with the population under study.

13. Data collection and instruments
13.1 diagnostic

**Diagnostic stage instruments**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Survey</strong></td>
<td>Likes and dislikes, interests in the learner and teaching of second language.</td>
</tr>
<tr>
<td><strong>Interview</strong></td>
<td>Teacher’s insights and opinions, Parent’s insights and opinions</td>
</tr>
<tr>
<td><strong>Diary</strong></td>
<td>SS’ Needs</td>
</tr>
</tbody>
</table>

Tabla 2 Diagnostic Stage instruments

Analysis of surveys implemented to human talent and children. Filadelfia IDC Garden: For the purpose of this research, the initial diagnosis was carried out in the institutional IDC located in the municipalities of Filadelfia and Neira, Caldas. The instruments used for the collection of data were surveys, interviews, the field journal or direct observation. The ages of the children who were part of this initial phase is from 3 years 10 months up to 5 years, all belonging to the levels of garden B and D of both institutions. The whole population is 46 participants. The
instruments were applied to 18 children who are part of this investigation as an initial example of this group, on account of local difficulties that have prevented the attendance of all children. The analysis presented below refers to the survey of the population who attended. Such element aimed to identify which activities arouse the interest the children's levels of garden B and D, according to the thrown results it may be determined which method is most suitable to impact and motivate students during the learning process of a second language. To develop this material, it was necessary to approach each child, engaging in a dialogue in which images were shown as a means to establish a channel of assertive communication with everyone.

The instruments that was necessary use to collect information us interview, survey and transcript. The following are the questions posed to the group of respondents; these were answered through images, each student marked with a happy face the image they most identified their response with.

Surveys that are discussed below were intended to infer what aspects motivate students to participate in activities that would be proposed in the planning’s’ class. The results acquired disclosed that the game is fun, enjoyment, joy, exercise. The musical game is an activity that takes a leading role in the formation of children’s personality, leading to the development of knowledge, emotions and feelings; in which the child relates the meaning and the function of the objects with which they play, as well as their social roles during this action. When the term “to play” is used, it refers mainly to the fun, and this aspect is really important, but you can also link the game with knowledge; namely, the child besides having fun also learn and this becomes a good teaching methodology. A playing child is physically, mentally and emotionally healthy whereas if the child does not play it means that he/she is sick and this can be evidenced in the
Garden. The facilitator easily notices when a child is sick because he/she does not play, is sad and discouraged to interact with their peers. The children responded they enjoyed dancing, they like to sing with their peers and three of them assimilated the image of the survey to see pictures in books since they showed expressions such as "I like to see the cartoons in books and magazines." Clearly, children enjoy activities where they can interact and share with friends; music is a good strategy to motivate the youngest ones to join and socialize and it is also a good tool for teaching a second language. The musical game as activity of body expression is valuable activities not only for the joy and for the interest generated in children, but also because they have the advantage of offering excellent opportunities for physical, intellectual, social and emotional child development. This fact refers to the use of musical game as a pedagogical strategy. The children enjoy activities that require them to move explore and manipulate. According to (Storrm), interacting with music allows children to take a break from traditional learning and encourages them to think and learn in a new and different way. Playing games and doing a variety of activities along with music will help children to master concepts and get some exercise at the same time. This fact refers to the use of strategies such as musical game in the individual teaching-learning process.

On the other hand, a survey was given to a population sample staff of the institutions. In whole, there were some members who provided answers to questions: one professional on family development, one assistant in nursing, one Bachelor in early childhood education, one Bachelor in Reeducative Pedagogy, one bachelor in basic education, two pedagogical school graduates and two graduates in early childhood. This survey aimed to take their opinions about the teaching of
a second language in The Institutional Child Development Center in Filadelfia, in order to guide the appropriate pedagogical approach for language learning at this specific context. It is clear that to learn a second language in our country is still a matter of academic training and not a personal challenge because in Colombia the command of a language different from the native one has been given a social value but merely educative. This refers to the latent necessity to create a unique curriculum for a foreign language. In addition, in their educational sessions, the teacher has worked with children vocabulary about fruits, family members, classroom objects etc. Clearly, the teaching of a second language cannot be strange to any teacher, regardless of his/her discipline, because doing little activities as the teacher above mentioned, it is possible to motivate children for learning a second language.

It is very important to take into account the parents’ opinion, for this reason is doing the survey to them, in order to assess the English importance. The parents inidicated that these types of programs aim to improve the quality life of the vulnerable population. The Strategy assumes the differential approach as recognition of boys and girls in early childhood, their physical, social, economic and psychological characteristics and their development time or "time of life". Their different cultures and conditions in which they and their families live, and it is committed to the particular situation of each boy and girl, from the generation of actions aimed at promoting their development. In respect to the frequency in which the processes of learning the child is involved; is evident that the parents worry very little about these processes since they rarely attend meetings and they are rarely interested in knowing about their children’s progress at IDC, what they have learned and what they have been taught. Most of the time, the ones who go to meetings are caregivers such as grandparents, relatives or friends who do not contribute to the
overall development process. There is much diversity in this regard; most of them work more than eight hours per day in addition to having a low socio-cultural and educational level. They little concern about the learning processes acquired by children. Most parents often seek only that the IDC provides care and food to their children subtracting importance to the learning processes that take place in the institution. When the question, ”who makes up your family?” was made, parents responded: five families are nuclear, seven are mono-parental and three are extensive. It is clear that the home environment of each minor is affected by factors such as the limited presence of the mother or the father. They have to work extended hours, so it is necessary that relatives and friends of the couple are those who assume the responsibility of children, which affects the proper assimilation of guidelines and / or standards that are established at home, because everyone educates in a different way.
It was also applied a survey to investigate which is the knowledge of teachers on diversity practices in the classroom and their application. The sort of questions addressed was with open response in order to learn more about teachers’ perceptions. Respondents stated that they have knowledge of diverse practices indicating that these refer to the diversity of learning, culture, stratum in which everyone, regardless of religion, economic status, cognitive or physical disabilities and special educational needs are taken into account. These responses could show that the idea that inclusive practices in the classroom relate only to the attention of people in disability is put aside. Today, it is satisfactory to think of the inclusion from the sociocultural plurality and diversity in which teachers who understand the inclusion from points of view as a valuable source to understand the learning process as a continuous aspect and in which the influencing aspects surround and permeate every person. To the question “What are the criteria to address diversity in education?” they said that children with disabilities, vulnerable population such as “Red Unidos”, “Familias en Acción” and displaced people are those who are part of
diversity although they mentioned criteria for priority targeting. Clearly, they missed relevant aspects of diversity such as learning styles and socio-cultural diversity. At present, there is the idea of serve vulnerable population to discuss diversity, but it is being ignored that diversity relates many other aspects regarding the interests, needs and learning styles, based on how each subject constructs knowledge. Respect to approach the process of teaching-learning taking into account inclusion criteria with students would have a profound impact in the institution, everybody said that it would be a great advance in the inclusive education, it would be evidenced a high impact in the society and it would have significant advances, but they refer too that it is very important to train and constantly qualify the staff in the attention to special cases, besides the education in diversity, including learning processes similar to the different learning styles, in addition to cultural diversity and this is something that the government has to aim to the frequent training of all teachers about education in diversity as there are big gaps in this aspect.

