

OVERCOMING THE CHALLENGE TO TEACH ENGLISH TO CHILDREN

PROJECT REPORT

KRISTEL ESTHEFANNY OROZCO MARIN

DANIELA OSPINA PÉREZ

UNIVERSITY OF MANIZALES

FACULTY OF SOCIAL STUDIES AND HUMANITIES

BACHELOR DEGREE IN ELEMENTARY SCHOOL WITH ENFASIS IN ENGLISH

MANIZALES

2016

TABLE OF CONTENT

1. DIAGNOTIC STAGE.....	4
Liceo Educativo Crearte	5
1. Diagnostic	6
1.1 Location	
1.2 Facilities	
1.3 Resources	7
1.4 Population	
1.4.1 Staff	
1.4.2 Teachers	
1.4.3 Students	
1.5 English Area	
Institutional symbols	8
1.5.1 Mission	
1.5.2 Vission	
1.5.3 Shelter	9
1.5.4 Flag	
1.5.5 Hymn	10
Colegio Americano.....	11
1.1 Location.....	12
1.2 Facilities	
1.3 Resources.....	13
1.4 Population	
1.4.1 Staff	
1.4.2 Teachers	
1.4.3 Students	
1.5 English Area	
Institutional symbols	14
1.5.1 Mission	
1.5.2 Vission	
1.5.3 Shelter	15
1.5.4 Flag	
1.5.5 Hymn	16
2. DESCRIPTION OF THE PROBLEM.....	18

2.1 Problems related to teaching English in transitions levels identify at Liceo Create and Colegio Americano.....	19
2.2 Taxonomy of the problem	23
3. Data Gathering	24
3.1 Instruments and techniques	25
4. ANALISYS AND INTERPRETATION OF DATA.....	27
4.1 Survey.....	29
4.2 Analysis and interpretation of data: Liceo Educativo Create.....	31
4.2 Analysis and interpretation Colegio Americano	37
4.2.1 Informal talk	43
4.2.2 Informal talk: Liceo Educativo Create and Colegio Americano.....	45
4.3 Liceo Educativo Create and Colegio Americano: what they have in common regarding the teaching English us a foreign language in transition levels	46
4.4 Question Research	47
4.5 Objectives	48
5. THEORETHICAL FRAMWORK	49
5.1 References.....	50
6. IMPLEMENTATION STAGE	
6.1 Workshops.....	57
7. EVALUATION STAGES	
7.1 Analysis and interpretation of data “Workshops”.....	105
8. POINTS IN COMMON	
8.1 Liceo Educativo Create and Colegio Americano what they have in common. Regarding implementations of workshops.....	131
9. Findings at Liceo Educativo Create and Colegio Americano.	133
10. CONCLUSIONS	135
11. BIBLIOGRAPHY.....	137

DIAGNOSTIC STAGE



Liceo Educativo Createarte



1. DIAGNOTIC

1.1 LOCATION

Colegio Americano and Liceo Educativo Crearte with Manizales University generated an agreement to carry out pedagogical practices that involve the English area. These pedagogical practices began on February 8th up until June 17th (first period) when the student/teachers finished this first semester.

This project involved these institutions through a process of contextualization to describe the context and school environment.

Liceo Educativo Crearte is a private institution located in downtown Manizales close to the police command on 33rd street No 25-37 in the Linares neighbourhood. It is surrounded by neighbourhoods like Center, Campo Amor, Cervantes, Nevado and Fundadores.

1.2 FACILITIES

The school has a small physical facility which is divided into 3 levels and 2 floors. On the first floor there is a cafeteria, the courtyard and the gym for pre-schoolers. On the second level is the preschool, first, second and third grade classroom and also computer lab.

On the second floor are the principal's office, fourth and fifth grade classrooms, a bathroom for students and a bathroom for teachers. It has a staff room and another room for materials.

1.3 RESOURCES

The institution has televisions and speakers for each classroom and a collection of books that help teachers plan some activities for students.

1.4 POPULATION

1.4.1 Staff: The institution has a principal and a secretary.

1.4.2 Teachers: There are 6 teachers and 3 practitioners

1.4.3 Students: The Institution is provided with a total of 120 students. There are 75 boys and 45 girls.

1.5 ENGLISH AREA

The institution teaches 2 hours a week of English from transition to fifth grade. It only has one (1) qualified teacher to teach this subject from 1st grade to 5th grade, but in transition the teacher who has a degree in teaching children is the one who teaches English and does not have the knowledge or training to teach English.

1.5 INSTITUTIONAL SYMBOLS

1.5.1 Mission

Liceo Educativo Crearte in the city of Manizales is an educational institution that foment family values and the participation in society, based on the universal ethical principles of freedom, truth and justice. Through this it promotes the education of children from learning knowledge up to learning how to do things, to coexist and be through the academy. Critical and analytical thinking skills according to its context with a vision to contribute to their development as an integral person to assume the challenges of the new millennium.

1.5.2 Vision

Liceo Educativo "Crearte" in the city of Manizales seeks to structure a program that contributes to the formation of children with moral autonomy and intellectual bases that allows them to have a new perspective to be transformers in the social process through the values, cognitive and intellectual skills.

The fulfillment of the universal principle of each individual is a unique and unrepeatable being who will look for students to work for the good and avoid evil, they must know in an exact and reasoned way, respect individual differences, commit themselves socially, practice personal and interpersonal values and allows emphatically competency in art.

1.5.3 Shield



In the upper part there is a big star which is a reflection of our institution to the educational community. It projects confidence and knowledge.

In the middle part of the badge we find the “Nevado del Ruiz” as a symbol of nature, our land and culture. The great road that comes from the mountain is the challenge that “Create” gives to our pupils who will walk every day through knowledge and experience.

1.5.4 Flag



The colors yellow, blue and white are our hallmark and our badge is in the center of it.

1.5.5 Anthem

Oh baluarte del saber
que cercano siempre estás
con mi alma rindo a ti
claustro jovial
mis honores y mi ser
la alegría del saber
oh Create
flor de paz y de amistad

Coro

Del Liceo vengo yo
con Create soy mejor
mi familia quiero yo
y le doy gracias a Dios.

(Bis todo)

Colegio Americano



1.1 LOCATION

Colegio Americano is a private institution located in downtown Manizales at 22nd street # 25-33, Cumanday (commune 3).

There are two nearby schools. One of them is "Liceo Niños Dos Mil" and the other one is "La Gran Colombia". It is surrounded by neighborhoods such as Bosque, Carmen, Centro and San Antonio.

Colegio Americano works only in the morning and offers Transition level and basic primary.

1.2 FACILITIES

On the first floor of the school there is a football courtyard, cafeteria, computer lab, a playground, two bathrooms and the sports room. It has stairs to access the second floor. On the second floor there is the pastoral office, the principal door and the temple. On the last floor are the following offices: The secretary's office, the main office, the library, the teacher's room, five bathrooms and the classrooms for transition level, 1th, 2th, 3th, 4th and 5th grade.

1.3 RESOURCES

The school has several facilities and resources to support the learning process: 5 video beams, 11 desktop computers and 6 laptop computers with internet, that are available to teachers and students who require support for their presentations in classes.

Library

The library has a variety of children's books, educational resources for teachers and students, it also has educational material.

1.4POPULATION

1.4.1 Staff: The institution has a principal and a secretary.

1.4.2 Teachers: There are 4 teachers and 1 practitioner

1.4.3 Students: The Institution is provided with a total of 45 students. 21 boys and 24 girls.

1.5ENGLISH AREA

Colegio Americano teaches English as a subject area from transition level to fifth grade, there is only one English teacher from first to fifth grade. In transition level a teacher teaches all the subjects including English and the other teachers are qualified in physical education and business administration.

The school has academic resources for the English area which fulfill the basic academic requirements like bibliography for English teachers, two video beam, a recorder, Santillana's tool and an interactive platform. Throughout the week there are many posters about different topics in English. The institution teaches four hours of English class a week.

1.5 INSTITUTIONAL SYMBOLS

1.5.1 Mission

Colegio Americano as an educational center of a private nature guided by the Word of God that encourages the development of comprehensive and inclusive processes in their students in preschool and basic primary, respecting their individuality and the school aims to provide an excellent spiritual and academic education through their pedagogical work and training model for processes and Christian values, contributing to the formation of moral, intellectual and socially competent people.

1.5.2 Vision

For the year 2018 we will be an educational institution with excellent criteria, use of Information and Communications Technology (ICT), Learning Technologies and Knowledge (TACs). It promotes in its educational levels of preschool, basic primary and high school the formation of integrity and promoting peace which contributes to the progress of their community optimizing existing resources with healthy lifestyles in the light of the biblical principles.

1.5.3 Shield



It is represented by the American continent surrounded by two circles that symbolize education as an integral area in the process of humanity growth. The book that holds the continent is the Bible, the manual that nourish trains and educates every part of life in the society.

1.5.4 Flag



It is represented by a white box which is in a green one.

Green is the color of life and nature which is in the process of maturing and is worthy of care.

It color also symbolizes the lives of our students in the process of learning and improvement.

White is the color of purity and righteousness, honesty and peace. White also symbolizes

working of our institution in shaping a healthy, honest and productive life.

1.5.6 Anthem

Coro

Con amor y alegría avancemos

Al futuro con gran decisión,

Pues con Dios y la ciencia seremos

Constructores de Paz y de Honor. (Bis)

Estrofas

Americano:

Tu sagrada misión es eterna,

Virtud y saber impartir;

Sembrador con imagen muy tierna...

Cual Cristo razón de existir.

Americano:

Al igual que el Señor Jesucristo,

Maestro en loable fervor,

Peregrino al amor vives listo;

Tu meta es dar lo mejor.

Americano:

Que febril por tu gran derrotero

Vas siempre detrás del laurel,

Si es la ciencia en verdad tu sendero,

No olvides a Dios ni su ley.

Americano:

De pequeñas semillas tu formas

Personas de ingente valor;

Brillarás como sol si a las normas

Sometes, por Dios tu labor.

Letter: Nelson Hurtado Music: Jorge Mario F. Raigoza

DESCRIPTION OF THE PROBLEM



2. DESCRIPTION OF THE PROBLEM

During the process carried out in the educational practice it was held 12 general observations in primary and transition level to detect failures in environment and classroom teaching. There were 4 observations made only in the transition level, since those observations our research interest arises. These observations were focused on the process of teaching and learning English area. This process of observing different situations involved direct learning process.

2.1 Problems related to teaching English in transitions levels identify at Liceo Create and Colegio Americano

Liceo Educativo Create	Colegio Americano
<p>Lack of knowledge: The teacher who taught in the transition level did not have expertise in English area. Those classes were taught in Spanish with little use of vocabulary. Also the teacher did not have a good pronunciation because she does not know English. They are teachers who have studied teaching but they do not have bases about this language.</p>	<p>Lack of knowledge: The teachers do not have the knowledge in the second language, their field of training is different from English it means they are qualified on physical education and business administration. The transition level teacher teaches English classes under the notions that she possess from the consulting of books or internet, but this knowledge is not absolute to handle the class correctly.</p>

Misuse of strategies: The teachers have very good teaching methods as their classes are based on games and teaching resources. The teacher teaches the class in Spanish but the videos are in English and the worksheets are translated. On this way, the teacher doesnot totally involve students in the language.

Conceptual errors: The teachers do not have knowledge about the language, they do not have clarity about the concepts that are taught so students do not contextualize and relate with the English culture which is not generated.

Use of Spanish: During the whole class the teacher uses the Spanish to instruct and

Misuse of English: Transition level teachers know the different strategies and tools to teach the language, but the difficulty observed is about the use of these strategies which are not appropriated because they handle both languages (native and English language). To talk about the lack of knowledge in the area, teachers are forced to translate the topics into Spanish.

Conceptual errors: Regarding the orientation of classes, it was observed that transition level teachers have conceptual mistakes, they do not have knowledge about the language, therefore, they look for erroneous media where they cannot distinguish on the truthful knowledge and such cause erroneous knowledge taught.

Use of the Spanish:
The use of Spanish in classes of English is

communicate with her students. The songs that are sung during classes are in Spanish. Students do not have any time to speak in English.

Vocabulary: To introduce the vocabulary the teachers use several strategies such as: videos in English and striking images, but the teacher translates to socialize the vocabulary which is already presented in English.

Teacher's attitude: The teacher has all the attitude to teach, she is a charismatic teacher with an excellent treatment to her students, but teacher has some difficulties when some of them don't understand English and need education more personalized.

evident in the transition classes, teachers do not have the knowledge of the language and thus make use of Spanish by 90%, the English as a foreign language is only used when going to teach vocabulary and after this process the teacher translates into Spanish in order to be understood in the mother tongue.

