

A holistic methodology supported in the construction of teaching material for the interaction with EFL in the student's real context

Undergraduate Thesis to Opt for the Degree in Elementary Education with Emphasis in English and French

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Resumen

Esta investigación tiene un enfoque cualitativo, con un método de investigación acción, inscrito en un ámbito descriptivo, que busca promover una metodología holística sustentada en la construcción de material didáctico para la interacción con la lengua extranjera en el contexto real de los estudiantes. El proyecto se desarrolló en dos escuelas públicas del Valle de Aburra durante dos semestres académicos, con estudiantes de segundo y tercer grado, además de los docentes cooperadores. En la primera parte se realizó un proceso de observación donde se identificó la metodología de enseñanza y los materiales implementados; luego se llevó a cabo la planificación de unidades temáticas y la creación de materiales para la participación del investigador en el aula; y finalmente el proceso de evaluación donde el estudio fue validado a través de dos formatos de evaluación y producción. Los resultados mostraron que esta metodología ayudó a los participantes en su proceso de enseñanza y aprendizaje, demostrando los diferentes medios, recursos, estrategias y actividades que se pueden utilizar en el aula para interactuar con el idioma de manera significativa.

Palabras claves: metodología holística, aprendizaje significativo, enseñanza y aprendizaje en EFL.

Abstract

This research study has a qualitative approach, with an action research method, inscribed in a descriptive scope, where it seeks to promote a holistic methodology supported by the construction of didactic material for interaction with the foreign language in the real context of the students. The project was developed in two public schools in Valle de Aburrá during two academic semesters, where the population was second and third grade, in addition to the cooperating teachers. In the first part, an observation process was carried out where the teaching methodology and the implemented materials were identified, then the planning of thematic units and the creation of materials for the participation of the researcher in the classroom were carried out, and finally the process of evaluation where the study was validated through two formats of assessment and production. The results showed that this methodology helped the participants in their teaching and learning process, demonstrating the different means, resources, strategies and activities that can be used in the classroom to interact with the language in a meaningful way.

Keywords: holistic methodology, meaningful learning, teaching and learning in EFL.

Introduction

In Colombia, interest in learning a second language has increased with the excuse of so-called globalization, which seeks to achieve intercultural inclusion where we can communicate efficiently. In accordance with this, the curricular guidelines for the area of languages in primary and secondary education deal with the importance of English as a means of contact in social, political, economic and cultural aspects; It is also evident in the Basic Learning Rights (BLR) that the General Education Law (Law 115) establishes as one of its purposes: "The study and critical understanding of the national culture and the ethnic and cultural diversity of the country, such as the foundation of national unity and its identity ". (MEN, 2016, 7). The same law establishes as objectives of primary and secondary education: "The acquisition of elements of conversation and reading, at least in a foreign language" and "The understanding and ability to communicate in a language foreign" (MEN, 2016, 7). For Colombian society to be prepared to communicate with the world, as well as to compete internationally and efficiently, it is necessary that Colombian education be focused on providing an education that enables good learning.

From this perspective, this qualitative research with an action research method aims to promote a holistic methodology in the classroom, based on the construction of contextualized didactic materials. A holistic methodology because the initial observation process revealed the need to explore alternative methodologies to the one used in the Colombian English Classroom; Didactic material because the exploration of other types of materials and activities can generate different possibilities for language classrooms. Then, the objective will be aimed at creating thematic units through team teaching and the construction of the didactic material, and then evaluate through focus groups,

production formats, and evaluation by students, to visualize how the methodology and use of materials promote the learning process in a meaningful way.

At the end of the research process, it was observed that it was possible to promote a new methodology for the English class, where students not only learned basic vocabulary by heart, but also interacted with the foreign language in a significant way, building their own didactic material and working on contextualized thematic units.

Context

The research study was carried out in two public schools, which are: Institución Educativa La Salle de Campoamor (2018-2019) and Institución Educativa Normal Superior de Envigado (2018).

Institución Educativa La Salle de Campoamor

It is located at Carrera 65 B #4- 49, Campoamor neighborhood, Guayabal. It is an official and mixed institution from Medellín that offers formal education in three school day shifts. In the morning, for high school from 7th to 11th grades, in the afternoon for preschool and elementary, until 6th grade, and in the evening, for Adult educations, known as CLEI.

The institutional philosophy, Mission and Vision of La Salle de Campoamor aim to help educate in ethical values, citizens, integral families, and upright children. Although the school no longer belongs to the Community of the Brothers of the Christian Schools (Lasallians), it still preserves its values and the importance of community and maintains an atmosphere of love and peace among its members.

The school works under a C3 Methodology, where C1 stands for *Conscientization*, C2 for *Conceptualization* and C3 for *Contextualization*. Each stage is divided into two sub-stages, that is, C1 is divided into experiencing and reflecting, C2 in discovering and reflecting and C3 in rehearsing and integrating. (Institución Educativa la Salle de Campoamor, 2009)

The teaching practice was done in 2018 in 2^ºA with Cooperating Teacher D, and the classroom had 36 students, 11 girls and 25 boys. And for the year 2019, with Cooperating Teacher M and 3^ºB class, for they wanted to continue the process. The group was made up of 37 students, 10 girls and 27 boys and their ages ranged from 8 to

9 years old. It is a very diverse group regarding their beliefs and conditions, and one example of this is that there were students who were victims of the conflict, such as displacement. The socioeconomic stratum ranges from 2 to 3 to some in stratum 4. It is important to note that most of the students live in the same commune where the school is located (Comuna 15, Guayabal).

About the attitude of the group in general, it was a pleasant and hardworking group; a class where any activity could be carried out, especially because among them, they helped each other to finish the activities. It was also a highly motivated group in the sense that they were always active and willing to participate in classes or volunteer to help to develop them.

It is important to emphasize that for the year 2019 no observations were made of the English class so no data on the methodology that the teacher uses for her English class were provided. However, it could be deduced through her comments or how she taught other subjects. It was possible to obtain data from the previous year like the teacher worked under the Grammar Translation Methodology since she focuses on the rote learning of a vocabulary list, to later translate it into Spanish.

But a curious fact of all this is that during the English classes or other subjects the C3 Method was not evidenced. Most of the classes were very traditional and did not show much advance, that is, the teachers did not try to know and explore the students' previous knowledge and the classes summed up to the fact that the teacher possessed the knowledge and only taught it, and very rarely allowed the students to express their

opinion, except when she asked them questions. Students also did not have time to ask questions because they sat around writing throughout the class.

Institución Educativa Normal Superior de Envigado

It is located at Cra. 40 # 38s-17, is an official and mixed school from Envigado. It offers formal schooling for preschool, elementary, secondary, and complementary cycle, a space of the academic and pedagogical preparation of novice teachers.

About the social and cultural environment, during the observation and intervention processes, it was possible to identify that the rebuilding of the school main campus had affected the students' learning process. Students and teachers were relocated in another school in the Envigado Municipality, in the afternoon, having less time to carry out the class plan for each subject. Each of the teachers managed the time to their liking, which is why subjects such as mathematics, science and Spanish had more time than subjects such as English, art, ethics and religion, since according to the teacher's criteria they were less important at the moment and that had to be evidenced to the local Education Office. Also, the space in the new site also affected the process. This school had no supporting spaces like a library, a computer room, or green areas where the students could spend their recess time. This was an impact for the students since these spaces were important areas in their old school. Additionally, and also due to space, the teachers mentioned that much of the English material provided by the municipality had to be stored in warehouses, also affecting the English planning and teaching process.

About the students, in the second grade there were four groups, which had 36 students in each class. The students' ages ranged between 8 to 9 years, and some of them were repeating the second grade.

Regarding their knowledge in the English area, it varied according to the student, but in a general, none of them met the level stipulated by the bilingual program in Colombia. However, they had a positive attitude towards the subject, being active and participating in the class activities.

About the teacher, there was only one teacher who was responsible for all the subjects mandated by the school curriculum in each elementary grade, and one external teacher from another public entity, called INDER de Envigado for Physical Education.

The teachers were between 40 and 50 years old, most of them with a bachelor's degree in Early Childhood and basic knowledge of a foreign language, an A1 level, according to the Common European Standard, that means they could use the foreign language through commands to interact with the students, as well as everyday phrases related to greetings, farewells, personal presentations, and basic vocabulary.

According to the interview with the Cooperating Teacher (CT), the institution promoted an active participatory methodology, which consisted in the students being an active agent in the teaching-learning process, helping them learn from their mistakes to establish new relationships with knowledge, and making cooperative work prevail. The teacher identified Piaget as one of the main theorists since he shared the assumption that people have a previous history which helps integrate learning experiences, and which should not be forgotten when entering a classroom. This methodology according to the CT allows not only the active participation of the student, but also considers the teacher as an apprentice in the teaching process. Also, it must develop techniques and strategies

that motivate students' interest in learning in a playful and creative way, so that they themselves build their own process.

However, it is important to note that is not only about a participatory methodology, but also about being informed of the national and regional guidelines for the teaching of foreign languages.

La Institución Educativa Normal Superior de Envigado, being a public institution depends on the national government for the human and physical resources, and for the teaching materials to foster the learning of English. At the national level, in English area, there is a bilingualism plan called *Colombia Bilingüe*, which has been structured with the purpose of strengthening the teaching and learning processes of English in the basic and middle education of the educational system, providing learning strategies, curricular guidelines, technological materials, and teacher training. But throughout the process as a practitioner in the school, I could understand that the teachers had no idea that this project existed, since they did not use any of the material created by this project to plan their classes. The new ideas and information were on paper but were not part of the class activities. Also, the CT mentioned that there were training processes to improve the foreign language, offered by the government, but due to lack of time or interest, this benefit was not taken advantage of.

Something important to highlight that helps deal with the previous situations is the fact that the elementary grades have the support of the Complementary Cycle practitioners (students who are being trained as teachers), who become a great help for the classroom teachers because almost always these practitioners are in charge of the

English area, either because they have certain knowledge of the subject or some skills for teaching young students.

Statement of the problem

Through the observations that have been made in the area of English and the process of contextualization of the institutions, it was possible to perceive the Grammar-Translation Method as the main teaching approach. This method is oriented to learn grammatical rules to then make translations of sentences and texts from the native language to the foreign language, and vice versa; the goal is to memorize vocabulary to build short sentences. The teacher's role is to provide linguistic knowledge for the students and correct the mistakes made by them. The students have a less participatory role in the process and are limited to doing exercises, memorizing rules and lists of vocabulary, and reading and translating.

According to this, the learning that is presented is memorized, for example, when a text is copied and pasted into the computer without reading it and then saved, the same happens in the cognitive process when is based on saving data mentally without processing them; these memorized contents are not understood and no attempt is made to analyze their meaning. They are repeated enough times until they are remembered. In English classes it is very common for teachers to write on the board a list of words on the subject of the class, and then students must repeat them until they learn their correct pronunciation and writing.

From the observations of the English classes a sequential and invariable planning form was found, which was based on: the presentation of the theme through a YouTube video, a vocabulary list, vocabulary pronunciation exercises, vocabulary writing, vocabulary drawing, and finally, a worksheet as a means of evaluation where the students answer what was taught in that class. The use of the foreign language, English in this

case, was limited due to the emphasis on the vocabulary and the grammar of the language, since the perception of the teachers is that if the students memorize the vocabulary they already know English, regardless of whether they really understand the meaning of the vocabulary and its use in a real context.

On the other hand, the curriculum used in both institutions, that is, the content of the subject, was based on a vocabulary separated from students' realities. For example, for the-parts-of-the-house theme the teachers always use a "standard" worksheet, which presents a type of common house in the foreign context, which makes the process of meaningful learning a little difficult, since the students do not identify with this type of material because their houses are completely different.

Another important aspect in the teaching process is that the topics presented in the class period are only worked once, that is, that the teaching and learning process is not conceived as a repetitive meaningful cycle; for example, the teachers taught the members of the family one week and in the next one they changed to food. They can work on a grammatical topic without any sense because it has no connection with other topics; the only objective in the English class is to pronounce correctly and memorize that vocabulary to comply with the assigned evaluation.

The main didactic material in the classroom is the worksheet. In some of them one must write in the empty spaces associated with an image or match the images with the words. Again, the purpose of this material is for the student to memorize and practice the vocabulary, but without generating a connection with the context, or a real learning for the student, much less an effective use of the language in other spaces. These worksheets also solve the evaluative component since most teachers use it as practical material

where the student can answer on the topics in which they worked. Another aspect that we associate with the use of this material is the control in the classroom, that is, the discipline. For teachers this is important in the teaching and learning process and they use this material to control the students' behavior.