Field diary

During this investigation information has been gathered through different instruments among them the field diaries which allow analyzing in detail the different pedagogical sessions that are carried out with the infants. There are in total 37 field diaries in which the most relevant information is registered and relates to the study object in this Research as the development of skills in listening and speaking in infants through the musical game taking as a starting point at the inclusive classroom. Field diaries have allowed identifying the investigation’s categories since in the different sessions it has been fostered cooperative work, allowing children’s constant
interaction. Sharing experiences allows socializing and fostering the inclusion from the diversity. The analysis of these diaries and including the same pedagogical practice has allowed showing that students have few listening and speaking skills, not only for the English language but also for their own language. It is important to work different pedagogical strategies according to the different learning styles in order to develop skills in these two abilities facilitating the integral development of our infants. During the sessions it was constantly evidenced the use of didactic resources like games, music, videos, images, dances, exploration, etc., obtaining a positive answer of the students to the didactic strategies in all of the proposed activities. Children demonstrated enjoy singing songs and dancing simple rounds, watching videos and playing with other children” (Annex 5. Daily 3 page 1. Line 8)

Learning styles refers to diversity. This is one of the most significant variables and that we, as teachers, have to take into account when planning our classes. To know how students learn is important to obtain a significant learning; for this reason it is so important the usage of different pedagogical strategies that aim to the different styles and necessities of the students, for example the teacher says: “out of 100% of the 80% of children link to activities that are proposed. The remaining 20% was dispersed because they do not understand the idea”, it is possible that this 20% has troubles to understand what they are required because they have different learning styles and the resources used are not suitable for them. Additionally, it is probable that many times, inadequate processes are used in the teaching of a second language and this makes that the children do not learn or lose the desire to learn it. (Annex 7 Daily 7 in the page 1)
To conclude, field diary allows analyzing and reflecting about the pedagogical work, visualizing what is well and badly done, which aspects must be improved, to evidence results and evaluating processes. In the analyzed field diaries, the most noted categories were in every process:

- Diversity principles
- Little support from families
- Learning styles
- The musical game as a pedagogical strategy

<table>
<thead>
<tr>
<th>Categories</th>
<th>Students’ Interview</th>
<th>Teachers’ Interview</th>
<th>Teachers’ Survey</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
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<td>yes 0, no 0</td>
<td>yes 0, no 0</td>
<td>18</td>
<td>100</td>
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<tr>
<td>2. Lack of ss’ family support</td>
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<td>0 0, 0</td>
<td>0 0</td>
<td>9</td>
<td>100</td>
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<tr>
<td>3. Lack of a English Language learning Process At the IDC</td>
<td>0 0, 9</td>
<td>0 0, 0</td>
<td>9</td>
<td>9</td>
<td>100</td>
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</tbody>
</table>
13.2 Action stage

Workshop’s apply

The workshop were structure taking into account variables to be considered:

- English as a foreign language

- Pre-k and primary students’ learning

- Innovative strategies: scaffolding, affective domain, ICTS, language learning and music game

- Diversity principles
Each workshop start taking into account aspects that motivation, interest, investigation strategy and diversity principles that attend:

- Individual needs of the learner (initial assessment)
- A variety of learning styles
- Promote discussion on equity and diversity issues
- Appropriate assessment methods used for all learners

Five (5) workshops were carried out to measure the effectiveness of music game as strategy pedagogical to promoting diversity principles in the classroom and develop listening and speaking skills.

**Workshop Nro.1**

- **Communicative purpose:** the students will be able to name at least six body parts in an oral short presentation
- **Formative purpose:** the students will be able to recognize and respect differences among peoples physical appearance

- **Diversity principle**
  
  Respect for the difference

- **Topic**
  
  Body parts

**Workshop Nro.2**

- **Communicative Purpose:** The students will be able to express how they feel regarding school life situations / events through a music game with at least two interactions.

- **Formative purpose:** The students will be able to interact respectfully with pupils from diverse backgrounds by mixed group activities

- **Diversity principle**
  
  Participation

- **Topic**
  
  Feelings and emotions
Workshop Nro.3

- **Communicative Purpose:** The students will be able talk about their family composition through oral presentation with at least 2 interventions.