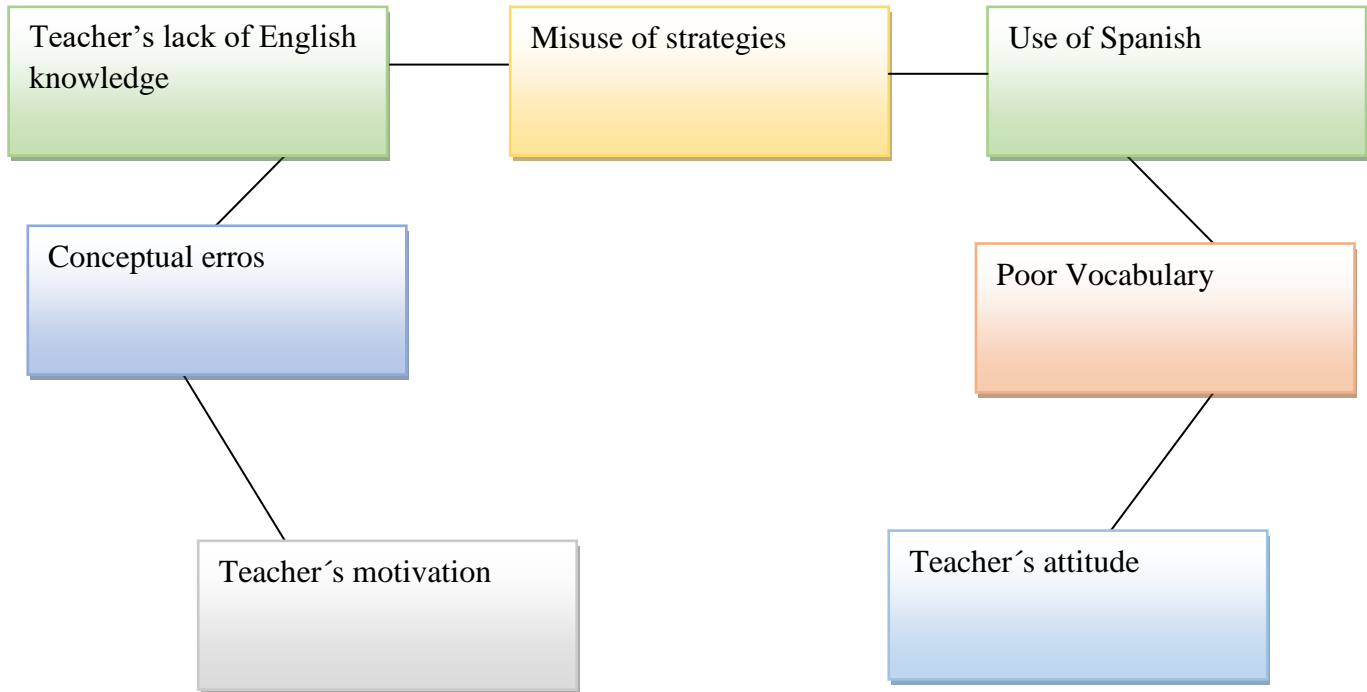
Vocabulary: The English is only used to teach vocabulary about any subject, teachers encourage their transition level students to manage both languages in class.

Teacher's attitude: The teachers' attitude is positive in guiding the English subject, but they are afraid of teaching English because they do not manage the language and everything related to it.

Teacher's motivation: The teacher is all the time glad. She uses outstanding activities to catch the attention of the students and to motivate them to learn which facilitate improved processes.

Teacher's motivation: Teachers are not motivated guiding this subject because it is not the area in which they are formed.

2.2 TAXONOMY OF THE PROBLEM



DATA GATHERING



3. Data gathering

During the development of practice at Level 1, they were designed and implemented different techniques and instruments as an input collection of information regarding research interests. These instruments are used to determine the teaching and learning of English in transition levels in “Colegio Americano” and “Liceo Educativo Crearte”.

3.1 INSTRUMENTS AND TECHNIQUES

Instruments / techniques	Objective	Applied to	Findings “Liceo Educativo Crearte”	Findings “Colegio Americano”
Field dairy	To identify how transition level’s teachers teach the target language.		Transitions level’s teachers do not have knowledge teaching the English language and they do not know how to teach it.	Transition teacher do not have required preparation to teach English to children.
Pedagogical dairy	To analyze how transition level’s teachers perform English classes in the classroom.		Transition level’s teachers do not have knowledge in a foreign language and using teaching methods.	Transition teacher lack theoretical knowledge and methodology towards English teaching as a foreign language

Survey	To know the perceptions of transition level's teachers about English classes.	Transition teachers.	To know the different conceptions about the English teaching in transition level's students.	To know the different conceptions that transition teachers have about the processes in English class in preschool.
Informal talk	To know the perceptions about the process of English in children in transition level	Principals.	To know the different conceptions about English teaching and the main source of the activities those are carried out by the institution.	To know the different conceptions that the principal has about the processes in English class in preschool.

ANALISYS AND INTERPRETATION



4. Analysis and Interpretation

Every tool and technique has a specific purpose such as to identify the methodologies and strategies knowing the prospects for the English teaching teachers' and principals. The instruments and techniques with the results obtained are described.



4.1 SURVEY

Encuesta aplicada a profesores

Objetivo: Identificar de qué manera se da la enseñanza aprendizaje del inglés en el aula de clase.

Universidad de Manizales

Facultad de Ciencias Sociales y Humanas

Licenciatura en Educación Básica con Énfasis en Inglés

Ocupación: _____ Fecha: _____

Hora: ----- Lugar: -----

1: ¿Considera usted que son importantes las clases de inglés desde el nivel de preescolar?

Sí, No.

¿Por qué?

2: ¿Qué metodologías recomienda para enseñar inglés en preescolar?

3: ¿Considera usted que en preescolar se debe hablar todo el tiempo en inglés? Sí, No

¿Por qué?

4: ¿Qué estrategias según su conocimiento son aptas para la enseñanza de la segunda lengua?

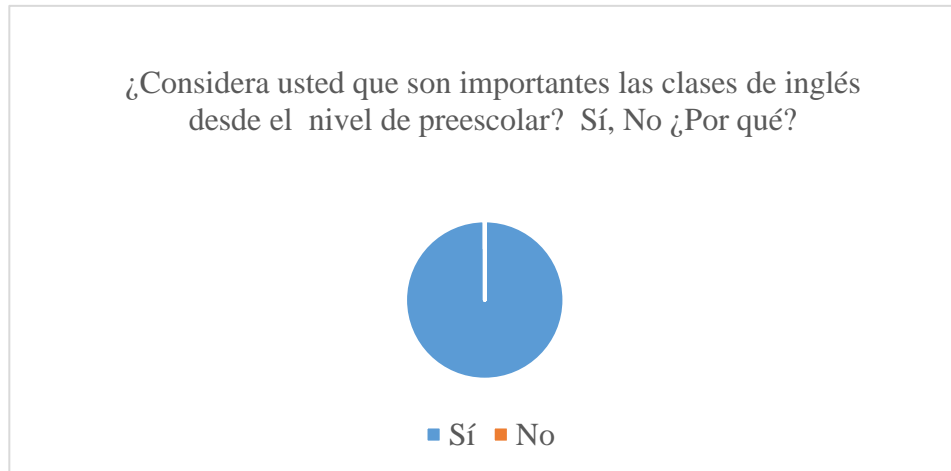
5: ¿Qué ventaja tiene utilizar el español en la clase de inglés?

- Los estudiantes van a comprender más fácilmente en su lengua materna.
- Los estudiantes reconocen más fácilmente el vocabulario.
- Los estuantes pueden comparar las dos lenguas y aprender eficazmente

6: Qué impactos y efectos tiene la lengua materna cuando es usada por el profesor en el proceso enseñanza- aprendizaje del estudiante?

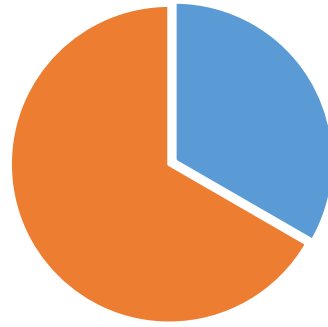
Gracias por su colaboración.

4.2 ANALYSIS AND INTERPRETATION LICEO EDUCATIVO CREARTE



In the survey it was found that the majority of people considered that English classes should be oriented from transition level which it was found as an argument that the skills and capabilities of learning are more extensive in this age and children absorb knowledge easier.

¿Qué metodologías recomienda para enseñar inglés en preescolar?



■ lúdico, dinamico. ■ Vocabulary

Most of the population recommended playful and dynamics strategies such as videos, interactive games, images and colorful titles. To teach vocabulary it is useful to use several strategies and the best methodologies for teaching English in order to be more appealing and interesting to learn.

¿Considera usted que en preescolar se debe hablar todo el tiempo en inglés? Sí, No ¿Por qué?



- Sí, para exponer el niño al lenguaje
- No, se debe generar aprestamiento con el idioma
- No, porque no hay dominio de la lengua materna

Half of people surveyed respond that it is a good strategy to speak in English in classes in transition level which help to expose the students constantly to the new language, but the another half of people considered that it is not a good strategy to talk in English all the time because children do not have commands about the language yet so they would not understand well.

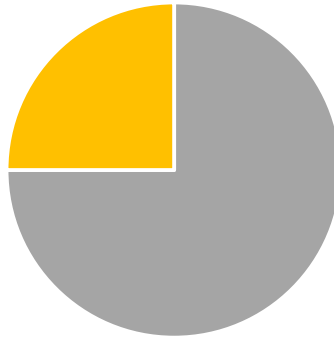
¿Qué estrategias según su conocimiento son aptas para la enseñanza de la segunda lengua?



■ Enseñar vocabulario ■ Recursos didacticos

Half of people agree about teaching through strategies such as videos, games, images and books and the other half of people emphasized on the teaching of vocabulary.

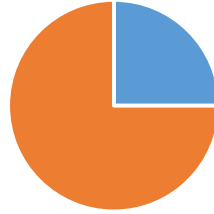
¿Qué ventaja tiene utilizar el español en la clase de inglés?



- Los estudiantes van a comprender más fácilmente en su lengua materna.
- Los estudiantes reconocen más fácilmente el vocabulario
- Los estudiantes pueden comparar las dos lenguas y aprender eficazmente
- Ninguna de las anteriores

Most of people agree teaching English through the use of the mother tongue which helps students to compare the languages and to have a better understanding of both languages.

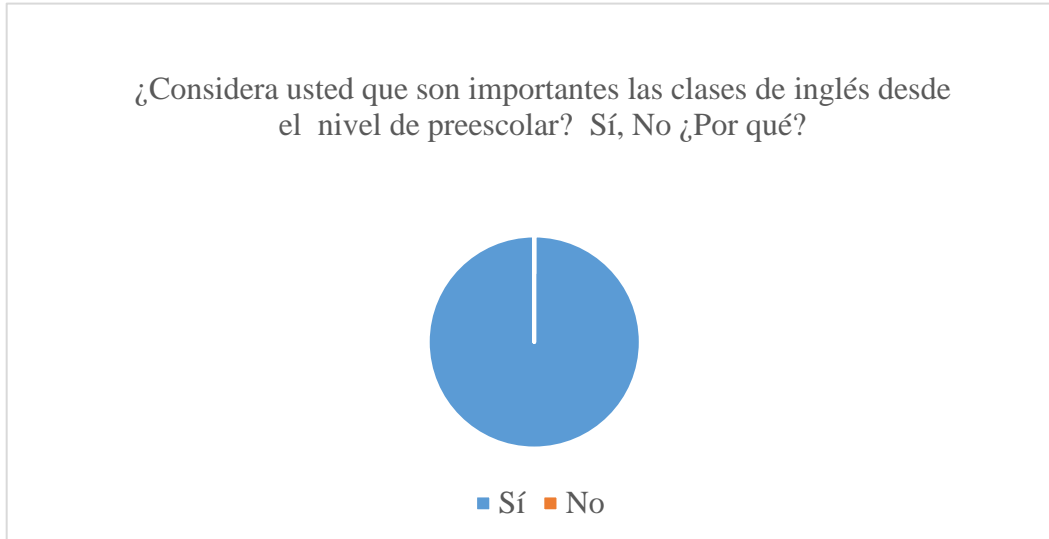
¿Qué impactos y efectos tiene la lengua materna cuando es usada por el profesor en el proceso enseñanza- aprendizaje del estudiante ?



- Puede generar confusión
- Permite mejor comprensión e integración de las dos lenguas

The majority of people think that the use of the mother tongue for the processes of teaching-learning provides a better learning and understanding of English as a foreign language. The rest of people considered that there can be a confusion which is generated by teaching English through the Spanish.

4.2 ANALYSIS AND INTERPRETATION COLEGIO AMERICANO



Most of people answered that it is important that English classes are taught from the early years it means transition level because of the importance of English as the second language in our country which is focused on bilingualism.



Most of the people recommend dynamic and playful methodologies to teach English because of the involving of the senses which are touching, viewing, hearing and smelling

¿Considera usted que en preescolar se debe hablar todo el tiempo en inglés? Si, no ¿Por qué?

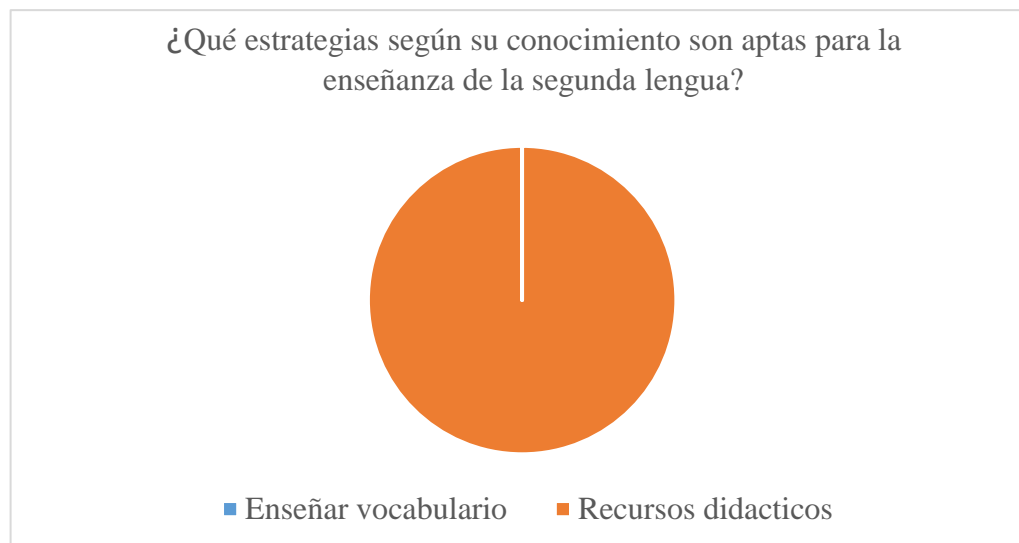


- Si, para exponer el niño al lenguaje
- No, se debe generar aprestamiento con el idioma
- No, porque no hay dominio de la lengua materna

There is a part of people that it is not good to talk all the time in English to children in transition level because they must know first their mother tongue.