Other possible materials in the classroom are the technological resources, since each classroom was equipped with a computer, a video beam and a speaker system. Teachers used the YouTube application to play songs to explain certain grammatical topics or memorize vocabulary. This had as an objective that the students understand the subject better in a different and interactive way, from the perspective of the teachers, but this technological intervention only helped the student to memorize the vocabulary within a musical rhythm. For example, if the subject is the parts of the body, the most used song is "head, shoulders, knees and feet". For teachers, it is a strategy that allows children to learn the song and vocabulary through actions with their bodies, and it is useful in a certain way, because children memorize this vocabulary, but the learning process stops in a song and the teachers do not present other uses in the students' real contexts.

Another aspect that should be mentioned is the quality of the professional education of elementary teachers in a foreign language. In the observation process, it was possible to perceive that most of the teachers had a basic level of English, that is, that they were familiar with certain English patterns used in the classroom, for example: sit down, open the notebook, please, among others. Since the professional degree was focused on other subjects, English was not necessary at the time. But when assigned an elementary class, English becomes a real necessity for these teachers, if they really want to provide an opportunity for their students to learn this language. One of the CTs

explained during an interview that the Ministry of National Education offers English courses to improve their level in the foreign language through agreements with specialized language centers, where they could learn the linguistic aspects of English. However, due to lack of time, some teachers could not access these benefits. This strategy is good; however, it does not guarantee that the teacher can create a comprehensive English class for students, where a meaningful experience can be promoted, since having a good linguistic and communicative level in English does not guarantee an adequate pedagogical preparation. Most of the training teachers have as their help focuses on the linguistic aspect of the language, because the perspective we have in our context about the learning and teaching process is that if the person has an advanced level in the foreign language, s/he will be able to use the language orally and in written form with no problem. And as a teacher, s/he will be able to facilitate the creation of the class plan and the didactic material to improve the class methodology with this linguistic knowledge. But we know this is a very strong misconception.

On the other hand, the other CT shared that in the school there had been other training efforts addressed to the elementary teachers, given by another qualified English teacher who was working with several projects with high school students like Spelling Bee and Facebook debates. This teacher suggested strategies, activities, and games to integrate in the English classes, so these could be more playful and didactic.

It is for this reason that the type of training in a foreign language for any teacher should be focused on both linguistic and pedagogical aspects, emphasizing the promotion of meaningful learning, with a teaching method that is comprehensive and connected with

the context of the students, guaranteeing through the didactic materials a different experience when learning a foreign language.

Rationale

State of the Art

Rincón (2000) in his research project the influence of motivation in English material, done with a group of 6th grade students in Bogota. Provides ideas about the kind of activities and materials to use for homework and how to choose these to motivate students. It is also important to give them assignments that motivate them to use English outside of class and also to reinforce what they learn in class. On the other hand, students should participate and enjoy more materials that generate curiosity and motivate them to better understand the topics, like the materials with images. He remarks the importance to consider students' age ranges, their characteristics, and their contexts, to choose the most appropriate for them.

Núñez & Téllez (2009) propose to motivate EFL / ESL teachers in Bogota to exploit their creativity and develop their own materials, applying their knowledge and experience in terms of the needs of students: They not only motivate them to develop materials, but also to adapt other existing materials. And no less important, it is strongly emphasized that they are materials to facilitate learning and that for this reason the teacher must know or have knowledge of how to handle the material.

Cadavid, Díaz & Quinchía (2011) planning their research of a link that was made with the secretary of education of the municipality of Itagüí and only 20 teachers were registered, of which only 14 finished the course, where they were able to improve their skills for the foreign language, that is, they were able to expand their knowledge on the teaching of the foreign language to be able to put it into practice, and these teachers from their reflections were able to acquire this knowledge and know that they are responsible

for creating the purposes in the English class. In addition, they noticed and understood this holistic proposal as something that they can teach from their experiences and their context.

Núñez, Pineda & Téllez (2004) Describe crucial aspects that teachers of English in Bogota as a foreign language should take into account when preparing materials to support the instructional component of their classes. It also emphasizes that foreign language teachers must not only maintain a balance between theory and practice when developing their teaching aids, but must also keep up-to-date in terms of the most recent advances in research in the field of language education. The article provides useful ideas for the development of materials with enriching content that are dynamic and visually attractive.

These investigations were chosen, since they were completely related to the research topics, such as: didactic materials, teacher training, alternative methodologies in the foreign language, in addition to providing information on the subject, they were also carried out in similar contexts and the participants in the research were also teachers and students from public schools, having a connection with what was done in the research.

Reasons for the study

This research starts from a topic of personal interest in order to enrich the teaching and learning process in a foreign language, through the implementation of a new methodology where the creation and use of didactic materials is a fundamental tool. Considering that students in Colombia do not have a significant learning of English, as suggested in the results by the Colombian Institute for the Evaluation of Education

(ICFES) which reported how urban and rural areas level of English fell down during the 2016 and 2017 (Herrera, 2018), this research study is a good opportunity for novice teachers to understand the current shortcomings in the teaching process, in our country.

Related to this, Thomas Treutler, director of local university language center, in a press article entitled *Colegios públicos se rajan en inglés* [Public schools are flunked in the English area] says that teaching English has been difficult in public institutions because of the lack of continuity in the programs, since they are conceived within the framework of a period of government and not as teaching policies. In addition to this, he also claims that another deficiency is the lack of trained teachers (Herrera, 2018). In professional aspects, this study shows that there are fewer and fewer teachers trained to teach a foreign language, or are limited to having linguistic knowledge, leaving aside the pedagogical aspect. That is why this research study explores the appropriate knowledge that a teacher must have for teaching a foreign language, and studies the conditions that can help novice and experienced teachers work together to improve their teaching strategies and their command of the foreign language.

Likewise, in the academic aspect, it seeks to expand the knowledge of this matter in the Lasallian University Corporation, since there are not many research investigations on the contribution of English in primary school in the public sector. And most importantly, the study intends to benefit the sector in which the interventions are carried out, providing theoretical support on certain methodological aspects where the didactic material provides a possible solution to the perceived problem, enabling the teaching and learning of a foreign language in a meaningful way.

Research question

From the above, the research question arises as how to promote an integral method through the construction of didactic material for interaction with EFL in the real context of the students?

Objectives

General Objective

To promote a holistic methodology supported in the construction of teaching material for the interaction with EFL in the students' real contexts.

Specific Objective

To identify the methodology in which materials are supported for the learning process of EFL through a documented analysis, observations and an interview with teachers.

To implement thematic units through team teaching and the construction of didactic material for the process of interaction with the foreign language.

To evaluate how the holistic methodology and the use of materials promotes the learning process in a meaningful way, through focus groups and evaluation formats, to visualize the scope of the research.

Theoretical Framework

To carry out this research study, it was decided to organize through some categories as holistic methodology and didactic material and subcategories that are key throughout the work.

Holistic Methodology

Holistic methodology will be taken as a conceptual reference since this research study tries to improve English classes through it. The concept is understood as “a methodology that allows teachers to base their principles on language, didactics and the learning of foreign languages” (Cadavid, Quinchía & Díaz, 2009, 147). And it is important to clarify that “the holistic vision does not lead to the creation of explicit intellectual theories but it is something that is created in ourselves that helps to see with all clarity the root of the human problem” (Espino de Lara, 2007, 66).

This means that the teacher role is fundamental due to he/she must be a guide in the teaching process and according to Kumaravadivelu (2003), “The teacher... as an artist and an architect; a scientist and a psychologist; a manager and a mentor; a controller and a counselor; a sage on the stage; a guide on the side; and more”. (7) Besides, the teacher must be aware and recognize what s/he is doing during his/her practice because this reflection will help him/her identify a clear and defined purpose for a holistic orientation.

Meaningful learning

In this case, the purpose is for students to learn the foreign language in a meaningful way, so they can use it in a real context and for their own needs. In this research study, meaningful learning will be considered as:

The process in which a piece of new knowledge or new information is related to the cognitive structure of the person who learns in a non-arbitrary and substantive or non-literal way. This produces an interaction between these new contents and relevant elements present in the cognitive structure that is called anchor ideas (Ausbel in Maya, 2017, 5).

In other words, meaningful learning revolves around the students because part of their experiences, interests, needs, and contexts have to be taken into account for any learning and teaching process to take place. Teachers must consider the previous knowledge that students have in the cognitive structure, in order that the new topics have a meaningful connection, and as (Ruiz, Rosales & Neira, 2006) say “would be given a recognition and valuation to the different types of knowledge or, in other words, the positive recognition of the difference” (110).

For this reason, it is necessary to focus on the methods that allow a significant learning of a foreign language and require and provide other conditions for the formation of teachers.

Thematic teaching method

First, the Thematic Teaching method is understood as:

A set of educational strategies that revolve around a concept or big idea, arising from students' interests and realities. It allows for a process of

negotiation through which students own their learning, exploring and deciding on ways to connect, articulate, and share their language learning progresses and their knowledge construction (Lipson, Valencia, Wixson & Peters, 1993, 254).

According to this, the process is based on the interests and needs of the students, an aspect that is highlighted when learning meaningfully, and understanding the learner as a subject that cognitively has a prior knowledge that should be used, in order to potentiate the new information. Another fundamental aspect in this type of method is that the students are aware of their own learning process, since it is the learners themselves who construct their own knowledge in an organized manner. For meaningful learning to happen, it is important that the student has an active attitude towards the process, with the aim of becoming a dynamic learner, articulating his own learning.

To carry out the thematic units, certain steps or methodology must be taken into account according for the teaching and learning process, according to Okoro (2016) these are:

- 1) Choose a topic (teachers strive to connect the topic with the student's everyday life).

- 2) Design the integrated curriculum teachers should organize the learning objectives of the curriculum for both process skills and content knowledge around the topic. In the study of the weather / climate of a place, for example, mathematics, social studies, science, etc. are involved.

3) Instruction design: this generally involves making changes to the class schedule by combining the hours normally devoted to specific topics, organizing field trips, teaching in teams, bringing in external experts, etc.

4) Encourage presentation and celebration: because thematic instruction is often project-oriented. It often involves students going to a group presentation to the rest of the school or community (65- 66).

Another possible method that integrates meaningful learning is teaching by projects. This methodology comes from the conception that students learn in relation to life from what is valid. Therefore, it advocates an "experimental philosophy of education" in which knowledge is acquired through experience (López de Sosoga, Ugalde, Rodriguez & Rico, 2015, 397). Within this methodology the roles of the teacher and student change completely, the teacher as a guide in the teaching process and the student as the main actor in the planning, production, and evaluation of the learning process.

The teaching of projects seeks that learning is not divided by subjects, but rather has a purpose or objective based on the interests of the student, to achieve meaningful learning. This is why "Kilpatrick proposes four types of project work according to the purpose pursued: Producer's Project, Consumer's Project, Specific learning; Problem Project." (López de Sosoga et al, 2015, 398).

Learning by projects allows generating significant learning, since the projects arise from the interest and need of the students, motivating them to commit to their own process, to work cooperatively and to abolish rote learning, since it is not a process based on an imaginary situation but on one's own experience, related to one's context.

It can be evidenced that the learning process falls on the learner since it is this one who possesses the prior knowledge according to his/her experiences, and from where the new content starts. Meaningful learning integrates both students' needs and interest, within an academic context, without neglecting the role of the teacher in the guiding and construction of knowledge.

Finally, to deal with these methodologies that involve learning and teaching in a different way, it is necessary to talk about teacher training for EFL and the conditions it will require. Since the role of the teacher as a guide in the learning process is essential to generate an adequate environment for the acquisition of a foreign language, Kaur G, Yuen and Kaur S (in Fandiño, 2013), reveal that an effective teacher needs to master at least two types of basic knowledge: content knowledge and pedagogical knowledge. And in addition to this, Shulman (in Fandiño, 2013, 84) states "that teachers' knowledge base must not simply be regarded as a set of professional and experiential skills to be built up. Instead, he argues for a framework that includes and combines content, pedagogy, curriculum, and context".