- **Formative purpose:** The students will be able to identify themselves as part of a diverse family by means of handcraft, activities, oral presentation

- **Diversity principle**

  Identity

- **Topic**

  Types of family

Workshop Nro.4

- **Communicative Purpose:** The students will be able to talk about benefits that people offer through their jobs and occupations by means of with at least

- **Formative purpose:** The students will be able to recognize how people contribute for social welfare through cooperative class activities
Promoting Diversity Principles Through Communicative English Lessons based on the Musical Game Strategy

- Diversity principle

  Cooperation

- Topic

  Jobs and occupations

Workshop Nro.5

- Communicative Purpose: The students will be able identify in a short presentation diverse cultural issues related to eating habits and folklore of 3 Colombian regions

- Formative purpose: The students will be able to recognize and accept cultural diversity related to eating habits and folklore in Colombian society

- Diversity principle

  Interculturalism

- Topic

  Diverse colombian food
General Analysis

For the second stage of this research proposal, five workshops were carried out in which inclusion principles were developed (respect, participation, multiculturalism, identity, and cooperation). Moreover, the pedagogical strategy of the musical game for the development of the listening and speaking skills in English in the group of the garden of the IDC of Filadelfia and Neira.

Each workshop had a communicative objective aimed to the development of the listening and speaking skills in English of students and a formative objective that took into account the diversity from different situations, carrying students to the understanding of the principles of diversity in a participatory and reflective way.

The development of the different workshops consisted of exploring the development of listening and speaking skills through the educational strategy of the musical game in the children of the IDC in Neira and Filadelfia. In addition, it referred to several principles of diversity by constantly encouraging respect for the difference through diverse themes or topics such as the body, family, professions, feelings, emotions, the folklore and traditions of our country. These principles approach children to the diversity in a contextualized manner with real situations that they daily live; through which they can promote opportunities for participation and reflection.

In these research workshops, different teaching resources were used such as videos, image reading, dance, role plays, games and folk music, educational outings, songs, dynamic, situation
Promoting Diversity Principles Through Communicative English Lessons based on the Musical Game Strategy

analysis, storytelling etc. in regards to promote respect for other cultures, embracing the principle of diversity and focusing it on inclusion and respect for difference.

Dance was worked in the project since this is part of our cultural expression. This research proposal also gives great value to music as a teaching strategy to build knowledge and to develop skills not only bodily expression, but also grow skills of listening and speaking to express feelings and emotions in any language.

It is also important to emphasize that, according to the process that has been developed with these students during this research, it can be seen that 90% of the participants have a visual and auditory learning. Their concentration is higher when they can listen and watch videos, songs, rhythms, sound and musical resources that enable them to recognize more broadly places, aspects or characteristic elements of a particular topic. Thus, it is consistent with the premise of this research which gives value to the strategy of the musical game as a tool to learn a second language.

Analyzing each of the workshops some data collection tools were taken into account: one of these is the diary, which described step by step the development of the proposed activities. It identifies different categories: the working principle, learning styles, the impact of the musical game as a teaching strategy and the development of listening and speaking skills in students, their behaviors, interests and needs, and the effectiveness of the proposed strategies to achieve the objectives of each workshop.

The informal dialog with the students and the videos helped analyze actions, behaviors, expressions, development of skills in a second language and the internalization of the discussed concepts.
Promoting Diversity Principles Through Communicative English Lessons based on the Musical Game Strategy

The external observer allowed to give a more global view of the workshop, considering aspects related to the worked principle and the impact of this on the topic of diversity, the development of skills of listening and speaking in the students, the scope of the proposed objectives, the implementation and effectiveness of the pedagogical strategy of musical game. Plus, the perception of external agents about the development of the session and the impact of the research proposal turns to be very important.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of occurrences</th>
</tr>
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<tbody>
<tr>
<td>Inclusión principio</td>
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<tr>
<td>Motivation</td>
<td>11111111111111111111: 18</td>
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<tr>
<td>Learning styles</td>
<td>111111111111111111111111: 25</td>
</tr>
<tr>
<td>Musical game</td>
<td>1111111111111111111111111111111111: 35</td>
</tr>
<tr>
<td>Listening and speaking skills</td>
<td>1111111111111111111111111111111111: 26</td>
</tr>
</tbody>
</table>

Table 3. Researcher’s diary analysis
The table above shows the occurrences presented, according to the diary notes of the different workshops.

Through the principle of diversity, students were able to identify cultural differences. Also, they managed to understand that these differences make us important and, at the same time, that we must respect each other.

Although they are little students, they manage to recognize that there are cultural differences. Nevertheless, they value and respect those differences, showing themselves willing to participate and to do what other cultures do.

Graphic 2. Ocurrences videos

The motivation was an important variable because a constant interest was noticed from students in the activities. This is demonstrated in the permanent participation and enjoyment of the different pedagogical activities proposed as 100% of the students became involved in activities such as dance and games.
Promoting Diversity Principles Through Communicative English Lessons based on the Musical Game Strategy

Boys and girls that attended the class manifested being comfortable during the development of the workshop. They showed their interest in watching the images, listening to the songs and watching the musical videos related to the subject. Students showed curiosity to learn new vocabulary with teacher’s help to express ideas while making use of a second language.

With the development of the different workshops, diversity was worked from the different learning styles through videos, games, music, and reading of images. Also role play, interaction and imitation attending the needs and abilities of each student.

The pedagogical strategy “musical game” crossed all the developed activities promoting spaces of interaction, enjoyment, learning and development of the students’ listening and speaking skills in English.

The teacher guided children so that they manifested, through their body (body language), what they feel while they listen to different rhythms of each region. They also tried to imitate movements and face expressions, but they mainly enjoyed and shared with their partners; they felt calm and motivated to explore new contexts and feel them. This kind of activities awakens joy in the children, produces smiles, and generates curiosity for the diversity to which we belong.

In the development of the workshops, children were kindly linked to the suggested exercises which intended to strengthen the development of the listening and speaking communicative skills in English.

At the beginning of each meeting, music was worked through dance and cultural expressions of different regions which allowed the group to explore new corporal movements that succeeded in
motivating them to participate in those. A nice environment was generated to favor the learning of culture in a ludic and experimental way.

The proposed activities were aimed to strengthen the listening and speaking skills, where participation and collaborative work were promoted.

During the development of each workshop, there was a constantly opening to the generation of students’ concerns related with the subject. They were also used for explaining interculturalism from the different presented topics. Children succeeded in understanding that we are different and that this what we call “culture”.