There is another part of people which is represented by the color blue who considered that children in transition level should speak English all the time to develop linguistic areas.

And finally it was found another part of people which is represented by the color orange who considered that it is necessary to generate an adaptation period to learn English.

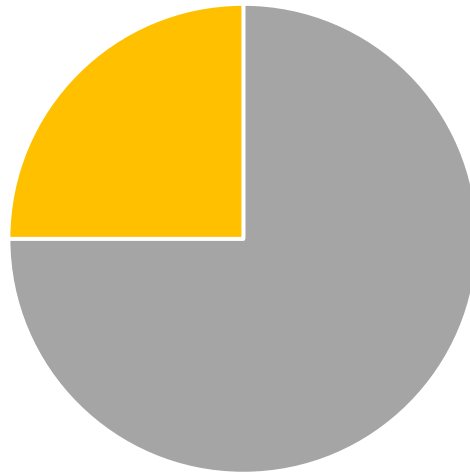


Most of the people consider that it is important to use didactic resources to teach English.

The surveyed answered that virtual classes, worksheets, work in context, graphical representations are good strategies for children.

Anyone considers that vocabulary is useful to teach the second language.

¿Qué ventaja tiene utilizar el español en la clase de inglés?

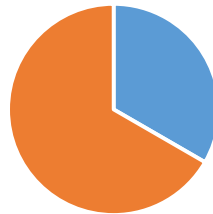


- Los estudiantes van a comprender más fácilmente en su lengua materna.
- Los estudiantes reconocen más fácilmente el vocabulario
- Los estudiantes pueden comparar las dos lenguas y aprender eficazmente
- Ninguna de las anteriores

Most of people responded that children can compare the two languages and learn easily because they need to socialize the unknown word in English with the word in Spanish in order to understand the meaning.

The other part of people disagrees with the rest of the options.

¿Qué impactos y efectos tiene la lengua materna cuando es usada por el profesor en el proceso enseñanza- aprendizaje del estudiante ?



- Puede generar confusión
- Permite mejor comprensión e integración de las dos lenguas

The majority of people answered that the impact of the mother tongue used by teachers on children let a better understanding and integrity of the two languages. The effects of the use of Spanish in English classes are closer to communication and greater understanding in the teaching – learning.

Another part of people think that the uses of the mother tongue in English classes generate confusion on children.



4.2.1 Informal Talk

Encuesta aplicada a profesores

Objetivo: Identificar de qué manera se da la enseñanza aprendizaje del inglés en el aula de clase.

Universidad de Manizales

Facultad de Ciencias Sociales y Humanas

Licenciatura en Educación Básica con Énfasis en Inglés

Ocupación: _____ Fecha: _____

Hora: _____ Lugar: _____

1: ¿Considera usted que son importantes las clases de inglés desde el nivel de preescolar?

Sí, No.

¿Por qué?

2: ¿Qué metodologías recomienda para enseñar inglés en preescolar?

3: ¿Considera usted que en preescolar se debe hablar todo el tiempo en inglés? Sí, No

¿Por qué?

4: ¿Qué estrategias según su conocimiento son aptas para la enseñanza de la segunda lengua?

5: ¿Qué ventaja tiene utilizar el español en la clase de inglés?

- Los estudiantes van a comprender más fácilmente en su lengua materna.
- Los estudiantes reconocen más fácilmente el vocabulario.
- Los estuantes pueden comparar las dos lenguas y aprender eficazmente

6: ¿Qué impactos y efectos tiene la lengua materna cuando es usada por el profesor en el proceso enseñanza- aprendizaje del estudiante?

Gracias por su colaboración.

4.2.2. Informal Talk: Liceo Educativo Crearte

English classes in transition level are not important because children are not able to talk even in their mother tongue.

Classes should be only oriented teaching vocabulary and they should be guided through visual and listening strategies in which Spanish and English will be combined to understand the second language, but it must take into account that to talk in Spanish can create a confusion on children producing a slow learning.

4.2.2 Informal Talk: Colegio Americano

English is considered as a very important tool for students. They must to develop it from transition level because children at this age absorb easily the knowledge. In addition, this subject is considered as an important subject in the curriculum school.

The methodology must be dynamic and appropriated for children.

English classes in transition level must be taught in English. In that way, children will use it all the time.

Videos, songs, flashcards, audio books are appropriated strategies.

On the advantages is about using Spanish in English classes because children can compare both languages.

When children use Spanish in English classes there can be confusion.

4.3 LICEO EDUCATIVO CREAERTE Y COLEGIO AMERICANO: WHAT THEY HAVE IN COMMON REGARDING THE TEACHING ENGLISH US A FOREIGN LANGUAGE IN TRANSITION LEVELS

The institutions “Colegio Americano” and “Liceo Educativo Crearte” have in common that teachers do not have training to teach the English subject in transition level so applying some techniques and instruments which were a survey with open-ended questions and an informal talk, the following results were obtained:

Misuse of strategies

“Colegio Americano” and “Liceo Educativo Crearte” teachers agree that the teaching of English in transition level should be using dynamic activities that involve the practice of vocabulary. In this way they can learn and apply them in context in order to expose the students to the language, but not on a permanent basis, they argue that students do not have the essential foundations of their mother tongue.

Vocabulary and use of the Spanish

They also argue that the use of both languages to teach English help students to compare both languages and learn effectively in order to understand what they are learning.

Both institutions agree about English should be taught from transition level. At this age children have a great capacity to acquire knowledge more easily which helps them to understand better the foreign language.

4.4 QUESTION RESEARCH

What is the impact of an EFL training course on Transition teachers 's performance in the EFL classroom?

4.5OBJECTIVES

4.5.1 General Objective

To train transition teachers to teach Basic English to children.

4.5.2 Specific objectives

- To motivate transition teachers towards the learning and teaching of English as a foreign language.
- To prepare English teachers to teach English as a foreign language
- To assess teacher's performance in the language classroom.

THEORETHICAL FRAMEWORK



5. THEORETICAL FRAMEWORK

The theoretical framework is a compilation of research and information regarding the training of English teachers in the transition level of preschool.

Education Rights according to the Colombian Constitution of 1991

According to the Colombian Constitution of 1991, the government has the obligation and the right to provide its citizens with the public service of social character which aims to form knowledge, technical science and cultural values in order to build a citizen that demonstrates respect for human rights, peace and democracy.

The Ministry of Education to fulfill this requirement creates a program, where the family is the fundamental pillar, and is responsible for the educations of the children. This Ministry of Education groups children between five and fifteen years old in the basic education level. The Ministry of Education considers children, 5 years old in the transition level and children nine years old the basic education level up to 15 years of age.

In order to fulfill this fundamental Right, the government provides free education in public institutions and, it offers its students access and permanence in the educational system up to graduation.

The government implements a program called “Bienestar Familiar” that protects family welfare and children’s rights, it offers education focused on ages from the birth to 5 years old. This program offer six levels of education starting from nursery school, walkers, toddlers, pre-kindergarten, kindergarten and transition (preschool).

The Focus of our research is education in the transition level of preschool; this level aims to form an integral individual in socio-affective and spiritual aspects through recreational, biological, cognitive, and psychomotor experiences.

The curriculum proposed by the Minister of Educations for the transition level of preschool is composed of the following topics: Knowledge about the body, identity and autonomy, harmonious and balanced development, motor skills, readiness and motivation for literacy and solving math's problems, development skills and abilities, recognition of their spiritual and hygienic dimension, memory abilities and spatial temporal.

The Ministry of Education, also in the decade of the 90's, included the requirement of foreign language education for all students, thus a curriculum guide to the learning and teaching process of a foreign language is adopted. In 2004 the Government modifies this proposal to include the Common European reference as a valid and reliable framework for the establishment of standard skills for different populations and degrees in English as a Foreign Language.

Nowadays, Colombia has several clear goals about the formation of integral and competent citizens for the future. English is a fundamental part of this, students with English proficiency have more personal and employment opportunities according to "El artículo 21 de La Ley General de Educación dispone que los establecimientos educativos deban ofrecer a sus estudiantes el aprendizaje de una lengua extranjera desde el nivel básico (preescolar)." (1994)

Each institution is required to include English in its curriculum; never the less each has the freedom to adapt it to the institutions policies. According to the policy of Bilingualism of the Colombian Ministry of Education to educate students in a second language requires effort this

points to a clear and viable goal for Colombian students who are not immersed in the foreign language context since childhood. The Ministry of Education states, "Vélez et al (2006), Algunas veces se adquiere durante la infancia; también puede aprenderse en el contexto escolar formal, bajo condiciones pedagógicas especialmente favorables, particularmente en el caso de los programas intensivos de educación bilingüe."

To start teaching English early in childhood is a great contribution to the education in a second language in basic primary and middle school since the Ministry of Education aims is to "El Programa Nacional de Bilingüismo se orienta a lograr ciudadanos y ciudadanas capaces de comunicarse en Inglés". Velez et al. (2006)

Why teach English in the transition level according to the Colombian Ministry of Education?

The need to teach a second language or English in Colombia was established as a mandatory in the Colombia education system, starting from the basic level of education which means Transition level. In this level students are starting to build their world of ideas and concepts, at this age it is totally appropriate the process of acquisition of a foreign language because children adapt well, and they have less resistance to understand basic messages in another language.

At their young age they can take more risks. Imitation models are deeply in their mental structures which allows them to be engaged with the pronunciation of the language when they are exposed to another language.

According to "Deprez. (1994) *El bilingüismo desde el nivel preescolar facilita el aprendizaje de otros idiomas, al mismo tiempo que se desarrolla la capacidad de abstracción, la*

interacción entre las habilidades lingüísticas y culturales, la escucha, la adaptación y la creatividad.”

Children pass through different stages of development where the child foment his intellect through experiences acquired from the environment; this socio-cultural approach affirms the child's logic principle and object association are before the acquisition of language. This is the reason why Piaget, (1961) llamó a este proceso asimilación o estimulación temprana. Donde sostiene que el proceso de aprendizaje y crecimiento continúa por el resto de la vida.

The brain is physiologically and chemically better prepared to acquire any kind of knowledge, during the early years, especially when it acquires a second language, so Lenneber, (1975) basa sus argumentos en cuestiones fisiológicas, tales como las modificaciones en la composición química de la corteza cerebral, la neurodensidad o la frecuencia de las ondas cerebrales.

While Piaget (1961) concibe a la pubertad como el estadio de las operaciones formales, que aparece de los doce años en adelante. A partir de ese momento el cerebro está menos habilitado para el aprendizaje de un segundo idioma.

According to the previous statement, other authors talk about the acquisition of a second language in which they argue that not only does it depend on the intrinsic factors of the brain but also on the external stimuli that the brain receives through the senses, permitting the child to learn, know and understand the world around him.

According to Lindstrom (2001) argumenta que las principales capacidades que tenemos los seres humanos para comunicarnos es el lenguaje. Su desarrollo implica un proceso complicado e involucra esencialmente los sentidos de la vista y el oído.

Linguists and neurologists affirm that auditory development at an early age allows children to become more aware of the sounds they hear. According to Jones, (1989) sostiene que la conciencia de los sonidos que forman las palabras coadyuva al acercamiento espontáneo del niño a la escritura. Cuando éste encuentra la manera de graficar un sonido y reconocer la grafía normal, puede, de manera autónoma, escribir otras palabras.

Is why it is important to have a trained teacher teach English at the transition level? Teaching preschool requires a responsible person with a gran capacity to plan and evaluate in a creative manner using different strategies that are appropriate for the students. *“Sin embargo, además del dominio temático especializado, un docente requiere de la capacidad de llevar esos conocimientos a situaciones reales de enseñanza-aprendizaje con sus estudiantes, lo cual implica la puesta en práctica de creatividad y pensamiento crítico, para desarrollar prácticas pedagógicas (de planeación, didácticas y evaluativas.”*(MEN, 2013,P. 21) The preschool teacher must be a sympathetic person that understands different school situations, thus they should not work with only one unique and equal belief. All students are different and have different beliefs and family situations. The teacher must be able to intervene in the classroom while respecting diversity and addressing the complexity of each situation and its possible solutions. MEN. (2013). “su función y acción no puede pensarse exclusivamente en un escenario físico, con pupitres, textos escolares y estudiantes, sino que se extiende a un campo social y humanístico que tiene como fundamento científico la pedagogía.”

A positive attitude is very important in a preschool teacher.

Teachers should have a set of skills and attitudes that must be considered while interacting with the students to foment their interest in learning and what is being taught, thus generating significant learning experiences, as Arthur, Grainger and Wray. (2010) say: *“Primary teaching is an immensely complicated business. A teacher teaching need interrelating elements interpersonal, intellectual, physical and attitudinal which help you empathize with each student, so be teaching requires more than just having the knowledge to teach it.”*

It is of utmost importance that anyone who considers the possibility of being a teacher understands the great demand teachers must cope with both physically and emotionally, since they must handle an array of emotions and completely different cultures within a classroom. To have this capacity will help teachers intervene in a classroom with different strategies that will allow them to reach each student. Arthur, Grainger and Wray, (2010) ” Primary teaching is very demanding work. Since teach requires work hard both physical, intellectually as interpersonally, since a teacher must plan and think is orienting classes striking that form humans, where can transmit its knowledge, to the time form in values for the life”

This is why the teachers attitude while teaching and interacting with students should be the best, creating situations of enjoyment, using learning strategies that attract their attention. Arthur, Grainger and Wray, (2010) “Teaching involves a lot more than care, mutual respect and well – placed optimism”

In both institutions of this study, teachers meet the profile that the Colombian Ministry of Education requires to teach at the transition level. Never the less they are not trained to teach English, the aim of our study is to create a course that encourages their English teaching skills and improve their pedagogical practices in the classroom helping students to learn in an

effective and substantial way; where significant learning is generated and aimed at the empowerment of skills in a second language.