According to the above, it is believed that it is essential that the teacher possesses this knowledge when teaching the foreign language class, as his/her formal knowledge is not enough, and s/he needs to recognize the context as well. In relation to this, teacher training needs to address, knowledge of the context, knowledge of students, knowledge of the curriculum and contents, and pedagogical knowledge (Fandiño, 2013). The knowledge of the context implies understanding the social and institutional dynamics that interact in the schools and its surroundings; the knowledge about students have to do

with understanding students' cognitive and social processes, and also their characteristics, behaviors, needs, and interests; the knowledge about the curriculum and contents includes the comprehension of the curricula, the topics and the design of materials for the teaching of the foreign language; finally, the pedagogical knowledge refers to the combination of knowledge of content and pedagogy to help teachers improve their pedagogical practice.

Another relevant category for this research study is didactic material, since this is going to be our main tool to foster meaningful learning in foreign languages. Many authors have worked on this concept, such as Nereci:

The didactic material is, in teaching, the link between words and reality. Ideally, all learning should take place in a real-life situation. Not being this possible, the didactic material must replace the reality, representing it in the best possible way, so that it facilitates its objectification by the student. (1973, 282)

Materials connect student's context, but also enable the dynamics in the group's routines. They facilitate the teaching process as well, since the material can be a means to explain area contents in didactic way.

If materials are chosen appropriately, they can promote the integration of language skills by approaching language and content comprehensively. In terms of learning styles and intelligence, materials can also help the teacher address the individual differences of the students. In addition, "the use of materials helps teachers motivate students by

bringing a portion of real life into the classroom and presenting language in their most complete communicative situation” (Brinton in Gonzalez, 2006, 102).

On the other hand, Brian Tomlinson defines didactic material, but directed specifically towards the foreign language, as:

Materials are anything which is used to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned (2011, 13)

Also, Tomlinson’s definition of adaptation of material will be taken into consideration because this study wants to demonstrate that with this adaptation it will be possible to use the existing materials in the classroom, improving them to provide a good teaching-learning process. “Materials adaptation is making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing” (Tomlinson, 2011,14).

High-quality materials are available throughout the world to help learners to learn languages. These materials have taken advantage of recent developments in technology and of our recently increased knowledge of how languages are learned (Tomlinson, B, 2011). For this, different materials have been developed and characterized as materials for teaching and materials for learning. As Padron, Dodero, Díaz, & Aedo (2005, 2) say,

Learning materials are defined as the resources or materials that are used throughout the student's learning process. For example, they can be activities, exercises, and study guides that make learning fun and motivating.

Teaching materials are defined as the resources or materials that support and guide that the learning process is satisfactory or achieved. In other words, this type of material helps to contribute to the achievement of the objectives of the course and to create or promote the motivation to learn a foreign language.

It is important for the teacher to be aware that he can create or adapt the teaching material according to the needs of his/her context, because having a good command of the foreign language will not facilitate the process, if he does not have knowledge about the methodologies and proposals. The teaching and learning of a foreign language will not promote meaningful learning, much less contextualized didactic material.

Another fundamental factor is the availability of resources, since many teachers, not having access to the materials due to lack of money or lack of knowledge, prefer not to implement these resources. It is necessary that teachers change this perspective and realize that the process of acquiring a foreign language requires having a methodology or proposal and in turn it must be supported by contextualized didactic material, for this tool allows the teacher to integrate the process in a genuine way, since it is he who creates or modifies the resource to obtain meaningful learning.

Research Design

The research study is developed within a qualitative approach because it explores phenomena of the social and cultural context of the researcher, allowing to analyze this reality and developing a coherent theory of what is being observed, thus “qualitative research focuses on understanding phenomena, exploring them from the perspective of the participants in a natural environment and in relation to their context” (Sampieri, Collado & Baptista, 2014, 391).

Method

For this specific study, the Action Research method will be used because it involves understanding teaching as a research process, a process of continuous search. It involves understanding the teaching profession, integrating reflection and intellectual work in the analysis of the experiences that are carried out, as an essential element of what constitutes the educational activity itself. Problems guide action, but what is fundamental in action research is the professional's reflective exploration of their practice, not so much because of their contribution to problem solving, but because of their ability for each professional to reflect on their own practice, plan it and be able to introduce progressive improvements. In general, cooperative research - action constitutes a way of systematic reflections on practice in order to optimize the teaching - learning processes (Bausela, 2004, 1).

The objective of the research study is to promote a holistic methodology in the teaching and learning process of a foreign language. This theory is to be analyzed based on the construction of materials and the research practice carried out in the second grades of primary school, (four groups and one teacher for each group).

The research is inscribed in the type of:

Theoretical or conceptual sampling this occurs when the researcher needs to understand a concept or theory, can sample cases that serve for this purpose. That is, the units are chosen because they have one or several attributes that contribute to formulating the theory (Sampieri, Collado & Baptista, 2014, 422).

Participants

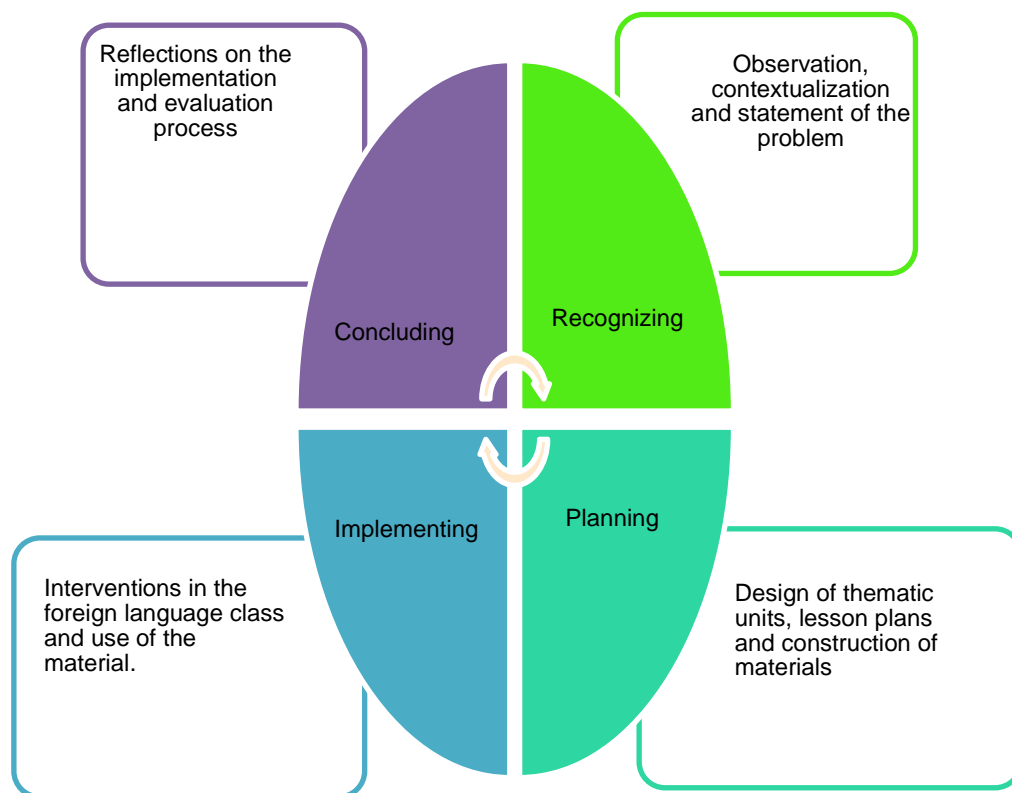
The participants of this study are the two groups of second grade, one group of third grade and the two Cooperating teachers of those groups. This population was chosen first of all because the grades are from elementary, that is, it deals with young learners. In addition to this, it is considered important to study in depth the lower grades to understand the problems that affect the higher grades students at the time of learning in foreign languages.

Research Data Collection Tools

According to the method, this research study is carried out through four cyclical steps, which are seen in Figure 1, to achieve the collection and analysis of the data for each proposed objective. They will be described in detail according to the stages defined and shared in the following chart:

Figure 1

Action Plan:: Action Research



Stage 1: Recognizing

For this stage the technique *documentary analysis of materials* was used: A detailed search of the materials used in the subject of foreign languages was carried out, in order to have a complete diagnosis of the EFL teaching and learning process.

Also *the interview with the teachers*: This technique consists of starting a conversation between researcher and the research study participants. The objective is to obtain first-hand information to be able to diagnose and evaluate possible causes and consequences of a specific problem to be explored; in this case the type of methodology that was implemented in the classes and materials in a foreign language that were used could be evidenced.

As a research instrument to complete the data collection in this stage, *the materials evaluation format* (see Table 1) was carried out: this tool is a means to analyze the material found in the classroom before our intervention, to generate a detailed diagnosis about the support for teaching and learning a foreign language in this class. Another instrument used was the interview script; a fundamental tool for records or to capture specific and concrete details of the interview. As this research study was also on the Cooperating teachers' perceptions and experiences, the first part of the interview dealt with the teacher training, and the second one on the process of teaching a foreign language.

Material:	Author:	
Audience:	New Material:	Adapted:
Purpose:		
Instructions for use:		
Reflection on implementation:		
Other possible strategies for its use:	Materials and suggestions for its preparation and maintenance:	
Visual evidence		

Table 1

Format for selection, adaptation, planning and evaluation of materials.

Stage 2 and 3: Planning and implementation.

These two stages were worked together because the research technique we implemented was:

Participant Observation: in addition to observing the context, we were the teacher-researchers responsible for planning through thematic units (see Table 2) and executing the English classes; we played an active role in the teaching process which implied

deepening in social situations and maintaining an open attitude, as well as a permanent reflection stance, being attentive to details, events and interactions.

PLANNING FORMAT BY PERIOD OR UNIT		
Grade:	Period/Unit / No. of weeks: / No. of hours:	Topic:
Purpose / Generating question:		
Thematic and structural connections (grammar, phonetic, vocabulary, use)		
Topics:	Theme:	Grammar:
Possible activities	Possible achievements and achievements indicators:	Materials / Resources

Table 2

Planning format by period or unit

As a data collection instrument, *the field diary format* (see Table 3) was implemented, where the class activities and the reactions perceived by the teacher-researcher were noted as reflections, with the aim of analyzing the experience in the English class with the use of a different methodology and concrete learning materials.

Agenda	FORMAT OF FIELD DIARY AND CLASS PLANNING																		
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Grade:</td> <td style="width: 33%; text-align: center;">Date:</td> <td style="width: 33%; text-align: center;">Hour:</td> </tr> <tr> <td colspan="3">Purpose:</td> </tr> <tr> <td colspan="3">Event:</td> </tr> <tr> <td colspan="3">Activities:</td> </tr> <tr> <td colspan="3">Resources:</td> </tr> <tr> <td colspan="3">Assessment:</td> </tr> </table>	Grade:	Date:	Hour:	Purpose:			Event:			Activities:			Resources:			Assessment:		
Grade:	Date:	Hour:																	
Purpose:																			
Event:																			
Activities:																			
Resources:																			
Assessment:																			

Table 3

Format of field diary and class planning

Step 4: Concluding.

To complete the data collection process, a *focus group technique* was applied. This was carried out to evaluate the process in classes with a number of students, who were randomly chosen, as well as the Cooperating teacher, through two research instruments:

- Evaluation format (see Table 4). This is an open format in which students must answer certain questions about the classes, which will take into account the material used and the methodology that was carried out in the English class.

Assessment or evaluation format	
Guide by: Questions	Aimed at: Answers

Table 4*Assessment or evaluation format*

- The student production format (see Table 5), where the competences in the language will be taken into account in oral, written, graphic and practical form. This will be a way of evaluating the activities of the students throughout the course and their progress in the foreign language.

Production format		
Student's name:		
Aspects to evaluate	Options	
	It's observed	It isn't observed
The student participates during class		
The student participates in the games		
The student shows interest in the class		
The student uses the foreign language during class		
The student shows interest in the class proposals, such as games, the use of materials, or readings aloud		

The student shows motivation in front of the class		
The student does writing activities		
The student does oral activities		
The student shows disinterest during class		
The student shows no interest in doing the activities		

Table 5

Student production format

Findings and data analysis

At this point in the research process, a recurrence chart was used as a tool to organize the data, analyzing and triangulating the information obtained from the research techniques and instruments.

