

A Case Study on the Implementation of an Early Sequential Bilingual Methodology
on Three- to Five-year-old Children at a
Public Early Childhood Development Center in the City of Pereira

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Licenciatura en Bilingüismo con Énfasis en Inglés

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Abstract

This research emerged from the need to consolidate a meaningful bilingual methodology for children from three- to five-years-of-age from low socioeconomic backgrounds belonging to the public education system, where they could start learning English and Spanish by means of a bilingual methodology that provides them with the same opportunities as middle to high class children. Its aim is to implement an Early Sequential Bilingual Methodology Model in a public Early Childhood Development Center - ECDC (Centro de Desarrollo Infantil - CDI), collect data from class observations, student's responses, teachers and English teachers' views as well as parents' perceptions, in order to consolidate the model, contributing to the modification of the actual Colombian bilingual policy so to include early childhood. It will provide children with new opportunities to develop higher cognitive and neuronal skills that can maximize their academic performance throughout their school years. This present Early Sequential Bilingual Model is a descriptive case study funded by the Universidad Tecnológica de Pereira and was implemented in a public ECDC (CDI) in Pereira (Risaralda-Colombia) based on the bilingual methodological proposals portrayed by Rodao (2011) and Arias et al. (2015). This research project depicts and systematizes the most predominant methodological techniques used when teaching English at public ECDCs (CDIs) and interprets their effectiveness based on the data collected from surveys, interviews, observations and field notes, as well as early childhood teachers, researchers, English teachers and parents' perceptions towards the methodology and implementation.

Keywords: Spanish/English bilingual early childhood, early sequential bilingual methodology, reducing social gaps, equal educational opportunities, public early childhood education.

Resumen

Esta investigación surgió de la necesidad de consolidar una metodología bilingüe significativa para niños de tres a cinco años de edad, pertenecientes a niveles socioeconómicos bajos y que hacen parte del sistema de educación pública. El proyecto busca fortalecer el inglés y el español a través de una metodología bilingüe que proporcione a estos niños las mismas oportunidades que tienen los menores de estrato medio y alto. Este estudio tiene como objetivo implementar una metodología bilingüe secuencial temprana en un Centro de Desarrollo Infantil (CDI) público, y recolectar información de observaciones de clase, respuesta de los infantes, y percepciones de los educadores bilingües y de los padres de los niños que hicieron parte del proyecto, con el fin de contribuir a la modificación de la actual política bilingüe colombiana, de modo que incluya la primera infancia. Así mismo, se ofrecerá a los niños nuevas oportunidades para desarrollar habilidades cognitivas y neuronales que permitan maximizar su rendimiento académico durante los años escolares. Esta investigación cualitativa es un estudio de caso descriptivo financiado por la Universidad Tecnológica de Pereira, y fue implementado en un CDI en Pereira (Risaralda-Colombia) basado en una propuesta metodológica bilingüe presentadas por Rodao (2011) y Arias et al. (2015). Esta investigación detalla y sistematiza las técnicas metodológicas más predominantes utilizadas en la enseñanza del inglés en un CDI público e interpreta su efectividad basada en los datos recogidos en encuestas, entrevistas, observaciones y notas de campo, así como las percepciones de las profesoras de primera infancia, educadores bilingües, investigadores, y padres acerca de la implementación.

Palabras claves: Primera infancia bilingüe en Español/Inglés, metodología bilingüe secuencial temprana, reduciendo brechas sociales, igualdad de oportunidades, educación pública en primera infancia

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“God has given each of you some special abilities; be sure to use them to help each other, passing on to others God’s many kinds of blessings.” - 1 Peter 4:10; Living Bible (TLB)

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- Remember...
God is faithful!
Thank you all,
Carolina Durango

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1. STATEMENT OF THE PROBLEM

Despite the fact that the early childhood Colombian legislation, aims to ensure ultimate care and equitable opportunities for all children, regardless their socioeconomic background, by guaranteeing an optimal educational process. And that in efforts to standardize Colombia as a bilingual country in English and Spanish, the National Ministry of Education launched a bilingual program, yet it excluded early childhood from it. This created a contradictory vast gap in the national education system which served as inspiration and as a starting point to raise awareness on how crucial it is to include early childhood in the current Colombian bilingualism program; Colombia Bilingüe 2014-2018 - “Derechos Básicos de Aprendizaje (DBA) y el Currículo Sugerido de Inglés”. Including an early childhood early sequential bilingual methodology into the educational system will provide them with new opportunities to develop higher cognitive and neuronal skills that can maximize their academic performance throughout their school years.

The World Health Organization (WHO, 2008) settles early childhood development as a crucial pivoting point, where all that is acquired will have an impact for the rest of a child's life. Everything a child experiences will have repercussions, whether positive or negative, on their learning processes. The WHO highlights how important it is to target this stage of life in order to have a more prosperous society. In addition, this organization suggests that governments should avoid any obstacles that could prevent early childhood entitlement to an excellent education and an ideal nurturing.

Similarly, The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012) defines early childhood, as the stage where children achieve high levels of

brain development by establishing their cognitive, linguistic, and social foundations that serve as a base for their lifelong learning. These aspects stamp the acquisition of plentiful competences that enable communication, playing routines, and social relationships. This organization also emphasizes on the initiation of human beings' linguistic development, as it is an aspect that starts in early childhood and it is key on children's later literacy enrichment. Notwithstanding, UNESCO stresses on the existing discrepancies, in regard to education, between children from high, middle and lower socioeconomic backgrounds, and declares that if governments like Colombia invest in high quality early childhood education without discriminating, society will eventually change in terms of justice, effectiveness and equity so that poverty could be eradicated.

Likewise, in Colombia, the Ministry of Education (MEN, 2009) states through its guide, Documento N° 10 - Desarrollo Infantil para la Primera Infancia, that during early childhood, children acquire their mother tongue and establish the basis that will guarantee a better quality of life henceforth. And as previously described by WHO (2008), this organization also portrays that the knowledge acquired during this period of time will be remembered for life; thus, what people do not achieve during this time will become an obstacle that will eventually cause children to be less competent in the future. Hence, its main intention is to execute egalitarian educational methodologies regardless children' racial, physical, or social condition where children from zero- to five-years-of-age can access the same kind of education and guidance.

Narrowing early childhood bilingual education studies down to our context, Salgado & Beltrán (2010) carried out a research in a private institution in the city of Bogotá. They identified the most employed pedagogical strategies when teaching an additive bilingualism methodology to preschoolers. The six-year-old children that participated in the study, belonging

to the middle and high socioeconomic sector, had been exposed to the already mentioned bilingual methodology for more than two years. Likewise, the authors emphasize on the meaningfulness of conducting classes supported by thorough lesson planning and suitable ludic materials according to the learner's age.

Similar to Salgado & Beltrán, Rodao (2011) conducted a research in the city of Bogotá as well, yet this time the methodological proposal was designed and implemented on, three- to five-years-of-age, children from a public early childhood development center - ECDC (Centro de Desarrollo Infantil - CDI). This bilingual implementation was based on the Colombian Plan Nacional de Bilingüismo 2004 - 2019, and the Estándares básicos de competencias en lenguas extranjeras, Guía No. 22, which allow bilingual educators to establish the objectives that first to eleventh grade students should acquire when learning a second language, in terms of linguistic, sociolinguistic and pragmatic competences. The author also declared that promoting learning environments and kinesthetic activities, like arts and crafts, coloring, singing, and games, aid learners to be exposed to the English language. Nevertheless, children's interests and needs must be taken into account in order to make them as meaningful and successful as possible.

In need of a change on the current bilingual Colombian legislation, so that the children belonging to the public low socioeconomic sector could enjoy the same benefits of bilingual education than the elite children do; various institutions in Pereira, such as the Pereira Mayor's office (Secretaría de Planeación), Comfamiliar Risaralda, the Instituto Colombiano de Bienestar Familiar (ICBF), among others, are promoting early childhood dual language projects like this present one - A Case Study on the Implementation of an Early Sequential Bilingual Methodology on Three to Five-year-old children at a Public early childhood development center in the City of Pereira. In addition, Sociedad en Movimiento, which is a long term social entity created in the

Universidad Tecnológica de Pereira (UTP) by its planning department director, Carlos Arturo Cano in 2010, with the aid of 12 universities of Risaralda, including the UTP, agreed to work together towards territorial society's transformation by means of education. Sociedad en Movimiento (2014) reported that there is a total of 124 entities sponsoring them and their projects in pro of developing a more promising future for the region and its society. Moreover, Sociedad en Movimiento founded the *Círculo Virtuoso* as a high impact structural project, whose aim is to assure quality education to the region's early childhood by providing environments where bilingualism could be fostered. The *Círculo Virtuoso* facilitates access to the early childhood development centers in Risaralda, which were created nationally in response to the right that all Colombian children, less than six-years-of-age, have of receiving integral and high-quality education to ensure their proper development. Allowing then, the three- to five-year-old children of that public ECDC to be exposed into the English language world.

As a result, professors and students of the *Licenciatura en Bilingüismo con Énfasis en Inglés* program of the Universidad Tecnológica de Pereira have conducted two early childhood studies, which have provided the necessary findings to consolidate the early childhood bilingual methodology needed for English language implementations at public early childhood institutions. This methodology was initiated by the professor Enrique Arias Castaño, current director of the *Licenciatura en Bilingüismo con Énfasis en Inglés* program of the UTP who sought to provide high quality bilingual education for children living in vulnerable areas by consolidating a report that can serve as foundation for the deeds of the *Círculo Virtuoso*. The first study was performed by the team Arias, Atehortúa, Chacón, Giraldo, Tamayo, Velez & Vidal (2015), who proposed and implemented a simultaneous bilingual methodology in a public an early childhood development center - ECDC (Centro de Desarrollo Infantil - CDI), located in

a rural area of Risaralda. The authors portrayed that the acquisition of a foreign language occurs when being exposed to it in a natural way by means of various ludic materials and activities, which will be described in detail throughout the literature review session of this study. During the implementation of Arias, et al.'s proposal, translanguaging was employed as a method to help children understand the topics in English. This technique allowed them to associate the presented topics in the second language, with the ones previously learned in their first language. Different to Rodao (2011), Arias, et al. did not focus on the Colombian Plan Nacional de Bilingüismo 2004 - 2019, or the Estándares básicos de competencias en lenguas extranjeras, Guía No. 22, to plan their lessons on the grounds that those statutes do not include bilingual standards geared to early childhood.

To conclude, it is essential to highlight how early childhood bilingual education in Colombia is a matter of concern within the English language teaching field. Little research has been done in reference to early childhood bilingual methodologies suitable for Colombian children, and not enough findings that can serve as a base onto how a process of early childhood dual language development in Colombia should be. Without an official early childhood bilingual methodology established by the Ministry of Education, bilingual educators will continue conducting their practices in an empirical manner. For this reason, this case study seeks to identify how, by means of a standardized early sequential bilingual methodology during early childhood, children can get the chance of enjoying bilingual education and the best of both; English and Spanish worlds. Furthermore, this project will unveil the importance of exposing children to an additional language during early childhood, just before they enter to their primary education. Starting from the nonexistent Colombian bilingual early childhood legislation, followed by the results drawn on the early sequential bilingual implementation carried out for the

sake of this research, and based on the eminent findings portrayed by one of the first Colombian early childhood bilingual education research of Arias, et al. (2015); this research's outcomes will be consolidated with the ones found throughout this present study, in order to standardize an early childhood bilingual methodology suitable to Colombian public educational settings.

Finally, this research will convey the usefulness of establishing early childhood programs in low socioeconomic sectors, where children could start learning English and Spanish by means of an early sequential bilingual methodology that provides them with the same bilingual opportunities as middle to high class children. This will lead Colombia through the path of a more egalitarian education, where inequality could be eradicated from this period of life. Hence, through the implementation of this early sequential bilingual methodology on various Colombian public early childhood development centers - ECDCs (Centros de Desarrollo Infantil - CDIs), awareness could be raised and eventually contribute to the modification of the actual Colombian bilingual policy so that early childhood could be finally included.

1.1. Research Questions

- How does the early sequential bilingual method impact the English language learning process of the three- to five-year-old children from a public early childhood development center in Pereira?
- How do early childhood teachers, researchers, bilingual educators, and parents perceive the implementation of this early sequential bilingual methodology?
- What are the most efficient teaching techniques evident during the implementation of this early sequential bilingual methodology?

1.2. Objectives

1.2.1. General Objective

- To characterize the impact of the early sequential bilingual model implemented in three-to-five-year-old children of an early childhood development center - ECDC (Centro de Desarrollo Infantil - CDI) in the city of Pereira.

1.2.2. Specific Objectives.

- To identify the responses of the three- to five-year-old children, during the four and a half months implementation, of the didactics and methodology of an early childhood early sequential bilingual model in a public early childhood development center in the city of Pereira to characterize its impact.
- To portray the early childhood early sequential bilingual model's perceptions of the researchers, the bilingual pre-service educators, the early childhood in-service teachers and their teaching assistants, along with parents of the participant children during the

four-and-a-half-month implementation in a public early childhood development center in the city of Pereira to characterize its impact.

2. THEORETICAL FRAMEWORK

2.1. Conceptual Framework

This conceptual framework defines some concepts that will serve as a foundation to set the course of this study. Four principles will be described revolving bilingual early childhood, taking into account various authors' perspectives. The first construct depicts early childhood through Piaget (1969), Vygotsky (1978) and Irwin, Siddiqi, & Hertzman (2007). Further, the language acquisition concept will be divided in two approaches: the former explaining Chomsky (1965), Lenneberg (1967), Bruner (1983), among others' first language acquisition theories. The latter, will portray Weinreich (1953), Krashen (1981), Roseberry-McKibbin and Brice (2000), and all's perspectives on second language acquisition. The third construct is the explanation of the bilingual early childhood theories of Bialystok (2001), Meisel (2004), Ashworth and Wakefield (2005), in addition to others' hypotheses. The fourth construct depicts the early sequential bilingual education during early childhood based on Titone (1972), McLaughlin (1984), Genesee (2009), and further assertions. Finally, this conceptual framework will close up with strategies that foster early sequential bilingualism during the early years proposed by Murphey (1992), Sharpe (2001), Hansen (2006), and more.

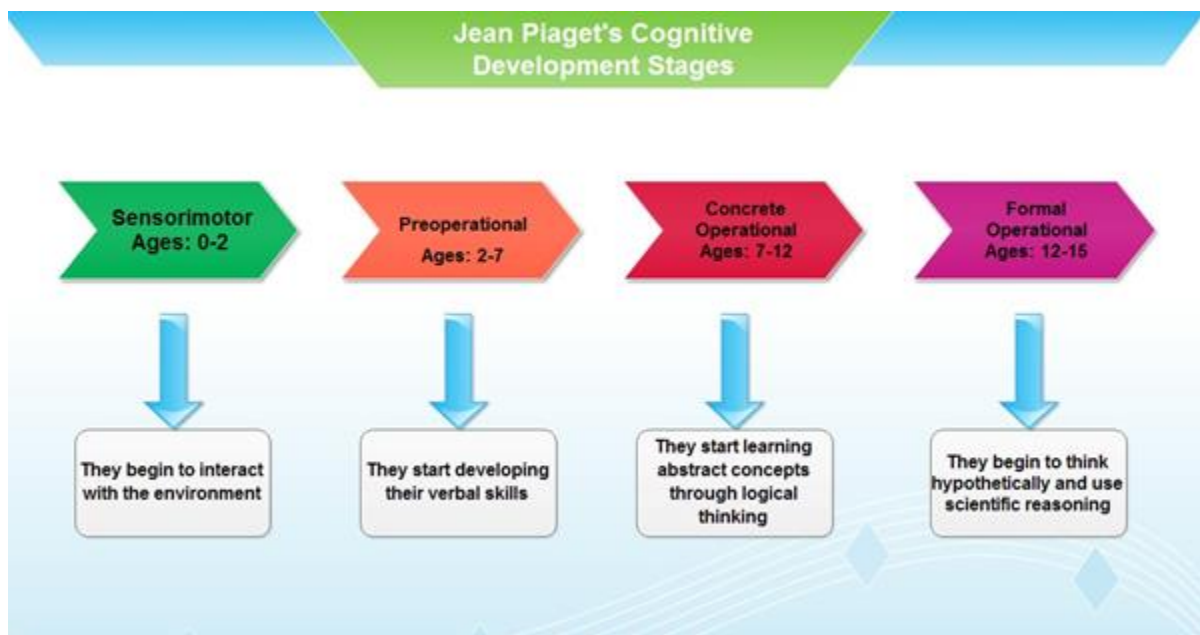
2.1.1. Early Childhood

Despite of the fact that Piaget's theories (1969) are not updated, his contributions to the field still manage to influence many human development experts. He divides children's cognitive development into four stages. There are specific mental and physical abilities that children get to master as part of their natural acquisition process through each stage. Piaget describes children as natural scientists who assimilate knowledge of the world by interacting with their surroundings. These interactions not only boost their intelligence, but foster language

acquisition as well. Piaget's cognitive development stages are classified as follows: from birth to two-years-of-age (sensor-motor stage), from two to seven (pre-operational stage), from seven to twelve (concrete operational stage), and finally, from twelve to fifteen (formal operational).

Figure number 1 will display in detail Piaget's cognitive development milestones.

Figure 1. Jean Piaget's cognitive development stages (1969)



The most relevant stage for this investigation to be carried out is the pre-operational one, on the account that children get to master their verbal skills in it. This essential stage ranges from ages two to seven and it is where children increase their thinking abilities and symbolic functions in order to execute them in an operational way. These mental processes enable children to progressively analyze and describe what they perceived with their five senses and recall previously acquired vocabulary. This is made possible thanks to the symbolic function, which enables children to store mental pictures in their brain in order to use them at a later time. They also start to understand that every person, animal or thing is represented by a word.

Finally, driven by their curiosity they begin questioning what seems unclear to them and this is how the miracle of building up knowledge happens.

Vygotsky (1978) supports Piaget's theory by stating that children, driven by their curiosity and thirsts for answers to the unknown, play an active role in their cognitive and linguistic development. In the educational field, teachers also play an essential role in their learners' development process. They serve as models and provide a vast range of learning opportunities that enable their students to reach to the next level of development and become more autonomous each day. The author also explains, through the zone of proximal development concept, that knowledge is constructed by social interactions with people surrounding the child. In other words, it refers to the distance between what children do without any supervision and what they manage to perform, with a certain level of difficulty, thanks to a more skilled person's suitable guidance. For instance, when children have difficulties making a relationship between the sound of a word and a mental representation of it in English, teachers can facilitate their acquisition process by showing them a flashcard with the picture of the concept while saying the concept's name.

Irwin, Siddiqi, & Hertzman (2007) state how crucial it is for a country to invest on its citizen's early childhood development. They elude some research findings that highlight the fact that the majority of adult problems in society such as mental health, growth disorders, obesity, heart disease, criminality and illiteracy are due to improper early childhood care. Likewise, they mention how governments could transform their own countries even more when adopting additional legislations to the ones set out by the United Nations Convention on the Rights of a Child (1990), in benefit of early childhood, which means, providing equal opportunities. For example, Colombia has a bilingualism policy, which does not include early childhood. It's a fact

that the only way a child can access a bilingualism process during this stage, is if his/her parents can afford private education. This generates disparity and injustice in Colombian society.

Despite of the fact that Irwin, et al. do not explicitly credit those investigations in their article, they do make emphasis on their early childhood related findings. They bring up a developmental research study that declares that every child is born with billions of neurons that represent future knowledge to be utilized, if given the proper stimulus. Nonetheless, they assure that if these neurons do not get stimulated they would not connect, and as a result will not evolve. This is how the environment plays a crucial role in the development of a child's skills. The more proper stimulus children receive, the more positive neural connections will flourish in their brain. As a result, they will perform better on diverse aspects of life, such as emotional, physical and social development. Besides, their ability of expressing themselves and acquire insights will increase in such a way that will foresee a successful and satisfactory life. Children need to explore the world, play and learn to communicate. In essence, it is fundamental for the Colombian government to continue investing in high quality public early childhood development programs as to guarantee egalitarian conditions. Suitably, sequential bilingual early childhood can serve as a route to a more promising and educated society.