It is necessary to focus these ideas on creating a course that contains clear and achievable goals as says. Diadori, (2012, Italy) "Bear in mind the following training priorities related to teaching needs: a) use of ICT; b) development of oral skills; c) selections and adaptation of text for teaching purposes. Focus on activities that facilitate group discussion. "

The design of a training course for English teachers must have as a main objective to meet the communicative needs of students, since the interest is to train teachers capable of embracing on the challenge of teaching English in preschool. On the other hand it should focus on training them in the use of strategies where new technologies are implemented this would facilitate the development of communication skills in a second language in preschool students.

The course must be divided into different sessions that focus on various teaching strategies such as: content development, dynamic activities, planning, design and the use of resources, as Diadori says, (2012) " The start-up activity, the training format, the content, the resources and worksheets to be used, and describe how you would organize the training sessions. It is important to have a variety of strategies to teach teachers as much as that they learn them and implement them in their teaching practices."

IMPLEMENTATION STAGES



6. IMPLEMENTATION STAGES

The implementation stage. At this moment the workshops are designed and implemented during the second level of the practice area which consisted on the development of seven workshops that were done with transition teachers of the two institutions (Colegio Americano and Liceo Educativo Crearte). In order to carry out the initial objective which trained teachers in the teaching area of English for children.

Workshop #	Communicative goal	Linguistic goal	Skills developed	Strategies
1 Welcome to the farm!	To talk about the farm animals.	To learn the new vocabulary about farm animals: cow, bull, calf, sheep, lamb, pig, piglet and horse.	Listening, Speaking, Reading and Writing.	Brain gym, song, flashcards, memory game, audios, conversation and worksheets
2 My family is the best!	To recognize the members of the family.	To learn new vocabulary about	Listening, Speaking, Reading and Writing.	Song, puppets, flashcards

		member's family: dad, mom, sister, brother and baby.		and worksheets
3 The world of the colors	To identify different colors	To learn new vocabulary about colors, red, yellow, green, blue, pink, purple, black and white.	Listening, Speaking, Reading and Writing.	Song, slides, games and worksheets.
4 My body parts	To recognize the body parts	To learn new vocabulary about body parts	Listening, Speaking, Reading and Writing.	Song, flashcards, puzzles, join activities, worksheets
5 Shapes	To know the shapes: circle, square, rectangle, triangle, star, heart and oval.	To learn new vocabulary about shapes	Listening, Speaking, Reading and Writing.	Song, slides, worksheets.

6 Fruits	To talk about the fruits	To learn new vocabulary about fruits: apple, banana, cherries, grape, kiwi, lemon, orange, peach and pear.	Listening, Speaking, Reading and Writing.	Game, song, flashcards, memory game, audio, conversation and worksheet
7 Numbers	To recognize the numbers.	To learn the new vocabulary about numbers: one, two, three, four five.	Listening, Speaking, Reading and Writing.	Game, flashcards, song, worksheet, memory game, domino game

WORKSHOPS



6.1

WORKSHOP # 1

WORKSHOP # 1

Date: September 13 th

Topic: welcome to the farm!

Group: Transition teachers

Time: 1 hour

Communicative goal: To talk about the farm animals.

Linguistic goal: To acquire the new vocabulary about farm animals: cow, bull, calf, sheep, lamb, pig, piglet and horse.

Formative goal: To promote the participation in class.

WELCOME TO THE FARM

WARM UP ACTIVITY

- The teachers put merengue music and do exercises of brain gym.
- The teacher puts the next song of farm animals, the student try to sing with help of the teacher.

PRESENTATION

The teacher's presents the farm animal's trough flashcard's saying "“This is a pig – oink, oink!” and do this questions."What animal is that?" "What noise does it make?"



PRACTICE

- The teachers ask a student to come forward to dramatize the animal that the teacher says in your ear, the students have to dramatize the animal soundlessly and the rest of the students guess.

PRODUCTION

- The teacher plays this game about farm animals with her students. They have to memorize the image of farm animals.
- The teachers give to her students the next worksheet to match the point and color it.

duck



pig



cow



chicken



sheep



horse



EVALUATION

The students will circle the farm animals they are to learn in class of a group of different animals according to the audio according to the audio containing the characteristic sounds of the animal.

WHAT IS THIS?



REMARKS

--

WEBGRAFIA

Video <https://www.youtube.com/watch?v=zXEg-QO3xTg>

Flashcard eslkidstuff.com/esl-kids-lessonplans.html

Worksheet

https://www.google.com.co/search?q=farm+animals+worksheets&biw=1366&bih=651&source=lnms&tbm=isch&sa=X&ved=0ahUKEwikm93se_OAhVHOSYKHd9eBosQ_AUIBigB&dpr=1#imgrc=2Bil0zjtzQyJKM%3A

WORKSHOP # 2

WORKSHOP # 2

Date: September 20th

Topic: MY FAMILY IS THE BEST!

Group: Transition teachers

Time: 1 hour

Skills developed: Listening, Speaking, Reading and Writing.

Communicative goal: To recognize the members of the family.

Linguistic goal: To learn new vocabulary about member's family: dad, mom, sister, brother and baby.

Formative goal: To promote self-confidence in class.

MY FAMILY IS THE BEST!

WARM UP ACTIVITY

- The teacher teaches the "FAMILY SONG" after that, the students try to sing this song.

FAMILY SONG

Daddy finger, daddy finger, where are you?
Here I am, here I am. How do you do?

Mommy finger, Mommy finger, where are you?
Here I am, here I am. How do you do?

Brother finger, Brother finger, where are you?
Here I am, here I am. How do you do?

Sister finger, Sister finger, where are you?
Here I am, here I am. How do you do?

Baby finger, Baby finger, where are you?
Here I am, here I am. How do you do?

PRESENTATION

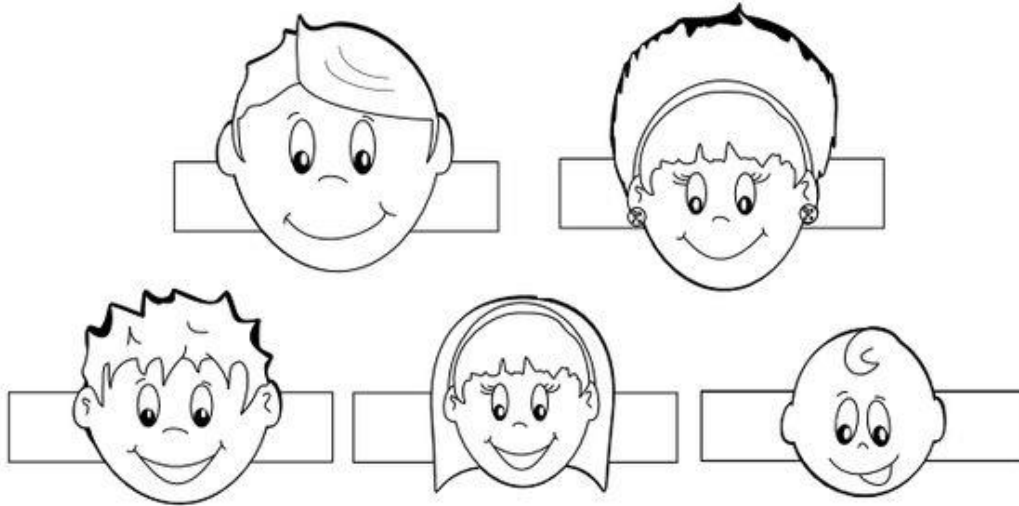
- The teacher teaches the members of the family through the puppet one by one.



Daddy	Mommy	Brother	Sister	Baby
--------------	--------------	----------------	---------------	-------------

MAKE A PUPPET

- The students will be able to color, cut and glue the finger puppets, and then they will repeat again the song by using the puppet.



PRACTICE

- The teacher asks the students to complete the drawing and dots.



- The students draw three members of their family and later they will present their family to the class.



PRODUCTION

- The teacher shows to the students many objects and asks this question them:
Who uses it?
- The students are expected to answer: my dad, my mom, etc.

OBJECTS





- The teacher sticks on the board the flashcards and names about family members, the students will match the picture with the word.



Daddy	Sister	Baby	Mommy	Brother
-------	--------	------	-------	---------

EVALUATION

- The teacher gives to the students the next worksheet, the students have to join the point and join the word that the teacher says with the correct image.



• grandma

• father

• brother

• grandpa

• sister

• mother

REMARKS

--

WEBGRAFIA

Video <https://www.youtube.com/watch?v=mjFcrv6Lfx8>

Worksheet

- Foncerrada, A. (2011). Cool kids teacher's guide. Mexico D.F. Richmond.
- https://www.google.com.co/search?q=actividades+para+trabajar+la+familia+en+preescolar&biw=1366&bih=643&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwig8Zyo_4XPAhXHQSYKHQ2JBREQsAQIGQ#tbm=isch&q=puppet+family+members&imgsrc=9f9eklUM4a1CzM%3A
-

WORKSHOP # 3

WORKSHOP # 3

Date: September 27th

Topic: THE WORLD OF THE COLORS

Group: Transition teachers

Time: 1 hour

Skills developed: Listening, Speaking, Reading and Writing.

Communicative goal: To identify different colors

Linguistic goal: To learn new vocabulary about colors, red, yellow, green, blue, pink, purple, black and white.

Formative goal: To promote self-confidence in class.

THE WORLD OF THE COLORS

WARM UP ACTIVITY

- The teacher teaches the "COLORS SONG" after that, the students try to sing this song.

COLORS SONG

If you are wearing red, shake your head
If you are wearing red, shake your head
If you are wearing red, then please shake your head
If you are wearing red, shake your head

If you are wearing blue, touch your shoe
If you are wearing blue, touch your shoe
If you are wearing blue, then please touch your shoe
If you are wearing blue, touch your shoe

If you are wearing yellow, shake like Jello

If you are wearing yellow, shake like JellO
If you are wearing yellow, then please shake like JellO
If you are wearing yellow, shake like JellO

If you are wearing pink, give me a wink
If you are wearing pink, give me a wink
If you are wearing pink, then please give me a wink
If you are wearing pink, give me a wink

If you are wearing black, pat your back
If you are wearing black, pat your back
If you are wearing black, then please pat your back
If you are wearing black, pat your back

If you are wearing brown, turn around
If you are wearing brown, turn around
If you are wearing brown, then please turn around
If you are wearing brown, turn around

PRESENTATION

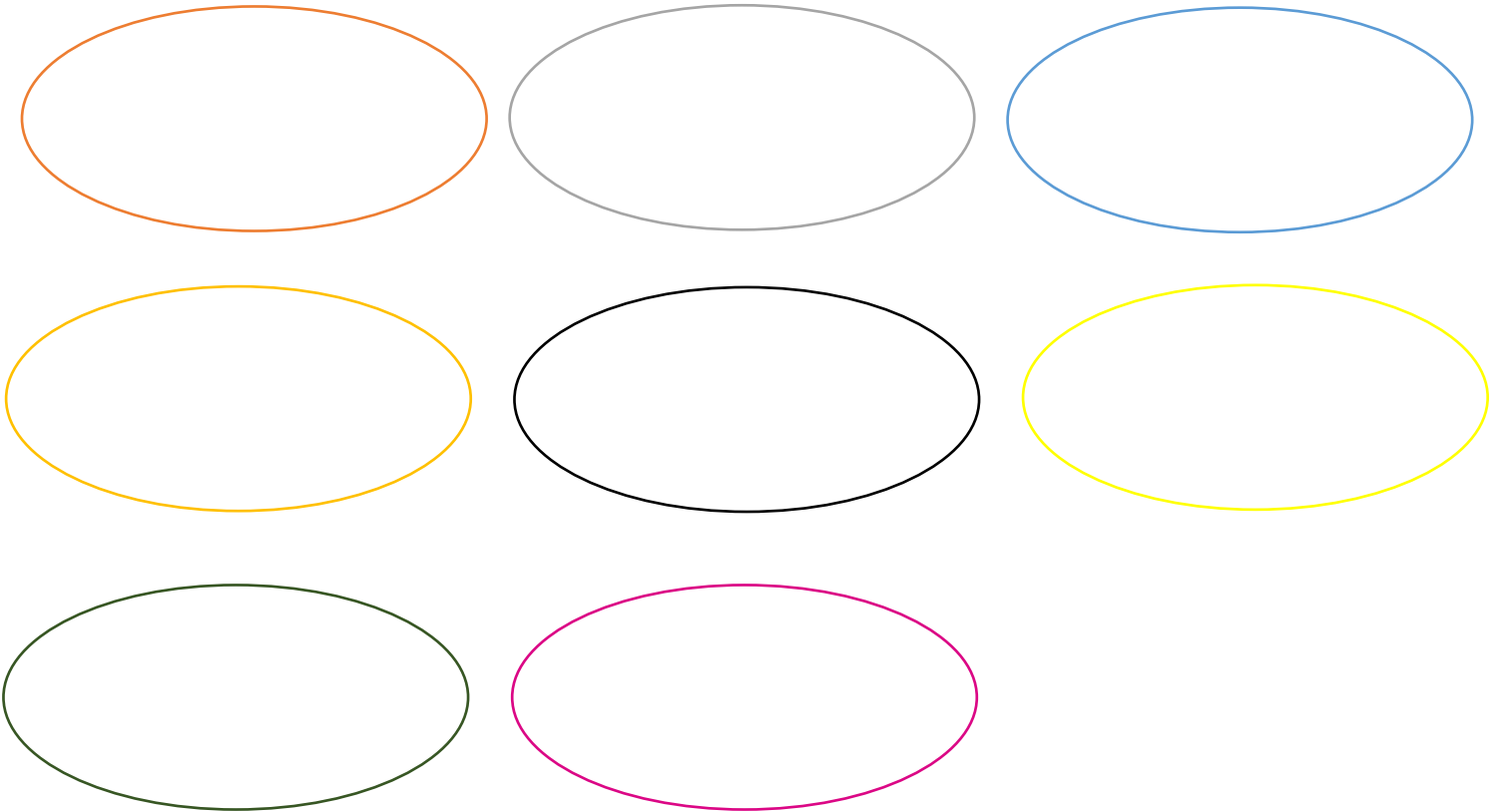
- The teacher teaches the colors through the next presentations.