In the first objective (See Chart 1), the purpose was to identify in which methodology the materials used by teachers were supported. Through the research analysis, the information obtained in the materials evaluation format, which evidenced the type of audience, the purpose, and the instructions of the foreign language materials that were found in the classroom and that the teachers used in most of the English classes, showed certain types of recurrences, such as: the teachers used the videos as an interactive material, for students to learn new vocabulary, but this was only used as a visualization and repetition of a vocabulary activity, without proposing any supporting activities for this type of material.

As the analysis was done not only on the material, but also on the suggestions and reflections of the teacher-researchers, for the idea was not to eliminate the material found in the classroom but improve it and support it with theory, some categories were inferred that were present in the teaching and learning process of both schools. Since the research study was carried out in two completely different educational centers, an outstanding aspect came to light: the foreign language teaching process always revolved around the same elements: vocabulary, repetition, grammar-translation, decontextualized content and limitations of the materials. This finding was compared to the teachers' interview where they proposed a completely constructive methodology, with the materials being a

motivating means in the learning process, but when carrying out the materials documentary analysis and the class observations, the panorama was completely different for the process of teaching and learning a foreign language.

Objective 1	Technique	Instrument	Categories	Recurrences:
To identify the methodology in which materials are supported for the learning process of EFL through a documented analysis, observations and an interview with teachers.	Documentary analysis of materials. Interview with the teacher.	Material evaluation format. Interview script:	<ol style="list-style-type: none"> 1. Grammar-translation 2. Rote learning 3. Limitations: visual and usage language 4. Decontextualized 	<ol style="list-style-type: none"> 1. “el alumno sólo tiene que mencionar la pronunciación del vocabulario y traducirlo en el idioma de destino”. 2. “el único propósito de la ficha es que repitan hasta aprendérselo en orden y en desorden” 3. “Visualizar el video y repetir la palabra que dicen”. “Es un material físico que está hecho de hojas de block, en cada hoja está escrito un pronombre personal, sin ningún tipo de material visual”. 4. “Los animales escogidos en la lotería son de carácter salvaje, donde los niños la única interacción que tienen con ellos es en el zoológico, la maestra no tomo en cuenta el contexto del niño para la creación de este material. 5. Ambas maestras son licenciadas con un énfasis diferente al inglés y aun así deben dar la materia sin tener el conocimiento. 6. Se les brindan capacitaciones para adquirir el idioma pero no es suficiente.

Chart 1

Objective 1 finding

Objective 1 Reflection (see figure 2)

According to the class observations and the interviews carried out with the teachers, it was possible to identify that the methodology that was implemented in the English subject was Grammar-translation, since the teachers stated that they did not have extensive knowledge of the language. In one of the classes observed, it was possible to demonstrate the evaluation method used by the teachers for the subject of English,

The teacher told me that the students had days to study the subject of the evaluation. This consisted of the teacher giving them the word in Spanish and they translated it into English, for example Padre = father, and so on with the other members of the family” (Teacher’s Journal, september 3, 2018, #5)

For this reason, the tasks were based on acquiring vocabulary, translating it and repeating it by heart. After collecting the information from the materials documentary analysis, we can conclude the following:

As the first characteristic, we found that the materials do not generate meaningful learning since they are based on the revision of vocabulary and in many cases, it is a decontextualized vocabulary. For example, a review of the worksheets was carried out. Most of them had as a purpose for the students to identify the days of the week and practice writing, an objective that is linked to the aforementioned methodology. In our teacher’s journal we found this reflection,

Este no es un material que proporcione un aprendizaje significativo dado que solo se está evaluando que los estudiantes se aprendan los días de la semana y el propósito de la ficha es que repitan hasta aprendérselo en orden y en desorden. Además, se considera que no era necesario ya que los estudiantes durante todo el año practicaron los días y meses del año al momento de escribir las fechas” (Teacher’s Journal, Agosto, 2018 #1).

According to this evaluation of materials and taking into account the category of teaching materials, we can show that the characteristics of a significant material are not met, because the materials should promote the language skills of students with more comprehensive content, in addition to be contextualized, connecting the reality of the student with the teaching process and thus motivate students to be part of the acquisition of a foreign language. “el material didáctico favorece el proceso de aprendizaje en los estudiantes, gracias al contacto práctico-lúdico con elementos reales que activan el gusto por aprender... y estimulan la parte cognitiva y física” (Orozco & Henao,2013,105).

As a second characteristic is decontextualization of material. It is clear that the existing materials are not generated by teachers but are taken from the internet or purchased from third parties and as a consequence, these materials that are not designed according to the characteristics of the students, contributes further to its decontextualization. As mentioned above, Tomlinson emphasizes that the existing materials in the classroom can be adapted according to the needs and interests of the students, for the material to be part of their reality and allow the learning process to be related their conditions.

Materials is relatively easy to convince the learners that the teaching points are relevant and useful by relating them to known learner interests and to 'real-life' tasks, which the learners need or might need to perform in the target language (Tomlinson, 2011, 30).

Another characteristic is that the materials do not have a clear learning purpose since they are used only to study and learn vocabulary. And another possible characteristic is the availability of the material since in several cases, as in the Lottery, they must be requested a week in advance for their loan and they cannot be scratched or modified. For example, in an observed class, the teacher was working on the pronouns, using flashcards as the main material, but the only objective of implementing this material was to facilitate the memorization of vocabulary. "The teacher used strategies such as movements, visual materials and songs but all with the sole purpose of memorizing the vocabulary" (Teacher's Journal, september 4, 2018, #6). As mentioned before, materials are not only tools to link reality with context, if the teacher is aware he can connect the contents of the subject in a didactic way, allowing the student to participate in the construction of their learning, the materials must have a clear objective that is more than memorizing and repeating vocabulary, the material created or adapted by the teacher and the student must have a general objective where not only grammatical topics are integrated, but also the interests and needs of students in the foreign language.

In addition to this, the evaluation process was based solely on the worksheets through which the students were able to match vocabulary, fill in the blank spaces and color. As noted in the grammar-translation method was demonstrated, where students

translate sentences or words between the target language and the native language, with the aim of memorizing the vocabulary without giving it any meaningful use. This shows how the materials are used in the evaluation process through worksheets, an important resource in the teaching of a foreign language, especially in lower grades, but it is also perceived how the material fulfills the function of evaluating, whether the student memorizes or not the vocabulary. Since that vocabulary is not put into context, the material becomes a burden for the student and an easy and fast tool for the teacher to comply with what is stated in the subject curriculum.

These aspects showed us different perspectives when planning the classes, because the teachers asked for vocabulary related to the topic and to continue with the methodology planned by them, however they wanted to implement a holistic methodology based on thematic units in the classroom, where the main characteristic was to create new teaching material that would generate meaningful learning.

This in order for students to be able to interact with the foreign language in a more contextualized way, where they themselves will relate the language to their interests and needs, a fundamental aspect to carry out meaningful learning; and on the other hand that the teacher evidenced a different methodology where memory and vocabulary were not the protagonists of learning, but instead went into the background, since the relevant thing was to provide the student with useful didactic material, where the student could participate actively and the teacher could evaluate the knowledge acquired.

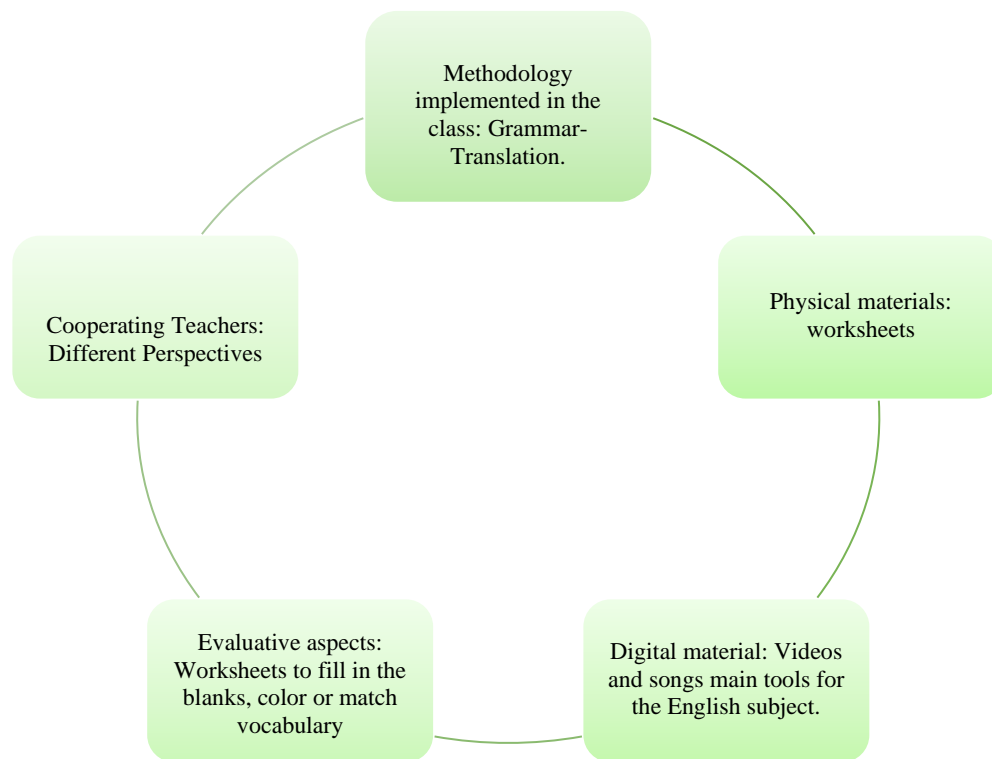


Figure 2

Analysis of results of objective 1

In the second objective (see Chart 2), a more practical aspect was proposed, where the teacher-researchers could create their own thematic units relying on the creation or modification of the didactic material; for this case we used the participant observation technique since the teacher-researcher was the one in charge of English classes and had to propose its own teaching plan, through which the suggested topics for the grade would be covered, supported with new activities such as: reading aloud, cooperative work and playful activities. In addition, materials were created to reinforce some English topics, and other materials that the teachers had were modified to provide a meaningful use of these.

With the analysis of the field diary format and the material creation format through which the teacher-researcher included: the type of population, the purpose, the mode of use and a reflection on the material, with some tips or advice for its implementation, the teacher-researchers captured certain class situations and could identify some recurrences, for the creation of the categories at this stage. Five categories were suggested, such as: thematic teaching as joint planning with the cooperating teacher and the teacher-researcher, cooperative work where the students were also participants of their own learning process, the joint creation of materials, which was a support for the topics worked in the English class, activities like reading aloud as a motivating and dynamic activity for both the students and the teacher, and finally the playful and evaluative aspects linked to physical material.

objective 2	Technique	Instrument	Categories	Recurrences:
<p>To Implement the thematic units through team teaching and the construction of didactic material for the process of interaction with the foreign language.</p>	<p>participant observation</p>	<p>Field journal format Format of materials creation</p>	<p>Holistic methodology 1. Joint planning: Interest and participation 2. Cooperative work: Roles and responsibilities 3. Contextualization: Association with their native language, cultural component. 4. Team teaching 5. Material: Reactions, playful aspect and evaluative strategies</p>	<ul style="list-style-type: none"> • “The children were a little nervous at the beginning of the activity, but to my surprise they remembered many things that we had worked on in the last class, most of the children answered correctly when asked, they added to the game themselves penitence for children who answered incorrectly”. (Journal # 3. 21,2018) • “the same children gave examples like: My dog can run, the fish can swim, I can run with my feet, my heart can’t stop beating, some examples we did together”. (journal #2. 13,2018) • “The children wanted to draw on the story, this activity was not a proposal of this kind in planning, but it was not an impediment to integrate it. Each student drew their favorite part of the story and wrote in English what the caterpillar was eating.” (Journal#1. 06,2018). • In the groups there were students who were in English courses or who had had the opportunity to live in the USA and understood the class topics very well, so as strategy these students were the assistants in the class, that is to say they were 6 children who understood quickly certain topics so that each one of them formed their working table, in order to potentiate the cooperative work, in case at some point they did not understand me as the teacher, suddenly to their partner if they understood the idea of the