Activities of games and music were dynamic and allowed a constant interaction of the students. Some significant activities were: “bird flying2”, “traveling in Colombia”, “role play”.

Despite the fact that students do not have clear the concept of culture, they know that there are places, people and different activities, they respect those differences. In addition, they compare their culture with others and they compared the different addressed situations in the workshops with situations of their daily life.

Students enjoy games in their daily life at the IDC. They easily share with their partners while socialization processes are carried out, which allow a constant interaction and a significant learning.

Musical game and learning styles took leading place in each workshop through students’ preference in regards to the development of activities such as songs, videos, and games allowing the students to carry out abilities and to be close to a second language in a ludic and funny way.
In the development of the listening and speaking skills in English, students were able to say some basic expressions in English that were intended to be taught in each addressed work from the communicative objective; moreover, they succeeded in learning vocabulary related to each topic.

Furthermore, the following categories were permanently evidenced: the listening and speaking skills as the student understood directions that the teacher gave in English and a positive answer was obtained from him/her; the principle of inclusion was also evidenced when students addressed each situation from its differences and similarities in their daily life, and the strategy of musical game when students mentioned the games and songs they learnt; they additionally manifested their kindness and actively participated in each one of the proposed activities.

The events according to the external reviewer’s report from what was observed in the different workshops and the answers of the applied form three categories were evidenced: (musical game, principle interculturalism, listening and speaking skills).

The reviewer manifested on his reports that it was evident the principle addressed in the workshop seen from the socio-cultural diversity in our regions. Besides, spaces were promoted with the purpose that children expressed their point of view as well as their feelings, emotions and tastes about the mentioned topic. “Students understood that even though we are in the same place, we are different and that make us important, said the reviewer in one of his contributions”.

(Report number 1)

The second question stated if the development of listening and speaking skills in English was evidenced, to which he answered in an affirmative way, showing an average of 9 events: the
teacher constantly worked in speaking and listening, although children understood with more ease some directions in English as well as they expressed phrases, needing help from the teacher through constantly repetitions.

About musical game category, the external reviewer manifests: “musical game was evident in the development of workshop because the different activities were carried out such as games, music, videos, dances and corporal expressions with which students were happy, motivated, entertained, participative and interested in learning processes”. (Report number 2)
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The evidenced categories aimed to the purpose of the investigation “game as a pedagogical strategy” for developing communicative skills such as listening and speaking in the students along with the principles of diversity that lead to an integral and inclusive education.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NUMBER OF OCCURRENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusión principles</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
</tr>
<tr>
<td>Learning styles</td>
<td></td>
</tr>
<tr>
<td>Musical game</td>
<td></td>
</tr>
<tr>
<td>Listening and speaking skills</td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Researcher’s diary
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>CATEGORY</th>
<th>OCURRENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Qué le gustó más de los pueblos que conoció en clase de inglés?</td>
<td>Inclusion principio (Interculturality)</td>
<td>1111111111111111:13</td>
</tr>
<tr>
<td>2. Usted juega con todos sus compañeros? Presenta dificultades con algunos de ellos? Por qué</td>
<td>Musical game</td>
<td>11111111111111111111111111111111: 20</td>
</tr>
<tr>
<td>3. Le agradaron los juegos y canciones que compartió con sus compañeros y profesora? Por qué?</td>
<td>Listening and speaking skills Musical game</td>
<td>1111: 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>111111111111111120:11</td>
</tr>
<tr>
<td>4. Qué aprendió de este taller?</td>
<td>Musical game- Inclusión principio- Listening and speaking skills</td>
<td>- 1111111 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 11111111: 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-111111111111111115</td>
</tr>
</tbody>
</table>

Table 5. Artifacts: Questionnaire: formal dialogue
14. Findings

<table>
<thead>
<tr>
<th>Instruments</th>
<th>diverse principles</th>
<th>Motivation</th>
<th>Learning styles</th>
<th>Musical game</th>
<th>Listening and speaking skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Alta</td>
<td>Baja</td>
<td>Atendidos</td>
<td>No atendidos</td>
</tr>
<tr>
<td>Aceptación</td>
<td>No aceptación</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diaries</td>
<td>69</td>
<td>15</td>
<td>18</td>
<td>9</td>
<td>41</td>
</tr>
<tr>
<td>Questionnaire: formal</td>
<td>13</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>dialogue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td>9</td>
<td>7</td>
<td>16</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>External evaluator</td>
<td>9</td>
<td>0</td>
<td>18</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total Ocurrences</td>
<td>100</td>
<td>32</td>
<td>62</td>
<td>14</td>
<td>41</td>
</tr>
<tr>
<td>Porcent</td>
<td>75%</td>
<td>25%</td>
<td>81%</td>
<td>19%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Table 6. General triangulation
The present study confirmed that the musical game is an effective teaching strategy to teach English from early childhood with an impact of 95% because when we have into account the interests and issues that motivate children learning a second language, because students were allowed to have direct contact with the context, there were more interaction with real material, collaborative work, stimulation of communicative, cognitive and social skills. To promote the teaching of English through musical game could actually be attended 97% of the different learning styles of students from the kinesthetic, visual, sensory and auditory style shown in this way a proper skill development of listening and speaking in a second language through the application of the principles of diversity in the classroom and musical play as a teaching strategy.

The diversity principles discussed were accepted by 75%, who understood diversity as a value that should permeate the educational process from the classes of English and other sciences of learning, allowing students to reflect and internalize this concept through real situations and not foreign to their experiences. The methodology used in the workshops increase student’s motivation by 81% and allowed to lose their fear (or fears) for wanting to learn a second language and express their feelings and emotions according to their experiences.