PRACTICE

- The teacher asks the students to color the circles according to the color and pronounce each color in English.

Name: _____ Date: _____

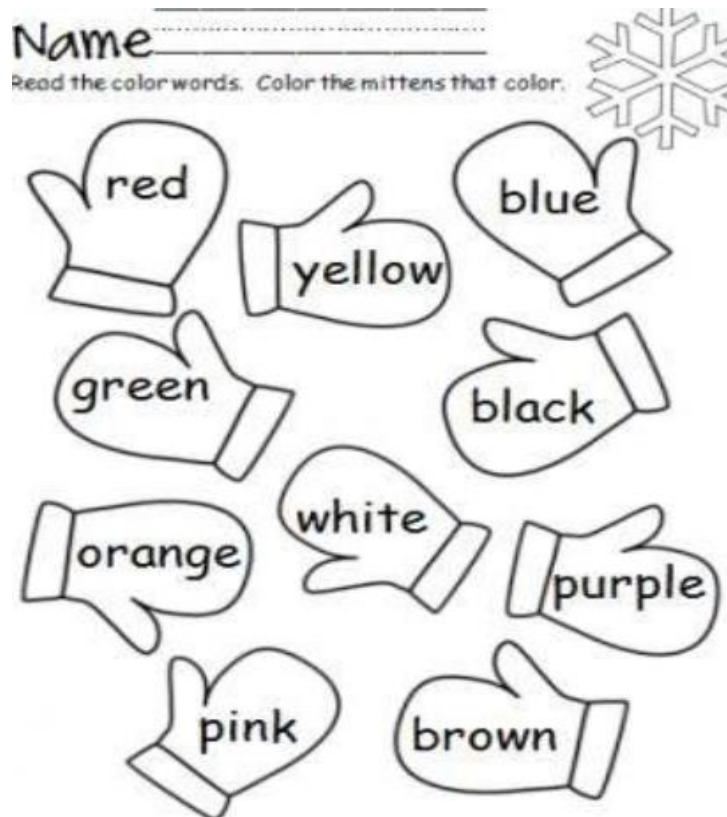


The teacher plays the next game with the students. The students have to say the color of the box and choose the object of the same color and move the object and put in the box. This game promotes the ability to recognize the colors and related with the context.



PRODUCTION

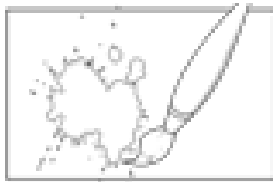
- The teacher gives to students the next worksheet to color it according to the color.



EVALUATION

WHAT COLOR IS IT?

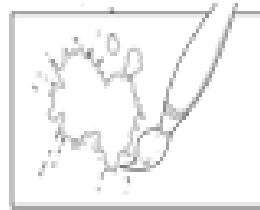
- The students trace and color the picture.



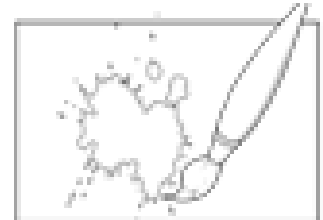
pink



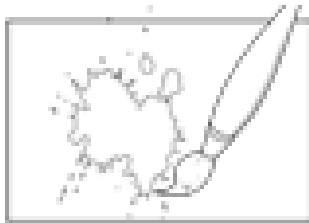
black



purple



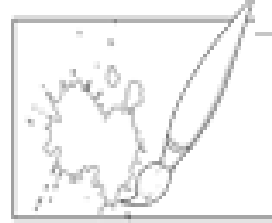
yellow



blue



red



green

REMARKS

--

WEBGRAFIA

Video <https://www.youtube.com/watch?v=k-2X98IsdNY>

Presentations:

<http://es.slideshare.net/egonzalezlara/colors-eslpowerpoint>

Game:

<http://www.sheppardsoftware.com/preschool/colors/colorgame.htm>

Worksheet

https://www.google.com.co/search?q=colors+worksheet+for+kindergarten&biw=1366&bih=651&source=lnms&tbn=isch&sa=X&ved=0ahUKEwj834qDgJ3PAhUGTCYKHRqJA3EQ_AUIBigB#imgdii=n7gXYEIAeXiyom%3A%3Bn7gXYEIAeXiyom%3A%3ByOQ4awKhSim5BM%3A&imgrc=n7gXYEIAeXiyom%3A

WORKSHOP # 4

6.1

WORKSHOP # 3

Date: October 4 th

Topic: MY BODY PARTS

Group: Transition teachers

Time: 1 hour

Skills developed: Listening, Speaking, Reading and Writing.

Communicative goal: To speak about some body parts

Linguistic goal: To learn new vocabulary about body parts

Formative goal: To promote self-confidence in class.

MY BODY PARTS

WARM UP ACTIVITY

- The teacher teaches the " HEAD, SHOULDERS, KNEES AND TOES " after that, the students try to sing this song.

HEAD, SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes,
Knees and toes.


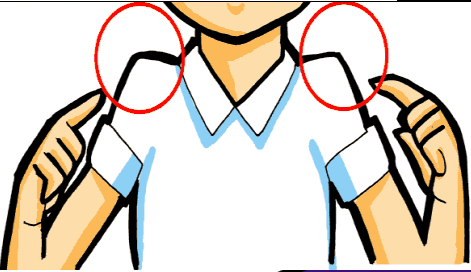
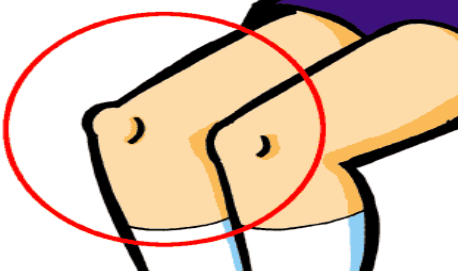


Head, shoulders, knees and toes,
Knees and toes.

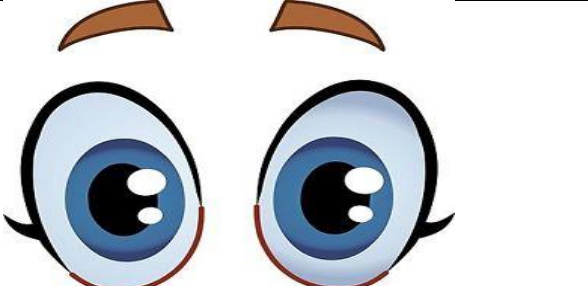
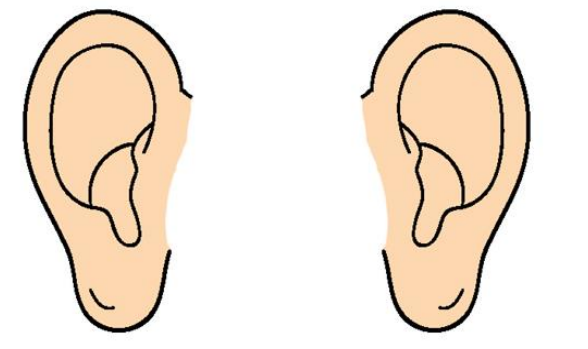
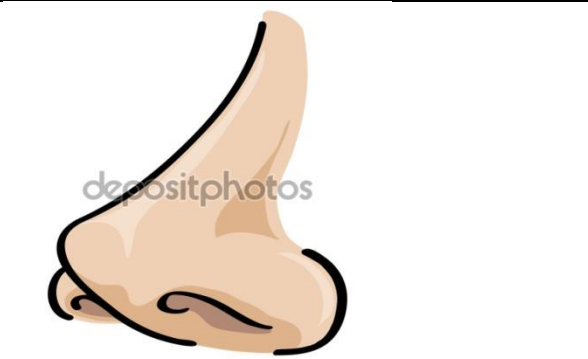
And eyes, and ears, and mouth,
And nose.

Head, shoulders, knees and toes,
Knees and toes.

PRESENTATION

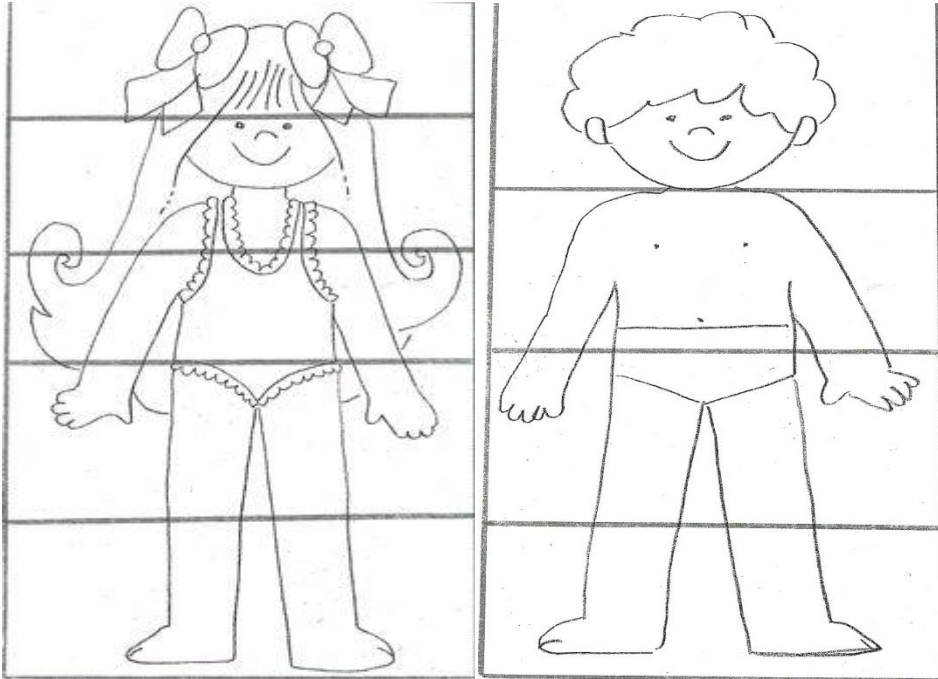
- The teacher teaches the body parts through some slides. Each slide contains a picture representing the body parts.

	HEAD
	SHOULDERS
	KNEES
	TOES
	MOUTH

	EYES
	EARS
 depositphotos	NOSE

PRACTICE

- The students will be color and assemble the puzzle, and then they memorize the body parts.



- The teachers sticks the cards on the board and the students circle the correct body part according to clue.

EYE

EAR

MOUTH

PRODUCTION

- The student will be given a chart distributed into two parts. The one above shows a word related to the body vocabulary. Once the students have mastered the word, they will rewrite it in the gaps below.

Knees	Mouth	Eyes	Nose

Head	Shoulders	Toes	Ears

- The students are asked to perform the following dialogue.

EXAMPLE

Maria: What body part is this?

Pedro: It is a nose.

- The teacher plays the Simon says games with her students. The teacher says: Simon says touch your mouth and the students do the instructions.

EVALUATION

- The teacher sticks on the board a picture of the body, with some cards about the names of the body parts. The students will stick these cards into the body part indicated.

HEAD	MOUTH
SHOULDERS	EYES
KNEES	EARS
TOES	NOSE



REMARKS

--

WEBGRAFIA

Video <https://www.youtube.com/watch?v=h4eueDYPTlg>

Worksheet

https://www.google.com.co/search?q=body+parts+activities&biw=1366&bih=638&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwjt4_6126vPAhWD6yYKHfHjApoQsAQIGQ#tbn=isch&q=body+parts+puzzle&imgc=pmVfNyB5HcPF6M%3A

6.5

WORKSHOP # 5

WORKSHOP # 5

Date: October 11th 2016

Topic: SHAPES

Group: Transition teachers

Time: 1 hour

Skills developed: Listening, Speaking, Reading and Writing.

Communicative goal: To know the shapes: circle, square, rectangle, triangle, star, heart and oval.

Linguistic goal: To learn new vocabulary about shapes

Formative goal: To promote self-confidence in class.

SHAPES

WARM UP ACTIVITY

- The teacher teaches the CIRCLE, SQUARE, RECTANGLE, and TRIANGLE for the students through a video.
- The video shows different shapes and their names.

PRESENTATION

- The teacher teaches the shapes through the presentation, then the students will identify the shapes in exercises.

1

2

3

4

5

6




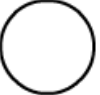


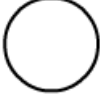




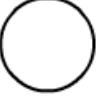



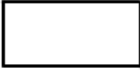



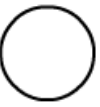







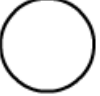
7

8

9

PRACTICE

- The teacher pastes the shapes and names on the board, the students have to match the shape and the correct name.

Circle				
Rectangle				
Square				
Star				
Heart				
Triangle				
Oval				

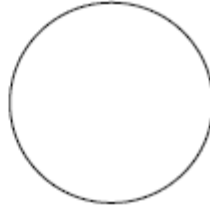
PRODUCTION

- The teacher gives to the students a worksheet. The students will identify and write the name of the shape, after that they will paint the geometric shape.

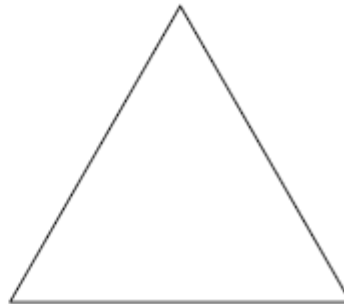
square
square



circle
circle



triangle
triangle



EVALUATION

The teacher gives to students an image, for the students to paint the shapes inside it.