				<p>class" (journal #4 20-09-2018)</p> <ul style="list-style-type: none">• "When we divided the groups, we took into account that each child had a role as leader, mediator and judge, so that all participate" (journal #5 28-09-2018)• "but when answering some question in English or something related to the foreign language, they kept silent or invent words in Spanglish"• "the children chose very typical foods of our culture, such as: Tamale, porridge, beans, sancocho, among others. Demonstrate that context is important for you to learn another language and understand another culture, because it allows us to do a process of multiculturalism" (journal#1 06-08-2018)• "when everyone finished we corrected it all and if anyone had a question and a partner knew it then he or she would solve it" (Journal #5 13-03-2019)• "I was able to observe that for them it was motivating to relate the topics to their life" (Journal #5 13-03-2019)• I asked them who wanted to be the volunteer to "count" and another student lent me a small ball and there we started playing" (Journal #7 08-05-2019)• "One aspect that surprised us is that the children began to mention that things had them different from the others. The teacher told me that it was an excellent opportunity to talk to the children about the bullying in the class" (journal# 2. 13-09-2018)• "The teacher told me that the children liked this kind of activities very much and
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				<p>that for them it was easy to learn the songs if they were fun” (journal# 2.20-09-2018)</p> <ul style="list-style-type: none">• “Finally, we played the game of guessing who divided the class into groups of 6, each group had six cards with different monsters, the child who had the turn had to choose a card without seeing its contents, the other students had to describe the monster the partner has in the forehead. As a sign of help, each monster has its name and some questions that children can ask to guess faster than the creature had on their forehead.• At first, the activity was a bit confusing, but then I asked the teacher for help, to help them set an example and to help them understand better. When we divided the groups, we took into account that each child had a role as leader, mediator and judge, so that all participate. The activity was very lively, the children were very excited and even acted as monsters for the companions to guess. (Journal#5. 28-09-208)• “Activity was planned with the teacher and it was that in groups the students drew on a large piece of paper the silhouette of the human body and placed the body parts and then each group came out to the front and showed their work to their classmates” (Journal#3. 20-02-2019)• “When we started playing and passing the ball, the students were very excited that there were even moments where they shouted of joy or shouted because they were going to drop the ball. We did
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				approximately 10 rounds and several students participated" (Journal #7 08-05-2019)
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Chart 2

Objective 2 findings

Objective 2 Reflection (see figure 3)

After the observations, we began to implement theme-based teaching as the holistic methodology to explore, with its planning proposal, the thematic units. This was done with the purpose of having more information sources for planning, apart from the topic of *vacation*, and including the School English syllabus, the Basic Learning Rights, the students' interests and needs, and the Cooperating teachers' requirements, to create general themes and their possible sub-themes; In these, linguistic, grammatical, and socio-cultural aspects were added, with the aim of perceiving the teaching and learning of a foreign language in a broader and more dynamic way.

For this research study, it was essential to generate a different vision about the classroom methodology, which could help the cooperating teacher consider the teacher training, not only in the language, but also in recognizing the context, the students, the curriculum, its contents and the pedagogical knowledge. This set of things allowed the English class not only to be related to memory and vocabulary, but to generate meaningful learning in students. In one of the schools where the research was carried out, the English teachers planned in the format of the "classroom plan" which was very general and included the linguistic competencies, the learning standards and the methodology to work

on, using a sequence of three types of activities: exploratory, structural and application; This format did not allow the integration the context, nor for the student to participate in their learning since everything was planned in a general way. For this reason, the thematic units were implemented where both the curricular, pedagogical, and linguistic aspects were integrated, in order to facilitate the learning and teaching process. According to the research, a holistic methodology was proposed where thematic units are a fundamental tool to unite the interests of the students with the curricular topics in a contextualized way. “The best way to characterize these units of instruction is a collection of activities... to integrate students' understanding on the general theme” (Lipson, Valencia, Wixson & Peters, 1993, 260).

The main tool in this research project was the adaptation or creation of teaching and learning materials, which made it possible to implement recreational activities so that students could relate them to the foreign language and could perceive the language as something real, since through these activities the students not only learned, but also had fun in the process and also integrated social elements such as teamwork, respect for turn-taking, recognition of their own skills and those of others and teacher support; *Hot Potato*, *Simon Says*, *Find the Couple*, *Guess who?*, *Role Playing*, among others, were implemented. Through these activities, the students were able to see learning as something real, because they were part of the process and built their own learning about the foreign language. As noted in teacher's journal:

We played the game of guessing who divided the class into groups of 6, each group had six cards with different monsters, the child who had the turn had to

choose a card without seeing its contents, the other students had to describe the monster the partner has in the forehead. As a sign of help, each monster has its name and some questions that children can ask to guess faster than the creature had on their forehead... When we divided the groups, we took into account that each child had a role as leader, mediator and judge, so that all participate. The activity was very lively, the children were very excited and even acted as monsters for the companions to guess (Teacher's Journal, september 21 y #4).

But this was not the only thing that was achieved, since the students were also participants in the construction of their own learning material, relating it to the thematic units, for example: a topic addressed was the family; each student created their own Family book, with visual material that represented each member of their family, and expressed things about them, using the verb to be, integrating not only grammatical aspects, but affective ones associated to their own realities. Another topic was the body, which in addition to physical material, was integrated to reading aloud. This was an excellent strategy that helped to motivate students and to relate to the foreign language since written and oral language was encouraged. The material that was made with the students was a silhouette of their body in real size, where not only the vocabulary of the parts of the body was worked, but they also expressed what they liked about their body, an aspect that was related to the reading that was being shared. This aspect was fundamental in this research project because the students were participants in their own learning process, and it motivated them to continue having access to the foreign language since the activities were contextualized and allowed them to relate the language to its real

context. In this methodology, the class environment is important, that is, the class is immersed in English, through posters, flashcards, instructions, and labels; this with the aim that the students become familiar with the language and feel that their own environment is also part of learning.

The material was not only used for class activities, but also played an important role in the subject evaluation process, since through this not only the grammatical progress that the students had was assessed, but it was also evidenced their active participation, their teamwork, problem-solving strategies and even the difficulties they presented.

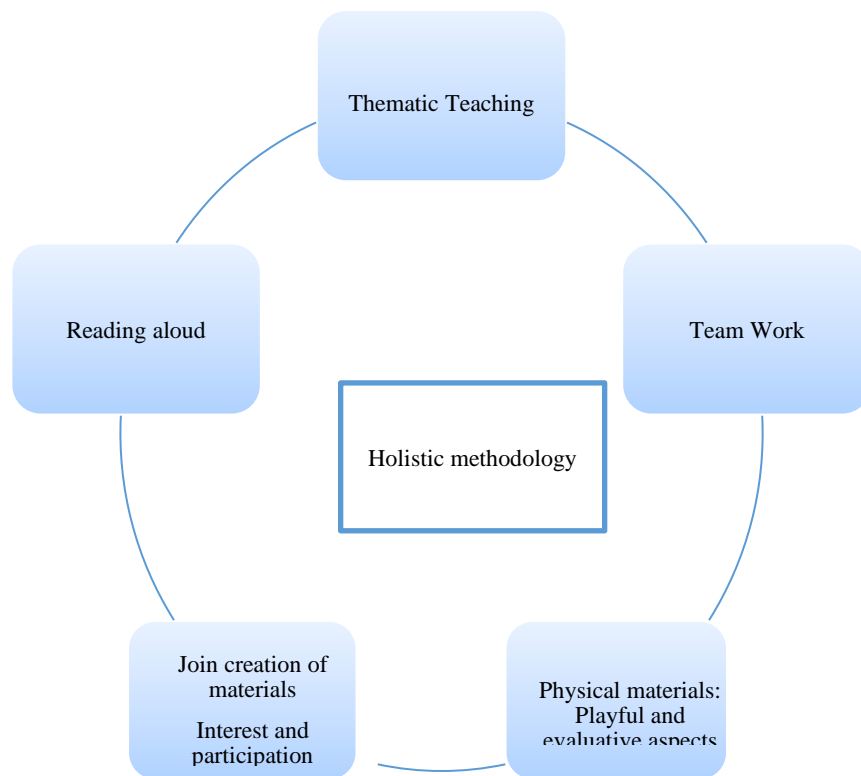


Figure 3

Objective 2 Results Analysis

The last objective (See Chart 3) was to evaluate both the methodology and the materials that were made in the classroom, to perceive how relevant the research project was and if it generated meaningful learning in the students.

For this, focus groups were planned, where both the students and the cooperating teacher would participate to evaluate whether the teacher-researcher's intervention allowed a change in the effective teaching and learning process, or if there were greater difficulties.

These focus groups were supported with the use of the evaluation and student production formats; the former in which the students rated the class in different aspects, and the latter one which allowed the teacher-researcher to perceive the attitudes, behaviors, and participation in the English class activities.

Objective 3	Technique	Instrument	Categories	Recurrences:
To evaluate how the holistic methodology and the use of materials promotes the learning process in a meaningful way, through focus groups and evaluation formats, to visualize the scope of the research.	Focus group or interview	Student Production Format and Assessment Format	<ol style="list-style-type: none"> 1. Interest and motivation 2. Playful material 3. Reading moments 4. Team work 5. Interaction with the foreign language 	<ul style="list-style-type: none"> • x: English classes are very good and it makes us very fun to learn • y: I like English class because I love writing in English • z: I like English class because we learn together • ñ: I like stories because they are good for understanding

				<ul style="list-style-type: none"> • q: I believe that in the spaces of the stories we learn many things • w: I would like that in all the classes we could play like in English because in the game we help each other and learn • p: we want more games for the classes • u: I find the English classes more or less
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Chart 3

Objective 3 findings

Objective 3 Reflections (see figure 4)

According to the results (See Figure 4), certain fundamental categories were evidenced, highlighting playful material as the first. This characteristic of the material supported greatly the teaching and learning process, since it allowed a different way of having contact with the language, getting students interested in participating, since most of the didactic materials created were games that were related to the linguistic and socio-cultural aspect of language, letting the students test their previous knowledge and that one acquired in class.

De esta forma, el valor didáctico del juego radica en que a través de este se armonizan diferentes elementos propios de la organización eficiente del proceso de enseñanza: participación, dinamismo, entrenamiento, interpretación de papeles, colectividad, modelación, retroalimentación,

carácter problémico, obtención de resultados completos, iniciativa, carácter sistémico y competencia (Rivas, Texidor & González, 2016,120).

In accordance with this and the evaluations of the English class, it was evident that the didactic material that was implemented in a playful way had a great reception by the students, since many expressed that "some topics were difficult and they did not understand them but with help from the teacher, the games and the readings were understood better " (Appendix c, objective 3 annex); in addition, the perspective the students had on the English class was changed when they expressed, "The English classes are very good because we makes learning fun "(Appendix c, objective 3 appendix). Through these and many other evaluations and suggestions for the class, it was perceived that the games and didactic materials are an excellent tool to motivate the student towards learning a foreign language, since they allow the student to perceive the process as a fun moment for socializing, and not something repetitive and boring.

Another aspect evaluated through the evaluation and production formats was the holistic methodology implemented in the English classes, this with the aim of perceiving if it was feasible to continue planning the foreign language classes with this method. It was evident that the students preferred to enthusiastically participate in activities that were focused on their learning process, because they interacted in a genuine and contextualized way with the language, allowing students to participate in the acquisition of a foreign language, and contributing with their own knowledge and creating some kinds of material useful for the class.

As for the Cooperating teacher, it was more difficult to accept the change since her idea of learning a foreign language was based on the acquisition of vocabulary and grammar rules, so the contrast was a bit difficult to face at the beginning due to all these language habits. However, seeing the students' productions, constant participation, changes in attitude and behavior, and the different ways of providing direct contact with the language, allowed the cooperating teacher to relate to these methodology principles, offering new strategies and relevant resources that could be generated in the teaching and learning process despite the lack of a deep knowledge of the language.

Another tool that was discovered in this process was reading aloud, as a strategy that created an environment to share readings and stories through the foreign language, where students were able to express their ideas, stories and experiences, without feeling pressured for a grade, but interacting with the language in a natural way, without fearing the contact with the foreign language. These spaces and the planned activities allowed for collaborative teamwork, where everyone played a role that they had to fulfill to achieve their goals.