To conclude, early childhood is an essential stage for children' integral development since it is where they acquire multiple cognitive, personality, social and language competences; It is where children learn to take responsibility for their own learning. All previous presented evidence conveys the usefulness of establishing high quality early childhood programs in low socioeconomic sectors, where children of three- to five-years-of-age could acquire Spanish and English by means of an early sequential bilingual methodology; thus, providing them with the

same opportunities as middle to high class children and leading Colombia through the path of a more egalitarian education.

2.1.2. Language Acquisition Theories

In early childhood, both first and second language acquisition theories are connected; due to the fact that it is the stage in life where oral skills arise gradually. In other words, children acquire languages, by means of exposure and interaction, and in environments where the target languages are spoken. Children are conscious that language is used to communicate; however, they are unable to explain its grammatical rules. For this reason, the acquisition of a language is considered a subconscious process.

Throughout this part of the study, different perspectives concerning the acquisition of both linguistic systems will be presented.

2.1.2.1. First language acquisition (L1). There are several theories on how a first language is acquired. There are two philosophical perspectives pertaining this topic, which are empiricism and nativism. Chomsky (1965), with his nativist perspective, states that children acquire language by a biological predisposition. Hence, they are born with a syntactic system that is activated due to continuous interactions with their environment. Chomsky also displays how children come equipped with a language acquisition device (LAD, 1965) since birth, where a set of universal grammar is stored in the brain. The author states that this universal grammar includes principles, conditions and typical rules that are common in all languages. According to this theory, children acquire languages naturally depending on the place where they spend their first years of life. Also, children are able to analyze the languages spoken around them, extracting their grammatical rules to make new sentences. The author says as well that children are born with the ability to understand the syntax of any given language. This way, children are

capable of producing sentences that they have never heard before. This ability is called “the creative aspect of a language”.

Lenneberg (1967) agrees with Chomsky, asserting that language acquisition is a natural process that begins in early childhood. Additionally, the author states that this process occurs during a specific period of time, also known as a sensitive period that begins during the first year of life and ends at puberty. The author portrays that language acquisition's critical period comes to an end at the time a human's brain reaches its fully cortical lateralization of functions. In other words, it is when the brain reaches its full development.

Similar to Lenneberg, Bruner explains that the Language Acquisition Support System (LASS, 1983) is what makes children enter their linguistic community and develop language. This is feasible by means of both, parents and people's guidance and support, and their innate mechanisms that allow them to interact with the world that surrounds them. This way, Bruner highlights the importance that a person has on a child's language acquisition process. Likewise, Bruner proposes that children adapt themselves naturally to the environment. During these interactions, children develop their abstract thinking, which enables them to actively discover the world. Bruner also describes how children transform and construct knowledge by three modes of representation. Firstly, “the inactive mode” refers to the representation of events through motor responses; In other words, objects and concepts through actions. Secondly, “the iconic mode” is when they use images to represent actions, objects and concepts of the environment that surrounds them. Lastly, and as Piaget previously pointed out, “the symbolic mode of representation” depicts the information stored in the form of words or symbols allowing children to use them, in order to create a new hypothesis of never seen objects.

Likewise, Pinker (1994) postulates a similar perspective to the creative aspect of a language theory proposed by Chomsky stating that children are biologically predisposed to acquire a language. From an innate perspective, Pinker affirms that children are gifted with a sixth sense called speech perception. Through this sense, they are able to distinguish the phonemes of a language, thus strengthening their linguistic system. At last, he alleges that up to the age of six a child has an assured language acquisition process. Still, the child could manage to obtain satisfactory results up to puberty. After that, it is unlikely to happen; however, opposing Pinker, Lenneberg mentions that it is feasible to achieve a good level of proficiency after this critical period, although it happens with a certain degree of difficulty.

As stated before, these nativist exponents affirm that children are born with a biological capacity that allows them to acquire languages through a natural process by interacting with the world that surrounds them. However, Pinker (1994) with his empirical point of view states that, although children come with these genetic abilities at the time of birth, it is necessary to interact not only with the world that surrounds them, but with people who have already mastered the target language in order to be able to assimilate it. These interactions serve as support to the process of language acquisition allowing the child to strengthen their linguistic systems. Pinker enunciates that in reality language is not fully developed through infancy, even if children are able to utter sentences by means of imitation.

Similar to Pinker's empirical theory, Brown (2000) also claims that imitation is a strategy that children use to acquire the language. He presents two types of imitation: surface imitation where the meaning is not taken into account, and deep structure imitation, which is related to the use of a more significant semantic form. When children imitate, they have more possibilities to

recall structures and/or the meaning of words and sentences that have been previously stored in their minds to express themselves at any given moment.

2.1.2.2. Second language acquisition (L2). It is relevant to highlight that most current perspectives on second language acquisition are based on the concepts of first language acquisition. This is considering if both, first and second languages are acquired in a similar way. This is different to first language learning which cannot be considered acquisition since it is based on a formal reading-writing process where learners study grammar rules consciously. This would not apply to this research since three- to five-year-olds do not typically know how to read and write even though there are exceptions to this rule.

With regard to second language acquisition, Weinreich (1953) in his Bilingual Storage Structure proposal states that depending on how the linguistic codes of first and second language are integrated, children can become compound or coordinate bilinguals. Compound bilingual children develop two linguistic systems for the same mental representation because they are raised by parents who speak to them in two different languages. This leads to them learning every concept in two different languages within the same context simultaneously. In response, these children can use both language codes with minimum effort since they have established for each concept of their linguistic repertoire, two sets of word forms: one in their L1 and the other in their L2. In other words, they are not able to distinguish any conceptual differences between the two languages. For example, in the case of English and Spanish, when they imagine a certain cat, both word forms of "cat" and "gato" come to mind. By contrast, coordinate bilingual children are the ones able to construct two independent linguistic systems which are parallel but under two different mental representations. This case is usually seen, when a child learns one language at home and the other at school. For instance, in the case of a table, in English they may think of

their rectangular classroom table as a "table" (L2 concept), yet in Spanish they may just imagine the word table as their "round dining table" (L1 concept). Finally, he indicates that a coordinate child can have instances of a compound when a meaning gets presented by two sets of word forms, as in the case of this project, whose aim is to expose children as much as possible to the coexistence of English and Spanish concepts. As a result, the L1 concepts that these children have acquired will be presented in an early sequential manner. Whereas the concepts that have not been presented yet, will be learned hands on during their preschool years while learning their L1 and L2 simultaneously causing them to experience the benefits of compound bilingualism as well.

Krashen (1981) conveys that in order for a pupil to acquire their second language, teachers must provide them with what he calls $I + 1$ (comprehensible input). This refers to extra-linguistic information above the student's proficiency level. Teachers should contextualize learners and make use of pedagogical tools to help them understand what is being taught and to assist them through the process. He mentions that given the fact that students' new knowledge is built above the already mastered skills, it is crucial for teachers to recycle as much as possible so learners could boost up their language acquisition. Finally, he makes reference to how humans acquire a language by stating that first they link meaning with words, then they organize grammatical structures, and lastly, they master fluidity and become competent bilinguals.

Furthermore, Collier (1995) doubts that someone could become a successful bilingual person just by being exposed to a target language. As a result, she emphasizes that in order to make this happen, teachers need to adjust their practices according to the field's most recent paradigms. Despite of the fact that Collier's hypothesis point towards L2 acquisition, she agrees

with Lenneberg in regard to the existing critical period. She corroborates the importance of acquiring any linguistic system before the age of twelve.

On the contrary to what is stated by Krashen (1981), Roseberry-McKibbin and Brice (2000), depict that there are some phenomena evident during the acquisition of the second language, such as code-mixing and switching, possible first language loss, the silent period, interference and transferring that must be considered at time of implementing any bilingual methodology as they may affect a child's acquisition process. They imply that children should be exposed to a second language gradually based on the students' capacities, skills and level of understanding since a complete immersion of an L2 could frustrate and limit the target language acquisition progress. Instead, and as a relevant contribution to this thesis, they suggest that a second language should be presented to children during their early childhood years and first grade in a 10% English and 90% Spanish, given that their mother tongue will serve as a bridge to their second language acquisition process.

Moreover, Crystal (2003) reveals that the same inborn processes that lead a person to learn their first language are the ones in charge of their second language acquisition as well. Similar to Krashen, he claims that there are two stages that learners go through when developing languages. First, they start building their vocabulary on a mental list with words of both languages, and then they start mixing words in order to form sentences. Thus, they develop their second language cognitive skills by integrating or separating both linguistic codes. Crystal also points out that as children construct both languages lexicons, they will develop translating skills. Notwithstanding, he clarifies that due to the fact that a second language acquisition process involves the appropriateness of distinct grammatical rules, it will take longer than the acquisition of the mother tongue.

2.1.3. Bilingual Early Childhood

Having exposed what entails to acquire languages, it is essential to highlight that this process contributes to better skills' development. Following the early childhood bilingual continuum, children who acquire an additional language during this stage do it implicitly without literacy instruction.

Bialystok and Hakuta (1994) disclosed that there are two types of bilingualism processes that occur during early years. One has been labeled simultaneous bilingualism and takes place when children acquire two languages at the same time. And the other is called early sequential bilingualism which approximately starts when children turn three-years-of-age and ends up before adolescence.

Later, differences between a bilingual and a monolingual child are presented by Bialystok (2001), in her book she states that these dissimilarities are evident at the level of attention, inhibition, memory, monitoring, and at the rate of advancement and accuracy. Those characteristic functions of the brain, are more developed in bilingual children, and are fundamental at the time of assimilating knowledge and linguistic skills. In contrast to monolingual children, bilinguals are able to use their selective attention to focus on a given task suppressing unnecessary information that could disrupt them from successfully accomplishing it. They are capable of doing that by means of their high attention control and their advanced inhibitory skills. These aptitudes are predominant through early bilingualism due to the fact that children used them in order to prevent interference and conflicts between the two languages. Additionally, bilingual children can observe, monitor, regulate and evaluate their newly acquired concepts to finally apply them in other contexts.

She also disputes Lenneberg's (1967) ideas with regard to the language acquisition decisive period ending at puberty. Instead, she insists that the level of proficiency in mastering a language declines deep into adulthood. Following Bialystok's (2001) beliefs, those mental abilities mentioned before, that usually do not blossom during early childhood unless a bilingualism process begins, could be taken advantage of by exposing children to a second language so they could increase their brain developmental process and apply those abilities to other domains, such as various school subjects, in order to strengthen their acquisition process. Thus, emphasizing how vital it is to provide all children with the opportunity of strengthening these mental skills to the maximum before they start their formal education process. Additionally, bilingual children are more competent at the moment of facing and solving any situation as they can interact and relate in a better way with their surroundings when using their second language.

Oppositely to Bialystok, Meisel (2004) alleges that the linguistic process children undertake after the age of four generally falls under second language acquisition. In accordance with Lenneberg's critical period hypothesis, he also states that native like competences cannot be obtained after this time. Likewise, he makes emphasis on the dual system hypothesis to explain the differentiation of grammar rules right from the start. That is to say that children who start acquiring and storing information separately for both their L1 and their L2's set of rules. This includes all aspects of the language that could differentiate one another, such as grammar, syntax, phonology, and morphology. As they acquire a new lexicon of their mother tongue, they will also be able to assimilate it in their second language by referring to their L1. As a result, they will progressively construct knowledge and create both linguistic system in a parallel but distinct way, which the author explained through his dual system hypothesis. Moreover, he

highlights that children learn to use these newly acquired insights for various purposes and domains, yet within their bilingual context they are able to switch between languages with their bilingual interlocutors when grammatical or lexical gaps are present as a backup mechanism. However, he implies that in order for this semantic switch to be feasible, not only is it necessary for listeners to understand both language codes, but a combined input of context provided by a proficient user is needed as well. This will expose children at their early childhood development center to the same new lexicon in both languages, English and Spanish, and it will create a perfect domain for this phenomenon to take place.

Additionally, Ashworth and Wakefield (2005) imply that children are triggered by their motivation, and constant development of their cognitive and linguistic skills while interacting with others. At the time of leaving their L1 setting, they have developed their mother tongue language skills for their age, and proceed to embark themselves on an endless discovery of preschool's meaningful experiences that foster their development. Children do not only utilize words to communicate. When children begin acquiring any language they make themselves understood by means of facial expressions, gestures, and body movements. Yet throughout their acquisition process, they begin producing the language and start integrating their nonverbal and verbal skills until they become competent users. Furthermore, they also emphasize that as children get in contact with a new language, they commence to transfer their L1's experience to their L2's as part of their acquisition development, making it easier to assimilate it.

Likewise, Ashworth and Wakefield sustain that when learners are in the process of becoming bilinguals, they develop better creative thinking, collaborative learning and solving problems skills, as well as starting to be more autonomous on their own language acquisition process. However, in order for this to happen, they insist that proper input and guidance is

necessary. The authors also mention that given the fact that these children most likely only get exposed to their second language at school, early childhood officials should promote and boost learners' new English experiences. Children will benefit from them as they interact and communicate with the new language. As corroborated on the early childhood construct by the MEN (2009), Ashworth and Wakefield also emphasize on the importance of enriching these new experiences through meaningful activities. Teachers could spark their imagination to enhance their creativity by means of storytelling. Kinesthetically, they could sing, play and express themselves artistically. Moreover, teachers should also praise their pupils, pay attention to their curiosity, provide them with all the love and support so they could feel confident and free to experiment with the second language, as well and also rough tune their second language to make it as comprehensible as possible. These types of activities, enable teachers to observe the vocabulary range they have already mastered in Spanish, in order to identify not just their English linguistic, but social needs as well. Additionally, they explain how early childhood acquisition concepts are similar in nature, they are basic and carried on effortlessly to the new language making it easier for teachers to plan their lessons. For example, animals, colors, numbers, fruits, means of transportation, shapes, etc. These concepts are the same, the only thing that changes are the words; thus, transferring becomes natural and almost unnoticeable. Finally, they suggest that, during this stage it is best to consolidate both languages and content to accelerate the process.

Espinosa (2010) points out that the typical myth surrounding early childhood bilingualism is that children get confused and overwhelmed when acquiring two different structures and vocabulary sequentially or at the same time is untrue. She declares that all children have a natural ability to develop any type of language at any time, and this is why they

manage to instinctively communicate with their closest relatives. The author also suggests that if a child has the opportunity to acquire a second language during early childhood they should be encouraged to do so, in order for them to take advantage of the cognitive, cultural, economic, linguistic, literacy, social and school readiness benefits of bilingualism. Along with Krashen (1981), she reinstates the importance of teachers throughout the process of second language acquisition. Early childhood professionals should strive to understand what entails to expose children to an additional linguistic system. In addition to determining what are the best ways to accomplish this in order to better design and follow high quality methodological standards. Espinosa further explains that for a child to acquire a second language rapidly, there are several factors that come into play, such as context, children's attitude and personality, linguistic aptitude, motivation, along with the quality and quantity of input received. Yet, she mentions that the sooner you expose children to a second language methodology the faster they will acquire it.

Along with Espinosa (2012), the authors García, Makar, Starcevic, & Terry (2011) are also in favor of exposing children to a bilingualism process. Yet in their paper they analyze in depth the reasons why educators and kindergartners employ translanguaging in an educational context. They comment how despite the fact a bilingual school may insist in separating their monolingual lessons from their bilingual, or even prohibit the integration of codes, children will end up knocking down these institutional boundaries by translanguaging in the common areas during breaks. They mention that translanguaging practices predominate between educators and emergent bilinguals at the beginning of the process and it serves as proof that a bilingual process is taking place. García, Makar, Starcevic, & Terry also highlight that in cases when learners accurately language in their stronger code to answer something that was elicited in

their weaker linguistic code, they are proving comprehension. Although, they did have sufficient resources to respond in the language they were being asked to at the time, they relied on their L2 to respond proving they understood the question. Finally, the authors remark how bilingual educators employ translanguaging to scaffold, to mark transitions between parts of the lesson, or to call students' attention. And that children translanguage to show off what they have just learned, to make sure others understand what they have said in their emergent language, or to ensure their own understanding of something that the teacher has presented in L2.

Further, Garcia and Wei (2014) state that since bilingualism is the outcome of social interaction it is important to incorporate both linguistic codes within the same activity or lesson to empower the process. The authors have determined that students do not learn different language systems during a process of bilingualism, instead they continue developing the same system for both languages with the different features they both possess. They call this phenomenon, dynamic bilingualism. According to the authors, that system allows the students to use their L1 to build the new L2 knowledge. The authors mention that translanguaging grants students the flexibility of participating with their L1 when they are unable to express their creative ideas with their L2; hence, it enables them to decide when and how to translanguage. In other words, they are in control of their bilingualism process. Through translingual pedagogy, teachers move their lessons from a teacher-centered to a student-center, which guarantees a smooth flow during the production of the tasks given that it scaffolds the process, raises participation and triggers meaningful learning.

Additionally, in Lasagabaster and Garcia (2014), it is highlighted how through translanguaging, bilinguals are able to interact freely with one another by blending both semiotic and linguistic features of two languages into their own repertoire. They also remark how the act

of translanguaging should be acknowledged and welcomed as a normal consequence of exposing someone to a bilingualism process instead of being prohibited. On the other hand, they state that this practice results as a mean to acquire bilingualism as it not only facilitates emergent bilinguals' comprehension but it strengthens the weaker language through the use of the stronger one. García maintains her idea of combining both languages with pedagogical purposes in the classroom just as in Garcia and Wei (2014). Nonetheless, in this article Lasagabaster and Garcia ratify that translanguaging empowers learners to construct meaning and increase knowledge as they have the option to use their L1 to explain something acquired in their L2. It also allows students to think reflectively, and to empower their linguistic and literacy skills. Additionally, the authors alleged that the translingual process should not be identified as interfering in a child's bilingual process; in the sense, that the use of L1 is not an obstacle to acquire the L2. This practice enables them to not be ashamed of participating and this facilitates their bilingual learning process. For that reason, they insist in the importance of the inclusion of translanguaging in the English lesson plan.

Furthermore, García, Ibarra Johnson, & Seltzer (2017) emphasize in the difference between translanguaging and code-switching. They perceive the former is considered as the execution of discourse that bilinguals undertake within their own community; as well as the teaching strategies conducted in a school for them to increase their proficiency level. The latter is portrayed as an interference to a monolingual user's speech. In addition, they allege that users who translanguage do not just switch between both languages like in code-switching; instead, they possess one linguistic repertoire with the features of both languages and just suppress the ones they do not need depending on the situation. Moreover, they mention how translingual

pedagogy can be implemented in either monolingual or bilingual schools, and by monolingual or bilingual teachers.

Nevertheless, García, Ibarra Johnson, & Seltzer assert that although there are misconceptions surrounding this integration of code, teachers utilize this strategy in order to creatively ensure pupils assimilation and acquisition of the new language and content presented. Further, they establish that the use of the L1 during the L2 classes enable students to construct their bilingual identity, as well as develop their bilingual capabilities. In other words, translanguaging pedagogy helps learners to identify themselves as bilinguals. This way, they will be able to assume higher order thinking tasks and identify their own style of learning during their academic process. In addition, this will allow students to give a meaning to their word and relate their L2 experiences with their “home language”. Also, according to the authors, translanguaging permits students to participate actively in class and avoids the perception that their L1 background knowledge is a limitation for them. Further, and as previously mentioned by García, Makar, Starcevic, & Terry (2011), these authors also portray how during a lesson learners translanguage to get involved, to extend on a topic or to pose a doubt. And how bilingual educators utilize it to call students attention, to elaborate, to ensure understanding, to manage the classroom, and to elicit and build upon.

Likewise, in an investigation conducted in two public schools in the city of Pereira where translanguaging was one of the principal strategies employed during the implementation of a content and language integrated learning (CLIL) model, Arias (2017) claims that student's mother tongue is more than just a language, it is a pedagogical tool, that if used correctly can empower the knowledge presented and grant students the opportunity to understand what is being conveyed throughout their second language lessons. During his proposed methodology,

the author determined the importance of translanguaging from a teacher's perspectives. He comments how teachers took advantage of all their academic and pedagogical background knowledge as well as all their linguistic resources to design their lessons. Subsequently, he concluded that the alternation of codes during their English language lessons was not just performed due to a lack of resources in the L2, but since it was pedagogically planned ahead of time. In the English language lesson plans it was stipulated the moments and the purpose of the alternation of codes as each language had a pedagogical role.