Name _____

Color:



red



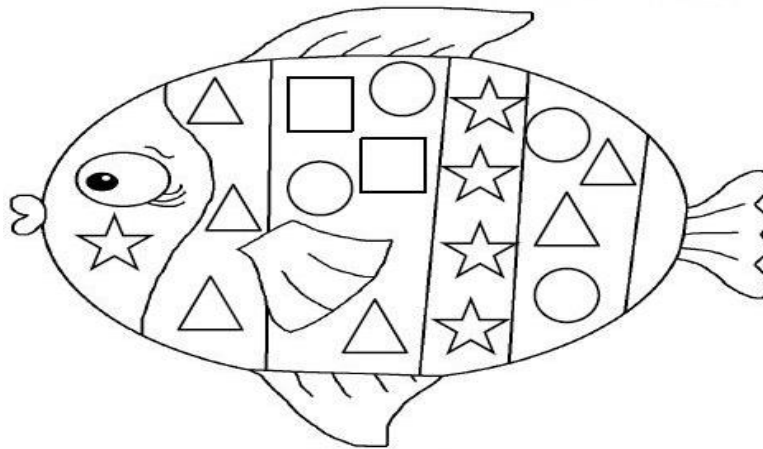
blue



green



orange



REMARKS

--

WEBGRAFIA

Video <https://www.youtube.com/watch?v=XU3PsRNNypc>

Worksheet

https://www.google.com.co/search?q=shapes+activities+for+kindergarten&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&sqj=2&ved=0ahUKEwi1qrzg_L_PAhVL1R4KHR7FCckQsAQIGQ#tbm=isch&q=shapes+worksheets+to+write&imgrc=tMdn-VUonVgaTM%3A

https://www.google.com.co/search?q=shapes+activities+for+kindergarten&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&sqj=2&ved=0ahUKEwi1qrzg_L_PAhVL1R4KHR7FCckQsAQIGQ#imgrc=L0hLHa_N0PMaaM%3A

6.6

WORKSHOP # 6

WORKSHOP # 6

Date: October 18th 2016

Topic: Fruits

Group: Transition teachers

Time: 1 hour

Skills developed: Listening, Speaking, Reading and Writing.

Communicative goal: To talk about the fruits

Linguistic goal:

- a) To learn new vocabulary about fruits: apple, banana, cherries, grape, kiwi, lemon, orange, peach and pear.
- b) To reinforce colors the names of.

Formative goal: To promote self-confidence in class.

FRUITS

WARM UP ACTIVITY

FRUITS IN THE BASKET

- The teacher asks to the students to make a circle. The teacher will approach to the students and say to each one of them a fruit.

- To promote learning by means of games, the teacher asks to the students to follow these directions:
 - 1) Once the teacher takes a chair apart. She says loudly the name of a fruit.
 - 2) As there several students with the fruit he teacher says, they are to go around rapidly through the classroom and changes their seats.
 - 3) At the end, the student who remains alone will be the winner.

PRESENTATION

- The teacher teaches the fruits through a song of FRUITS

FRUITS SONG

Sometimes I want an apple
Sometimes I want some grapes
Some days I feeling hungry
And I want to eat all. (Some fruits)

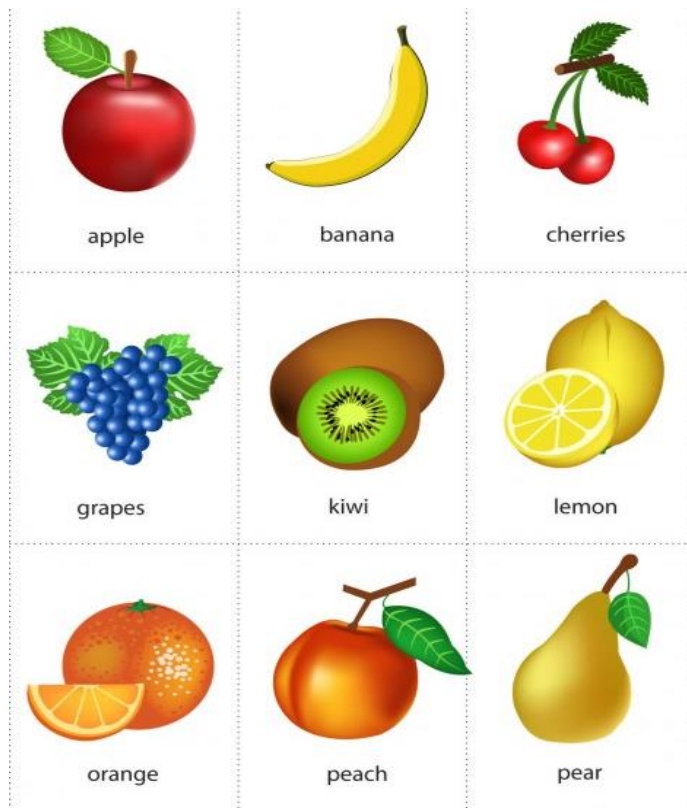
PRACTICE

The teacher will show the class some pictures related to fruits.

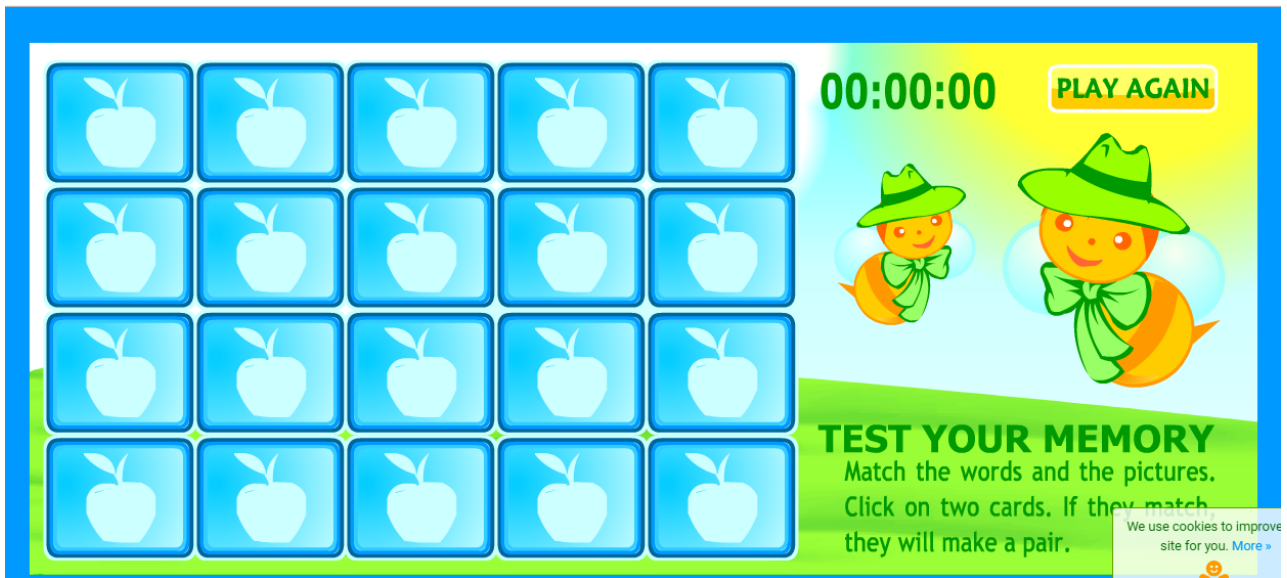
Then, she takes one by one and asks the class this questions: what is it?.

The students are expected to answer: It's an apple.

The teacher will ask for the names of the fruits taught throughout the lesson.



- The students will participate in a concentration game. The object of the game is to collect as many matching pairs as possible.



PRODUCTION

- The teacher will divide to board in to two columns. One column on the left there will be some images about fruits.
- The students will be asked to listen to the names of some fruits, and go to the board and take the fruit they hear and fix it on the column on the right. The exercise will be done following the audio.

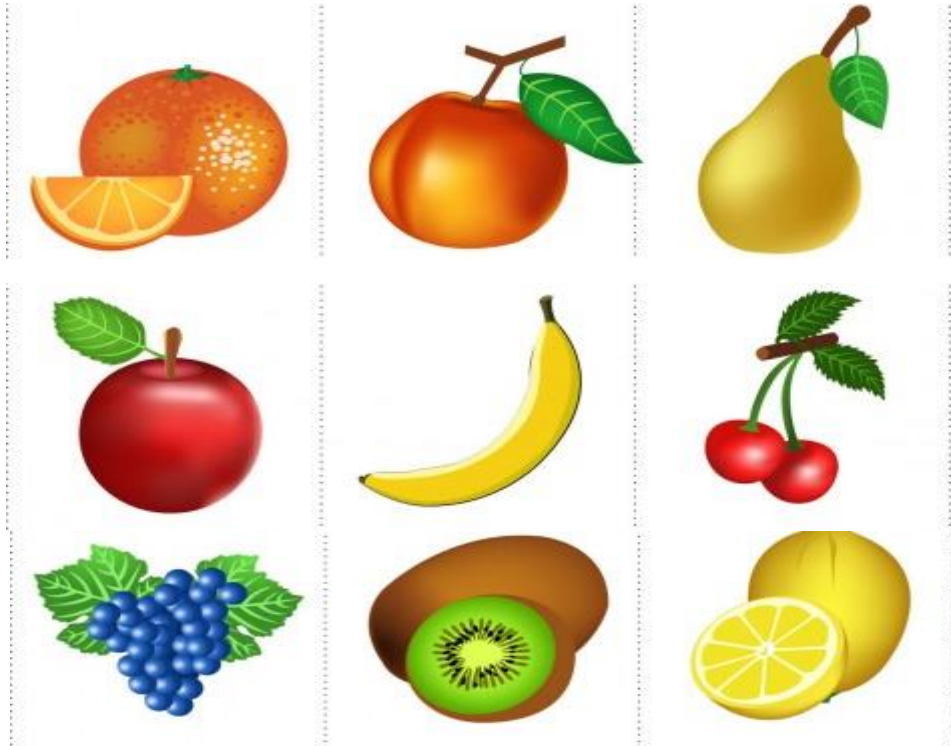
AUDIO

Apple, Pear, Banana, Peach, Oranges, Grapes, Kiwi; Lemon and Cherries.

- The students classify the fruits according to the color in the box.

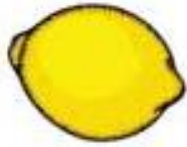
Oranges	Red	Yellow	Green	Purple

--	--	--	--	--



- The teacher asks the students these questions:
- What color is it?
- What fruits are there?

- The students look at each of the fruit pictures below and trace the name of each on the lines.



lemon



orange



apple



pear

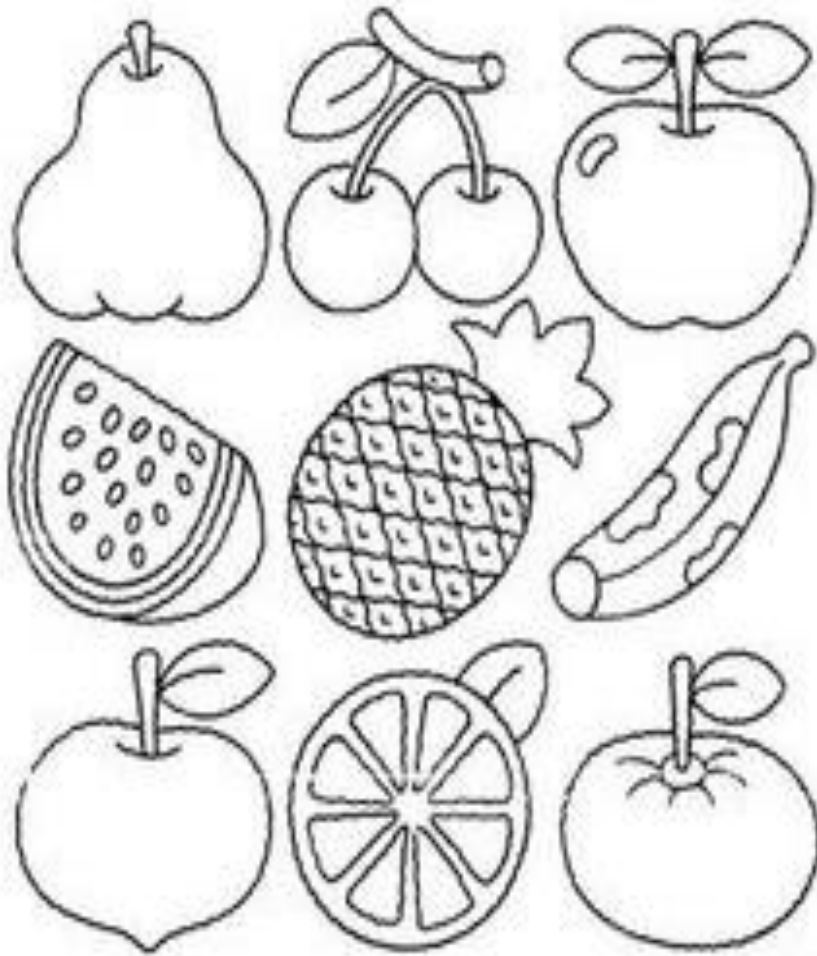


grapes

EVALUATION

WHAT IS IT?

- The students circle the fruits according to the audio.



REMARKS

--

WEBGRAFIA

Video <https://www.youtube.com/watch?v=bAhYxS-6gc>

Game <http://www.anglomaniacy.pl/fruitsMatching.htm>

Worksheet

<https://www.google.com.co/search?q=fruits+flashcards&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&sqj=2&ved=0ahUKEwiikpvzh8DPAhXDJB4KHbAUCi4QsAQIGQ#imgrc=UEIHDjAtXMV6rM%3A>

6.7

WORKSHOP # 7

WORKSHOP # 7

Date: October 26th

Topic: The magic numbers

Group: Transition teachers

Time: 1 hour

Skills developed: Listening, Speaking, Reading and Writing.

Communicative goal: To recognize the numbers.

Linguistic goal: To learn the new vocabulary about numbers: one, two, three, four five.