In the development of listening and speaking skills, we have a major advance in the skill of listen and understand the different expressions in English and indications with a percentage of 54% satisfactory; it is clear that students find it easier to understand what they want to communicate, they feel more comfortable as receivers of information as issuers and we have a 60% of dissatisfaction in the expression of sentences in English, evidenced in the silence of the students or not wanting to talk in English.
15. Conclusions and recommendations

15.1. Conclusions

- The musical game as a pedagogical tool allowed the development of listening and speaking skills in children under 5 years through exploration, analysis of situations of everyday life, interaction with partners and community, they enjoy learning a second language.

- During the development of this project we confirmed that the game as an educational activity allows the development of essential mental and physical skills in early childhood favoring the development of motor, cognitive, social skills because it is integrated harmoniously with another item like music that makes contact with the world through activities that arouse the interest to research; through play we created, we know, and we promote the discovering of the world.

- The musical game is a free and disinterested activity through which language flows spontaneously through the different interactions that are generated, during the development of this project could be carried out various activities where the musical game and culture were viewed through the work immersed depth of diversity principles such as respect, participation, identity and intercultural cooperation.
- The teaching of a second language in this case English from early childhood has to become an educational and training purpose because through teaching strategies such as the musical game students are encouraged to learn a second language maximizing communication skills.

- Addressing diversity points to processes of inclusion but besides this it is important to carry out reflective processes with students where they have the opportunity to confront real contexts, situations that are beyond to their life, allowing the internalization and awareness of diversity from the perspective of respect and appreciation of differences.

- The musical game is an educational resource for excellence in early childhood. The child feels deeply attracted and motivated, it is important to use as educators to raise the classroom instruction in a second language. Following the evolutionary process of the child, should help facilitate the maturity and personality formation through different functional games that can help the child to achieve their psychomotor coordination and sensory and perceptual development, his/her location in the space and time and the development of communication skills.

- This research facilitates reflection on pedagogical practice, it is necessary to rethink the teaching and learning process of English through educational strategies that allows a meaningful learning involving diversity and considering the learning styles of students.
15.2 **Recommendations**

- **Taking into account** the success of this research is necessary to pursue the teaching of the English language from early childhood starting with the activity of musical game as a learning strategy, it is also very important to continue to strengthen diversity in the classroom from the different principles and the reality of our students.

- **The involvement and support of parents in the learning process of their children is essential**, we should provide spaces where family involved directly and generate awareness of them in the importance of teaching English from the first years of life.

- **Addressing diversity through the worked strategy in the different reflective workshops conducted was a very significant activity**, this makes evident that since the strategy of “Cero a siempre” inclusion and development of listening and speaking skills in English as transversal projects can be worked.

- **According to the experience it is necessary to involve the teachers in the teaching and learning of a second language because they are not ready for this challenge**, also raising awareness in educators about the importance of addressing diversity in early childhood.
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17. Annexes

17.1 Diary Motivation students

The activities which were proposed to which were proposed for Monday and Tuesday could develop according to the planned. Was satisfactory observed that the group of students was integrated into activities with joy and special motivation, everybody 100% of 95% was integrated into activities, and the 5% represents to buy that communicative level delay. This even painted the color that was requested for me and executed the exercises with her body.

The theme this week was worked colors during this day was the primary colors, the Monday the red color through of the Little Red Riding Hood story and the
17.2 Learning strategies

The days Wednesday and Thursday of this week we seen a less motivation for the children when they made the activities, although made as requested was evident that they weren’t interested, although each one of them brought the family photo to remember the members they did not named using the vocabulary taught earlier days.

Finally they preferred to do it in Spanish.

When I saw them less motivation, I use items like magazines and scissors to make a collage so they can remember the vocabulary. With this activity was evident a little more interest because they enjoyed looking and cutting the images considered relevant to the development of the collage.

Turnout was low, the children said they wanted a change in activity and it was frustrating that the purpose of the event was not met. I think because of the lack of strategies to encourage children the goals were not achieved.
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17.3 Diary Students comments

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This week we saw frequent difficulties in the development of pedagogical practice, again the little space influences in the development of programmed activities, although the group has been divided to make the process easier.

The children are easily distracted and they integration is less with the proposed activities and manifest discomfort in participating in the class.

The only times when we could see evidenced some interest on their part was when simple games and animated music videos that they repeated slowly while exploring them body movements and gestures were exaggerated named according to what the song is proposed.

for Monday and Tuesday we had intended to strengthen the recognition of body parts such as fingers, hands and nails through the development of crafts and simple games. The proposed class for this purpose was not achieved due to the reasons mentioned above. On the other hand reinforcing the theme worked on parts of the body was made we saw that recognize parts of the face and limbs, this was evident when a simple order as given: let’s jump or clap with your feet, show me your hands.

It wasn’t clearly recognized fine parts, when they don’t point unless you show. On several occasions expressed. Prof: I do not understand, or I’m bored, I want more English class. This led to consider about the strategies we were using. I also felt was important to join the group and try to lead classes for short periods.
17.4  Diary Musical Game

Fecha: 18 de agosto.

Workshop 1

El día de hoy continuaron 20 estudiantes, la sesión dio inicio con la oración, canción de bienvenida, se formaron hábitos normas y valores con orientación de indicaciones, reglas en inglés, haciendo silencio, respetar al compañero, pedir permiso para hablar, ponerse del papeleo y al baño, pedir la palabra. También se trabajó expresar Sentimientos en inglés como: Prec clase, en inglés. Saludos, expresiones, preguntas etc.

Al hacer este ejercicio se pudo evidenciar que los niños disfrutaron de la actividad, se mostraron receptivos y participativos, además de tomar un interés en estudiar los diferentes juegos propuestos como: "¿Qué es tu nombre?" "Hello, Hello, How are you?" "How's the weather, walking in the jungle"

Disfrutaron de la canción y se movieron al ritmo de la música tratando de imitar los movimientos propuestos en los videos mostrados. Algo que me llamó mucho la atención es que los pequeños replican constantemente lo que se decían en inglés tratando de pronunciar los diferentes palabras e indicaciones de iniciación por aprender y el aprendizaje de sus habilidades de escucha y habla en una segunda lengua.