Hence, the author conveys how translanguaging permits teachers to integrate language and content to maximize learning; when they utilize it with academic topics that have been just presented in their monoglossic classes to teach language. This strategy enables learners to connect language with their academic background knowledge; thus, providing them with the necessary content and ideas that will stimulate their drive for participation and for involvement through the CLIL lesson. Additionally, he highlights how translingual pedagogy transforms emergent bilinguals learning experiences as it enriches both linguistic codes by connecting them dynamically. This was possible as it generates bilingual contexts inside of the school; whereas the typical isolated monoglossic context evidenced in the majority of Colombian schools nowadays. Based on this, the author emphasizes on the importance of translanguaging integration in the lesson plan as a strategy that makes the educator feel confident with their students' comprehension. The combination of translanguaging and CLIL rises students' internalization of meaning, involvement and participation given that they feel comfortable and confident to participate and experiment with the target language without feeling ashamed or embarrassed to be wrong. It was also identified that the integration of translanguaging and CLIL increases learners' receptive skills as they were more attentive. Furthermore, Arias reported that

having non-native L2 teachers implement this CLIL and translanguaging methodology allows students to have a better understanding of the target language since teacher present language and content from their experience. Also, the newly creative strategies where the L1 and the L2 have the same importance, permit them to accomplish their second language objectives while reviewing and consolidating their academic knowledge.

2.1.4. Early Sequential Bilingual Education during Early Childhood

Now that the benefits of bilingualism have been depicted it is crucial to bring up that the focus of this conceptual framework is not just to mention how bilingualism changes a child's life, but also to determine and analyze what an early sequential (successive) bilingualism process entails.

To begin with, a great expositor of early sequential bilingualism during the early years, Titone, 1972 (as cited in Baetens Beardsmore, 1986), declares that the best age for children to acquire a second language is when they are around four- to five-years-old. He highlights, that despite of the fact that their parents may not speak the target language they could well acquire it in preschool. This is on the grounds that, children at this stage are eager to communicate with everyone in order to socialize. They are curious, they feel free to experiment with language and are less inhibited in comparison to formal education students. Likewise, he implies that during early childhood, children's imitation capacity is at its best. This enables them to assimilate common characteristics of the language easier, such as phonology, morphology, syntax, semantics and even the pragmatic and sociolinguistic aspects could be favored.

In like manner, Nativist McLaughlin (1984) also claims that from two- to six-years-of-age, children develop their language competences through a natural acquisition process, and by the time they reach formal schooling they have already mastered them in an exceptional way

playing an active role on their language skills development. They get more curious to learn about the social aspects of a language, and learn to control their own actions and thoughts as needed. Besides, by creating and experimenting with the language, children end up playing and performing their required tasks. In addition, the author labels the second language acquisition process that children of three-years-of-age on, experience as early sequential bilingualism, yet she stresses that a set period mark for this metalinguistic occurrence to happen is not set in stone. In the field early sequential, also known as successive acquisition takes place when a child's listening and speaking skills have been well established in their first language before being exposed to a second (this is noticeable around the age of three onward).

Furthermore, Genesee (2009) also stresses that in early childhood dual language acquisition; although children are indeed learning an additional language, the idea of it may sound like a hassle, yet the process is so natural like when they started learning their mother tongue. Additionally, Genesee, Paradis, & Crago (2004) declared that one signal for bilingualism mastery is when the user is able to code-switch. That term refers when a person alternates between languages; for instance, a child says: how are you? And his peer answers: bien y tú? Children that do so prove their cognitive and communicative competence when they maintain both linguistic codes separately by employing grammar in a correct manner without altering the meaning of the utterance. In spite of the fact that code-switching is a positive trait of bilingual learners, teachers have to be very careful, and not let this phenomenon interfere with their language performance as they are responsible for modeling the target language discourse and provide as much input as possible. Language teachers can diminish their pupils' language developmental process by making them lose focus on the lexicon and its meaning.

On the other hand, he ratifies, and as Bialystok (2001) already mentioned, that children who acquire both languages at an early stage are more notable throughout their social and school lives. In like manner, he points to the differences between early sequential bilinguals and late ones. The former are children that start acquiring their second language after having a basic command of their first one, usually after their first five-years-of-age. The latter represents learners who are first exposed to their second language during their teens to adult years. Though, he explains that due to the fact that early sequential (successive) bilingual paradigms are not that popular, it is common for parents and even teachers to feel a little skeptical about the viability of learning both language systems, but this could be rectified with information about the benefits of being bilingual.

On that account, Purcell, Lee, & Biffin (2006) propose three stages for early sequential bilingualism. The first one is characterized by a silent period where children listen and observe speakers of the target language's non-verbal hints. For instance, while someone utters a lexical item while pointing out at something, children right away connect the word with its mental representation. They also mentioned that this period, which may take a couple of months, is not something to panic about, and that teachers should allow it to happen without pressuring the little one; in fact, it is necessary and beneficial for them to understand the new language form. During this stage, they also communicate by means of paralinguistic features such as: body language, gestures, facial and deictic expressions to later start replicating some memorized fixed phrases that they hear from their teacher or even from their own other peers. This not only facilitates communication, but socialization as well. For example, and as stated by Purcell et al. (2006), they can start expressing social phrases like “my turn, chase me, help me”, they usually find these phrases easy to use and often get positive results from other children and adults” (p. 2).

During the second stage, children are able to create their own sentences and communicate with people through the second language. The authors comment how teachers should be aware of each pupil's language development, not just to provide them timely feedback, but to praise them as well. Finally, in the third stage children employ the new linguistic code with an accurate lexical, grammatical and pronunciation use, yet, as previously mentioned by Genesee (2009), the authors also emphasize that the fact that a child starts switching codes back and forth, is considered a typical characteristic of bilingual users, and it actually contributes to an increase in their fluency rate.

Additionally, in terms of quality and quantity, and as previously mentioned by Espinosa (2010), Purcell et al. also insist that in order for a successful sequential acquisition to happen facilitators should find out as much information about their pupils as they can. Knowing their interest and motivations will assist in customizing and designing appealing lessons with activities according to the children's own experiences and culture. Arts and crafts, games, songs, storytelling and peer interaction will foster a meaningful second language development process. Additionally, Purcell et al. suggest methodologies containing play opportunities and routines, the use of strategies like gestures, prompting by means of books and visual aids, modeling, drilling, and non-verbal activities to activate the children's other senses like their touch, taste, sight and smell; for example, gardening. Those types of activities allow children to demonstrate their internalization level, as well as enhance their language skills, by interacting with their classmates, and providing and granting them feedback. As highlighted by Genesee, Paradis, & Crago (2004), teachers should also strive for not combining both linguistic systems within sentences given the fact that children need to be exposed to the new language structure as

steadily and sustained as possible, in order for their sequential language acquisition process to occur.

Purcell et al. (2006) also suggest that it is essential that a child's mother tongue continues to be nurtured in both, their early childhood development center and at home, for a successful dual bilingualism to take place. On the contrary, with reference to the factors that might affect an early sequential bilingualism process, Purcell et al. reported the following elements: children' age of first English encounter, the amount and frequency of English exposure, the methodology employed, the conceptual distance between both languages' lexicon and amount of similar conceptual representations like cognates, how valued the target language is for a child's society, the integral care, family support, as well as the socio-economic problems they may present, and finally their learning styles, motivation and personality traits; whether they are intro or extroverted, or risk takers, will determine the likelihood of them participating and taking advantage of their own learning process and how fulfilling can the experience be.

At last, another notorious expositor of bilingualism is Baker (2014), who suggests that there are many ways to initiate a child on bilingual education, one of those is when parents decide to develop their little ones' second language outside of their house, preferably at school, while reinforcing their first language at home. This is known as early sequential bilingualism, as it happens during the early years, typically after the age of three when they have already mastered the basic commands of their native language and before they actually start their formal education. In like manner, the author highlights that this possibility only caters to elite families given that bilingual education is only offered at private schools.

Furthermore, the author establishes the advantages that children and their parents can obtain from bilingual education, in terms of identity, culture, social development, academic and

social opportunities, travelling and change of thinking. In order for people to benefit from these advantages, Baker proposes some techniques to scaffold children's early sequential bilingual education, such as, building new knowledge on children's experiences and input acquired on the mother tongue, as previously presented by Krashen (1981), using peer-interaction activities where children can increase and develop their second language by their partners' aid. Finally, designing a comprehensive curriculum that challenges children's language skills and to strengthen them before they enter a late sequential bilingualism stage.

2.1.5. Strategies that Foster Early Sequential Bilingualism during the Early Years

Based on the information previously presented about early sequential bilingual education, there are some strategies and materials that foster second language acquisition in the early years and will be depicted below. These strategies include flashcards, games, songs, stories and videos which serve as a tool to engage students, boost their motivation, creativity and curiosity, and well as to practice the vocabulary previously learned.

To begin with, some authors explain the importance of implementing songs in the bilingual classroom. According to Murphey (1992), songs are tools that help teachers foster and improve their students' knowledge, this is due to a phenomenon called “the song stuck in my head”, that is compounded by four stages. The first is the involuntary verbal rehearsal, in this phenomenon the bilingual learner is exposed to a considerable amount of input and it will take time to develop. The second one is the Piaget's egocentric speech, the third one is the Vygotsky's inner speech and the last one is the song-stuck-in-my-head (SSIMH). Additionally, the author states that all children go through these stages since is where they feel engaged for the rhythm of the song and will boost children's motivation for them to easily learn the vocabulary presented in the songs.

Moreover, Sharpe (2001) claims that English language teachers should prioritize the development of children's listening skills as it is the initial state for first and second language acquisition. Therefore, teachers should equip children with the best strategies to foster in them effective listening skills. This author states as well that songs are a tool where children can be directly in contact with the language in a fun way. By singing songs, children can easily internalize structures, patterns, and specific language items that are presented in them. Similarly, Murphey (1992) as same as Sharpe advocates that songs enable students to internalize the new vocabulary since these provide excitement to the lessons and are enjoyable for children to learn. This allows children to acquire new vocabulary easily and store it not only in their short-term memory, but in their long one as well. Finally, using body language to present vocabulary enable children to internalize the new vocabulary presented through songs. Hansen (2006) asserts that teachers should stimulate children's comprehension by means of body language, movements, and facial expressions. This way, children can associate what the songs are conveying with movements in order to give meaning.

Likewise, using flashcards in the classroom can be a useful strategy to enhance bilingualism during the early ages as well since they enable children to have a better understanding of the words. As it is stated by Budden (2004), flashcards are a handy tool to review and practice vocabulary at every stage of the lesson since they are practical, easy to design, and they can be used in several ways. For instance, teachers can employ flashcards with memory, drilling, identification, and TPR activities, among others; to present, practice and recycle vocabulary learned in previous sessions. The author states that with these type of activities teachers boost children's curiosity given that these activities can create some suspense or mystery when employed in different ways. This allows students to be more engaged and to

remember the vocabulary later on. Moreover, Wright (1990) advocates that the use of images in the language classroom has a lot of benefits for students as these are a useful tool to motivate and engage them in the lesson. According to the author, flashcards enable students to have a reference point of what is being studied and to directly link the context with the language.

Additionally, Wright and Haleem (1996) affirm that big and colorful flashcards can be employed to practice vocabulary in many ways and are useful to foster students' attention. These activities to foster second language acquisition include "Flashing picture" where the teacher flashes the flash cards very quickly for students to guess what they have seen. In the same way, Purcell, Lee, & Biffin (2006) suggest that teachers should use different methodologies that help children internalize the vocabulary presented such as methodologies with play opportunities, routines, drilling and non-verbal activities, prompting with visual aids and body language, among others. In addition, Plass, Chun and Leutner (1998), suggest that foreign words are more easily learned when the association with actual objects or their corresponding images occur. On the other hand, Brinton (2001) asserts that the employment of pictures in the classroom allow learners to establish connection between their first and second language, in this way, teachers will avoid excessive explanations and the use of translation will not be needed.

Finally, McClannahan and Krantz (1999) states that prompting can be used to help students in the execution of activities. The authors define prompting as "instructions, gestures, demonstrations, touches, or other things that we arrange or execute to increase the likelihood that children will make correct responses" (p.37). Similarly, Purcell, Lee, & Biffin (2006) and Hansen (2006) assert that by means of body language, gestures, demonstrations, teachers can aid children's understanding, and internalization of the new vocabulary. In regard to how games enhance bilingualism during childhood, Pound (2005) claims that playing can be used as a prize

after learning and teachers should take advantage of this to increase motivation in learners. By using games, children imagination and creativity are enhanced as they get the opportunity to interact with the world that surrounds them and have the possibility to realize what the objects are really like, and how they feel. Additionally, Rea-Dickins and Rixon (1997) claims that through playing games, children can review, and remember vocabulary in an enjoyable way.

And same as Pound (2005), Rea-Dickins and Rixon allege that games are useful strategies that can strengthen children's motivation; yet teacher should take the time in finding and creating games that are suitable for their students to help them learn while playing.

Similarly, Zheng (2008) states that games enable students to achieve their learning goals since games provide them with relaxing and amusing learning environments that boost children's motivation and confidence. The author describes that this is due to the fact that games allow students to achieve their learning goals in a relaxing environment and that they can enhance motivation and confidence in students. The author describes that this is due to the fact that a human's inborn predisposition towards attentiveness is satisfied when playing.

Furthermore, according to Rea-Dickins and Rixon (1997), games give children the opportunity to review, practice and remember material previously presented promoting cooperation among students. As stated by Rea-Dickins and Rixon, Ersoz (2000) claims as well, that games promote cooperation between students and affirms that games enable students to practice different language skills through verbal and nonverbal communication activities. Ersoz (2000) advocates that games can be used to facilitate language learning since are motivating and challenging at the same time; however, he states that they have to be employed only as supplementary activities during the language sessions. Moreover, Ersoz is of the same opinion as Pound (2005), and Rea-Dickins and Rixon (1997), as he claims that teachers need to be

careful in finding games that are suitable for their students' necessities in terms of language and type of participation. In addition, the author affirms that there are some instances where some students may not want to participate due to external factors. In these cases, the author suggests that teachers should not force learners to participate since this can have unsuccessful results. Finally, Chuang (2007), affirms that there may be some instances where games are not useful as these may increase anxiety in students during playing situations. The author asserts that games could increase children's anxiety due to the fact that their peer's pressure to answer correctly during games can cause nervousness and even depression in them.

Further, on the grounds of how stories foster bilingualism during the early years Isbell (2002) starts by making a distinction between story reading and storytelling. The former is the art of reading along with children what is written in storybook, and the latter is when teachers tell the story orally. The author mentions that storytelling can be accompanied by flashcards or other props. She claims that when children get constantly exposed to stories, either through story reading or storytelling their vocabulary and sentence structure repertoire increases. She also affirms that when a child gets exposed to a same story the experience becomes more meaningful given that there will be more chances for them to comprehend it. As a result, their participation will be more active and accurate. Also, including catchy words and phrases for children to repeat maintains them attentive. However, Isbell insists that to motivate them and raise the likelihood of participation teachers should scaffold the process by means of elicitation and prompting. On the other hand, the author emphasizes that implementing stories enriches language acquisition, active and critical listening skills and literacy learning processes in children. The first one is due to the fact that stories strengthen their oral skills when they are encouraged to speak. The second one is the result of eliciting and prompting, since they have to

be alert and ready to respond to their teacher's inquiries. And the last one occurs through story reading, as stories enhance their semiotic recognition process.

According to Isbell (2002), one of the advantage of storytelling is that can be customized depending on the level of proficiency, and if the teacher includes nonverbal communication and prosodic elements children will understand more and their process will be more significant to them. Additionally, Isbell mentions how during early childhood teachers become children's role models. Through story sessions story-readers and story-tellers set the example for children learn how to communicate their own ideas as they speak, and how they can narrate their own stories once they come out of their silent period and assimilation process.

Subsequently, Connolly (2005) explains how important stories are for the children's language acquisition process. Story tales incentivize children to participate and practice what they have acquired. Moreover, she alleges that it is essential for teachers to implement stories through a story-based methodology consisting of a pre-story, a while-story, and a wrap-up stage. The first one should be where the teachers present the language to be used and contextualize learners, the second one is where the actual story takes place and the last one should be taken as a time to practice and review what was acquired. Thus, the wrap-up stage can be empowered through activities that enhance both productive and receptive language skills. Activities like classifying, chants, direct instruction and kinesthetic, fill-gap, games, matching, labeling, role-plays, sequencing etc. can be employed to make their language learning experience more meaningful since the fact that there is a final product after story time motivates them. This can enable children to be keen on stories, and can even generate a need for reading or telling stories by themselves.

Nonetheless, Connolly (2005) highlights that stories must be chosen meticulously, given that if they don't take into account aspects like their likes and needs, their age, and their proficiency level children may lose their attention span or even feel frustrated and demotivated. Respectively, the author states that teachers should choose stories with relevant morals for their students. And same as Isbell (2002), teachers must ensure that the stories they implement have plenty amount of repetitive language and appealing rhythms as this enriches children's memorization and boosts their language learning process.

Furthermore, Ellis and Brewster (2014) mention how stories inspire children to learn aspects of any given language and its culture, given that they are fun, they can identify themselves with the characters and the moral of the story. Stories contain appealing images, with repetitive and enchanting scenery surrounded with a sense of humor, wonder, or even suspense that catches children's attention and awaken their curiosity. Thus, according to the authors, all the characteristics described above promote language acquisition in learners in an innate and effortless way. Further, Ellis and Brewster highlight how children love hearing stories over and over again. They state, and as suggested by Isbell (2002) as well, that repetition is what allows youngsters to assimilate concepts that were not aware of the first time they heard the story. It also serves to drill vocabulary. In that account, Ellis and Brewster mention that the fact that the majority of children's literature contain onomatopoeic sounds and tend to repeat some fix phrases and vocabulary enables children to take part, to mimic and to memorize and to practice pronunciation. They provide a great opportunity for teachers to recycle previously learned vocabulary and even evaluate the process.

Besides, they also stress on the fact that through stories children get to listen to the language's intonation and rhythm in question. Another positive aspect of implementing stories

mentioned by the authors is that teachers get to expose their young learners to what Krashen (1981) calls it I+1, which as described as the information above their level of proficiency which challenges them to the point that empowers their language learning process. On the other hand, they agree with Connolly (2005) when they mention that when stories are not suitable for children's attention span and proficiency, they will lose their charm causing children to not be interested in them. Hence, they will lose their pedagogical purpose. Therefore, the authors recommend for story-readers and story-tellers to customize stories to fit their learner's profile. Unlike Isbell's (2002) interpretation of what storytelling is, Ellis and Brewster claim that storytelling is either when teachers narrate or read out loud a story with or without props.

Moreover, Ellis and Brewster agree with Connolly (2005) when they claim that story reading inspire youngsters to want to read stories on their own. All three authors also propose to follow a story-based approach; although, Ellis and Brewster includes that its steps which they call plan, do and review can be spread through a didactic unit and not necessarily have to be done all in one class. In the plan stage, teachers can activate background knowledge and contextualize their audience by presenting the characters and key vocabulary or sentence structures they may need in order to understand the story. Then they can assess children's background knowledge by eliciting, prompting and predicting what is to come or even with reflective practices that can allow them to acknowledge how far they have gone in their acquisition process. After all the preparations done in the plan stage, comes the next stage of the sequence with is the do stage. During this stage teachers execute the story time session. Once that is done, comes the review step. During this stage, the authors suggest teachers to provide youngsters with the opportunity to practice and produce the language acquired throughout the previous stages. This can be accomplished by a series of wrap-up activities that can prepare

them for a final project; which by all means, makes their experience more meaningful.

To conclude, the purpose of this theoretical framework is to portray how early childhood, first and second language acquisition theories, early childhood bilingualism, early sequential bilingualism and the strategies that foster early sequential bilingualism during the early years are linked together. All of these, constructs explain the processes that human beings undertake when acquiring languages, and their implications. It is evident that childhood early years are crucial to the acquisition of any language, given the fact that it is the stage where the brain gets the most neurological connections. Taking advantage of their development by exposing children to another language is ideal to guarantee more competent children, not just cognitive, social and linguistically in their first language but in their second one as well. Further, by giving children the opportunity to learn a new language and its culture, their minds will have the possibility to open up to new experiences, making them more tolerant, and more capable of interpreting and expressing themselves and their actions through different perspectives. In conclusion, bilingualism during children's second language acquisition stage allows children to use their already acquired first language knowledge as a bridge to build their second one, and it boosts their cognitive skills which will eventually prepare them for a more successful education ahead.