Formative goal: To promote self-confidence in class.



THE MAGIC NUMBERS

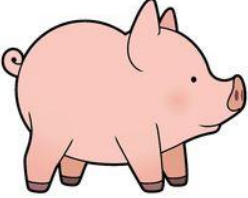



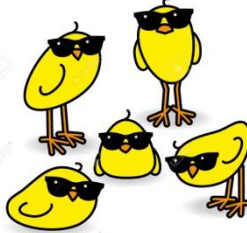
WARM UP ACTIVITY

Broken Telephone

This is a listening and pronunciation activity that always gets people laughing. The leader first must think of a word and whisper it to the child beside her/his. Then, that child will whisper the word she/he heard to the next one. They will only have one chance to get repeated the whispered word, saying "Can you please repeat that?" so when the message reaches the end of the chain that child must speak it out loud. Sometimes the message will be completely different when it reaches the end. Try to find out where the chain broke.

PRESENTATION

- The teacher presents the numbers through the flashcards; these images contain some objects about numbers.

One pig 	Two apples 	Three bananas 	Four Oranges 	Five chicks 
1	2	3	4	5

- The teacher shows a video about numbers song to provide the students an opportunity for them to get familiar with numbers.

NUMBERS SONG LYRICS

1,2,3
4,5,6,
7,8,
9,10

Did you know
How to count
1,2,3,4,5,

Yes , I know
How to count

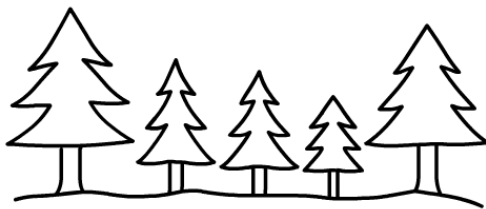
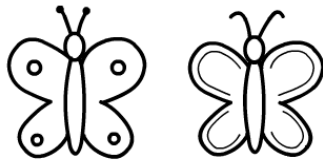
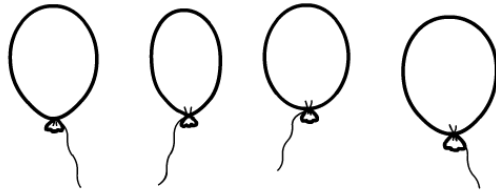
Did you know
How to count
1,2,3,4,5,
Yes , I know
How to count.

PRACTICE

- The teacher gives some instructions of the students, the teacher says: groups of three students! So the students are to make groups according to the instructions.

WE ARE GOING TO COUNT


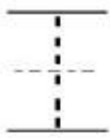
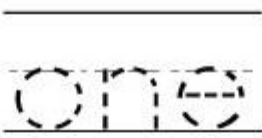
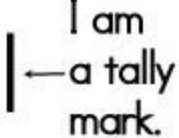


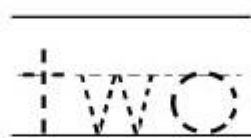



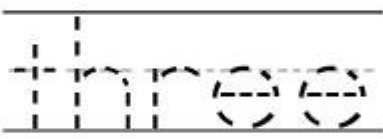

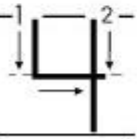
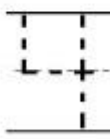
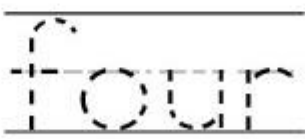


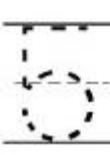
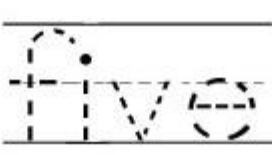

- How many things are there? The students write the number in the frame.



PRODUCTION

- The teacher gives the worksheet of the students. The students practice counting and writing these numbers.

NUMBERS

- The teacher shows the concentration games.



Concentration is another name for the Memory Cards. When playing with them, these cards are placed face down. Other cards put face up.

The students are to be aware of the position of the cards. When this happens, they will be able to take one of the cards and match it with its corresponding one.

- The teacher plays domino with her students.

Domino is a game of cards that are divided in half, in each of the halves a number of different numbers is. The game begins when one of the tabs has the same amount of numbers on the sides, the other players must make records that contain the same amount. The player wins when you do not have to put more chips on the table.



EVALUATION

- The students count the elements given in each rectangle and match it with the numbers on the right.



1



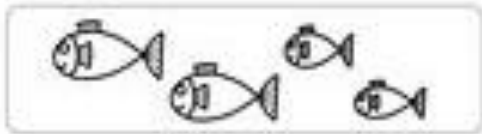
5



3



4



2

REMARKS

--

WEBGRAFIA

Video <https://www.youtube.com/watch?v=DR-cfDsHCGA>

Game <http://www.bradleys-english-school.com/online/concentration/num1210.html>

Worksheet

https://www.google.com.co/search?q=numbers+activities&biw=1366&bih=638&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjywqSY79HPAhXDOCYKHdaXDAGQsAQIGQ#imgrc=p_Kdb2PLIGt4PM%3A

<https://www.google.com.co/search?q=numbers+activities&biw=1366&bih=638&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjywqSY79HPAhXDOCYKHdaXDAGQsAQIGQ#tbo=isch&q=numbers+worksheets&imgrc=te0t6wX60JdMaM%3A>

EVALUATION STAGES



7. EVALUATION STAGES

In the evaluation stages it was observed the results obtained and the information collected from each of the seven workshops with transitional teachers of Colegio Americano and Liceo Educativo Crearte.

In these stages it will be presented the instruments used to evaluate the workshops applied on.



WORKSHOP INSTRUMENT



OUTSIDE OBSERVER'S FORMAT



WORKSHOP # 1

Date: **Group:**

Objective: To analyze how transition teachers learn the target language.

	NEVER	RARERLY	SOMESTIMES	OFTEN	ALWAYS
The students understand what they listen.					
The students' pronunciation is accurate					
The students use the vocabulary learned.					
The students participate actively in class.					
The students learn how to teach English to children.					
The teacher uses an appropriate methodology in the class					

ANALYSIS AND COMMENTS

Analysis and interpretation of data about "workshops" Colegio Americano



7.2

ANALYSIS AND INTERPRETATION OF DATA # 1

Workshop 1

The students understand what they listen. During the workshop the teachers showed a full understanding and comprehension of the instructions given in English, they were always interpreting everything said by the facilitator of the workshop.

The Students' pronunciation is accurate. In terms of pronunciation it was observed that teachers were familiar with some words that concerned the vocabulary learned which it facilitated the correct pronunciation, as a result they got a good pronunciation about what It was learned.

The students use the vocabulary learned. Talking about vocabulary it was observed that this category had a very good response because the teachers named the objects with their respective name in English, they used the vocabulary when they had to answer, to do a dialogue or when they expressed an idea about it.

The students participate actively in classes. Teachers participated in the all activities proposed as they interacted in permanently way with the content.

The students learn how to teach English to children. At teachers' point of view, the workshop was suitable, dynamic and funny in order to facilitate the learning of children. Also they mentioned that what it was learned is easy to apply in their classes because they know now the tools and strategies.

The teacher use an appropriate methodology in classes: The proposed methodology developed in teachers and students four basic skills in a second language. In addition, the classes became more striking in which teachers interacted all the time with the language. Materials and resources focused the attention of participants.

ANALYSIS AND INTERPRETATION OF DATA #2

Workshop 2

The students understand what they listen. It was observed that teachers had some difficulties about the understanding of instructions given in English. Their faces and verbal expressions indicated that it was necessary to explain again in order to understand more clearly.

The Students' pronunciation is accurate: The pronunciation in this workshop was not a problem because the teachers knew the vocabulary which allowed them to pronounce and know other ways to say “Father” and “Mother”, for example “Dad” and “Mom”, in this way, the song “Family fingers” made the pronunciation easier.

The students use the vocabulary learned. Talking about vocabulary it was observed that this category had a very good response because the teachers named the objects with their respective name in English, they used the vocabulary when they had to answer, to do a dialogue or when they expressed an idea about it.

The students participate actively in class. Teachers participated in the all activities proposed as they interacted in permanently way with the content. During the workshop there was a moment of tension because the teachers were tired and hungry and as a consequence they changed their attitude.

The students learn how to teach English to children. Teachers were satisfied and happy about the development of the workshops because they could demonstrate and prove themselves that they can teach and talk in English without being experts in the field.

The teacher use an appropriate methodology in classes: The proposed methodology developed in teachers and students four basic skills in a second language. In addition, the classes became

more striking in which teachers interacted all the time with the language. Materials and resources focused the attention of participants. The activities are suitable for students because they are focused on the curriculum and lesson plans of the institution.

ANALYSIS AND INTERPRETATION OF DATA # 3

Workshop # 3

The students understand what they listen.

On this occasion, the workshop worked about colors. Teachers identified the subject easily. It was observed that transition teachers had clarity and understanding about all the commands used in class so they responded quickly.

The students' pronunciation is accurate

This time the pronunciation of the colors was simple and easy to acquire it. The teachers had the knowledge about the subject and the pronunciation. Therefore, the vocalization and sound production improved meanwhile they were practicing them.

The students use the vocabulary learned.

Transitions teachers used the vocabulary learned about the colors answering questions like "What color is this?". They answered in order to their acquired knowledge. The teachers were confused about the color "black" which is "Negro" in English, to the contrary in Spanish, the "white" color has a sound similar to the name "black" in English.

The students participate actively in class.

During the workshop the teachers were very participated in all the activities. Also, they interacted with the content in a permanently way.

The students learn how to teach English to children.

Transitions teachers were satisfied about the development of the workshops because they could see how to teach English in a easily way without being expertise.

The teacher uses an appropriate methodology in the class

The exposed methodology was appropriated because it developed on teachers and students the 4 basic skills of the second language. Also, the class was very striking because the teachers interacted all the time with the language. At the same time, the materials and resources focused the attention on the participants.

ANALYSIS AND INTERPRETATION OF DATA # 4

Workshop # 4

The students understand what they listen.

In this opportunity the workshop was opened with a warm up in which it was said the name of the topic. The name was “The body parts”. At the beginning of the warm up, the teachers did not understand the activity because they wanted to relate the listening part with the acquired information in their brains. Time after, one of the teachers understood the topic because she related a women’s clothing called “body” with the name of the topic. Then, the topic was explained.

Working the activity, it was observed that the transitions teachers had a great difficulty about understanding what they listened.

The students’ pronunciation is accurate

Talking about pronunciation, it was observed the difficulty of some teachers about the pronunciation of some words. For example, when the teachers read the written words then they try to pronounce them exactly as they pronounce them in Spanish. Another difficulty was observed on the pronunciation of some words which contain “h” because this letter in Spanish has not a sound.

The students participate actively in class.

The teachers participated actively in class. When the teachers listened the song “Head, shoulders, Knees and toes”, they asked for repetition in several times in order to practice the movements and the song.

The students learn how to teach English to children.

Transition teachers related very well the parts of the body singing the song, in that way, they could practice the song with their students

On the other hand, the activities allowed the teachers to learn and practice in a didactic and attractive way. There was a really good feedback.

The teacher uses an appropriate methodology in the class

The exposed methodology was appropriated because it developed on teachers and students the 4 basic skills of the second language. Also, the class was very striking because the teachers interacted all the time with the language. At the same time, the materials and resources focused the attention on the participants. There was a significantly learning.

ANALYSIS AND INTERPRETATION OF DATA # 5

Workshop # 5

The students understand what they listen. During the workshop the teachers were interested on the activities and vocabulary taught, the orientations were not only in a verbally way but also they were supported with images and examples to explain them better.

The students' pronunciation is accurate. The pronunciation in this workshop was a little difficult because teachers worked on this topic for the first time. They were not familiar with this, therefore the pronunciation became wrong. It was observed that the word "heart" was the most difficult to differentiate so for this reason it was necessary to explain that in English, the pronunciation of "H" is the same pronunciation of "J" in Spanish.

The students use the vocabulary learned. The teachers used the vocabulary learned during the session, they worked the pronunciation with some difficulty. In different moments they were frustrated and they felt embarrassed to be exposed to the public.

The students participate actively in class. The participation in this workshop was not highly active because the development of the journey was exhausting and it was enough work. In this week "the institutional week" was carried out so teachers were so tired and in the same way teachers participated in all the activities.

The students learn how to teach English to children. Transition teachers were very positive and wanted to learn a lot about how to teach English. According to that, it is possible to teach English combining other subjects, for example, English with Spanish, English with Sciences. Due the way to teach Spanish, our mother tongue, it is possible to teach English as the same way to teach Spanish in transition level.

The teacher uses an appropriate methodology in the class. Transition Teachers were very interested after see the methodology used on written skill, it was observed that the students had some difficulties in English that come from their mother tongue, this is a difficulty that can be worked not only from English language but also from the mother tongue.

ANALYSIS AND INTERPRETATION OF DATA # 6

Workshop # 6

The students understand what they listen. The workshop was about fruits. The facilitator began the class telling us the topic to work. Teachers understood what the topic was about so the development of the class was easy because they had previously knowledge about it. They identified some fruits which was easy for them. It was observed that the listening comprehension was very good because of the instructions given at the begin.

The students' pronunciation is accurate. The pronunciation of the vocabulary was good. In the workshop there was the opportunity to correct the mistakes about the pronunciation of some fruits. Some of the teachers pronounced the fruits according to the previous knowledge. The main objective of the workshop was to be focused on the pronunciation. At the end it was a listening improvement in comparison to the begin.

On the other hand, the word "Grape" was difficult to pronounce because of the pronunciation in Spanish. Instead of pronouncing "gra" in English they did it in Spanish.

The students use the vocabulary learned. Transition teachers used the vocabulary learned in the workshop. They not only used this vocabulary but also they used expressions, commands, vocabulary about other workshops and they asked. In some cases, they forgot some words which is useful to work and remember them in house.