Los niños interpretaron correctamente expresiones encadenadas de gestos y atendiendo a las indicaciones dadas, aunque en el grupo también se evidenció que algunos niños tienen mayor dificultad que otros que constantemente han llamado la atención por qué se desvían con facilidad, esto no es más de la debilidad de este pequeño pero estar lo que se les quiere decir, el objetivo es pasar fortalecer sus habilidades de escucha y hablar en inglés.
Durante el desarrollo de esta serie sobre la promoción de diferentes estilos de aprendizaje, se puede evidenciar que la mayoría de los niños se muestran con entusiasmo, otros por su parte atienden más a los elementos visuales y una pequeña parte están alejados de la dinámica del juego. Es en estos momentos, cuando el juego musical toma un papel protagónico ya que a través de esta estrategia se atiende a estas habilidades desarrollándose en las actividades de juego de caza y hablar en inglés. Los cancioneros, el movimiento, la expresión corporal son las actividades que más disfrutan los niños evidenciados en expresiones como: “Profesor cantemos”, “Bailemos” “Isabella” “Profesor repita la canción”. A mí me encanta bailar; como la hacía en el video Juliana.

En este tipo de actividades (juegos musicales) hoy una vinculación total del grupo. Durante la aplicación, de este primer taller se pudo evidenciar aspectos muy relevantes para el objeto de la investigación en lo que tiene que ver con prácticas inclusivas en el aula, principios de diversidad en este caso puntual el principio del respeto por la diversidad y el impacto del “Juego Musical” como estrategia pedagógica para el desarrollo de habilidades del juego y hablar en la adquisición de una segunda lengua. En la actividad del “reflective stage” se pudo evidenciar que el video permitió a los estudiantes con tener pequeños cambios en el valor del respeto por la diversidad, es incredible como siendo tan pequeños manifiestan expresiones como: “Profesor todos son iguales” “Guadalupe” “Profesor este niño siempre ayudaba al niño de la silla de ruedas, como reza, también queremos a Kimberley Ana, por lo tanto, ella va al cielo?” “Isabella”, “Profesor eso es como a Kimberley y nosotros también le ayudamos y la ayudamos” “Profesor no importa que ese niño esté en...
17.5 Entrevista a Profesores

CENTRO DE DESARROLLO INFANTIL INSTITUCIONAL
FILADELFIA CALDAS

La presente encuesta tiene como finalidad tomar su opinión respecto a la enseñanza de una segunda lengua en el centro de desarrollo infantil institucional de Filadelfia, con el fin de orientar hacia el correcto abordaje pedagógico de ésta lengua.

Con los resultados que esta encuesta arroje se pretende elaborar una propuesta que se llevará a cabo en el nivel de Jardín B de dicha institución. Por favor responda con sinceridad a cada una de las mismas.

NOMBRE: Nancy Alberto García

PROFESION: Docente

1) Tiene dominio de una segunda lengua
A. Sí
B. NO

2) Ha realizado usted trabajos relacionados con la enseñanza de una segunda lengua?
A. Sí
B. NO

3) Entiende oraciones cortas en inglés?
A. Sí
B. NO

4) Cree que la institución debería contar con un plan de estudios orientado hacia el aprendizaje una segunda lengua?
A. Sí
B. NO

5) Si se encuentra con un extranjero que desea hacerle la siguiente pregunta:
How can I arrive to the church?, estaría en la capacidad de responderlo?
A. Sí
B. NO
17.6 Interview diverse practices in the classroom

Instrumentos

NOMBRE DEL NIÑO O NIÑA: Mateo Salazar Orozco

Al finalizar el taller se escogerán un niño y una niña que se hubieran mostrado apáticos durante el desarrollo del taller para llevar a cabo la siguiente entrevista.

1. Recuerda el video de “Cuerdas”? Cree que sarita la niña que protagoniza el video actúa adecuadamente al relacionarse con el niño que se encuentra en la silla de ruedas? Por qué?

El de la niña de la silla de ruedas? Sí, ese niño era como Kimberly no puede caminar, pero la niña lo ayudaba mucho y lo quería mucho, así como nosotros que queremos mucho a Kimberly que es como el niño.

2. Disfruta jugando con sus compañeros de clase?

Sí, a mí me gusta jugar con los niños, por que las niñas juegan a otra cosa y los niños no juegan con las niñas por que ellas juegan a las princesas.

¿Qué tipo de actividades le agrada más compartir con ellos y con ellas?

Me gusta jugar futbol, carros.

¿Con quien prefiere jugar con los niños o con las niñas? Por qué?

Pues con los niños, con las niñas no me gusta jugar.

3. Con qué niño o niña del grupo tiene mejor relación? Por qué?

Con Nicolás, él y yo jugamos mucho en la casa y yo voy a la casa de él y jugamos en calle.

4. Se solicitará al niño y la niña que hagan un dibujo de sí mismos, a medida que realizan esta actividad deberán nombrar las partes del cuerpo aprendidas durante el desarrollo del taller haciendo uso del inglés.
Universidad de Manizales
Licenciatura en Básica con Énfasis en Inglés
Encuesta a Padres de familia

Queridos padres de familia

Cordial saludo.

La presente encuesta tiene como finalidad reconocer los diferentes grupos de inclusión que existen al interior de la institución con el propósito de promover el aprendizaje del inglés por medio de prácticas de clase incluyentes que potencien las habilidades de todo el grupo. Las preguntas que se plantean a continuación no buscan herir la susceptibilidad de la familia sino reconocer la diferencia como punto de partida para una educación equitativa.

Sus respuestas son confidenciales y no interferirán con el desempeño de los estudiantes.