2.2. Literature Review

Bearing in mind that little research has been done in regard to early childhood bilingual education in Colombia; this section depicts a contextualized state of the art in early second language acquisition within the English language teaching (ELT) field. Striving to provide a foundation for Colombian early childhood bilingual education; Salgado & Beltrán (2010), Rodao (2011), and Arias, Atehortúa, Chacón, Giraldo, Tamayo, Velez & Vidal (2015) conducted qualitative studies on bilingual implementations carried out in early childhood development centers - ECDCs (Centros de Desarrollo Infantil - CDIs). These authors drew conclusions on the impact of providing contextualized and meaningful activities and materials so that children can feel engaged and motivated to acquire a second language.

Shedding some ELT early childhood praxis' insights within a private (high-socioeconomic) context, Salgado & Beltrán (2010) aimed to identify what type of didactic strategies were mostly utilized when teaching a second language in bilingual preschool classrooms. They measured their effectiveness on children's second language acquisition process in terms of interaction, communication and language use, as well as how beneficial and pertinent they were in the English teaching process of a preschool setting. The authors described, and analyzed the outcomes of their investigation based on the bilingual curriculum of the Abraham Lincoln School in the city of Bogotá. Two in-service early childhood English teachers, two investigators and 24 children who were six-years-of-age, belonging to what in Colombia is known as *transición*, which is one year before entering 1st grade of primary education, were part of the study. Notwithstanding, it is important to mention that the preschoolers involved in the research were introduced to the English language at that institution since they were three-years-of-age. For the data analysis, the investigators interviewed the two

English early childhood teachers right before every English class started. Finally, for the data analysis four lessons were observed, of approximately 45 minutes each, and its corresponding field notes were provided.

Salgado & Beltrán emphasized on how striking a detailed lesson planning and the selection of adequate ludic materials, like visual aids and stories, can be on a child's learning process, as they raise preschoolers' attention, curiosity and motivation, to finally spark their participation. They also mentioned how suitable it is to follow the Ausubel meaningful learning paradigm when implementing English methodologies throughout early childhood since the preschoolers start to assimilate and link what has been presented in English with the already mastered input on their mother tongue, and compare and contrast both languages implicitly. For instance, during their observations, it was evident how teachers brought into their English sessions concepts that were previously presented in the children's civics and math Spanish classes. What is more, they also specified that classroom management techniques and teacher's profile play an important role when fostering second language acquisition in children. To conclude, they reflected that the type of bilingualism evident inside of that preschool classroom was additive bilingualism, given the fact that indeed the second language is built upon the first one, and it strives to maintain both languages.

Conversely to Salgado & Beltrán (2010), Rodao (2011) conducted another early childhood bilingualism research in Bogotá, yet this time as an action research on three- to five-year-old children of the public early childhood development center - ECDC (Centro de Desarrollo Infantil - CDI) "Semillitas de Vida", who belonged to a low socioeconomic background. The author's objectives were to design a meaningful pedagogical proposal aimed to establish children's sense of belonging towards the English language process; thus, making them

active players in their own learning. At the beginning of the study, the author conducted a needs analysis to determine learners' economic and sociocultural needs and interests. She designed a bilingual methodology, based on the Colombian Plan Nacional de Bilingüismo 2004 - 2019, which fostered active learning and meaningful environments. The author assured that her proposal was created based on the Estándares básicos de competencias en lenguas extranjeras, Guía No. 22 that students should achieve in order to expand their linguistic, sociolinguistic and pragmatic competences. Further, Rodao implemented a didactic unit of her proposal to finally analyze and assess the impact that it had on the 14 three- to five-year-old children that were part of the study. Those children were interviewed and observed, field notes and anecdotal records were taken of what went on inside the classroom. Lastly, a survey was conducted to the institution's coordinator to identify and evaluate the effect of the bilingual implementation on the children involved in the research. At the end of the study, the just implemented proposal was turned over to the public early childhood institution, so the process could be continued in-house by the early childhood teachers themselves.

Similarly to Salgado & Beltran (2010), Rodao (2011) reported that meaningful learning experiences, while teaching English to young children, can trigger their imagination and creativity, as well as get them engaged and motivated throughout the entire lesson. The researcher also concluded that the activities that work best with three- to five-year-olds are artistic and kinesthetic activities; such as, arts and crafts, coloring, singing, and playing based on their likes and interests. The author highlights how those activities are crucial for them in this stage of life as they foster their fine and motor skills, which are a fundamental part of their development. Notwithstanding, Rodao states that even though activities like storytelling are useful to teach young children, she did not make it part of her didactic units since according to

her, children may get bored and distracted, by playing and chatting with their peers, due to their short attention span. Yet the researcher declares that even though three- to five-year-old children possess a short attention span, they receive and process any type of information faster. As a result, the author suggests that all English learning activities should be carried out in a meaningful way, yet within a short period of time. Rodao also recommends that to implement early childhood English teaching methodologies is essential that teacher constantly reflect on their practicum given that every child is different. In sum, it was determined how essential it is for teachers to constantly recycle the language studied in previous lessons, so that children can remember and effectively internalize the vocabulary learnt and find it useful in the future.

Same as Rodao (2011), Arias, Atehortúa, Chacón, Giraldo, Tamayo, Velez & Vidal (2015), proposed, implemented and evaluated another bilingual methodology to teach English, suitable for three- to five-year-old children of a low socioeconomic background, based on a previously conducted needs analysis, yet this time, the action research was implemented within a longer period of time and within a rural area of Risaralda. Arias, et al. (2015), aimed to design an early childhood simultaneous bilingual methodology between the years 2014 and 2015, as they realized that the national English program Colombia very well (2014), which strives to guide Colombian citizens to become proficient in the English language, omits early childhood by only considering primary education onwards. Their methodology aimed to develop children's communicative competences through an English as a foreign language acquisition process. The simultaneous bilingual methodology first attempts to level children's L2 vocabulary up on the already acquired Spanish one so that the topics presented regularly in Spanish could eventually be reinforced concurrently in English. For instance, if in the Spanish curriculum, it is set for children to learn the geometric shapes, during that week the new Spanish input could be

reinforced in the English language as well. This methodology was implemented in the public early childhood development center - ECDC (Centro de Desarrollo Infantil - CDI) “Cosechando Sueños” in Puerto Caldas, Risaralda with 186, three- to five-year-old, children, 10 early childhood teachers and seven teaching assistants (in-service), three English language teachers (pre-service), and three researchers as participants. Data was collected by means of class observations, field notes, both English and early childhood teachers' interviews, and surveys. Likewise, at the end of the collection, data was corroborated through English teachers and investigators' stimulated recall. Throughout the implementations' evaluation process, and to measure its effectiveness, they analyzed teachers and researchers' final perceptions as well.

Results showed that during English classes, translanguaging between both linguistic codes (English-Spanish) was used when giving instructions to ensure understanding. Similar to Salgado & Beltrán's findings (2010) Arias, et al. also highlighted how materials, lesson planning and teachers' reflection play an essential role on the implementations' success, as they helped teachers get students engaged throughout the lesson and facilitated children immersion on an English language learning environment. On the one hand, materials such as videos, songs, story books and images can be used to ensure students' comprehension, facilitate classroom management and get students engaged. And on the other, lesson planning was found to be crucial, since without it, teachers would not be able to follow a sequence; thus, constraining learners from achieving the lesson objectives. Moreover, the researchers suggest that English should be included in early childhood Colombian curriculums, since it is during this stage where motor skills, cognitive processes and language abilities start to consolidate. They affirm that in order to carry out future bilingual methodology implementations in public early childhood development centers; the national government's support is fundamental, as it enables kids to

enter primary school with stronger cognitive development and language capacities. They also emphasized on training early childhood staff on second language teaching; given the fact that they are responsible not only of motivating kids, but also of providing continuation to the already established English acquisition process.

Ultimately, all the above studies insisted on how crucial it is, for the sake of the implementation, to run a needs analysis before start instructing, to identify the type of tenses and vocabulary children have already mastered on their first language, as well as anticipated problems and possible solutions. After the process of leveling them up, English language teachers could then start presenting new vocabulary range in both languages. This means, what is presented in their mother tongue is going to be presented in the second language as well. Additionally, the three mentioned studies focused their attention on the importance of employing the following meaningful strategies on early childhood bilingual implementations. The first one falls under conducting activities on active learning environments to engage, motivate and spark students' creativity. The second one is concerned with the use of attractive materials such as games, songs, stories and videos that are suitable to the students' age, interests and needs. The third study demonstrates the design of lesson plans, based on the students' necessities and attention span which allow children and teachers achieve their class objectives by following a timely sequence that enables them to control disruptive behavioral issues.

Nevertheless, there were some inconsistencies between the studies that created gaps and concerns in regard to their validity. First of all, the limited amount of time observed by Salgado & Beltran (2010), and Rodao (2011) causes findings to be questionable, given the fact that the normal silent period stage that humans go through when learning a language was not taken into account. Whether children's listening and speaking skills, indeed presented a noticeable

improvement or not, is a matter of doubt. Despite of the fact that the simultaneous bilingual education employed by Arias, et al. and the additive bilingual education implemented by Salgado & Beltrán (2010) in Bogotá, differ in names they are all based on the same principles of constructing English input upon learners previous knowledge on their mother tongue; this in essence, is technically considered early sequential bilingual education. On the other hand, one of the major problems identified was the use of the Colombian Programa Nacional de Bilingüismo 2004 - 2019 and its Guía No. 22 - Estándares básicos de competencias en lenguas extranjeras, as a base to design an early childhood bilingual methodology; given the fact that its standards are not stipulated in accordance with the early childhood education statutes.

To sum up, the outcomes of those previous studies are important for this project since they shed light on how an early childhood bilingual methodology should be carried out in Colombia, and eventually they may influence an official standardization of the early childhood English language teaching practices by the Colombian Ministry of Education. Besides, they were implemented in different contexts and with different implications that provided valuable insights. First, Salgado & Beltrán (2010) consolidated their investigation in a private institution where English is part of the curriculum, and it is taught starting at three-years-of-age, proving that the Colombian early childhood bilingual education is an opportunity that only children from higher social status enjoy. Second, Rodao (2011) alleges that is fundamental to consider the context when conducting the needs analysis; being that, the emotional, economic, social and political factors typical of the low socioeconomic sectors may affect the children's learning process in terms of proper education, health, nutrition, family care and even shelter. Finally, Arias et al. (2015) pointed out that one of the major drawbacks when implemented in public early childhood institution is their absence of a standardized early childhood curriculum, where

didactic units and syllabus get depicted, so that the L1 content could be easily identified and mirrored by the English language teachers without having to depend on just the early childhood teachers previous lesson plans.

Being able to compare and contrast, early childhood bilingual methodologies conducted in our context, provided the necessary insights needed to conduct this research which finally aims to add weight on the struggle that all those studies portrayed on the need to standardize a sequential bilingual methodology that sets the course for a future official public bilingual early childhood program in Colombia. This way, justice and equality could finally be spread among all public early childhood development centers - ECDCs (Centros de Desarrollo Infantil - CDIs) around the country.

3. METHODOLOGY

To carry out the qualitative research, a descriptive case study modality was employed in order to portray the impact of the early childhood early sequential bilingual methodology implemented at an early childhood development center - ECDC (Centro de Desarrollo Infantil - CDI) in the City of Pereira on three- to five-year-old children. This chapter will disclose information about the context, the setting, the participants and the methods to collect the data, the researchers' roles and the ethical considerations employed to complete this study.

3.1. Type of Research

According to Merriam (2009) and Hancock, Ockleford & Windridge (2009), qualitative studies strive to identify and understand how a particular situation occurs and how people interpret their own experiences in regard to that situation. This study aims to provide explanation on how the early sequential bilingual methodology implemented on the child development center impacted the English language learning process of the children involved by describing their performance and reactions. The opinions, experiences and impressions of 28 of their parents, the 10 early childhood teachers, and the three bilingual educators towards the implementation and the amount of palpable impact they got to witness were also taken into account. Finally, the implications that entail establishing an early sequential bilingual methodology in early childhood development centers - ECDCs institutions in Colombia were also depicted.

On the other hand, Bogdan and Taylor (1998) define qualitative research as the type of research where descriptive results are not only from participant's oral and written production, but also from observing their behavior. As a result, and to provide an answer to how did the early sequential methodological proposal impacted the three- to five-year-old children's English

language process, observations were conducted and records were kept on live audio recordings as well as their corresponding field notes.

3.2. Type of Study

Gerring (2007) states that a case study is the intensive observation of a specific situation during a certain period of time. During the course of this research, observations were applied to obtain qualitative data results in terms of children's behavior to depict how the methodology impacted their English language learning process during this early sequential bilingual implementation.

Moreover, Yin (2004) declares that “compared to other methods, the strength of the case study method is its ability to examine, in-depth, a “case” within its “real-life” context”. (p.1). Given the fact that this research was based on exploring what occurred during the implementation of the early sequential bilingual methodology inside of the five early childhood classrooms of the ECDC, and how did this English language praxis affected the three- to five-year-olds involved in this study; a descriptive case study was chosen, as it best suited the researchers' purpose.

Similarly, Merriam (1998) describes a qualitative case study research as the type of research that goes deeply into a specific situation, of an institution, a community or even a person, to have a wide description of it. In this type of study, participants were essential in order to draw conclusions, since they cooperated with their impressions and considerations about the implementation of this early sequential bilingual methodology. The final product was constructed not only with what was observed, but by the researchers' interpretations of the participants' perceptions. All outcomes are described and analyzed from different grounds and perspectives. The author also expresses the characteristics of a descriptive case study, which

permits researchers to be thorough when describing experiences, knowledge and situations. On that account, the outcomes of this research have been thoroughly described. Participants' expectations and perspectives were also considered and analyzed at time of portraying children's reactions towards their developmental process of both linguistic codes. Finally, this research is also descriptive in nature as it depicts relevant theoretical constructs and former studies that sparked contextualized insights in reference to early childhood bilingual education in Colombia.

3.3. Context

This research was conducted in the region of Risaralda, Colombia, where the number of public daycares/early childhood development centers - ECDCs are 93, with a total of 275.950 kids; 70% belonging to the urban sector, 23% to the rural areas and 7% to the population centres according to the Instituto Colombiano de Bienestar Familiar (ICBF, 2015) and the Departamento Administrativo Nacional de Estadística (DANE, 2005). The ICBF is responsible for promoting early childhood integrated services, which aim to provide proper care to Colombian children, from zero to five-years-of-age, belonging to the lower economic class; especially, the most vulnerable ones, by providing them with the necessary health, nutrition, protection and initial education they need to assure their survival, growth, development and learning.

Notwithstanding, it is crucial to bear in mind that this bilingual methodology was created and piloted in a rural area of Risaralda by Arias et al. (2015) as a phase one. This time, and as the project's second phase, El Círculo Virtuoso and the ICBF granted the necessary access and permissions so it could be conducted in an urban area. Pereira was chosen in view of the fact that it is the region's main city, and as reported by the DANE, it withholds the vast majority of its early childhood population; thus, a bigger impact on this early sequential methodology implementation can be generated. This case study was carried out in one of the many public

early childhood development centers in Pereira, in an area whose socio-economic strata is level one to two (low-low to low), in which 270 kids belonging to vulnerable families around the area attend to receive integral care and education.

This early childhood development center (ECDC) is equipped with suitable spaces and necessary elements to offer integral care to the early childhood population. The early childhood libraries called “Bebetecas” compile a great number of children's literature to strengthen their pre-literacy skills and vocabulary development. In addition, it possesses several spaces that allow children to socialize with each other and contribute to their integral development process, such as a room with mats and didactic games, a music room, a playground that allows children to enjoy and interact with their fellow members, and also backyards where activities such as gardening can be carried on.

This public ECDC has two branches, the main one is located in the neighborhood of Galán; and the second branch is in the neighborhood of San Juan. Firstly, the main branch comprises a total of 150 students, five early childhood teachers, five teaching assistants and nine staff members. This branch has a total of six classrooms: one for nursery (one- to two-years), one for toddlers (two- to three-years), one for pre-kindergarten (three-four years), one for kindergarten, A and one for B, (four- to five-years), and last one for music class. The ECDC also contains one early childhood resource library, a school cafeteria, a backyard with its playground. Likewise, this branch embraces a total of 120 students, four early childhood teachers, four teaching assistants and three staff members. The second branch has four classrooms: one for nursery, one for toddlers, one for pre-kindergarten (pre-K), and one for kindergarten. It also has its own early childhood resource library, its school cafeteria and its own backyard with a playground.

3.4. Setting

During the four and a half months implementation, three bilingual educators: one female and two males, implemented the early sequential bilingual methodology in two pre-K and three kindergarten groups of a public child development center, with an hourly rate of instructions of two hours per week per group. The pre-K students were a total of 63, (30 boys and 33 girls), and the kindergarteners 99, (52 boys and 47 girls). All of the bilingual educators are currently studying a bachelor's degree in English language teaching. Two of them with one year of experience as education assistants in the University, and the other one with five months of experience working as a teacher at an English language institute, and a virtual teaching certificate. It is important to highlight that the activities were designed based on the topics that those children had already learned in Spanish in order for kids to be able to make connections and understand what was being said without the aid of too much L1. The methodology was planned bearing in mind the Colombian Ministry of Education standards for early childhood, Documento N° 10 - Desarrollo Infantil para la Primera Infancia.

3.5. Participants

Patton, 2002 (as cited in Merriam, 2009), declares that purposeful sampling is when researchers, aimed by a gap of knowledge in their field of study, select a specific sample where the most significant insights could be identified. Patton also portrays that from purposeful sampling, typical sample pertains when researchers choose whoever or whatever fits the profile they ought to investigate. This research's participants were chosen by purposeful typical sampling. For instance, an urban area ECDC in the City of Pereira was chosen, as it is where the lowest socio-economical early childhood population cohabits, which met the characteristics

needed for the implementation. Likewise, 162 monolingual children aged between three and five were chosen as they fit perfectly the profile of non-literate, basic users of L1 (having achieved main Spanish listening and speaking competences). Moreover, the various particularities of the participants will be disclosed below.

3.5.1. Children

The three- to five-year-old participants, belonging to the low-low to low socio-economic sector, were a total of 63 prekindergarten (30 boys and 33 girls) and 99 (52 boys and 47 girls) kindergarten students. One of those 162 students was diagnosed with Down syndrome, another student was prescribed with Attention deficit disorder (ADD). There was one that is believed to have a type of autism known as Asperger syndrome, yet he has not been officially prescribed, and finally there were three of them medicated with valproic acid which is an anti-anticonvulsant, generally employed when treating epilepsy.

3.5.2. Early Childhood In-Service Teaching Staff

It is worth mentioning that at that public ECDC, the majority of the early childhood teachers and their assistants possess a bachelor's degree in early childhood education or are currently in the process of obtaining it; thus, facilitating the process due to their pedagogical insights in terms of classroom management. The early childhood teachers and their teaching assistants were in charge of working hand in hand with the bilingual educators; helping them with discipline issues, and recycling English vocabulary taught by the bilingual educators on their regular everyday classes.

3.5.2.1. Early childhood in-service teachers. They were five females in total. Their age range were 27 to 47 years. All holding early childhood degrees: four with a bachelor's and

one with an associate's. They possess an average of three years of experience, except the associate's one which had 16 years in early childhood education.

3.5.2.2. Early childhood in-service teaching assistants. They were five females whose age range was 25 to 30 years. One holding an early childhood bachelor's degree and four currently studying it. They all possess an average of three years of experience in the field, yet one of the teaching assistants bears seven years of experience with what is formerly known in Colombia as a “*madres comunitarias*” which are volunteer educators that take care of children of vulnerable sectors in public child development centers. They are characterized by their solidarity and commitment with Colombia's family development and their children.

3.5.3. Bilingual Pre-service Educators

First of all, the term bilingual educator was chosen as it varies from the commonly used English language teacher. The difference consists in that the former is interested in enriching both linguistic system of their students' repertoire and the latter just focuses on promoting English language acquisition. Further, the actors that implemented this early sequential bilingual methodology in the already mentioned ECDC were two males and one female, all of them currently studying a bachelors' degree in the *Licenciatura en Bilingüismo con Énfasis en Inglés* from the Universidad Tecnológica de Pereira. Consequently, the two of them with one year of experience as education assistants in the University, and the other with five months of experience working as a teacher at an English language institute, and a virtual teaching certificate.