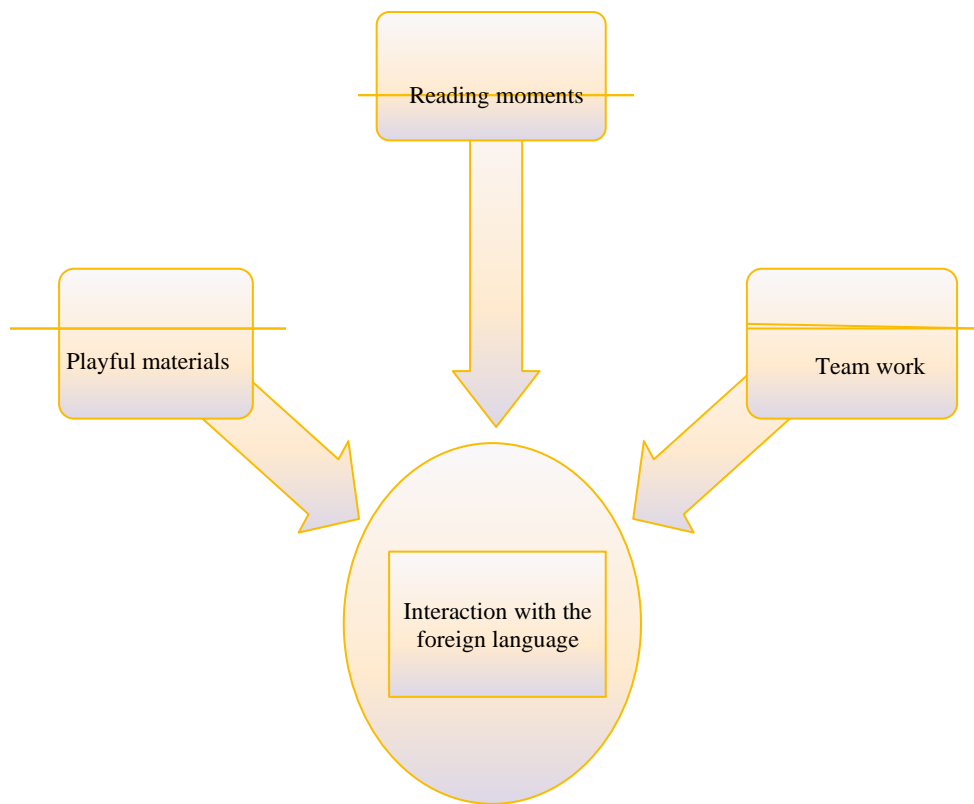


Figure 4

Objective 3 Results Analysis

Conclusions and Recommendations

To finalize this research process, it was possible to promote a methodology, where a different way of having contact with the foreign language was evidenced, since the students could interact in a real context, where the thematic units and planning were focused on their needs and interests, without leaving aside the linguistic and sociocultural aspect of the language.

In addition, certain characteristics about that methodology need to be emphasized so they can be taken into account by any language teacher who wants to try other ways to do their language class: Contextualization: It is necessary that the teacher, when planning and creating didactic material, take into account the context that surrounds the students, since this will lead him/her to a focused learning in the students' purposes and connect the subject linguistic and curricular purposes; Socialization: This characteristic was evidenced when intervening through playful materials, since these in addition to being fun and changing the routine of the class a bit, also allowed to develop social aspects. When the students interacted in a group, they had a role and his/her linguistic skills were supported by the teacher and others classmates, thus allowing him/her to be part of the learning construction process; Motivation: This was another evident characteristic that suggested that by sharing with the student a methodology built and adapted to his/her needs and realities, and using diverse material, he/she can participate, and integrate different characteristics of learning that go beyond the linguistic aspect to include other cognitive, social, and psychological aspects, allowing the student to motivated to learn a foreign language.

This research study allowed to demonstrate that all the proposed tools could be adapted if there was an adequate approach linked to planning. That means, a vocabulary flashcard could be brought to the classroom, but it had to be related to planning, have a linguistic and communicative purpose, and be supported with good visual material. With this, the cooperating teacher was shown that all resources, strategies, or materials in the classroom should have a specific purpose and use, especially for students' learning.

As teacher-researchers participating in the process, certain limitations were perceived which delayed many stages in the research, for example, time was too valuable an aspect, since English was not important enough in the classroom, for classes were always postponed or canceled for extracurricular events, and when they were really implemented the time was limited or destined to other subjects. Despite this, it was possible to implement many activities, materials and strategies that were planned, which validated that a holistic methodology and its relationship with didactic materials was a positive aspect that, promoted in the classroom, could transform the foreign language learning experience in a space for the students' interests and motivation, where the subject was not simply passed or failed, but integrated and learned in a meaningful way.

Finally, there is an awareness that the teaching and learning process did not end with this research project; on the contrary, a new beginning was evidenced, where the student is the owner of his/her process and the teacher provides the necessary tools for an important follow-up.

The students who participated in this research study did not achieve a high and standardized level of English, because this is a continuous process, but a change was

perceived in aspects such as motivation and interests coming from students, making these relevant aspects of this research process.

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Appendices

Appendix A. Objective 1 annexes

Materials evaluation

Material: Videos	Autor: You tubers	
Audiencia: Estudiantes de grado 2ºA	Material Nuevo: No	Adaptado: No
Propósito: El propósito principal de los videos es que los niños escuchen la correcta pronunciación del tema que están viendo en el momento.		
Instrucciones de uso: Visualizar el video y repetir la palabra que dicen.		
Reflexión sobre la implementación: Los videos pueden ser una buena estrategia para que los niños se motiven mediante las canciones y aprendan a través de ellas, pero para el aprendizaje de los temas no me parece el más adecuado ya que es vocabulario y repetición a través de una canción y ese no es el propósito para el aprendizaje de una lengua extranjera. Los niños si se aprenden las canciones pero el problema es que la profesora cree que ellos asociaran la canción al tema.		
Otras posibles estrategias para su uso: N:A	Materiales y sugerencias para su elaboración y mantenimiento: Tener un buen internet para buscar varios videos.	
Evidencia visual www.youtube.com		

Material: Ficha de práctica y evaluación de los números		Autor: Idea de internet pero modificado	
Audiencia: Estudiantes de grado 2ºA		Material Nuevo: No	Adaptado: Si
Propósito: Identifiquen los números con la escritura y en forma simbólica.			
Instrucciones de uso: Hay dos columnas, la de la derecha es la escritura de los números y en la izquierda son los números de manera simbólica. Se pide que los estudiantes unan de la columna de la izquierda a la derecha, es decir, identifiquen el número y lo unan con el símbolo.			
Reflexión sobre la implementación: Este no es un material que proporcione un aprendizaje significativo dado que fue un material que eligió una estudiante de 11º y ella no estaba involucrada en el proceso de aprendizaje de los estudiantes y por otro lado solo se está evaluando que los estudiantes se aprendan los números . Además considero que no era tan necesario ya que los estudiantes durante todo el año practicaron números al momento de escribir las fechas.			
Otras posibles estrategias para su uso: N:A		Materiales y sugerencias para su elaboración y mantenimiento: Tener cuidado al borrar tanto ya que al ser un papel es muy frágil y puede romperse. Se puede usar varios colores para que se pueda leer más fácil.	
Evidencia visual			
<small>Draw a line from the number word to it's number match on the other side.</small>			
eighteen	12		
fourteen	20		
fifteen	14		
twelve	17		
thirteen	15		
sixteen	19		
nineteen	11		
twenty	18		
eleven	13		
seventeen	16		

Material: Ficha de evaluación y práctica de días de la semana		Autor: La profesora pero sacado de internet																												
Audiencia: Estudiantes de grado 2ºA	Material Nuevo: No	Adaptado: No																												
Propósito: Los estudiantes practiquen la escritura e identifiquen en orden los días de la semana.																														
Instrucciones de uso: La ficha tiene 3 columnas, en la del centro están unos días de la semana. Lo que deben hacer es que en la columna de la izquierda deben poner el día anterior a esa del centro y en la columna de la derecha deben poner el día que sigue de esa columna del centro.																														
Reflexión sobre la implementación: Este no es un material que proporcione un aprendizaje significativo dado que solo se está evaluando que los estudiantes se aprendan los días de la semana y el propósito de la ficha es que repitan hasta aprendérselo en orden y en desorden. Además se considera que no era necesario ya que los estudiantes durante todo el año practicaron los días y meses del año al momento de escribir las fechas.																														
Otras posibles estrategias para su uso: N.A		Materiales y sugerencias para su elaboración y mantenimiento: Tener cuidado al borrar tanto ya que al ser un papel es muy frágil y puede romperse.																												
Evidencia visual																														
<table border="1"> <thead> <tr> <th colspan="3">Days of the week</th> </tr> <tr> <th>yesterday was</th> <th>today is</th> <th>tomorrow will be</th> </tr> </thead> <tbody> <tr> <td></td> <td>Thursday</td> <td></td> </tr> <tr> <td></td> <td>Sunday</td> <td></td> </tr> <tr> <td></td> <td>Friday</td> <td></td> </tr> <tr> <td></td> <td>Monday</td> <td></td> </tr> <tr> <td></td> <td>Wednesday</td> <td></td> </tr> <tr> <td></td> <td>Tuesday</td> <td></td> </tr> <tr> <td></td> <td>Saturday</td> <td></td> </tr> </tbody> </table> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p> <p style="text-align: right;">El Blog de Esne</p>				Days of the week			yesterday was	today is	tomorrow will be		Thursday			Sunday			Friday			Monday			Wednesday			Tuesday			Saturday	
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	Thursday																													
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	Monday																													
	Wednesday																													
	Tuesday																													
	Saturday																													

Material: Lotería de antónimos	Autor: N.A	
Audiencia: Estudiantes de grado 3ºB	Material Nuevo: Si	Adaptado: No
Propósito: El propósito principal de la lotería es jugar, aprender y reconocer los antónimos que se pueden encontrar en la vida cotidiana como (open-close o right-left).		
Instrucciones de uso: Repartir las tablas de juego y posteriormente jugar la lotería. Los estudiantes deben ir tapando en su tabla la ficha que salga y pueden ir asociando las palabras con los dibujos que aparecen en el juego. Gana el estudiante que complete su tabla.		
Reflexión sobre la implementación: La lotería puede ser un material provechoso para los estudiantes y los profesores dado que todos conocen como jugar lotería, la dificultad que se puede encontrar con este material es que no tiene un propósito claro a la hora de jugar y por lo tanto se puede decir que no genera un aprendizaje significativo ya que en muchas ocasiones los estudiantes no leen las palabras en inglés si no que juegan de acuerdo a los dibujos que la lotería trae.		
Otras posibles estrategias para su uso: Juego para practicar adjetivos	Materiales y sugerencias para su elaboración y mantenimiento: Ser en un material tipo madera para su conservación y una caja para poder guardar todas las fichas de esta.	

Evidencia visual



Material: Lotería de animales	Autor: N.A										
Audiencia: Estudiantes de grado 3ºB	Material Nuevo: Si	Adaptado: No									
Propósito: El propósito principal de la lotería es jugar, aprender y reconocer los animales en inglés y español.											
Instrucciones de uso: Repartir las tablas de juego y posteriormente jugar la lotería. Los estudiantes deben ir tapando en su tabla la ficha que salga y pueden ir asociando las palabras con los dibujos que aparecen en el juego. Gana el estudiante que complete su tabla.											
Reflexión sobre la implementación: La lotería puede ser un material provechoso para los estudiantes y los profesores dado que todos conocen como jugar lotería, la dificultad que se puede encontrar con este material es que no tiene un propósito claro a la hora de jugar y por lo tanto se puede decir que no genera un aprendizaje significativo ya que se basa en repasar el vocabulario de los animales tanto en inglés como en español											
Otras posibles estrategias para su uso: Se podría modificar para jugar con características de los animales, por ejemplo los que vuelan o los que comen hierba, etc.	Materiales y sugerencias para su elaboración y mantenimiento: Ser en un material tipo madera para su conservación y una caja para poder guardar todas las fichas de esta.										
<p>Evidencia visual</p>  <p>The image shows a bingo board titled "Bingo Bilingüe" with the subtitle "Los Animales Salvajes :: Wild Animals". It features a 3x3 grid of animal illustrations. Each cell contains a Spanish label, an illustration, and an English label. The animals are: Elephant, Zebra, Monkey, Giraffe, Seal, Lion, Lama, Polar Bear, and Crocodile. A blue parrot is also shown to the right of the title.</p> <table border="1" data-bbox="272 1163 636 1507"> <tr> <td data-bbox="272 1163 391 1276"> El Elefante  Elephant </td> <td data-bbox="391 1163 509 1276"> La Zebra  Zebra </td> <td data-bbox="509 1163 636 1276"> El Mico  Monkey </td> </tr> <tr> <td data-bbox="272 1276 391 1390"> La Jirafa  Giraffe </td> <td data-bbox="391 1276 509 1390"> La Foca  Seal </td> <td data-bbox="509 1276 636 1390"> El León  Lion </td> </tr> <tr> <td data-bbox="272 1390 391 1507"> La Llama  Lama </td> <td data-bbox="391 1390 509 1507"> El Oso Polar  Polar Bear </td> <td data-bbox="509 1390 636 1507"> El Cocodrilo  Crocodile </td> </tr> </table>			El Elefante  Elephant	La Zebra  Zebra	El Mico  Monkey	La Jirafa  Giraffe	La Foca  Seal	El León  Lion	La Llama  Lama	El Oso Polar  Polar Bear	El Cocodrilo  Crocodile
El Elefante  Elephant	La Zebra  Zebra	El Mico  Monkey									
La Jirafa  Giraffe	La Foca  Seal	El León  Lion									
La Llama  Lama	El Oso Polar  Polar Bear	El Cocodrilo  Crocodile									