Por favor responda con sinceridad los siguientes enunciados encerrando la opción más apropiada según su caso:

Su hijo o hija (s)

1. ¿Acude sin desayunar al Centro Educativo?
   a. Sí
   b. No

2. ¿La presentación personal es buena? (ropa, zapatos, uniforme completo)
   a. Sí
   b. No

3. ¿Asiste usted al Centro Educativo con frecuencia para indagar acerca del proceso de desarrollo de su hijo?
   a. Sí
   b. No

4. ¿Se vincula usted con las actividades que son propuestas por el Centro Educativo tales como izadas de bandera, escuelas de padres, entre otros?
   a. Sí
   b. No

5. ¿La familia ha sido víctima del conflicto armado?
   a. Sí
   b. No
   Cómo?

6. ¿La familia ha debido desplazarse de su lugar de origen por situaciones ajenas a la voluntad del núcleo familiar?
   Si

7. Indique cómo se compone el núcleo familiar de su hijo-a
   a. Nuclear (conformada por dos generaciones: padres e hijos viven)
   b. Extensa (es integrada por una pareja con o sin hijos y por otros miembros de la familia)
   c. Monoparental (uno de los padres se hace cargo de los hijos)
   d. Padres separados

8. ¿La familia hace parte de algún grupo étnico (Guararave, Kogui, Wayúu, Embera Katio, Embera Dobiá, Embera Chami entre otros)?
   a. Sí
   b. No

9. ¿Qué religión se profesa al interior de la familia del niño-a?
   a. Católica
   b. Cristiana
   c. Adventista
   d. Testigo de Jehová
   e. Otra
   f. Ninguna de las anteriores

10. Sabe usted si su hijo o hija es mayor en edad con relación a sus compañeros de grupo? (extra edad.)
    a. Sí
    b. No

¿Cuántos años por encima del promedio?
Promoting Diversity Principles Through Communicative English Lessons based on the Musical Game Strategy

17.8 Interview transcript

INTERVIEW TRANSCRIPT

R: buenos días, a continuación voy a realizar una serie de preguntas para identificar cual es el concepto que tiene usted acerca de la importancia de la enseñanza de una segunda lengua.

TP: listo, responderé dentro de mis capacidades.

R: Muchas gracias por su colaboración.

TP: con todo el gusto.

R: Según su experiencia, por qué es importante aprender una segunda lengua?

TP: según mi experiencia?

R: Sí, de acuerdo a lo que ha vivido en su labor como educadora.

TP: El mismo mundo laboral exige en muchas ocasiones el manejo de otro idioma para ser más competitivo y en el que se habla o se escribe en la mayor parte del mundo, tiene quizá una mayor exigencia.

R: La segunda pregunta es: Considera importante educar hacia el aprendizaje de una segunda lengua?

TP: Sí, claro que si, el mundo actual está haciendo exigencias respecto al nivel de cualificación de los profesionales, por ejemplo estos deben hablar otro idioma para mejorar líneas de comunicación.
R: Profesora, considera usted que la motivación es un factor importante en el aprendizaje de una segunda lengua?

TP: pues considero que es importante motivarlos ya que en esta edad adquieren conocimientos con mayor facilidad, de todos modos la sola motivación sin profundizar demasiado en el idioma, es importante para su aprendizaje más adelante.

R: Profesora quiero preguntarle cual considera son los errores más comunes al orientar una segunda lengua?

TP: para mí el desconocimiento y la poca preparación de quien orienta o instruye.

R: para finalizar cuál considera que es el principal factor que impide el aprendizaje de una segunda lengua? Y en qué momento es conveniente orientar la misma?

TP: De un lado el desconocimiento o poca preparación y por otro las técnicas y pedagogía adecuada para su enseñanza. En la medida de lo posible si orientación deberíase darse diaria y desde temprana edad.

R: muchas gracias por su colaboración.

P: con todo el gusto.
Promoting Diversity Principles Through Communicative English Lessons based on the Musical Game Strategy

17.9 Interview diverse practices in the classroom

Prácticas Incluyentes en el aula.

El objetivo de la siguiente entrevista es indagar por el conocimiento de los docentes sobre prácticas de clase incluyentes y la aplicación en el aula de éstas en la institución.

Datos personales
Nombre: Jimena González H.  Años de experiencia: 3

Grupo que orienta: Prejardín

1. ¿Sabe usted que son prácticas incluyentes?

Sí, son aquellas que tienen en cuenta la diversidad de ajenogaje, desarrollo, cultura, estrato, y necesidades educativas especiales.

2. ¿Según su conocimiento desde qué criterios se puede atender a la diversidad en la educación? (por ejemplo: edad, raza etc)

Desde discapacidad y sea cognitiva y/o motora, igualmente auditiva, se deben realizar adecuaciones curriculares desde los objetivos y contenidos según cada caso.

2. ¿Reconoce usted en el aula de clase de su institución, población vulnerable o niños/niñas con Necesidades Educativas Especiales (NEE)?

Sí, no

¿Cuáles?

Síntomas Down, discapacidad motora, niños sustituto, requeridos, desplazados, discapacidad auditiva

Diverse types of students involved
Promoting Diversity Principles Through Communicative English Lessons based on the Musical Game Strategy

17.10 Diary

- Los niños y niñas son poco participativos, en su mayoría muestran timidez, preocupación porque se les realice alguna pregunta aunque durante el desarrollo de la clase se muestran interesados, fue posible identificar que algunos asistentes eran temerosos ante la presencia de la docente practicante; cuando ésta realiza un acercamiento inicial con aquellos menores que manifestaron desinterés pudo observar que actuaban diferente ya que identificaron a la docente como un apoyo y una guía, no como una persona arbitraria que les hace sentir incomodidad.

- La docente identifica diferentes estilos de aprendizaje en las aulas, evidenciando la importancia de recurrir a varias estrategias que hagan más accesible el nuevo conocimiento a cada uno de los menores asistentes. Por tal motivo se realizan actividades que les permita explorar su contexto, manipular material tangible, observar videos musicales y reflexivos que fomentan el respeto a la diversidad, juegos que permiten el trabajo en grupo y fortalecen el desarrollo de habilidades de escucha y habla, además de canciones que permiten realizar nuevos movimientos gestuales y corporales.