3.5.4. Parents

The parents of the children involved in the study belong to the socio-economic strata level one to two (low-low to low). Their age range went from 19- to 35-years-of-age. The

majority of them have finished high school, yet there are some that are still trying to obtain their high school degree at night, while some of them have obtained a technical/vocational degree. Nonetheless, even though parents were purposely selected, 28 out of all of the ones present at the institutions' year end graduation, were chosen by opportunistic sampling. Patton (1990) mentions that there may be cases during the process where qualitative researchers modify their strategies due to unexpected instances that can enhance the path of the study and strengthen its purpose. At the beginning of the study, parents' perceptions were not considered, yet during the process, the co-researchers felt that parents were essential to measure the impact that the early sequential bilingual methodology left on their own children at the end of the implementation. As a result, a semi-structured interview was designed and piloted before graduation day. Since co-researchers were not familiar with the graduation setting, and were not aware of the possible implications of trying to perform semi-structured interviews without a definite timeframe and in such an open space, they decided to make on the spot decisions during field work. Once they analyzed the situation, researchers decided that it was more viable to conduct the data collection only with the number of parents that provided the interview consent within the timeframe before the gates for graduation hall opened as co-researchers were not granted an invitation to access the hall. This strategy worked out to be fast, simple and straightforward and facilitated the data collection.

3.6. Researchers' Roles

This study was originated and planned out by professors Enrique Arias Castaño and Clara Inés González Marín as researchers, and carried out by the bilingual educators in development: Diana Carolina Durango Isaza, John Sebastián Garzón Ríos and Ana Isabel Rodríguez López as co-researchers. The former were in charge of initiating, coordinating, and maintaining academic

liaisons with both the *Círculo Virtuoso* and the early childhood development center where the early sequential bilingual implementation took place. They also guided the submission of this project's proposal to the research, innovation and extension department of the *Universidad Tecnológica de Pereira* for funding. They constantly reported the status of this case study to them. Likewise, they provided insights and feedback throughout the project to the co-researchers to ensure a proper research process. They suggested the majority of the authors employed in the theoretical framework. They supervised the data analysis and the findings and discussion process thoroughly and provided promptly feedback in order to ensure a flawless scrutinization of the data. They revised the pre-coding process and assess on the creating of the categories and the subcategories of the results. Notwithstanding, the co-researchers analyzed the literature suggested to shape up the framework, they consolidated all the ideas into words, derived to the concept of early sequential bilingualism and deepened on it. They also generated the letters of consent, designed the instruments for data collection, performed interviews and surveys, carried out observations with their corresponding transcribed field notes, compiled, systematized and analyzed the data to finally disclose the outcomes of the implementation.

In addition, throughout the implementation of the early sequential bilingual methodology, the three co-researchers assumed the role of observers as participants. As Gold (1958) states, it is the role in where researchers gather information of a group which have already acknowledged them and their purposely actions. Before the implementation, an informative meeting was coordinated by one of the researchers and the director of the early childhood development center, and held in order to introduce the bilingual educators and the co-researchers to the early childhood teachers and their teaching assistants. During that meeting, the purpose of the implementation was discussed.

Baker (2006) also established that observer as participants is the role where researchers avoid emotional involvement with the observed participants, constricting themselves from interacting with the population studied in order to obtain suitable, accurately and objective results. To achieve those results, researchers should try by all means not to alter the context in question. However, the author specifies that prior lack of knowledge of the context can lead to subjective assumptions and conclusions. As a result, researchers did not implement. They only went inside of the context to collect data to analyze the impact of the early sequential bilingual methodology, the most efficient techniques employed during the process, and its participants' expectations and perceptions towards the implementation.

3.7. Data Collection (Methods/Instruments)

Given the fact that this research is a descriptive case study in nature, the use of semi-structured interviews, surveys and observations were essential to obtain the necessary information to validate this study.

3.7.1. Interviews

Wallace (1998) describes interviews as planned conversations where the researcher elaborates a series of questions in order to gather information about the topic being studied. According to this author, there are three types of interviews: one that is structured meaning all the questions have been previously planned and piloted, which provides the interviewer a total control of the situation and enables answers to be foreseen. The second one is unstructured, where some open-ended questions are asked as the interview goes along, without previous planning. And the last one is called semi-structured interview, which is a balance of the former two; that is to say that it grants interviewers some control as the majority of the questions are designed in advance, yet they could adjust it or even add some questions when meeting the participants. For

this research, three semi-structured interviews were designed and piloted prior to conducting the interviews, yet the questioning was left open in case the participants wanted to expand on what was said or provide additional comments (see Appendices A1, A2 and A3 for the three semi-structured interview questions employed). It is important to mention that they were conducted face to face, anonymously, tape recorded, and previous consent to interview the participants from the academic coordinator was requested formally. An explanation of the procedure and the participants' consent was also requested as soon as the audio started as proof of their approval and the ethical considerations that were taken into account to protect the participants' privacy and to seek objectivity on their answers. The interviews were finally transcribed to facilitate the data analysis process.

Two of the three semi-structured interviews were conducted to the five early childhood teachers and their five corresponding teaching assistants and one for parents whose children were part of the study. The former were performed as follows: one interview took place before the implementation to obtain information in regard to the early childhood teachers' expectations towards the process and the social changes that a bilingual implementation like this one will have on the community they work at. The latter was conducted at the end to evidence their perceptions of the early childhood early sequential bilingual methodology and recommendations for future implementations. Finally, out of all the three- to five-year-old participants' parents, 28 were interviewed to evidence the impact that the early sequential bilingual implementation had on their children. Wallace also emphasizes that the use of semi-structured interviews as a method to collect information, allows flexibility at times when researchers feel there is a need to expand on a particular answer the participants have provided or even when the participants would like to take charge and include relevant comments or suggestions. By the end of the semi-

interviews, researchers asked the participants if there was something they wanted to add, any concern or recommendation that they wanted to be taken into account in regard to the early sequential bilingual methodology.

3.7.2. Surveys

Ododa (2009) defines surveys as a series of questions that collect specific information from specific participants. Surveys are used as a method to collect data and that allow researchers to obtain concrete information. Two online surveys were designed through Google forms and piloted for the three bilingual pre-service educators that implemented the early sequential methodology (see Appendices B1 and B2 for the two surveys employed). The responses were automatically tracked in a spreadsheet database. The surveys were utilized to obtain concrete information from the bilingual educators that implemented in regard to their perceptions, feelings, beliefs and opinions of this early sequential bilingual methodology. They were conducted online anonymously prior and after the implementation.

3.7.3. Observations

Merriam (2009) depicts observations as a method to collect information that provides opportunities to encounter the phenomenon right as it happens. The researchers will then rely on their previous knowledge to examine and make sense out of what was witnessed. The author mentions that if observers are not the ones implementing, they are most likely able to grasp certain types of behaviors that the participants perceive as ordinary and not relevant. On that account, data was collected through 17 observations of the four months and a half implementation of the early sequential bilingual methodology on its natural setting, which were the pre-kinder and kindergarten classrooms of an early childhood development center in Pereira. The observations lasted entire sessions, which were of approximately two hours each in length.

Moreover, the researchers focused their attention on specific aspects such as bilingual educators' actions, the use of materials, giving instructions, scaffolding, grouping, among others, as well as children's responses to those actions, and early childhood teachers and their teaching assistants' roles during the development of the English lessons in order to analyze the impact of the early sequential bilingual methodology. In addition, Merriam describes field notes as highly descriptive written reports that allow researchers to focus on specific information to later facilitate the data analysis' process. She also highlights how using a tape recorder to capture live moments of the lesson will contribute a tremendous amount of data that will facilitate the writing field notes process. To carry out this research, observations were audio-recorded and their field notes were handwritten and transcribed (see Appendix C for transcribed field notes of the observations). Additionally, specific elements such as, number of participants, classroom arrangement, classroom management techniques, stages of the class, time of the activities, use of materials, and children's attention span were noted in the field notes.

Further, all observations in this study were performed from a strategic point where the class flow was least disturbed. Adler and Adler (1998) reassert Gold's recommendation (1958) that researchers should blend within the group in question and carry out their detailed observations through a peripheral membership role in all situations that take place inside of the context. This way researchers are capable to observe and interact closely with the participants without being part of the activities that are carried out.

3.8. Data Analysis

Observations, surveys, and interviews were analyzed using the method of content analysis which entails to analyze content of any given compilation. All collected information

was systematized in order to analyze the data. Dorney (2007) depicts that content analysis as a procedure consists of the following steps: transcribing the information, precoding, coding, consolidating perceptions, interpreting data and writing results.

After all the information was transcribed as part of the precoding process, a variety of colors were selected in order to identify the concurrent topics observed. In order to ensure validity and reliability, each co-researcher corroborated the data by independently coloring them in all the corpus. Afterwards they discussed the outcomes, revised them and agreed on the topics to be used, as part of testing out the system of criteria created. The process of triangulating all three-data collected methods aid refine the established communalities among all raw data gathered from the three methods collected: interviews, surveys and observation and it generated the categories for this case study inductively. As a result, the subcategories had to be recolored as colors changed due to the refinement done after triangulation. Subsequently the actual coding process took place, where all the data was segregated, condensed and coded exhaustively. In the coding process, the assigned codes derived from information about the data collection method, when and where it took place, participants, and their role. For instance, the codes for the observation had the following format: "O152C"; "O" stands for type of data collection method, in this case "Observation"; "15" refers to the date when the observation was carried out; "2" stands for the branch in which the observation was performed, in this case, second branch; and "C" refers to the initial letter of the English language pre-service teacher's first name, which is "Carolina". For coding the interviews and surveys, a similar code was employed. For the interviews, the utilized code was "IB1ECT", where "I" means "Interview", "B" stands for "Before implementation", the number, in this case "1" refers to the number of the interview and "ECT" refers to the type of participant, in this case "Early childhood in-service teacher". For the

surveys, the same coding system as in interviews was assigned “SB1BE”, yet in this case the “S” stands for “Survey” and “BE” refers to the type of participant, in this case “Bilingual in-service educator”. It is essential to emphasize that even though the coding system emerged from the raw data collected in an inductive manner, it answered all research questions of this research case study. For a better understanding of the codes designed to facilitate the process, please refer to figure 2 below.

Figure 2. Coding explicative chart

Code	Meaning	Example
Ss	Students	Ss
S	Student	S
O	Observation	O51A
#	Observation day	O51A
#	Observation branch: 1- Main 2- Second	O51A
Pre-service bilingual educators that performed the English language teaching implementation:		
A	Jhony Alexánder Rios	O51A
C	Carolina Parra Morales	O162C
G	Gustavo Montoya	O231G
Bilingual Pre-service educators' voices evident in the field notes:		
BEA	B ilingual pre-service educator Jhony Alexánder Rios	
BEC	B ilingual pre-service educator Carolina Parra Morales	
BEG	B ilingual pre-service educator Gustavo Montoya	
I	Interview	IA5ECT

A	After implementation	IA5ECT
B	Before implementation	IB4ECT
#	Number of participant interviewed	IA2ECT
ECT	Early childhood in-service teacher	IA5ECT
P	Parents	IA18P
S	Survey	SB2BE
A	After implementation	SA3BE
B	Before implementation	SB1BE
#	Number of participant surveyed	SB2BE
BE	Bilingual pre-service educator	SB2BE

Ultimately, Weber (1990) mentions that this methodology arises objectively valid inferences about what it is been analyzed that can then be tested in other contexts with alike characteristics and still obtain similar results. One of the aims of this case study is to ensure the validity and reliability throughout the process in order to serve as a guide to bilingual educators interested in early childhood, given that there are not a lot of researches of like manner in Colombia.

3.9. Ethical Considerations

To start with, Merriam (1998) considers that validity and reliability certify that a research will be conducted in an ethical manner. Developing confidence among the participants promotes social studies, where dignity and privacy get taken into account. For this project, privacy was a priority; thus, it was protected. There are various techniques that researchers can employ to make their social investigations as valid and reliable as possible. Below, they will be discussed in detail.

3.9.1. Have a Valid Research Design

In this research, objectivity was made possible thanks to the collaborative work of the researchers involved. The three co-researchers examined all data and interpreted it, to establish their own perceptions on each phenomenon observed. Consistencies and discrepancies arose by means of this technique. By having the researchers audit the categorization, the coding, the analysis and the triangulation of the data guaranteed transparencies and prevented biases. Finally, some of peculiarities of this study are that data was collected from different participants and sources for the sake of obtaining truthful and accurate results. Thorough descriptions were also fulfilled in order to provide readers with accurate mental representations of the observed occurrences.

3.9.2. Obtained Informed Consent

To avoid deception, the researchers of this qualitative investigation ought to protect the rights of the parties involved. The participants involved in the public early childhood development center, were informed in advance of the process and the methods to be employed during the data collection (see Appendix 1D for letters of consent). The implications that the observations could have in the children's English language learning process were also disclosed. As Patton (2002) suggests, during the execution of any qualitative research, aspects such as the explanation of the research purpose and the instruments to be utilized when collecting data to the institution or population, confidentiality, the participants' consent and if they have any mental health issues need to be considered.

3.9.3. Minimize Intrusion

Striving to not upset the context and the regular behavior of the participants involved was a must. The observations conducted throughout the implementation were performed from a

corner. And in order to not disrupt the normal flow of the class, the researchers did not participate in any of the activities.

3.9.4. Ensure Confidentiality

To minimize risk of harm among the participants, their names were never disclosed and permission for data collection on their mother tongue and in advance was requested, so they could feel comfortable participating in the study. Just as Merriam (2009) states, it is essential to consider the right to privacy that all the participants have; thus, they need to be informed ahead of time in order to protect the participants from any harm. Hence, data was collected anonymously, and confidentiality was guaranteed and maintained at all times to protect their integrity. This ensured transparency and objectivity throughout the process. As co-researchers emphasized on this at time of data collection, and made participants aware that there were not going to be harmed or judged based on their contributions, participants provided truthful opinions about the process and sincere recommendations for future implementations. Lastly, in order to avoid coercion or manipulation, findings were discussed as they were collected, whether positive or negative, the information was not tampered.

3.9.5. Demonstrate Respect

After each piece of data collected, proper thanks were offered to participants. Researchers' expressed their humble acknowledgment and gratitude for their time spend and their willingness to cooperate in the project. The provided data was highly appreciated, as it was priceless when completing this study; therefore, it was scrutinized as much as possible to obtain valid and reliable results.

3.9.6. Reciprocate

Researchers rectified the academic community involved that the information collected was going to be available to them at any time in case they considered it necessary. Ultimately, at the end of this project, the research study will be provided in a CD to them for future reference.

4. FINDINGS AND DISCUSSION

After providing the theoretical and methodological foundation that supports this study, it will be disclosed the outcomes of the data analysis from the three sources collected, which were interviews, observations with their corresponding field notes and surveys. In addition, these instruments were employed in aims to respond this research's questions. Hence, during the analysis of this case study research one main category rose upon along with its three sub-category results and they will be depicted below. All in all, the most prominent data identified during this case study will be described, analyzed and discussed with corresponding theories that support what has been found.

4.1. An Early Sequential Bilingual Model during the Early Years:

Didactics and Methodology

Early childhood bilingualism where English and Spanish could be acquired naturally and effortlessly is what drove this project from the beginning milestones of its phase one: the piloting stage in the rural area of Puerto Caldas; until now, its implementation in the city of Pereira. From the start, it was defined that the main purpose of this project was to empower both cognitive and linguistic abilities of the three- to five-year-old children belonging to the public low socioeconomic sector of Colombian society. Furthermore, through the course of this journey it was identified how despite the fact that the participant children were not literate yet; around the age of three they have already master their basic listening and speaking skills in their mother tongue. This enabled them to employ their L1 background knowledge to assimilate the L2 concepts they were being exposed to. Hence, after analyzing the theory, it was determined that the type of bilingualism that the methodology was helping develop is early sequential bilingualism.

Additionally, the early sequential bilingual methodology aims to empower both linguistic codes so it can prepare the emergent bilinguals for more successful education ahead. In order to do so, translanguaging has been selected as the mean to designate roles to each language. Consequently, they will work in synergy to facilitate emergent bilinguals' language acquisition and cognitive development.

Similarly, as per the didactics is concern, the most notorious teaching strategies during the implementation process of this early sequential bilingual methodology will be analyzed and supported next. Throughout the next three sessions their level of efficacy and the impact they had on the early sequential bilingual education context in Colombia will be explored.

4.1.1. Bilingual Educators' Strategies Conditioned Children's Responses

During the implementation process of this early childhood sequential bilingual project, teaching strategies such as flashcards, games, songs and videos were the most employed by the pre-service bilingual educators to engage the emergent bilinguals, practice vocabulary and sentences learned in previous sessions, and foster language acquisition. The effectiveness of these teaching strategies will be analyzed, described, and supported to explore their impact on the children's learning process.

4.1.1.1. Flashcards. During the implementation process, flashcards were employed to foster language acquisition in children as they were an effective and practical tool to memorize new vocabulary. Moreover, flashcards were particularly useful for drilling, hinting, recycling, and practicing vocabulary. These were employed as a strategy not only to contextualize the emergent bilinguals with the topic they were studying, but also to provide them with the comprehensible input and vocabulary that enabled them to understand the topic.

During the implementation process, the new vocabulary was presented with big and

colorful images which helped children acquire new language. The extract mentioned below exemplifies how the early childhood teachers recognized the use of flashcards as a strategy to reinforce the emergent bilinguals' knowledge and enhance their second language acquisition. The following fragment emerges from an interview conducted to the early childhood in-service teachers after the implementation process of this early sequential bilingual methodology.

IA5ECT:

“... El mostrarle las imágenes grandes, eee los colores o sea todo lo que fuera muy llamativo visualmente por lo general el niño en primera infancia el niño es muy visual... lo que fueran las imágenes grandes, los cuentos, las historias, todo eso les gustaba entonces son técnicas muy buenas que los profes también utilizaban para que los chicos eee pudieran aprender”

This early childhood in-service teacher recognizes that the use of flashcards had a positive effect on children's responses on the grounds that these capture their attention allowing the second language acquisition process to occur; she also claims that using big, colorful, and visually appealing flashcards during early ages is a useful strategy for children to learn as she expresses that “todo lo que fuera muy llamativo visualmente ... son técnicas muy buenas que los profes también utilizaban para que los chicos eee pudieran aprender”. Furthermore, this participant is aware that during early childhood, children learn best by means of visual materials, which she considers it was one of the bilingual's educators most employed strategies for children to acquire the new language. Moreover, she asserts that children enjoyed this type of strategies during the language sessions since they found them appealing. In this case, flashcards were employed to reinforce and foster second language acquisition, and it is evident when the early childhood teacher said that by means of these strategies children were able to learn.

As illustrated by Bruner (1960), children make sense of the environment that surrounds them by the representation of objects based on their own immediate sensations of them. The

author states that one- to six-years-of-age children are in an iconic stage where information is stored in their brains visually, which means that, by creating mental images, children are able to remember information.

Moreover, Wright (1990) points out that using pictures in language teaching has a lot of advantages since these are motivating and engaging for students. According to Wright, flashcards link context with language and provide students with a specific reference point. That is to say, that flashcards enable students to link the meaning of the words with the real-world images and they draw students' attention making lessons for enjoyable for them. Consequently, in the previous sample it could be evidenced how the incorporation of images had a positive effect on the emergent bilinguals since thanks to the interaction with big and colorful flashcards the second language acquisition process occurred. Given that children learn visually, flashcards served as a tool for them to memorize new vocabulary by the association of the images with their corresponding meaning.

Bearing this in mind, in the following sample it is illustrated how flashcards played an important role when presenting the vocabulary since they allowed the emergent bilinguals to make a mental representation of the noun displayed in the flashcard in English and in Spanish and as a result, they did not need any translation of the word. The following extract from a field note observation provides evidence of the aforementioned.

O52C:

BEC: (Showed a flashcard of an apple)

Ss: Manzana (Answered students in Spanish)

BEC: Yes! This is an apple, apple! (Pointing to the apple)

Ss: Manzana, apple

BEC: And what color is this apple?