Interview with the teacher

Formato de entrevista	
Guiado por: Carolina Estrada	Dirigido a: Maestra cooperadora 2018
Preguntas	Respuestas
1. ¿Cuál es su formación profesional?	1.1 Es docente de básica primaria y fue licenciada en básica primaria con énfasis en geometría , esto no ha sido un impedimento para ejercer y cumplir con los objetivos de las clases de inglés
2. ¿Qué piensa sobre las lenguas extranjeras?	2.1 Piensa que el saber de una lengua extranjera es muy importante porque le brinda a los estudiantes mejores oportunidades para su futuro ya que debido a la globalización es como un requisito que cada ciudadano tiene
3. ¿Qué piensa sobre la enseñanza de una lengua extranjera?	3.1 Aunque ella no posee muchos saberes sobre la lengua, ella les brinda a los estudiantes varias posibilidades para que ellos reconozcan y usen el idioma como tal para otros aspectos del aula de clase, por ejemplo, ella utiliza varios patrones para pedir silencio y que ellos pidan el permiso para ir al baño al igual que para este año utilizo una estrategia de solo escribir la fecha en inglés todo el año sin importar la asignatura del momento. Para ella lo más importante de la enseñanza es la pronunciación y por tal motivo es que se enfatiza más en que los estudiantes pronuncien bien en vez de que escriban correctamente. Al no poseer un amplio saber en el idioma, ella enseña el vocabulario porque considera que los niños no se les puede enseñar más porque considera que no son capaces de entender. Además, la profesora asiste a conferencias que da un profesor del colegio y él enseña estrategias para que ellos utilicen en el aula de clase.
4. ¿Qué piensa sobre el aprendizaje de una lengua extranjera?	4.1 Ella considera que para el aprendizaje es importante el uso de esas estrategias de allí, los estudiantes aprenden de mas, por ejemplo, para ir al baño, los estudiantes dicen: "Teacher, may I go to the bathroom please?" y a medida que el tiempo pasaba y los estudiantes querían ir a tomar agua ellos decían: "Teacher, may I go to tomar agua?" y ella sabía que con esas expresiones los niños sabían cómo utilizarlo. Es importante resaltar que los estudiantes no sabían cómo escribir esta frase pero la expresaban con un buen grado de pronunciación.

5. ¿Qué piensa sobre los materiales? ¿Cómo los considera para la clase de inglés?

5.1 El uso de materiales es importante para que la clase sea más dinámica y sea diferente cada día. Los materiales que ella más usa son las Tics y también utiliza las fichas para evaluar o practicar los temas dados y también usa unos materiales que el colegio tiene para el área de inglés y son unas loterías en un material fino, también tiene material de matemáticas en inglés y ella dice que lo pueden implementar en el próximo año.

Información Académica:

- Formación profesional: **Licenciada Educación primaria**
- Años de experiencia: 23 años
- Tiempo en la institución: 10 años
- Opinión acerca de la Educación pública: Es excelente están actualizados con las nuevas disposiciones del MEN (Ministerio de educación Nacional). Es una educación que desarrolla competencias y habilidades.
- Experiencia con la lengua extranjera (inglés): Nivel formativo: **Siempre me ha tocado dictar esta materia. Se han recibido capacitaciones para subir el nivel, pero muchas veces por falta de tiempo no podemos asistir.**
- Ideas sobre: Escuela, enseñar, aprender, material didáctico y lenguas extranjeras.
Escuela: lugar de encuentro
Enseñar: construir conocimientos
Aprender: Experiencia personal con intencionalidad
Material didáctico: Motivador
Lenguas extranjeras: Maravillosas y necesarias.

Información sobre el aula de clase:


- Metodología o estrategias que utiliza para la enseñanza y aprendizaje de una lengua extranjera: **metodología activa, el estudiante participa en la construcción de su aprendizaje a través de la experiencia significativa**
- Utilización de materiales en el proceso de enseñanza aprendizaje de una lengua extranjera: creación por parte de ella o la secretaría de Educación los facilita. **Si, se utilizan posters, fichas, videos. Hay caja de inglés, loterías, cuentos, juegos y canciones.**
- Actividades cotidianas en inglés: **juegos, canciones y actividades didácticas, diálogos.**
- Promueven eventos o festivales donde tengan interacción con el inglés: Festival de la canción inglesa para los estudiantes de bachillerato.
- Es necesario la enseñanza de una lengua extranjera en el contexto: claro, si es necesario hablar inglés ya que los niños todo el tiempo reciben esta información por televisión, por internet, por videojuegos.

- **Tipo de registro de la maestra:** Tenemos planeador, observador, cuaderno de disciplina y cuaderno de desarrollo humano (se plasman las dificultades de aprendizaje)
- **Con que regularidad se presentan las clases de inglés:** **de acuerdo con el currículo 1 hora semanal**


Información sobre la relación Maestro- alumno:

- **Número de estudiantes:** Niños: 14 Niñas:22
- **Composición racial:** no aplica
- **Rango de edad de los estudiantes:** 7-8 años
- **Estrato socioeconómico de las familias** aproximadamente 2 y 3
- **Convivencia con el grupo:** excelente, tengo contacto con el grupo.
- **Opinión acerca del grupo:** es un grupo activo, entusiasta y deseosos de aprender y crecer en autonomía.
- **Fortalezas del grupo:** son solidarios a nivel académico y social
- **Debilidades del grupo:** construir el proceso de lecto- escritura, coherencia y comprensión.
- **Intereses de los estudiantes con respecto al aprendizaje de una lengua extranjera:** **motivación y buena disposición.**
- **Comportamientos de los estudiantes en la clase de inglés:** Están dispuestos a seguir la instrucción como la maestra los dirija
- **Aspectos que se deben trabajar en el grupo para lograr un aprendizaje significativo de la lengua extranjera:** **Trabajo cooperativo, comunicación coherente y necesidad para el desarrollo de una competencia**

Appendix B. Objective 2 annexes

 FORMATO DE PLANEACIÓN POR PERÍODO/UNIDAD AREA DE LENGUA EXTRANJERA INSTITUCIÓN EDUCATIVA LA SALLE DE CAMPOAMOR		
Grado: 2ºA	Período/Unidad: 4 / No. de semanas: 5 / No. de horas: 10	Tema: My Favorite memories
Propósito/ Pregunta generadora: What day is or was special for you?		
Conexiones temáticas y estructurales (gramática, fonética, vocabulario, uso)		
Topics: Celebrations Theme: Favorite memories Grammar: Month, Days, Numbers, Use of can, WH questions, Expressions		
Posibles actividades	Posibles logros e indicadores de logros:	Materiales/Recursos
Reading aloud Watch videos-short films Show the project Show and make short texts about this Expositions Play-role play	Students can talk about a meaningful day for them Students can write about a meaningful day for them	Books-stories Pc-TV Paper Glue Scissors Colors-pencil Notebook Color papers

Thematic units

 FORMATO DE PLANEACION POR PERIODO/UNIDAD AREA DE LENGUA EXTRANJERA INSTITUCIÓN EDUCATIVA NORMAL SUPERIOR DE ENVIGADO 		
Grado: 2ºA	Período/Unidad: 4 / No. de semanas: 5 / No. de horas: 10	Tema: My Neighborhood
Propósito/ Pregunta generadora: What is the influence of my neighborhood?		
Conexiones temáticas y estructurales (gramática, fonética, vocabulario, uso)		
Theme: My neighborhood Grammar structure: There is/ there are, Verb to be, prepositions, adjectives. Thematic structure: Places, Activities, Rules, Problems and my own home		
Posibles actividades	Posibles logros e indicadores de logros:	Materiales/Recursos
Reading aloud about this is my neighborhood. Build a book about my own home. Draw a map of my neighborhood Project about neighborhood's problems	<ul style="list-style-type: none"> Recognize information about her/ his neighborhood Share orally and visually some information about her/ his neighborhood. 	Books-stories: Literature is a bridge that can connect the child's context with the theme. Tic's: Technological resources are an interactive means to evaluate the students. Flashcard: Visual materials are important for children to recognize vocabulary Game: It is a means to approach the subject in a playful way




FORMATO DE PLANEACIÓN POR PERÍODO/UNIDAD
AREA DE LENGUA EXTRANJERA
INSTITUCIÓN EDUCATIVA NORMAL SUPERIOR DE ENVIGADO

Grado: 2 ^a A	Período/Unidad: 4 / No. de semanas: 5 / No. de horas: 10	Tema: My Dreams
Propósito/ Pregunta generadora: Who do I want to be when I grow up?		
Conexiones temáticas y estructurales (gramática, fonética, vocabulario, uso)		
<p>Theme: My dreams</p> <p>Grammar structure: Verb to be, a/ an, adjectives</p> <p>Thematic structure: professions of the members of my family, occupations and activities of the professions.</p>		
Posibles actividades	Posibles logros e indicadores de logros:	Materiales/Recursos
Reading aloud about dreams Build a book about family members' professions. Workshop about professions Project about My dreams	<ul style="list-style-type: none"> • Recognize information about Professions • Share orally and visually some information about her/ his dreams 	<p>Books-stories: Literature is a bridge that can connect the child's context with the theme.</p> <p>Tic's: Technological resources are an interactive means to evaluate the students.</p> <p>Flashcard: Visual materials are important for children to recognize vocabulary</p> <p>Game: It is a means to approach the subject in a playful way</p>

Selection, adaptation and planning of materials

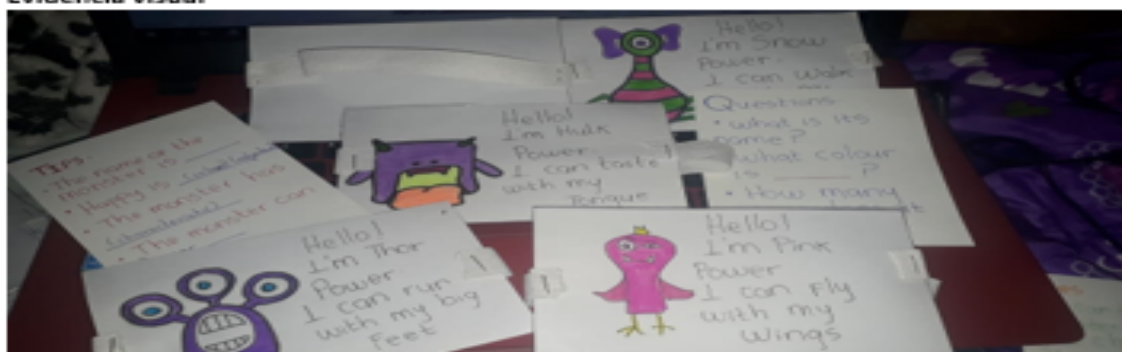
Material: Concéntrese	Autor: Emilly Villamizar	
Audiencia: grado segundo A	Material Nuevo:	Adaptado: Si
Propósito: Reconocer algunas profesiones a través del juego.		
Instrucciones de uso: Se divide el grupo en equipos por filas, con el objetivo de que sea un trabajo cooperativo donde todos puedan participar. Luego de esto ellos deberán escoger dos números del 1 al 20 donde se encuentran algunas profesiones de sus padres, y sus aspiraciones. Si sale el nombre y la imagen de la profesión correcta es punto para el equipo, si sale por ejemplo Taxi driver y la imagen de un policía, este equipo cederá el turno.		
Reflexión sobre la implementación: Como es una actividad lúdica se debe tener mucho manejo de grupo para evitar desorden en la actividad, la maestra debe estar pendiente de que todo el equipo logre participar. Este juego me pareció un buen material para que los niños aprendieran ciertas profesiones comunes en su contexto, ya que todas las que aprendimos eran cercanas a la experiencia de los niños.		
Otras posibles estrategias para su uso: Se pueden utilizar también como flash cards donde la maestra agrega alguna acción a la profesión.	Materiales y sugerencias para su elaboración y mantenimiento: Debe mantener el papel contac en excelente estado para que no se arrugue o se dañe	