- En el aula se encuentra población que pertenece a diversos tipos de familia, religiones, menores que hacen parte de grupos indígenas de la región como la comunidad guasarave, y una menor con síndrome convulsivo que se comunica haciendo uso del lenguaje no verbal, ya que el verbal aún no lo ha desarrollado claramente, pero en ella puede verse interés por observar videos y bailar al son de la música.

En las aulas se muestra respeto por el otro, colaboración durante el desarrollo de las actividades propuestas, comparten material de trabajo, participan de discusiones sencillas abordados temas relacionados con intereses de cada uno de ellos, por ejemplo su tipología...
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- Pudo evidenciarse al finalizar las clases que los niños y niñas repiten lo que dice su profesora, identifican lo que ella expresa y acatan instrucciones pero se muestran confusos al momento de expresarse haciendo uso de una segunda lengua.

- Luego de la observación de videos musicales la mayoría de niños y niñas asistentes imitan movimientos que son indicados en las canciones enseñadas, además de entonar las mismas intentando pronunciar de la misma forma el vocabulario allí utilizado.

- Al presentar flashcard otro porcentaje alto de los menores asistentes demuestran interés y define lo que allí se encuentra, intentan pronunciar de igual forma que su docente y manifiesta agradado o desagrado por las mismas.

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**TABLA 1. Researcher’s Diary Analysis:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NUMBER OF OCCURRENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusión principio</td>
<td>11111111111: 11</td>
</tr>
<tr>
<td>Learning styles</td>
<td>1111111111: 9</td>
</tr>
<tr>
<td>Musical game</td>
<td>11111111111111: 12</td>
</tr>
<tr>
<td>Listening and speaking skills</td>
<td>111111111111111: 13</td>
</tr>
</tbody>
</table>
miños y niñas asistentes las identificaron con facilidad, nombraron los miembros que las
conforman e identificaron el tipo de familia al que pertenecen, pero fue evidente la confusión por
parte de ellos cuando se les preguntó individualmente a cuál pertenecen, ya que nombraban otro
tipo diferente o expresaban no recordar porque de acuerdo a ellos son palabras raras. Sin
embargo, se vincularon a las actividades que fueron propuestas, manifestaron agradó mientras
entonaron las canciones enseñadas relacionadas con sus familias durante el desarrollo de los
juegos de roles que fueron propuestos para fortalecer el desarrollo de habilidades comunicativas
de escucha y habla por medio del juego musical que interviene a través del uso de material que
permite a los niños y niñas exploran movimientos, gestos, ritmos, entre otros.

Pudo evidenciarse un rápido aprendizaje de las canciones que fueron enseñadas partiendo del uso
del cuerpo y elementos concretos, puede evidenciarse que son muy visuales y auditivos, y se
divierten mucho más cuando participan de actividades colaborativas que fortalecen el trabajo en
grupo. Se puede ver respeto por las diferencias que hay en el aula respecto a los tipos de familia
que se presentan en su aula de clase y en su contexto municipal.
Similar situations were presented when I spoke about the family members as sister and brother. The students looked at the video of the story "the three brothers, goats, and gruff", they describe in Spanish they were watching and asked: profesor, qué hizo el mostruo?. I responded to their questions in English while using gestures and movements towards me. Of the 100% of the 80% of the children linked to activities that are proposed. The remaining 20% was dispersed because they didn't understand the idea.

Diverse types of student needs.
17.13 External evaluator

INFORME EVALUADOR EXTERNO

OBSERVADOR: Diana Ximena Cardona Salazar
FECHA
INSTITUCION: CDI Institucional Filadelfia
NOMBRE DEL PROFESOR DE INGLES
NIVEL

INSTRUCCIONES:
Responda a cada una de las preguntas de acuerdo con lo observado por usted en clase y en el plan de clase, y amplíe con ejemplos y evidencias de cada aspecto aquí incluido.

1. de acuerdo a los principios de diversidad que están anexos en la carpeta de planeación ¿Qué principio se trabajo durante el desarrollo de éste taller?

Según lo observado en el desarrollo del taller realizado, se notó una diversidad de estrategias que mostraron como deben aceptarse entre sin importar muchas condiciones.

2. ¿Se evidenció en el desarrollo de la clase aspectos relacionados con el desarrollo de habilidades de escucha y habla?( VER PLAN DE CLASE)

Sí, durante la clase la docente buscó por medio de videos, y su misma intervención buscó en los niños motivar su parte auditiva...
Además que le solicitaba que el inspector lo hiciera en dicho idioma.

3. Cree usted que el proceso de clase lleva a los estudiantes a fortalecer el desarrollo de habilidades comunicativas de acuerdo a su edad?

Sí, claramente, ya que con las actividades desarrolladas por la docente se captó la atención de todos los niños, logrando una constante participación, que con el paso de los días logran hacerlo en el idioma Inglés.

4. ¿En la clase se fomenta el respeto por al diversidad y los principios que ésta propone?

Sí, poco se evidencia durante el transcurso del desarrollo de las actividades más facilidad para relacionarse y compartir con todos sus compañeros en igualdad de condiciones, sin importar las características de cada uno.

5. ¿Cree usted que se alcanzaron los objetivos planteados en el Lesson plan por medio de un proceso didáctico coherente con la estrategia del juego musical?
La docente planteó estrategias adecuadas de acuerdo al indicador plantead. Obteniendo de los niños una respuesta adecuada siguiendo el alcance del logro propuesto.

6. Cuáles eres usted fueron las actitudes de los estudiantes respecto a la clase durante la observación hecha por usted?

En los niños se nota participación y motivación por el tema presentado. Durante el desarrollo de la actividad a medida que se iban familiarizando con el idioma y todo fluya de mejor manera.

Otros comentarios
Se mostraron actividades muy buenas y variadas, de gran interés para los niños. Con cada uno se logra despertar un poco más el objetivo a lograr.
Gracias por su colaboración
Population
Promoting Diversity Principles Through Communicative English Lessons based on the Musical Game Strategy
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