Ss: Red. ¡Rojo!

BEC: I like apples. I love apples... And this?

Ss: Banano (in Spanish)

BEC: It's a banana

Ss: Banana. Yo comí una banana.

In the above excerpt, the bilingual educator employed flashcards as a strategy to present new vocabulary about fruits. It can be observed that when the bilingual educator showed the fruit flashcards for the first time, children said their names in Spanish, and after the educator told them the names of the fruits in English, children repeated the words in the target language. For instance, when the educator showed the flashcard of the apple, children expressed the word in Spanish “manzana” to what the educator said in English “apple” and encouraged them to repeat it by pointing to the image so they would be able to internalize the word. Besides, the use of translations from the educator were not needed for children to mentally represent the vocabulary as it is observed that by pointing to the flashcard while saying its name in English was enough for children to identify what the educator was trying to convey. In this case, the use of flashcards enables the emergent bilinguals to create a connection between their mother tongue and the target language which made the second language acquisition more achievable for them, and it is evident when a child after being introduced the word “banana” with its flashcard, he shows internalization of the word as he expressed in English the word just learned “Banana, yo comí una banana” to tell the bilingual educator that he had eaten a banana.

Following this idea, Brinton (2001) claims that using pictures in the classroom allow students to make a connection between their mother tongue and English, in this way, teachers will be able to skip excessive explanations and translation will not be needed. In other words, when students associate a word with its corresponding picture, a connection between the word in their mother tongue and in the target language will occur allowing students to learn the words easily; thus, teachers will not have to use translation to clarify what he is intending to convey.

Moreover, as it is stated by Plass, Chun and Leutner (1998), foreign words are more easily learned when these are associated with actual objects or their corresponding images. Based on this, when employing flashcards, it is concluded that children are able to internalize new words more easily from the second language by making a connection of their concept in Spanish and its corresponding image.

Further, it was observed through the field note observations that flashcards boosted children's motivation and curiosity on the grounds that every time they were shown a new flashcard they got excited and curious to know what the name of the flashcard was in the target language. This is illustrated in the next sample, when a bilingual educator is reviewing vocabulary using flashcards, but instead of just showing the flashcard he enhances the emergent bilinguals' curiosity by using different strategies to present the flashcards. The following excerpt provides evidence of the aforementioned.

O92AG: (By showing big and colorful flashcards, the BE asks students about the name and color of some fruits and vegetables.)

BEG: Okay! So, what is this? What is this? (While holding an orange flashcard)

Ss: Pear, pear, no pear no!

BEG: Pear?

Ss: Orange!

BEG: Orange, ¿cómo es?

Ss: Orange!

BEG: Ahora voy a ir sacando unas muy lentamente y ustedes me van a decir cual es. (BE took out the banana flashcard slowly)

Ss: Tomato! Tomato! Banana! Banana!

BEG: Banana

1S: ¡Yo lo dije! (Shouted eagerly)

BEG: ¡Muy bien! Banana

Ss: Banana

BEG: Vamos a ver otra ahora (BE took out the pear flashcard slowly).

Ss: Pear, pear, pear!

BEG: Pear! Pear! ¡Muy bien!

Ss: ¡Yo lo dije!, ¡yo también! (Ss said it with enthusiasm)

BEG: (BE took out the apple flashcard slowly)

Ss: Apple! Apple! ¡Yo la dije!

BEG: ¿Cómo? Apple!

Ss: Apple

In the above fragment, the bilingual educator was reviewing the fruits and vegetables vocabulary learned in the previous session. To do so, the bilingual educator employed big and colorful flashcards, but instead of just showing the images to children, the educator told them that he was going to show the flashcard slowly so that they could guess what the fruit or vegetable was. Hence, children's curiosity and motivation increased as they were interested to know what the next flashcard was and they were eagerly participating trying to guess the words in the target language. This can be observed, for instance, when the bilingual educator slowly showed the flashcard of the banana and the emergent bilinguals eagerly answered in English “banana” followed by “¡Yo lo dije!” in Spanish to show off among the class that they have already mastered the vocabulary. In this case, it is portrayed that big flashcards serve as a bridge to enhance children's motivation and curiosity and to foster second language acquisition when these are employed with different techniques to catch children's attention and make the lesson more enjoyable for them.

To support this idea, Wright and Haleem (1996) claim that big flashcards are useful for vocabulary practice as they foster learners' attention and they can be employed in several ways. The authors describe several activities to be used with flashcards including “Flashing picture” where the teacher flashes the images very quickly and students try to guess what they saw. Moreover, Purcell, Lee, & Biffin (2006) advocate that teachers should employ methodologies that contain play opportunities, routines, and strategies such as the utilization of body language and gestures, prompting by means of visual aids, modeling, drilling and non-verbal activities in

order for students to internalize the second language. Concerning this, it can be said that the employment of flashcards to spark the emergent bilinguals' curiosity and motivations towards practicing new vocabulary are a useful strategy since this can be integrated with play opportunities that allow children internalize more easily words from the second language. Consequently, these types of activities foster second language acquisition and allow the emergent bilinguals to demonstrate the knowledge they have already internalized in a more enjoyable manner.

Bearing this in mind, in the following sample, a bilingual educator shared his thoughts in regard to children's motivation towards the learning process evidenced during the implementation of flashcards using different strategy which led to the reinforcement of the vocabulary previously acquired.

SA3BE:

Yes. The kindergartners showed a lot of interest towards the English language sessions... they liked to be involved in activities that included the foreign language; for example, the exercises done in the whiteboard (identification activities).

In the above excerpt extracted from a survey conducted after the implementation process, the bilingual educator expresses that children showed interest and motivation during the English classes since they liked to participate in activities where they had to use the target language. For instance, the bilingual educator expresses that activities such as “identification activities” where children are asked to classify flashcards on the board according to their type, or to go to the board and point to the flashcard that the educator has mentioned, were useful to boost the emergent bilinguals' motivation and second language acquisition. In this case, these types of activities were employed to reinforce the target language and make more achievable for students in a more enjoyable way.

As a matter of fact, Budden (2004), describes flashcards as a suitable tool that can be utilized to practice vocabulary at every moment of the class. She also affirms that as flashcards are easy to design, carry around, and they can be employed in different ways. The author proposes “identification activities” as one of the ways teachers can implement flashcards with young learners. In this activity, the educator slowly reveals flashcards or says their name out loud and students are required to guess which one it is or point to it. After that, the educator chorally drills the word by using different intonations, or volume of the voice to keep it fun and interesting.

Having this in mind, it is important to provide another sample to support this idea. An example of an identification activity is observed in the following fragment from a field note observation where the emergent bilinguals were able to identify the flashcards by pointing to them with excitement:

O93AG:

Bilingual educators asked students to come to the front and point to the fruit or vegetables that bilingual educators said

BEA: Okay, apple, apple, what is apple?

Ss: ¡Este! (Most Ss got up front and pointed at the apple)

BEA: Okay, Natalia, cabbage (asked Natalia to stand up and point to the cabbage)

1S: (Natalia got up and went up front to point at cabbage)

1S: ¡Yo yo yo yo! (to request the teacher to pick him up)

BEA: Okay Miguel, pear (asked Miguel to stand up and point to the pear)

1S: ¡Veala ahi véala ahí! (Miguel got up front to point at the pear)

1S: ¡Yo quiero! (While shouting)

By way of clarifying this idea, it can be observed that during the activity, interest and motivation towards the learning process was evident as children were eager to participate. This can be observed when the bilingual educator asked a child to come to the board and point to the fruit or vegetable he requested. Once the educator called someone, his classmates immediately said out

loud “¡Yo yo yo!” to call the educator's attention so they could be picked out to complete the activity. In this part of the lesson, the emergent bilinguals were required to make a mental connection of the image and its corresponding word in English. Even though they did not repeat the word verbally, they all chose the flashcard that the educator was requesting; thus, the emergent bilinguals showed internalization of the words from the target language.

Moreover, during the implementation process, it was observed how the bilingual educators employed flashcards to review the vocabulary learned in class and in previous sessions by recycling vocabulary from other topics. In the following fragment from a field note observation, the two bilingual pre-service educators asked the emergent bilinguals to classify the flashcards whether they were fruits or vegetables, at the same time the educators review vocabulary from previous sessions such as the colors and shapes.

O92AG:

BEA: Okay! Let's continue with this one. (BE showed the pepper flashcard)

Ss: Cebolla! Pepino! Pepper!

BEA: Pepper, what color? (Pointing at the pepper)

Ss: Pepper

BEA: What color?

Ss: Green!

BEA: Green, Green! Continue! What is this? (BE showed the tomato flashcard)

Ss: Banano, tomato! Tomato!

BEA: Tomato! What color? (Pointed at the tomato)

Ss: Red! Red! Red

BEA: Red! What shape? (Pointed at the tomato)

Ss: Circle

BEA: Circle, circle, okay what is this? (BE showed the carrot flashcard)

Ss: ¡Zanahoria! ¡Zanahoria!

ECT1: ¡En inglés, en inglés!

BEA: Carrot, carrot! What color? (Pointing at the carrot)

Ss: Carrot! Apple!

BEA: What color? (Pointing at the carrot)

Ss: Carrot!

BEA: Orange!

In the above extract, the bilingual pre-service educators have already presented the vocabulary of fruits and vegetables as a review in the lesson, and colors and shapes in previous sessions. The educators employed colorful and medium-sized flashcards to review the vocabulary learned in the lesson by asking students the name of the fruits and vegetables, as well as to classify the flashcards according to their type. To achieve this, the bilingual educators utilized these two questions to elicit the information: “What is this? - Fruit or vegetable?” It can be observed that when the educators asked students to classify the flashcards according to their type most of the students remembered the words in English. For instance, when the educators showed the flashcard of a cabbage and asked for its name, some students answered in Spanish by saying “repollo”, but most of them answered in English by saying “Cabbage”. Additionally, the bilingual educators reviewed and recycled vocabulary taught in previous sessions to allow the emergent bilinguals to connect the new topic with vocabulary from past sessions. Hence, the little ones were provided with as much exposure to the second language as possible to enhance the acquisition of it. This was noticed, for instance, when the bilingual educator showed the flashcard of the tomato and asked for its name, he also asked about its color by saying “What color?” to what students answered in English “red”. Also, when the educator asked about the tomato's shape by saying “What shape?” and pointing to the tomato, the students answered in English as well “circle”.

Regarding the aforementioned, Krashen (1981) conveys that since students' new knowledge is built above the already mastered skills, it is essential that the educators recycle vocabulary as much as possible to foster second language acquisition. Similarly to Krashen, Budden (2004) affirms that flashcards are a useful tool, not only to present vocabulary but also to

practice and recycle vocabulary. Thus, recycling vocabulary while employing flashcards enable children to remember and practice vocabulary and improve their language skills in the target language. This is a key aspect that provides evidence that the acquisition process is taking place effectively since the emerging bilinguals were able to interiorize the vocabulary previously learned and put it into practice while connecting them with other topics.

Additionally, it was identified through the field note observation that when the emergent bilinguals answered in Spanish, the bilingual educator asked them again as an opportunity to say the word in English and they did remember the elicited lexicon. An example of this is when the bilingual educator showed the flashcard of a carrot and asked for its name by saying “what is this?” to which students answered “zanahoria”. As the answer was in Spanish, the educator asked students to say the word again in English by telling them in Spanish “en inglés, en inglés” to which students answered with the name of the flashcard in English “carrot”. As illustrated by Crystal (2003), when children are exposed to a second language, they start to build their vocabulary on a mental list by the integration of words from both the first and second language. Additionally, the author points out that children will develop translating skills as they construct both languages lexicons. That is to say that children are able to connect their already mastered vocabulary in their mother tongue with words from the second language. In this way, by the integration of both languages on their mental list, children are able to use translating skills to refer to something in the language required.

Prompting was also evident during the implementation of flashcards as a strategy to enhance children's responses. This is illustrated in the next sample from a field note observation.

O192C:

BEC: Okay, let's continue with the means of transportation, do you remember? What's

this? (Pointed at the boat)

Ss: Barco

BEC: This is a bo...

Ss: Boat

BEC: This is a boat, excellent!

Ss: Boat

BEC: And the boat sails through the water. (BE modeling water with her arms)

Ss: Agua ¡Al agua!

BEC: Yes! Through the water, through the water (BE modeling water with her arms)

Ss: Y salta, salta,

BEC: Yes, and this? (Showed a flashcard of an airplane) What is this?

Ss: Avion, un avion.

1S: Airplane

BEC: Airplane, good, they are airplanes, how many, how many airplanes? (BE counting with her fingers)

1S: (Stood up and count with his fingers, One, TWO!)

BEC: One, Two, TWO airplanes. One, Two (BE counted with her fingers)

1S: (Stood up and pointed to the airplanes and counted along the BEs)

BEC: Okay. There are two airplanes. Two, and what color is this airplane?

Ss: Blue, black, red.

In the above fragment, the bilingual educator was reviewing the vocabulary acquired in previous sessions using flashcards. The educator employed prompting as a strategy for the emergent bilingual to produce the expected language. In the sample presented above, it can be observed when the educator asked students for the name of the flashcard of “the boat” and students answered in Spanish “Bote”. As soon as the students answered in Spanish, the educator prompted their answer by saying the beginning of the word in English “bo...” Consequently, children produced the expected word “boat” thanks to the educator's prompting. It is also evident that the educator employed body language to prompt children's responses in the sense that when she asked, for instance, “how many airplanes?” by pointing at the flashcard, the educator counted with her fingers without saying the numbers so the emergent bilinguals could understand that they were being asked to count the airplanes. After the educator prompted using

her fingers, one student stood up and started to count with his fingers as well by saying “One, Two!”.

Following this idea, McClannahan and Krantz (1999) define prompting as “instructions, gestures, demonstrations, touches, or other things that we arrange or execute to increase the likelihood that children will make correct responses” (p.37). During the implementation of flashcards, prompting was provided in verbal and nonverbal forms. Therefore, prompting served as a tool to enhance children's participation in the lesson and to allow children to demonstrate the level of internalization they had of the vocabulary acquired in the target language so far.

To sum up, different techniques were employed by the bilingual educators while using flashcards as a strategy to foster second language acquisition as they are convenient for presenting, practicing and recycling vocabulary. Teachers should help students to internalize the vocabulary they are acquiring by the integration of different strategies while using big and colorful flashcards that are appealing for them. Flashcards represent a useful strategy as they enable children to create mental representations of the topics studied during the sessions, mainly arousing and boosting their motivation and engaging them in meaningful activities with the aim of fostering second language acquisition in a more fun and enjoyable way.

4.1.1.2. Games. During the implementation of this sequential bilingual methodology, games were employed as a strategy to encourage second language acquisition as well. While using games in the English sessions, it was evidenced how they gave children a break, and at the same time allowed them to practice the second language. Moreover, using games had a positive effect on children's responses as they were highly motivating for the emergent bilinguals and were amusing and interesting.

To begin with, games were a suitable strategy to facilitate second language acquisition in children. In the following extract from an interview conducted after the implementation of this methodology, one early childhood teacher expressed that one of the most effective teaching strategies implemented were games, since they allowed the emergent bilinguals to learn more easily and happily when asked to execute some actions and/or to interact with their peers.

IA10ECT:

“Fueron más efectivas las técnicas lúdicas por qué... porque el niño está en la etapa que a través del juego aprende con más facilidad. En la técnica del juego de ellos hacer las cosas ellos mismos desde el quehacer pedagógico desde ahí lo aprenden más fácil porque a través de la experiencia es que el niño aprende no tanto viendo y diciendo aquí dice blue en inglés o aquí dice one en inglés no sino que el niño vea el número uno que cuente que tenga el... el momento de experimentar tocando coge una pelota one, el color, si es redonda las formas geométricas que todo eso ellos lo veían y a partir de ahí ellos en el salón así no estuvieran los profesores de inglés ellos empezaban a decir ay profe yellow, o profe one, o empezaban a... a implementar el inglés en otra actividad que no era precisamente inglés pero desde ahí lo hacían.”

In the above fragment, the early childhood teacher affirms that one of the teaching strategies she found most appropriate was the implementation of games. She indicates that children had a positive attitude towards the effect of implementing games in the lessons since games gave the emergent bilinguals the opportunity to interact with the language by doing some actions, by interacting with their classmates, and by observing and touching objects. According to Pound (2005), children learn best by doing and by interacting with the world that surrounds them. When children are provided with opportunities to touch something, to interact with something, they get also the opportunity to realize what the object is like and how it feels, and get to know its meaning as well.

Consequently, all the interactions children had while playing allowed them to foster second language acquisition. This is also evidenced when the early childhood teacher advocates

that “... ellos en el salón así no estuvieran los profesores de inglés ellos empezaban a... a implementar el inglés en otra actividad que no era precisamente inglés pero desde ahí lo hacían” to affirm that the emergent bilinguals remembered and utilized the vocabulary acquired in the sessions not only during the English lessons but also during their regular classes in their mother tongue. Rea-Dickins and Rixon (1997) state that games are proper tools that help students review and remember vocabulary previously taught in a fun and enjoyable way, and at the same time, are motivating for children and foster the communicative competence as well. Further, it was evidenced that the emergent bilinguals during their regular classes in Spanish they remember vocabulary studied in previous sessions; for instance, children referred to colors by saying “profe yellow” or when they needed to count they did it in English as well by saying “profe one” indicating that learning through games is a practical strategy to raise children's motivation and foster vocabulary acquisition.

Similarly, in the following fragment extracted from a survey conducted to the bilingual educators after the implementation process, it is evident how by employing games during the sessions, the emergent bilinguals started to acquire the second language.

SA1BE:

“... I started looking for material that I adapted and I started using ... more games and didactic material and children started to learn. The most important is to be creative, look for material that can call children's attention and think as a child sometimes to explore and create games...”

This participant is a bilingual educator who recognizes that employing games in the classroom have positive effects on children's responses. He states that for children to learn, he started to create and adapt didactic materials such as games. Moreover, he asserts that the material should be appealing and should call children's attention for them to learn as well. Furthermore, this participant is aware that he needs to be creative in order to create games that are suitable for

children since it will boost their motivation as children will find them appealing and interesting. In addition, the bilingual educator advocates that sometimes he had to think as a child will do in order identify what calls children's attention the most and in that way, foster second language acquisition.

According to Chen (2007), employing games is convenient as they can easily catch students' attention and motivate them, thus enhancing English ability. This shows that there is a positive relationship between the effects of using games to enhance motivation and as well as vocabulary acquisition. In addition, it indicates that if children are motivated by playing games, they will acquire the vocabulary faster and will perform better. Games have demonstrated to be suitable to learn vocabulary for a number of reasons. First, games meant playing and having fun which allowed the emergent bilinguals to learn new words and easily remember them. Second, they were interesting and motivating since children maintained high levels of attentiveness.

Furthermore, games were employed as a strategy to practice the vocabulary presented in previous lessons. In the following extract from an interview conducted to the early childhood teachers it can be evidenced how games were employed not only because they are fun and motivating for children, but since they allowed the bilingual educators to practice with the little ones topics previously studied.

IA3ECT:

“Para mí todas fueron muy positivas, muy acordes para la edad... ee una que me gustó mucho porque ellos a esta edad es mucho juego me gusto la... la... las de los juegos, que empezaban como en especie de la pelota caliente. *dabanaaran da stop!*. entonces el que quedaba iba preguntando de acuerdo a las frutas, números, colores, figuras, geométricas, entonces los niños tenían que responder en inglés lo que... lo que ellos preguntaban entonces a mí me gustó mucho mucho esa parte”.

The above early childhood teacher expresses that children enjoy playing a lot during this age. This can be identified when she says “ellos a esta edad es mucho juego”. Further, she affirms how games such as “hot potato game” were useful tools to practice topics such as fruits, numbers, colors, shapes, among others while children were having fun. Besides, she expresses through the interview that she identified that strategies like games had a positive effect on children's' performance. Additionally, she affirms that when the bilingual educators employed games in the sessions, children had to answer what they were asked in order to continue with the game. This implies that during the employment of games in the language classroom children had to possibility to interact and showed willingness to put into practice the vocabulary they have previously acquired in a fun and enjoyable way.