Material: BOOK OF THE PROFESSIONS OF MY FAMILY	Autor: Emilly Villamizar Y los estudiantes de segundo	
Audiencia: grado segundo A y la docente	Material Nuevo: Si	Adaptado:
Propósito: Reconocer algunas profesiones de mi familia mediante la construcción de un libro.		
Instrucciones de uso: Se divide el grupo en equipos por filas, con el objetivo de que sea un trabajo cooperativo donde todos puedan participar. Luego de esto a cada niño se le reparten unas hojas de colores de acuerdo al número de integrantes de la familia, el estudiante deberá darle a cada hoja un título como Mother, Father, Sister, entre otros. Luego de esto representar de manera visual a esa persona en sus empleos y escribir el patrón de She is my mother, she is a doctor and she is beautiful u otra cualidad. Así con todos los miembro de su familia		
Reflexión sobre la implementación: Como es una actividad lúdica se debe tener mucho manejo de grupo para evitar desorden en la actividad, la maestra debe estar pendiente de que todo el equipo logre participar. Este tipo de material me parece muy significativo para ellos, porque es la construcción de su propio libro basado en su familia, un tema que conocen y con el que pueden interactuar. Es importante el uso del verbo to be en este libro.		
Otras posibles estrategias para su uso: Se pueden utilizar para contar la historia a sus amigos y así interactuar con este en otros espacios que no sean la clase de inglés	Materiales y sugerencias para su elaboración y mantenimiento: Debe mantener el papel contac en excelente estado para que no se arrugue o se dañe	

Material: Flashcards		Autor: La profesora	
Audiencia: Estudiantes de grado 2ºA		Material Nuevo: No	Adaptado: si
Propósito: Estar inmersos en la lengua extranjera por medio de expresiones comunes en el aula de clase			
Instrucciones de uso: La ficha está compuesta por un elemento visual por uno de sus lados, donde el estudiante puede interpretar la expresión que está escrita en el otro lado. Estas fichas estuvieron colgadas en diferentes sitios alrededor de la clase, así si algún niño no se acordaba podía acercarse a la ficha y recordar.			
Reflexión sobre la implementación: En el proceso de enseñanza y aprendizaje de una lengua extranjera es de suma importancia que el estudiante este inmerso en la lengua, que tenga un contacto directo en cualquier espacio y que dicho espacio brinde material para que se pueda realizar dicha interacción, por esto fue clave que los alumnos tuvieran una pista de ciertas expresiones comunes y que les pudieran dar un uso en el contexto real, que no sólo se practicaba en la clase de inglés.			
Otras posibles estrategias para su uso: Podría servir para tener un control del aula, ya que muchas expresiones son ordenes o comandos que pueden utilizar tanto la docente como los niños para hablar sin necesidad de que se dispersen		Materiales y sugerencias para su elaboración y mantenimiento: son fichas bibliográficas, plastificadas con contac, así que no hay ningún problema que los estudiantes tengan contacto con ellas. Unas tienen un hilo porque van colgadas en lugares estratégicos del aula.	
Evidencia visual			
			

Material: Juego: WHO AM I?	Autor: La profesora	
Audiencia: Estudiantes de grado 2ºA	Material Nuevo: No	Adaptado: sí
Propósito: Practicar las expresiones trabajadas en la clase de manera lúdica donde ellos puedan identificar las partes del cuerpo y expresar una descripción física.		
Instrucciones de uso: La ficha está compuesta por un elemento visual por uno de sus lados, donde el estudiante puede interpretar la expresión que está escrita en el otro lado. Estas fichas estuvieron colgadas en diferentes sitios alrededor de la clase, así si algún niño no se acordaba podía acercarse a la ficha y recordar.		
Reflexión sobre la implementación: En el proceso de enseñanza y aprendizaje de una lengua extranjera es de suma importancia que el estudiante este inmerso en la lengua, que tenga un contacto directo en cualquier espacio y que dicho espacio brinde material para que se pueda realizar dicha interacción, por esto fue clave que los alumnos tuvieran una pista de ciertas expresiones comunes y que les pudieran dar un uso en el contexto real, que no sólo se practicaba en la clase de inglés.		
Otras posibles estrategias para su uso: Podría servir para tener un control del aula, ya que muchas expresiones son ordenes o comandos que pueden utilizar tanto la docente como los niños para hablar sin necesidad de que se dispersen	Materiales y sugerencias para su elaboración y mantenimiento: son fichas bibliográficas, plastificadas con contac, así que no hay ningún problema que los estudiantes tengan contacto con ellas. Unas tienen un hilo porque van colgadas en lugares estratégicos del aula.	

Evidencia visual



Appendix C. Objective 3 annexes

Assessment or evaluation format

Formato de valoración	
Guiado por: Carolina Estrada	Dirigido a: Estudiantes de 3ºB
Preguntas	Respuestas
<p>1. ¿Qué piensan de la clase de inglés?</p>	<p>1.1 Las clases de inglés me parecen más o menos 1.2 Las clases de inglés son buenas por que aprendemos mucho 1.3 Me parecen excelentes y diferente 1.4 Las clases de inglés son muy buenas porque se nos hace divertido aprender</p>
<p>2. ¿Qué les gusta de la clase de inglés?</p>	<p>2.1 Que juntos aprendemos 2.2 Que ayudamos a los otros cuando no saben 2.3 Me encanta escribir en inglés 2.4 Si, la agenda siempre la escribimos en inglés 2.5 Que hablamos en inglés y también leímos en inglés 2.6 No me gustan las clases por que no me gusta el inglés y a mi mamá tampoco le gusta 2.7 Que jugamos</p>
<p>3. ¿Qué piensan de las lecturas que se hacen en la clase de inglés?</p>	<p>3.1 Que son muy buenas para la comprensión 3.2 Cuando leemos podemos aprender muchas cosas 3.3 Que estamos leyendo en inglés 3.4 Que son en inglés, pero entendemos 3.5 Que tienen cosas que vemos en la clase 3.6 Me gusto el de la Caterpillar porque todo lo que comió lo entendí</p>
<p>4. ¿Les gustaría que las clases siguieran con cuentos y juegos?</p>	<p>4.1 Si 4.2 Si 4.3 Me gustaría más cuentos 4.4 No 4.5 Me gustan más juegos 4.6 Si, sigamos jugando</p>

Material: Dibujemonos	Autor: Carolina E., maestra cooperadora y estudiantes del grado 3ºB
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Audiencia: Estudiantes de grado 3ºB	Material Nuevo: Si	Adaptado: No
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Propósito: Los estudiantes valoren sus cuerpos y practiquen las partes del cuerpo en inglés mediante una presentación.

Instrucciones de uso: Los estudiantes se hacen en grupos de 4 o 3 y tendrán a sus disposición un pliego o más de papel y allí deberán dibujarse, es decir, mientras uno se acuesta en el papel los demás compañeros deben ir trazando con un lápiz la silueta de este. De esta misma manera hasta que todos hallan hecho su silueta.

Después, deberán colocar las partes del cuerpo que ellos más valoren de si mismos y para concluir deberán hacer una presentación usando el inglés frente a sus compañeros sobre su dibujo.

Reflexión sobre la implementación: Este es un material que se planeo en conjunto con la maestra cooperadora como una actividad complementaria sobre el tema de las partes del cuerpo en inglés. Considero que el material no proporciona un aprendizaje significativo si solo se queda en dibujar y escribir todas las partes del cuerpo ya que solo se quisiera practicar el vocabulario o la lista de las partes del cuerpo. Pero el propósito general es que ellos valoren su propio cuerpo y lo relacionen con el idioma extranjero.

Otras posibles estrategias para su uso: N.A	Materiales y sugerencias para su elaboración y mantenimiento: Tener cuidado al borrar tanto ya que al ser un papel es muy frágil y puede romperse. Se sugiere que sea un papel de gran tamaño dado que la silueta es en tamaño real.
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Formato de valoración	
Guiado por: Emily Villamizar	Dirigido a: Estudiantes de 2A
Preguntas	Respuestas
1. ¿Qué te gustó de la clase de inglés?	<p>1.1 Me gustó que pudimos leer un cuento gigante y entendimos las frutas</p> <p>1.2 No me gusto la ficha que teníamos que llenar porque no la entendi casi</p> <p>1.3 Yo quiero hacer más libros juntos porque podemos dibujar y escribir la historia</p> <p>1.4 Algunos temas son fáciles, otros si no los entiendo pero la profe nos pone a jugar y a leer y se entiende mejor.</p> <p>1.5 me gusta hablar en inglés y decirle a la profe que me deje ir al baño en inglés</p>
2. ¿Cuáles fueron tus tareas favoritas?	<p>2.1 Que todos participamos</p> <p>2.2 Que jugamos mucho y la profe nos saca del salón</p> <p>2.3 en la clase de inglés si podemos hablar y jugar y la profe no se enoja</p> <p>2.4 Me gustó mucho cuando hicimos las siluetas porque me gusta dibujar</p> <p>2.5 cuando la profe nos lee cuentos en inglés, porque ella hace muy charro.</p> <p>2.6 Cuando hablamos en inglés porque parecemos griegos</p> <p>2.7 que la profe no nos regaña si lo hacemos malo</p>
3. ¿Qué dificultades tuviste en la realización de las tareas?	<p>3.1 cuando hacian mucha bulla los plagas del salón no me dejaban concentrar</p> <p>3.2 Cuando la profe explico cómo llenar las fichas</p> <p>3.3 Cuando la profe me pregunta, algunas veces no entiendo</p> <p>3.4 tuvimos muy poquito tiempo de clase y no pudimos acabar el juego</p> <p>3.5 La profe X no nos dejó leer el cuento y se veía divertido.</p>
4. ¿qué actividades te gustaria cambiar de la clase de inglés o agregar?	<p>4.1 Quiero que todas las clases sean afuera del salón</p> <p>4.2 Que juguemos mucho</p> <p>4.3 Me gustaria más cuentos</p> <p>4.4 Ojalá tuviéramos mucho tiempo o todos los dias inglés para poder jugar</p> <p>4.5 Me gustan más juegos</p> <p>4.6 Si, sigamos jugando</p>

Student's production format

Formato de producción		
Nombre del estudiante: Estudiante 1		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 2		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase		x
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase		x
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 3		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase		x
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase		x
El estudiante usa la lengua extranjera durante la clase		x
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase		x
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 4		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura	x	
El estudiante realiza actividades orales	x	
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 5		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase		x
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades	x	

Formato de producción		
Nombre del estudiante: Estudiante 6		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales	x	
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades	x	

Formato de producción		
Nombre del estudiante: Estudiante 7		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase		x
El estudiante usa la lengua extranjera durante la clase		x
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades	x	

Formato de producción		
Nombre del estudiante: Estudiante 8		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades	X	

Formato de producción		
Nombre del estudiante: Estudiante 9		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura	x	
El estudiante realiza actividades orales	x	
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		

		x
Formato de producción		
Nombre del estudiante: Estudiante 10		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase		x
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades	x	

Formato de producción		
Nombre del estudiante: Estudiante 1		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 2		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales	X	
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 3		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 4		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales	X	
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 5		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 6		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura	X	
El estudiante realiza actividades orales	X	
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 7		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 8		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 9		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura	X	
El estudiante realiza actividades orales	X	
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x

Formato de producción		
Nombre del estudiante: Estudiante 10		
Aspectos a evaluar	Opciones	
	Se observa	No se observa
El estudiante participa durante la clase	x	
El estudiante participa en los juegos	x	
El estudiante demuestra interés por la clase	x	
El estudiante usa la lengua extranjera durante la clase	x	
El estudiante demuestra interés por las propuestas de la clase, como los juegos, el uso de materiales o las lecturas en voz alta	x	
El estudiante demuestra tener motivación frente a la clase	x	
El estudiante realiza actividades de escritura		x
El estudiante realiza actividades orales		x
El estudiante presenta desinterés durante la clase		x
El estudiante no muestra interés en realizar las actividades		x