The students participate actively in class. The participation of the teachers was very positive because of the teachers' commitment. It was not only for the activities but also for asking questions and resolving them which was a very good sign that means a great motivation to learn more and more.

The students learn how to teach English to children. Transition teachers were very happy about the content of the workshop; it means the topics and methodologies though. They said “These classes were very easy and dynamic, we learned a lot of . We imagine teaching these classes to our children; they will learn them easier because of their abilities”

In addition, the way of teaching in the workshop allows teachers to learn how to do suitable activities.

The teacher uses an appropriate methodology in the class. The workshop methodology was good because it was planned thinking about the children’ skills and abilities. They can be adapted to it.

ANALYSIS AND INTERPRETATION OF DATA # 7

Workshop # 7

The students understand what they listen.

Transition teachers understood each of the concepts. The instructions were clear and easy to understand because of the images which were attractive to the view and open a big panorama in order to have a better comprehension about what is said.

The students' pronunciation is accurate

Talking about the pronunciation, the teachers developed very well the activities. It was easy for them to pronounce correctly the numbers from 1 to 5. Also, the pronunciation was easy and understandable.

The students use the vocabulary learned.

Teachers use the vocabulary learned not only to answer questions but also to count the objects.

The students participate actively in class.

During the workshop the teachers were very participated in all the activities. Also, they interacted with the content in a permanently way.

The students learn how to teach English to children.

Transition teachers demonstrated a very good positive attitude for the topic. The teachers can teach English as the same way they teach Spanish because in transition level the children learn both languages in a similar way. This is called in Spanish "a cross curriculum".

The teacher uses an appropriate methodology in the class

The exposed methodology was appropriated because it developed on teachers and students the 4 basic skills of the second language. Also, the class was very striking because the teachers interacted all the time with the language. At the same time, the materials and resources focused the attention on the participants

Analysis and interpretation of data about "workshops" Liceo Educativo Crearte



ANALYSIS AND INTERPRETATION OF DATA

Workshop # 1

The students understand what they listen: OFTEN: The teachers understood the topics about but they did not know all the words and vocabulary. The workshop was easy to understand because the vocabulary was simple.

The students' pronunciation is accurate: SOMETIMES: The teachers did not know the correct pronunciations of some words

The students use the vocabulary learned: ALWAYS: The teachers used the vocabulary to ask and make the activities.

The students participate actively in class: ALWAYS: The teachers were interested on the topics in which they participated and developed all the activities

The students learn how to teach English to children: ALWAYS: It was taught and explained how to plain and teach at the same time.

The teacher uses an appropriate methodology in the class. RARELY: The teachers did not use the correct methodology to teach English to children because they translated and did not use the correct activities.

ANALYSIS AND INTERPRETATION OF DATA

Workshop # 2

The students understand what they listen: OFTEN: The teachers did not understand very good because they do not have the knowledge about the language so they usually asked to the facilitator for explanation in order to understand.

The students' pronunciation is accurate: OFTEN: The teachers did not have an excellent pronunciation so they asked how to pronounce some words that they did not know.

The students use the vocabulary learned: ALWAYS: The teachers did not use the vocabulary learned in class because they did not know another vocabulary related to the topic. At the moment to develop the class, they participated using other words.

The students participate actively in class: OFTEN: The teachers did not participate in all activities because they were confused about the pronunciation. When the facilitator explained and answered their questions, they immediately participated on.

The students learn how to teach English to children: ALWAYS: The teachers learned new strategies to teach and develop a class.

The teacher uses an appropriate methodology in the class. RARELY: The teachers did not use a good strategies to teach English to children.

ANALYSIS AND INTERPRETATION OF DATA

Workshop # 3

The students understand what they listen: OFTEN: The teachers understood what the topic was about but they were confused about some words, also it was a confusion about the pronunciation. When they had a question about, they asked the facilitator .

The students' pronunciation is accurate: OFTEN: The teachers pronounced some colors in the same way they had learned in the school but in the workshop they understood that it is important to improve their pronunciation before teaching.

The students use the vocabulary learned: OFTEN: The students used the vocabulary but they used it in Spanish in some cases.

The students participate actively in class: SOMETIMES: The teachers were concentrated on the class and the topic but it was not important for them to do the activities because they are adults.

The students learn how to teach English to children: ALWAYS: The teachers understood how to teach the topic to the students.

The teacher uses an appropriate methodology in the class: SOMETIMES: The teachers implemented some strategies in their classes.

ANALYSIS AND INTERPRETATION OF DATA

Workshop # 4

The students understand what they listen: OFTEN: The teachers did not understand some instructions and some words, for that reason the facilitator had to use other words and made a examples.

The students' pronunciation is accurate: OFTEN: The teachers did not pronounce in a correct way some of the words that it was taught in the workshop. For example, "shoulders", "ears". The facilitator explained the pronunciation and made them to listen some audios to improve their pronunciation.

The students use the vocabulary learned: OFTEN: The teachers used the vocabulary learned and other vocabulary related to the topic but it was not every time.

The students participate actively in class: OFTEN: The teachers did not participate in all activities because they needed more explanations and know how to do the activities.

The students learn how to teach English to children: ALWAYS: The teachers learned more strategies to teach in their classes.

The teacher uses an appropriate methodology in the class: SOMETIMES: The teachers applied some activities and strategies in their classroom but not all the time.

ANALYSIS AND INTERPRETATION OF DATA

Workshop # 5

The students understand what they listen: ALWAYS: The teachers understood all the instructions and what it was said by the facilitator.

The students' pronunciation is accurate: SOMETIMES: The teachers did not have clarity about how to pronounce some vocabulary so the facilitator explained but the teachers continued pronouncing in the same way they used to pronounce.

The students use the vocabulary learned: ALWAYS: The teachers used the vocabulary all the time meanwhile they developed the activities.

The students participate actively in class: OFTEN: The teachers understood all the activities but they did not want to do some activities showing a little interest.

The students learn how to teach English to children: ALWAYS: The teachers knew more strategies to teach but it was considered that some activities like using "slides" worried them.

The teacher uses an appropriate methodology in the class: ALWAYS: The teachers implemented some strategies in their lesson about how to learn to teach English.

ANALYSIS AND INTERPRETATION OF DATA

Workshop # 6

The students understand what they listen: ALWAYS: The teachers understood all the instructions and activities to develop the topic.

The students' pronunciation is accurate: ALWAYS: The teachers already knew the vocabulary that it was thought in the workshop so it was easy for them

The students use the vocabulary learned: ALWAYS: The teachers used the vocabulary in all moments to develop the class because the activities were related to the practice and the vocabulary.

The students participate actively in class: ALWAYS: The teachers enjoyed the activities because they were dynamics for them.

The students learn how to teach English to children: ALWAYS: The teachers express that the activities were dynamic and nice for the children.

The teacher uses an appropriate methodology in the class: ALWAYS: The teachers said that their classes were more interesting for the students.

ANALYSIS AND INTERPRETATION OF DATA

Workshop # 7

The students understand what they listen: ALWAYS: The teachers understood all the instructions and activities to develop the topic, they were easy for them.

The students' pronunciation is accurate: ALWAYS: The teachers pronounced in a correct way but one of them pronounced "tree" instead of "three". The facilitator explained the correct pronunciation and the teacher immediately understood the difference.

The students use the vocabulary learned: ALWAYS: The teachers improved their vocabulary through the development of the activities.

The students participate actively in class: ALWAYS: The teachers were more motivated and interested for all the activities. They participated on all of them.

The students learn how to teach English to children: ALWAYS: The teachers understood how to apply the activities with their students.

The teacher uses an appropriate methodology in the class: ALWAYS: The teachers implemented these models of classes in their pedagogical practice.

Points in common Liceo Educativo Crearte and Colegio Americano



8. LICEO EDUCATIVO CREAERTE AND COLEGIO AMERICANO

WHAT THEY HAVE IN COMMON.

REGARDING IMPLEMENTATIONS OF WORKSHOPS

At the beginning of the classes teachers were confused about the topic “commands” because they did not understand anything, for that reason, it was necessary to use other strategies to explain them, using words and movements then with the explanation teachers learned more and practiced on. To work on the workshop helped teachers to understand easier and for the last workshop teachers were more interested about it.

Teachers knew some vocabulary which was taught in classes, but in some cases, they pronounced it in an incorrect way, meanwhile, they were developing the activities, they practiced and improved their pronunciation. There were activities in which they spoke in English and used the vocabulary, all at the same time.

Teachers participated actively in the workshops, but in some cases, they were tired because of the work and concentration, for that reason, it was necessary to prepare classes very active and used successfully strategies to catch the attention and motivate them to learn, in this way teachers were interested and participative in all the workshops.

At the beginning and at the end of the workshops, teachers expressed enjoyment and interest about the strategies because they were dynamic. This is the way teachers can see what can they do when it is necessary to change strategies. At the moment to teach English in transitions level, the students will learn more easily and have fun.

Findings at Liceo Educativo Crearte and Colegio Americano.



9. FINDINGS AT LICEO EDUCATIVO CREAERTE AND COLEGIO AMERICANO.

Applying the workshops and working on the instruments, it was found the following results that pointed to the development of the specific objectives of our research.

- The transition teachers were motivated to learn English.
- The students learned some strategies to teach English to children.
- The students were aware of the importance to be constantly exposed to the four communicative skills.
- The transition teachers learned how to plan for teaching English in Transition level.
- The students' vocabulary increased so they were able to participated in class.

CONCLUSIONS



10. CONCLUSIONS AT LICEO EDUCATIVO CREAERTE AND COLEGIO AMERICANO.

According to the work, it can be concluded:

- The foreign language is not easily learned at an adult age.
- Phonetics is a complex component of the language to learn.
- Students are used to pronounce English words the same the way they do it in their mother tongue.
- Nowadays Teachers recognize the importance of teaching English since early age.
- To learn a foreign language implies not only intrinsic factors but extrinsic ones.

**10. EVIDENCES AT LICEO EDUCATIVO CREAERTE AND COLEGIO
AMERICANO.**

These are the evidences of the work done by the transition teachers.

ANALYSIS AND INTERPRETATION OF WORKSHOP (TRANSITION TEACHERS)

In the application of this instrument with transition level, students show understanding of instructions and commands, the pronunciation of the teacher was good and she had to help and explained to students how to pronounce all vocabulary.

The teacher used whole activities that are in the workshop of fruits and apply it in a correct way.

The students understand what they listen: ALWAYS: The students of transition level understood whole activities and instruction to develop the activities.

The students' pronunciation is accurate: OFTEN: The students comprehend whole vocabulary, but the teacher had to explain repeatedly how to pronounce some words.

The students use the vocabulary learned: ALWAYS: The students used the vocabulary in all class, because the teacher asked them repeat to learn and verify the pronunciation.

The students participate actively in class: OFTEN: The students enjoy the activities because it was dynamics for their and it was full of colors and with many games for them.

The students learn how to teach English to children: ALWAYS: the teacher showed appropriation and clarity to develop activities with very good attitude to motivate students

The teacher uses an appropriate methodology in the class: ALWAYS: The teacher made use of all the activities and strategies proposed to teach the subject of fruits.



The teacher made use of all the activities and strategies proposed to teach the subject of fruits. She showed appropriation and clarity to develop activities with very good attitude to motivate students and the students reflect understood the class.



ANALYSIS AND INTERPRETATION COLEGIO AMERICANO

1: The students understand what they listen. During the workshop the participants showed a full understanding and comprehension of the instructions given in English.

2: The Students' pronunciation is accurate. In terms of pronunciation it was observed that teachers were familiar with some words that concerned the vocabulary learned which it facilitated the correct pronunciation, as a result they got a good pronunciation about what It was learned.

3: The students use the vocabulary learned. Talking about vocabulary it was observed that this category had a very good response because the students named the objects with their respective name in English.

4: The students participate actively in classes. Teachers participated in the all activities proposed as they interacted in permanently way with the content.

5: The students learn how to teach English to children. At teachers' point of view, the workshop was suitable, dynamic and funny in order to facilitate the learning of children.

6: The teacher use an appropriate methodology in classes: The proposed methodology developed in the student's four basic skills in a second language



The teacher was always motivated and she had good attitude .
During the workshop it was observe that the teacher had a good use of the vocabulary not only to teach the content, but also to ask questions and respond.

BIBLIOGRAPHY

1.

James Arthur, Teresa Grainger and David Wray. *Learning to teach primary school* RECOVERED

FROM <https://books.google.com.co/books?id=7eTTGeXCRCcC&pg=PA426&dq=profile+of+a+teacher+of+transition&hl=es&sa=X&ved=0ahUKEwj08bjyy5fOAhXDXh4KHYx3DQgQ6AEIKzAB#v=onepage&q&f=true>

Cecilia María Velez White and others. (2006) *formar en lenguas extranjeras*.

Recovered from http://www.mineduacion.gov.co/cvn/1665/articles115174_archivo_pdf.pdf

Pierangela Diadori. (2012). *How to train language teacher's trainers*

Recovered from

<https://books.google.com.co/books?id=wbYwBwAAQBAJ&pg=PA122&dq=How+to+create+a+training+course+for+teachers&hl=es&sa=X&ved=0ahUKEwiai-eToanOAhXGMMyYKHfXbDI8Q6AEIMDAD#v=onepage&q=How%20to%20create%20a%20training%20course%20for%20teachers&f=false>

Ministerio de Educación Nacional. (2013). *DOCUMENTO GUÍA · EVALUACIÓN DE COMPETENCIAS. Docente de Preescolar*.

Recovered

from http://www.mineduacion.gov.co/proyectos/1737/articles328355_archivo_pdf_19_Preescolar.pdf

Constitución Política de Colombia 1991 y 1994, 2da edición (1992)

Colombia Aprende la Red del Conocimiento /PROGRAMA NACIONAL DE BILINGÜISMO

Recovered From <http://www.colombiaaprende.edu.co/html/productos/1685/article-158720.html>