By way of clarifying this idea, Rea-Dickins and Rixon (1997) advocate that games give children the opportunity to review, practice and remember material presented in other sessions in a fun and enjoyable way, are motivating and foster language acquisition. Similarly, Ersoz (2000) affirms that games are effective at encouraging and increasing cooperation between students. The author asserts that games are employed to provide students the opportunity to practice different language skills that can be employed in the verbal and nonverbal communication. During the implementation of this early sequential bilingual methodology, games were not incorporated just to entertain. They were mainly aimed to get the emergent bilinguals to practice the language throughout the course of the game by the interaction with the bilingual educator or their classmates. This is further evidenced in the following extract from a field note observation where children were practicing the language and they were also cooperating with one another.

O52AG:

Hot potato game

1S: One, two, three (the student started to count indicating he wanted the game to start)

BEG: One, two, three, hot potato, hot potato, hot potato.... (The bilingual educator started to count up while children pass around the ball)

BEG: Hot! Camilo, what is this? (Pointing at the flashcard of an orange)

Ss: (Camilo did not answer)

BEG: El que le ayude no gana carita. Otra vez Camilo, what is this? (BE asked again the student pointing to the orange)

IS: Orange (1 student, not Camilo, shouted)

BEG: Camilo! What is this? (Pointing to the banana as he did not answer when he was asked for the orange)

IS: BANANA! (Camilo shouted)

BEG: Ganó carita (BE confirmed that banana was OK using his head to show approval)

Ss: (Some students clapped)

BEG: Un aplauso, muy bien Camilo.

Ss: (The majority of students clapped)

BEA: (BE handed in the smiley face to Camilo)

SS: Pásela, pásela! (Children were really engaged telling each other to pass around the ball)

In that account, it can be observed that this game, for instance, focused on vocabulary practice. It is evidenced how the emergent bilinguals were motivated and engaged during the game since they were constantly saying in Spanish “Pásela, pásela!” to ask their classmates to pass around faster the ball that they were playing with. Moreover, cooperation was evidenced when the children that were not asked to respond, answered out loud anyways. During this game, children were willing to participate and cooperate with each other as if they saw that one of their partners did not have the answer, they did not hesitate to say it out loud. Additionally, motivation and enthusiasm to play games in the classroom can be observed in the previous sample when one emergent bilingual before the educator started the game, he began to count in English “One, two, three” indicating that he wanted to game to start right in that moment.

Following this idea, Zheng (2008) claims that games allow students to achieve their learning goals in a relaxing environment and that they can enhance cooperation, motivation and confidence in students. Similarly, Krashen (1981) describes in his affective filter hypothesis of

the natural approach that children tend to do better when they are motivated, have self-confidence and have a good self-image. This is related to games in the sense that they use of games raise children motivation and self-confidence, thus, they foster second language acquisition. For instance, as it was evidenced in the previous sample, games fostered motivation, confidence, and vocabulary acquisition in the emerging bilinguals on the grounds that students were eagerly participating while practicing vocabulary in the target language.

On the other hand, the overall results indicate that the emergent bilinguals had a positive attitude towards the effect of using games during the English session. However, there were some instances where games raised children's anxiety due to peer pressure, making them nervous and even depressed. This is illustrated in the next sample extracted from a field note observation, where it is evidence how a game did not have the expected outcomes.

O161G:

Hot potato game

BEG: Ok... hot potato, hot potato.... hot! (While Ss passed around in a circle two toys).

BEG: What is this? (The bilingual educator asked the child while pointing to the orange)

IS: (did not respond)

BEG: Ayúdenle con esta para yo cambiársela (the BE requested the rest of the class to help him)

SS: Orange!

BEG: and this... what is this? (Asked the same student again, while pointing to the grapes)

IS: (Did not respond, and he was going to cry since he did not know the answer)

This is a field note observation, where the bilingual educator was playing “hot potato” game with the aim to review and practice some fruits in English. It can be observed that the bilingual educator was asking a child about the name of a fruit, in this case an “orange”, but the little one showed hesitation and was afraid to answered. After that, the bilingual educator allowed the rest of the class to answered the name of the fruit to later ask the same child for a different fruit. In

this case, it can be inferred that the child was feeling nervous and anxious about the educator asking him to participate during the game since after being asked he did not answer but he was going to cry instead. According to Chuang (2007), there are sometimes where games are not useful since these may create anxiety in playing situations. The author also states that games could accelerate children's anxiety causing motivation to decrease since children may feel nervous or depressed thinking that perhaps their classmates are going to blame them for their performance. In other words, while playing games children may feel nervousness which can affect their performance since they could feel that their peers are going to blame them as they perhaps do not know what and how to answer.

It was evidenced that the emergent bilinguals were benefited by the implementation of games during the sessions since these were a useful strategy to review and practice vocabulary, boost motivation and enhance second language acquisition. Moreover, teachers should take the time to explore, adapt, and create games that are appealing and creative for children in regard to their interests and needs. Finally, it is evidenced how forcing some students to participate may have undesirable outcomes as this may cause in students' anxiety and even depression.

The next subcategory explores how songs enhance children's responses and enable them to internalize the new vocabulary and keep them engaged in the sessions.

4.1.1.3. Songs. As a teaching strategy, songs played an important role in the bilingualism process since they were constantly utilized to review vocabulary learned in previous sessions, to acquire short phrases that were part of the songs, and to boost children's motivation.

Additionally, during the implementation process, the bilingual pre-service educators expressed a positive attitude towards the incorporation of songs since they believed that they were one of the most effective strategies employed to foster bilingualism in children. This was evidenced in an

online survey and an interview carried out after the implementation process regarding their perceptions towards the project in general. The former was formulated to the three bilingual pre-service educators and the latter was done to the early childhood in-service teachers. An example of this are the following excerpts:

SAIBE:

“During the implementation of the project I noticed that children learn more easily when they are exposed to... songs among other sources...”

IA9ECT:

“¿Más efectivas? hmm, !las canciones! Mejor dicho los niños con las canciones aprendieron todo.”

The former evidence shows that the utilization of songs facilitated the acquisition of the second language in the sense that the bilingual educator asserts that when children are exposed to materials such as songs, they learn easily. Moreover, the bilingual educator's opinion is corroborated by an early childhood in-service teacher when she describes songs as the most effective teaching techniques that aided second language acquisition. This can be evidenced when she claims that “...mejor dicho los niños con las canciones aprendieron todo.” to emphasize that it was thanks to songs that children learned everything. It is implied that songs had a positive effect on children's responses due to the fact that these two participants expressed that songs foster second language acquisition as they enable students to acquire the language easily.

To support this idea, Murphey (1992) asserts that music tends to maintain in the human mind effortlessly thanks to a phenomenon he describes as “The song stuck in my head phenomenon” that contributes to the language development process. According to this phenomenon, songs have the quality to remain in our heads for long periods once we listen to them and especially when they have rhythmic and repetitive words or phrases. It can be said that

employing songs in the language classroom enhances second language acquisition on the grounds that their repetitive and rhythmic nature allow children to remember words or phrases in the target language without effort, and that they will remain in the little ones' minds for longer periods of time. Considering this, when children listen to songs again and again they are able to acquire a lot of input unconsciously taking advantage of their repetition nature and musicality to acquire new words and expressions.

Bearing this in mind, the following interview conducted to the parents of the participant children ratifies how songs remained in the bilinguals' memory, as parents could observe that they were constantly singing in English at home. Subsequently, the following two excerpts contain their parents' answers when they were asked if they noticed any progress in their child's English language learning process.

IA9P

“Si, el niño va y me dice los números y me canta”

IA10P

“Si, la niña mía habla mucho los números, las partes del cuerpo, y canta canciones en inglés.”

The above excerpts show that students remember the songs not only during their English classes, but also when they were at home. These participants mention that they have observed at home that children are constantly singing in English and using vocabulary learned in the target language; for instance, to refer to numbers and parts of the body. It is interpreted that the emergent bilinguals showed internalization of the new vocabulary and visible satisfaction and confidence towards the new acquired language as they put in practice what was learned not only during the sessions at the development center, but also at home. Therefore, it can be inferred that songs had a positive effect on children's responses on the grounds that these engraved into their

memories easily, allowing them to utilize the language acquired during their daily lives.

Regarding the aforementioned, Rodao (2010) states that singing or reciting songs is much easier than speaking, so they become an appropriate tool for students to practice and learn new vocabulary in a fun and enjoyable way. The author states that as songs are composed by rhymes and rhythms that catch children's attention, they are able to learn unknown words easier due to the rhythmic effect they produce. This effect helps the emergent bilinguals remember them. Hence, songs were one the most enjoyable ways for children to practice the language they learned. And because of their rhythmic and repetitive nature, they were able to remember the songs to sing them on their own while being at home indicating that the implementation of songs contributed to the durability of their memory and to the effectiveness of vocabulary learning.

Moreover, songs were employed during the English classes as a way to boost children's motivation and help them learn and memorize new vocabulary from common English topics. In the following excerpt from an interview conducted after the implementation process, the early childhood in-service teacher expresses that songs were the most effective to enhance the second language acquisition:

IA5ECT:

Bueno las más efectivas y que me gustaban y que por lo general les llegan más las canciones, las canciones en inglés... por lo general el niño en primera infancia el niño es muy visual y auditivo todo lo que fueran las canciones... les gustaba entonces son técnicas muy buenas que los profes también utilizaban para que los chicos eee pudieran aprender.

In the previous fragment, the implementation of songs during the English sessions allowed the early childhood in-service teacher express statements such as “las canciones... les gustaba entonces son técnicas muy buenas que los profes también utilizaban para que los chicos eee

puvieran aprender” where she asserts that songs allowed children to acquire the second language. In addition, she expressed that the songs were appealing for the emergent bilinguals given that during that age, they learn in an auditory way. Besides, the participant is aware that the use of songs in the classroom were a useful strategy for enhancing motivation and providing excitement to the lesson since she asserts that songs were the strategies that children enjoyed the most and enabled the emerging bilinguals to acquire the target language.

In order to support the above mentioned, Murphey (1992) implies that the implementation of songs enhance children's motivation as they provide excitement to the lessons as well as facilitating the process of taking the new language acquired from a short-term memory to a long one. Likewise, Sharpe (2001), states that songs are a tool to provide children with opportunities for real language use in fun and enjoyable way. She claims that young children imitate sounds and associate singing and playing with rhythms and rhymes from an early age. It can be said that the employment of songs had positive effects on children's' motivation and children's' performance on the grounds that is evidenced when the in-service teacher expressed that songs were strategies that children liked and enjoyed the most and that were the ones that allowed the emergent bilinguals to acquire the new language.

Moreover, children showed enthusiasm and they also seemed to be engaged during English sessions while practicing vocabulary. In the following excerpt from a field note observation, the emergent bilinguals were engaged and enthusiastic to sing and pantomime the songs.

O52AG:

Count to 10 song by Pancake Manor

BEA - BEG: ♪ ♪ One, two, three, four, five, six, seven, eight, nine and ten let's do it again ♪ ♪... (walked around the classroom and pantomimed the chants by counting with their hands, each finger along with the numbers)... one (pinky finger), two (ring finger),

three (middle finger), four (index finger), and five (thumb finger), six (the other hand pinky finger), seven (the other hand index finger), eight (the other hand middle finger), nine (the other hand index finger), and ten (the other hand middle finger).

ECT1 - ECT2: (monitored, sang the parts they remembered and performed the corresponding finger movements)

Ss: ♪ ♪ One, two, three, four, FIVE! Six, seven, eight, nine and ten. Let's do it AGAIN!
♪ ♪... (While counting on their fingers and sitting on their chairs)

(Song finished)

Ss: One, two, three, four, FIVE! Six, seven, eight, nine and ten. Let's do it AGAAIIIIIN! (The majority got up, sang and counted with their fingers without the background sound.)

Eyes, ears, nose and mouth song

BEA - BEG: ♪ ♪ Eyes, ears, nose and mouth...♪ ♪ (monitored, as well as touched the corresponding part of the face).

ECT1 - ECT2: ♪ ♪ Eyes, ears, nose and mouth...♪ ♪ (monitored, as well as touched the corresponding part of the face).

Ss: ♪ ♪ Eyes, ears, nose and mouth...♪ ♪ (Ss were engaged as well as touching the corresponding face part too).

(Song finished)

Ss: ♪ ♪ Eyes, ears, nose and mouth...♪ ♪ (Ss continued doing the face song without the audio and standing up until BEs got the entire setup ready for the presentation part of the lesson)

In this field note observation, the two bilingual educators employed two songs in order to engage children in the lesson and to review vocabulary learned in previous sessions. For instance, when the bilingual educators played “the numbers song” children immediately showed interest and started to sing “one, two, three, four, five, six, seven, eight, nine and ten” along with the bilingual educators and the two-early childhood in-service teachers that were in the classroom. After the song finished, the emergent bilinguals kept singing the song by themselves counting on their fingers. Then, the bilingual educators played the song “parts of the body” and sang along with children who were enthusiastically singing and touching the parts of the body that were mentioned in the song. During the English classes, songs helped the emergent bilinguals to learn and memorize vocabulary from previous sessions, and thanks to the willingness and motivation

shown by the emergent bilinguals, the songs implemented were learned meaningfully.

Furthermore, it can be observed in the sample that children imitated the bilingual pre-service educators and the early childhood in-service teachers when they were singing and miming the songs over and over again until these became a routine in the classroom.

Considering the previous lines, Titone (as cited in Baetens Beardsmore, 1986) affirms that during three- to five-years-of-age children's imitation is at its best. It can be inferred that since songs' rhythm and rhymes are appealing for children, they are eager to take part of the songs by imitating and reciting these thymes. Moreover, employing songs in the classroom amuses children and help them feel relaxed and motivated while practicing the new language. That is to say that, it is easier for children to imitate songs as these are a useful strategy that provides them with a lot of motivation and enjoyment during the sessions.

Additionally, it should be highlighted that during the implementation of the songs, body language and gestures were also employed to aid children's understanding of the vocabulary present in its lyrics. In the previous sample, the bilingual educators employed body language to sing the numbers song counting on their fingers to help the emergent bilinguals establish a connection of what they were listening to in the song and allowing them to internalize the vocabulary. It can be observed when the children were singing the numbers song from one to ten, every time they said a number they used and showed the finger that represented it as well. Accordingly, Arias et al. (2015) asserts that through the utilization of gestures and movements, children are able to internalize vocabulary by following the movements made by the teacher to give meaning. Similarly, Hansen (2006) states that children should be guided by means of body language, gestures, and facial expressions for them to be able to internalize the new vocabulary. That is to say that those movements had a positive effect on children's responses on the grounds

that they allowed the emergent bilinguals to have a better understanding of the words they were singing.

Likewise, during the implementation of songs, the emergent bilinguals showed no inhibition to dance nor sing. This can be observed in the following fragment from a field note observation where the bilingual educator incorporated a song at the beginning of the lesson as a way to greet and engage students.

O91G:

BEG: Good morning! How are you? (BE greets Ss)

Ss: How are you?

BEG: Are you happy? Or sad? (BE making the gesture of happy and sad with his face and arms)

Ss: Are you happy?

BEG: ¿Cómo estamos?

Ss: Happy!

BEG: ¿Cómo estamos?

Ss: Happy

If your happy song

BEG: Okay! So... ♪ ♪ If you're happy happy happy (With his two index fingers on his cheeks, BE mimes a happy smile) clap your hands (claps his hands twice) ♪ ♪.

Ss: (Stand up without being asked to and clap twice after BE)

BEG: ♪ ♪ If you're happy happy happy clap your hands clap your hands, if you're happy happy happy clap your hands... ♪ ♪

Ss: ♪ ♪ Happy! ♪ ♪ (repeated after BE while smiling, and clap after BE as well)

BEG: ♪ ♪ If you're happy happy happy stomp your feet, (stomped his feet) if you're happy happy happy stomp your feet (stomped his feet) ♪ ♪.

Ss: ♪ ♪ Happy! ♪ ♪ (after BE while smiling and stomped their feet when required)

BEG: ♪ ♪ If you're happy happy happy (With his two index fingers on his cheeks, BE mimes a happy smile) say hello, if you're happy happy happy (With his two index fingers on his cheeks, BE mimes a happy smile) say hello! ♪ ♪

Ss: ♪ ♪ Happy, happy happy... HELLO! ♪ ♪ (repeated happy after BE while smiling and shouted HELLO! with enthusiasm)

BEG: Okay! Sit down!

Ss: (Sat down, but four remained standing up)

Previously, the bilingual educator greeted the emergent bilinguals by asking them in English

“How are you?” and in Spanish “¿Cómo estamos?” in order to elicit the word “happy” that was going to appear in the song he was going to sing. After students answered “happy”, the bilingual educator started to sing the “If you're happy” song. As soon as the educator started to sing the song, children showed eagerness and stood up without being asked and started to sing and dance the song with the educator, and repeating after him the word “happy!” As it has been expressed in the sample, children's contact with songs was enjoyable; as a consequence, the emergent bilinguals were willing to sing and practice all songs without any inhibition or restriction to participate. Accordingly, Halliwell (1992), states that children, during their first years of life, have an instinct to play and have fun. In that sense, bilingual educators should take advantage of that instinct for fun that children possess to provide them with interesting and exciting activities. Likewise, Rodao (2011) affirms that employing songs during English classes allow children to acquire the second language since they find them interesting and amusing as they perceive songs as an opportunity for playing. As it was evident in the previous sample, bilingual educators employed songs that include kinesthetic movements to provide students with the opportunity to move and play while learning which allowed the emergent bilinguals to relate the movements with the vocabulary they were practicing.

4.1.1.4. Videos. During the implementation process, videos were employed as a strategy to engage the emergent bilingual in the lesson as well as to present and practice vocabulary during the sessions. Moreover, using videos were a useful strategy to enhance children's motivation and boost second language acquisition on the grounds that they served as a tool to make input comprehensible for the little ones.

To begin with, in the following field note's excerpt, the bilingual pre-service educator has already presented the vocabulary about means of transportation using flashcards. After that, to

review the vocabulary just presented, the educator incorporated a video to engage them again into the lesson. In the video, the emergent bilinguals were able to hear and watch the different elements such as the place, the characters, what they said and their actions performed, among others. Children seemed to enjoy the video as they stayed staring at it. At the same time, the educator repeated the phrases heard in the video and students repeated after her. She also mimed some means of transportation that appeared on the video as well. After watching the video, it was observed how the emergent bilingual remembered the words and answered in English when the bilingual pre-service educator reviewed the vocabulary with the flashcards as a wrap up.

051C:

BEC: BE presents the vocabulary by showing flashcards of the means of transportation.

BEC: This is a... (By showing the flashcard of an airplane)

Ss: (Did not answer)

BEC: Airplane

Ss: Airplane. Ñaann, ñañannn! (Onomatopoeic sound)

BEC: This is a... (By showing the flashcard of a boat)

Ss: (Ss stared at the flashcard)

BEC: ... Boat.

Ss: Boat.

BEC: Boat! Excellent, boat! And this is a... (By showing a flashcard of a train)

Ss: ¡Tren!

BEC: Train, a train, excellent!

Ss: Chou, Chou!

BEC: ... and car, right? (By showing a flashcard of a car)

Ss: Car, en la peluquería.

BEC: Now, let's watch a video (BE looked for a video on the laptop).

Ss: (Ss were chatting)

There are many ways to travel video

Ss: (Ss stared at the video, 4 Ss are dancing along)

1S: Carro (Did car movements with his hands while watching the car in the video)

BEC: Car (By pointing at the video)

Ss: Bus! (While watching the bus in the video)

BEC: Bus! (T corrected pronunciation) ... TRAIN! (BE said out loud when it appears in the video)

Ss: Train

BEC: Airplane (While pointing at the video)

Ss: Airplane (3Ss mimed an airplane with their hands)

(Video finished)

1S: !Otra vez!

BEC: What is this? (Reviewed the vocabulary learned with flashcards)

BEC: So, what is this?

1s: Purple!

1s: A car!

BEC: A car! Excellent, a car! And this? (Showing the flashcard of a train)

Ss: Train!

BEC: A train, train! Excellent!

Ss: A train!

BEC: And this? (Showing the flashcard of a boat)

Ss: Boat! ¡Bote!

BEC: Boat, boat excellent! And this? (Showing the flashcard of an airplane)

Ss: Air...airplane, boat!

BEC: Excellent, it's an air...

Ss: Airplane!

BEC: Okay!

The above shows how the bilingual educator employs the video as a strategy to present to students the vocabulary in context and allow them to observe the words in action, in this case, the means of transportation. While playing the video, the educator said out loud the vocabulary when it appeared in the video and students repeated in order to practice its pronunciation. For instance, when the train appeared in the video, the educator followed by students repeated the word “train”. After watching the video, the bilingual educator elicited the vocabulary from the video using the same flashcards employed in the presentation stage. It was observed that children were able to answer without effort when she showed them the flashcards of the car, the train, and the boat and all three vocabulary words elicited were answered correctly in English. Likewise, while reviewing the vocabulary, the educator also executed prompting to help students remember the words as it was observed when she showed the flashcard of the airplane by saying “air...” and immediately the students answered “airplane”.

In addition, the video created an enjoyable learning environment for the emergent

bilinguals since it was evident how at the end of the presentation of the vocabulary children started talking to each other, but as soon as the educator played the video, they immediately stop chatting and started staring at it. One student expressed how much he liked the video by saying out loud “otra vez” requesting the educator to play the video one more time.

To support these ideas, Mukherjee and Roy (2003) advocate that using visual aids such as videos are a useful tool to contextualize spoken speech as it enables students to create connections between what is being said with what is being portrayed in the video. The authors state that students will be able to understand more than 30% than without the visual support. That is to say that, videos can be employed to enhance understanding of the messages convey thanks to all the features students can observed in videos such as the place, the speakers, the actions they are doing while speaking, among other features that allow students comprehend the interaction in an enjoyable way.

In the above subcategory section, we analyzed the implementation of songs, flashcards, and games as the most employed strategies during the implementation of this early sequential bilingual methodology and the positive effects they had in the English language acquisition of the emergent bilinguals involved in this project. These strategies were employed to present and practice new vocabulary as well as to review vocabulary previously acquired. Likewise, in the following section, storytelling as a strategy will be analyzed to enhance second language acquisition. This strategy was employed to recall previously acquired vocabulary and to connect this information with other contexts by means of story tales.

4.1.2. Bilingual Educators' Use of Storytelling and Story Reading as Strategies to Foster Early Sequential Bilingualism

During the implementation of this early childhood sequential bilingual education project, the bilingual pre-service educators utilized storytelling and story reading as part of the didactics and methodology employed. Those strategies enhanced the children's language learning experience as they helped them recall previously acquired vocabulary, connect them with their background knowledge and assimilate how those words can be applied to other contexts offered by stories tales. They also enabled pupils to autonomously answer what was asked. Two of the bilingual educators that incorporated stories as part of their repertoire shared their experiences below:

SA3BE:

“Yes. The proposed goals at the beginning of the implementation were mostly achieved. Inasmuch as around 85% of the vocabulary presented throughout the implementation was acquired by the learners through the use of different strategies like storybook reading...”

First of all, in the above fragment from a survey conducted after the implementation, a bilingual pre-service educator expressed his conception of how stories impacted the children's English development process. The educator's testimony reveals how the implementation of stories contributed to the children's English vocabulary acquisition, showing its effectiveness in their learning process. In the survey, the bilingual educator claims that the “85% of the vocabulary presented throughout the implementation was acquired by the learners” thanks to strategies like story reading. Likewise, he also comments that the fact that stories facilitated the appropriation of the majority of the vocabulary, which was one of the implementation goals, evidenced their efficacy and how successful they were at the early childhood English language development in

the CDI. This can be evidenced in the following statement, “the proposed goals at the beginning of the implementation were mostly achieved”. In that account, during this early sequential bilingual education implementation, stories enhanced children's vocabulary competence given that they learned the 85% of the lexicon presented.

What is more, in their study Salgado and Beltran (2010) sustain that stories are natural ways of presenting new vocabulary. They validate the above statements by declaring that stories as a didactic strategy foster the acquisition of any language since they favor children's vocabulary enrichment, and knowledge construction. They insist that stories are useful tools to catch children's attention which motivate and inspire them to share their thoughts and ideas. During this research, and as part of the early sequential bilingual methodology's goals, language development was sustained by enhancing and increasing children's L2 vocabulary bank. Children's L1 was considered as a bridge to build upon their English language acquisition, which is a characteristic of the early sequential bilingualism.

Likewise, another bilingual educator that implemented stories responded the following:

SA1BE:

“During the implementation of the project I noticed that children learn more easily when they are exposed to audiovisual material... didactic material like stories... I think students learn faster when they feel motivated and learn through the use of dynamic activities like stories because this technique is engaging and fun. Therefore, during my experience I could observe that students have learned vocabulary faster when stories were implemented, because they were participating and learning faster through the introduction of basic vocabulary that was implicit in short stories with colorful illustrations, and additional resources like songs and games that complemented the stories facilitated the learning process”.

The above bilingual pre-service educator also confirms what the one said by affirming that her students learned vocabulary faster thanks to stories, “during my experience I could observe that

students have learned vocabulary faster when stories were implemented”. Accordingly, in her article, Isbell (2002) implies that when educators implement story reading and storytelling constantly, as strategies for language development, they are expanding children's vocabulary and sentence structure repertoire. On the other hand, Rodao (2011) also states that storytelling boosts children's vocabulary. They declare that it enhances their memory, as well as their prediction and sequencing skills which enable them to comprehend the story. As it was evident throughout the data collected, stories increased children's L2 vocabulary; thus, they contributed to the success of this early sequential bilingual education project.

Hence, the above excerpt portrays that since storytelling is an engaging and fun technique, it facilitated the language acquisition process as it enabled the participants to learn faster and more easily. “I noticed that children learn more easily when they are exposed to audiovisual... didactic material like stories... I think students learn faster when they feel motivated and learn through the use of dynamic activities like stories because this technique is engaging and fun.” That is, that the appealing images and paralinguistic features involved while implementing stories result into a combination of amusing and captivating prosodic features, and energetic body movements. The educator also affirms that “they were participating and learning faster through the introduction of basic vocabulary that was implicit in short stories with colorful illustrations” which means that children were able to infer the vocabulary from the short stories employed as a result of colorful visual aids, which permitted them to participate. Ellis and Brewster (2014) state that stories that contain appealing images and repetitive contexts are fun, and can inspire pupils to learn another language and its culture. These authors ratify that the appealing images contained in children's storybooks are amusing and can inspire pupils to learn a

different language and its culture. In the case of this project and as evidenced above, the participants were motivated to learn English.

Yet, the surveyed educator makes a recommendation by affirming that “additional resources like songs and games that complemented the stories facilitated the learning process”, this suggests that to boost storytelling or story reading effectiveness it is important to integrate it with related games and songs where children could practice the presented vocabulary as well. As stated by Connolly (2005), stories should be wrapped up with a series of activities where children can get to practice all language skills. And just as recommended by Salgado and Beltran (2010) in their research, throughout the project activities that contained the same theme of the story aided children to acquire the target language. Salgado and Beltran mention that, during the production or wrap up stages, activities containing the same thematic serve as a supporting tool in the language acquisition process of the little ones involved. For instance, activities involving classifying, chants, direct instruction, fill-gap, games, labeling, matching, movement, role-plays, sequencing, etc. not only serve as motivators or attention getters, but as an opportunity for the participants to practice what was acquired in context.

Moreover, an early childhood in-service teacher shared similar thoughts in regard to stories like the bilingual educators above and they will be discussed below.

IA5ECT:

“... El mostrarle las imágenes grandes, eeee los colores o sea todo lo que fuera muy llamativo visualmente por lo general el niño en primera infancia el niño es muy visual y auditivo... todo lo que fueran las imágenes grandes, los cuentos, las historias, todo eso les gustaba entonces son técnicas muy buenas que los profes también utilizaban para que los chicos eee pudierann aprender”.

Similarly, in the above excerpt extracted from an interview, the early childhood teacher affirmed that the stories were great techniques that motivated and excited her pupils, and that enabled them to learn the target language, “todo lo que fueran las imágenes grandes, los cuentos, las historias, todo eso les gustaba entonces son técnicas muy buenas que los profes también utilizaban para que los chicos eee pudierann aprender”. At the end of her statement, the in-service teacher stresses on the word “could” to emphasize that the educators implemented stories with big images for children to learn. In addition, the in-service teacher commented on how big colorful illustrations, which were characteristics of the books employed during the storytelling sessions, caught the children's attention, “... el mostrarle las imágenes grandes, eeee los colores o sea todo lo que fuera muy llamativo visualmente por lo general el niño en primera infancia el niño es muy visual y auditivo...” The teacher sustains that appealing visual aids facilitated the process. This was due to the fact that during this stage of life the emergent bilinguals are highly visual and auditory. At the end of her statement she claims that catchy prosodic features aid too. Thus, the storytelling experience was enhanced as children were actively observing and listening throughout the story time. It also triggered their participation and since there have been various implementations of the strategy throughout the project; children got the opportunity to practice and recycle vocabulary in many contexts which contributed to their English language development and boosted the efficacy of this early sequential bilingual education project.

On the other hand, creativity was also a part of this early childhood bilingual methodology as it enabled bilingual educators to put together previous presented topics into one unique story, and this way recycle vocabulary. This was detected during a survey answered by one of the bilingual pre-service educators after the implementation.

SA1BE:

“The most important is to be creative, look for material that can call children's attention and think as a child sometimes to explore and create ..., stories... etc.”

As stated above, the educator stresses on the importance of creativity and how it calls children's attention. She then invites future bilingual educators that are planning on implementing this methodology to think as a child and to explore and create their own stories. This was evidenced when she recommended “think as a child sometimes to explore and create..., stories... etc.”

Further, Ashworth and Wakefield (2005) stress the importance of enriching the new language experiences through strategies like the use of stories, given that they are meaningful to children's lives. Stories spark children's fun and imagination and boost their creativity skills. Likewise, Halliwell (1992) advocates for teachers to exploit in the children's language classroom the role of fantasy, as it stimulates real language use. The author states that though pupils' creative imagination, they are able to innovate, experiment and produce the new language to share ideas. The stories' images employed during the project enabled the emergent bilinguals to infer the meaning of the words said, by making connections between the mental representations and their corresponding words. That process facilitated their oral production, making their English language development a reality.

Something worth mentioning is that the short stories that have been discussed throughout this sub-finding: “Go away, big green monster” by Ed Emberley (1993), which was adapted and implemented by BEC and “The fruits adventure” designed and implemented by BEC, contain elements that were introduced in previous lessons prior to the story; thus, the strategy was mainly aimed to recycle vocabulary and strengthen its acquisition. This recalling enabled the educators to recycle children's prior knowledge. Yet, as discussed above, there were some vocabulary

presented in the stories that the emergent bilinguals learned implicitly during story reading time. Further, once students associated the topic in question with their background knowledge, they were able to respond accordingly and that fostered vocabulary learning. This was revealed in the following segment of a post-implementation survey.

SA1BE:

“Besides, I consider that stories helped me to facilitate the learning of a foreign language because they were presented taking into account students' background knowledge with the integration of basic vocabulary, they were short, colorful and easy to understand”

Thus, in the above statement the bilingual educator confirms that storytelling facilitated the children's language learning process. “I consider that stories helped me to facilitate the learning of a foreign language because they were presented taking into account students' background knowledge with the integration of basic vocabulary”. In other words, the bilingual educator states that the participant children learned effortlessly given that the stories the educator utilized contained children's familiar scenes, characters and objects that enable the basic target language vocabulary representation process to occur in an easier manner. Nonetheless, the educator emphasizes by stating that stories “were short, colorful and easy to understand” that in order for storytelling to be effective, the tale needs to be short, meaning brief, and adjusted to children's attention span. In addition, the educator suggests stories with colorful illustrations so they could catch children's attention, and they should also be easy to understand, in other words they need to be customized to their proficiency level to facilitate comprehension. Ellis and Brewster (2014) agrees with the bilingual pre-service educator about the fact that stories, more than any other teaching strategy, are an enchanting way to catch children's attention which guarantee positive outcomes in their language acquisition; nonetheless, they can lose its effectiveness if the stories

do not fit learner's attention span and their proficiency level. Hence, it is crucial for bilingual educators to adapt stories to ensure young learners' understanding.

In like manner, Rodao (2011) proved in her research Ellis and Brewster's theory about the fact that if children's attention span is not considered at time of incorporating stories into an English lesson it causes them to get distracted and in the worst case even bored. As highlighted by Isbell (2002), a positive aspect of stories is that they can be easily adapted to accommodate children's language level. For that case, the stories planned as part of the didactic units implemented during this project, took into account their participants' age, proficiency level and their likes and needs. This contributed to the success of the methodology employed.

Furthermore, Connolly (2005) ratifies this information by saying how crucial is to consider children's proficiency level when implementing stories. This author recommends stories with plenty of repetitive and catchy words, as well as fun rhythms to help emergent bilinguals memorize the new language. Ellis and Brewster (2014) also correlate with the fact that most stories' onomatopoeic sounds, and repetitive vocabulary and sentence structures enable children to memorize, imitate and actively participate during the story sessions. Thus, the implemented "short, colorful and easy to understand" stories made the early sequential bilingual education process possible. Also, as evidenced in the story sessions observed, children's proficiency level was mostly considered, and in case educators were not able to find the ideal book, they designed their own material to make their experience more meaningful.

Notwithstanding, there were various aspects evident in the way the bilingual pre-service educators implemented storytelling that either had positive or negative effects in the amount of

impact on the English language learning. The effects of the noticeable aspects will be described and analyzed through the rest of this chapter.

4.1.2.1. Eliciting and prompting. To begin with, both eliciting and prompting were identified as aspects that enhanced learner's attention and participation during the storytelling sections. Both elicitation and prompting techniques will be displayed, described and analyzed below. However, the way a bilingual educator elicits and the reason behind it determines its efficacy as a strategy, and this is why the benefits of eliciting, and cases where it could cause drawbacks will be depicted as well.

4.1.2.1.1. Eliciting advantages. Data gathered from observations evidenced that eliciting was a technique employed by educators to have students produce the language they had already assimilated or to determine if they were following and understanding the story. Below there are samples that exemplify the effectiveness of eliciting during this early sequential bilingual methodology.

O152C:

BEC: What color is the hair of the monster? (BE pointed at the hair of the monster and her tone dropped)

Ss: Purple! Purple! (Some Ss were touching their hair)

BEC: Purple... Excellent!

BEC: What color are the eyes? (BE was pointing at the eyes of the monster and lower her pitch)

1S: Los ojos, (some other Ss were touching their eyes)

BEC: What color? They are ye...?

1S: Llow!

Ss: Yellow

BEC: Yellow! Excellent!

BEC: What color is the nose? (Tone got lower) The nose is Gre...

Ss: GREEN! (Some pointed at the nose of the monster and got up from their chairs to shout)

BEC: Green...,

Ss: Green!

BEC: Excellent! And the mouth is... (While pointing at the mouth of the monster and then touching her mouth)

1S: Red

BEC: What color? (BE's intonation fell down)

Ss: Red

ECT: Siéntese bien Estefania (While pointing at that child)

BEC: Red mouth, excellent!

BEC: And the face? (While pointing out at the face of the monster in a flashcard)

1S: Blue, another said re...

BEC: What color is this? (Asked while overlapping the S that was about to say red because he taught BE was referring to the mouth... While touching the face of the monster and lowering down the tone of voice)

Ss: BLUE! (While touching their faces).

BEC: Excellent, excellent!

In that account, positive effects were identified in the above example as it shows how when the bilingual educator asked for information, the students attentively listened and responded to their educator's questions. Here is one of the elicitations and its corresponding response: the educator elicited: "What color is the hair of the monster?" And the children shouted "Purple! Purple!" As evident, the emergent bilinguals made a connection between the mental representation of the color purple and its corresponding word, allowing them to understand what was being elicited. Consequently, that allowed them to answer in a correct and an exciting manner. As students took part of the elicitation process, they felt a sense of accomplishment when providing correct answers given that in return the bilingual educator praised them by saying things like "Purple... Excellent!" excellent is a true cognate in Spanish for "excelente" which facilitated children's comprehension and indeed boosted their motivation up.

Further, Arias et al. (2015) in their research comment how eliciting stimulates children's participation, strengthens their attention span, and enriches their understanding. They also mention how children correlate the elicited L2 information with their previous mother tongue

knowledge and that is how they are able to respond accurately with the available target language they have. That is to say that eliciting is crucial in any language learning process, given that it enables them to build an additional language upon their first. During this project, eliciting sparked children's participation and was essential to keep them actively engaged in the classroom.

The existence of children's motivation throughout the implementations was reported by one of the early childhood teachers, in a survey conducted at the end of the project, and will be discussed next.

IA1ECT:

“la motivación de muchos en general si fue muyyy buena porque todos participaban... todos estuvieron muy atentos a lo que ella les explicaba.”

The teacher mentioned that the children were concentrated and paid attention to all that the bilingual educators explained in the following statement “todos estuvieron muy atentos a lo que ella les explicaba”, and she also stated that most children's motivation rate was high as all participated in the lessons. “La motivación de muchos en general si fue muyyy buena porque todos participaban”. Hence, motivation is rated according to children's level of attention and participation.

Additionally, excitement can be evidenced in the way they went for a passive response to a shouting one like this “GREEN!” where some emergent bilinguals pointed at the nose of the monster and even got up from their chairs to shout. Moreover, Isbell (2002) stated the importance of scaffolding through elicitation and prompting to encourage children's attempts of interactions. The author recommends that in order for an enriching learning experience to take place teachers need to maintain children's active participation. In other words, teachers ought to

encourage children to participate and be active learners. In like manner, throughout the implementation of storytelling, the emergent bilinguals were actively listening, not just because they liked the story, but in case the bilingual educator asked them for something in particular about the story, and for any stimulus provided by the educator that prompted them the type of answer desired as well. Consequently, those children produced the language as they listened actively throughout the sessions and were attentive to their educator's elicitations and promptings; which serve as support in the process.

On the other hand, prompting was also utilized as a stimulus for students to produce the expected language. For instance, repeating questions and hinting was observed in the following interaction where the bilingual educator elicited “what color are the eyes? And one child said “los ojos”. The educator asked again, what color? And then she prompted by saying “they are ye...?” As a result, another child said right away “1S: Llow!” Consequently, the rest of the children said “yellow”. Thus, the example highlights that when the educator first elicited, the children did not answer correctly. Nonetheless, the educator employed prompting by repeating half the question and providing a hint of what was expected as an answer. Then, it was observed that learners did answer adequately thanks to that strategy. Another type of prompting was identified when the educator rephrased the question, and as it can be observed when she asked, “and the mouth is...” To what one child responded “Red”. Then to confirm, she gives them the opportunity to reinstate what was said by saying “what color?” to what the rest of the class confirmed “Red”. In that conversational exchange, the educator decided to repeat the question, but in other words, to prompt children that complete participation was expected. And, as it can be identified, the prompt actually worked.

Moreover, prompting was employed as well by pointing at realia or flashcards to cue students for what they needed to utter. For example, while touching the face of the monster the educator elicited “what color is this?” And the emergent bilinguals shouted “BLUE!” Elicitation without prompting would not have been possible in this case, given that the monster's face had many colorful parts, it was crucial to prompt children to what was needed to be answered in order for them to produce. As it could be identified in the sample, once the educator signaled the children by pointing at the face of the monster, they then felt confident enough to shout the answer correctly. As Purcell et al. (2006) recommend, language teachers should employ strategies like prompting by means of books and visual aids to activate the children's senses and help them grasp meaning. The authors claim that prompting as a teaching technique becomes significant in the language classroom given that it allows young learners to demonstrate their level of internalization, as well as enhances their language skills, by sharing, interacting and cooperating with the lesson. That is, the teacher scaffolds the children's participation process by prompting to assess how much of the information presented are they grasping and to trigger children's interaction and English language use.

Similarly, Salgado and Beltran (2010) ratify how stories foster communication, interaction and language use during the early years. Hence, during the project, the bilingual educators prompted to emphasize what they were asking in various ways, not just by oral cues but pointing at realia as well. That is how they managed to engage the emergent bilinguals to play an active role during story time.

Likewise, another excerpt extracted from an observation of a different lesson, will be disclosed and analyzed to validate the already discussed information from above sample. In this

sample below the same story was implemented, by the same educator, and with the same group of students, but in a later day.

O192C:

BEC: Se acuerdan de la historia del monster. La vamos a volver a contar. This is the big green monster. The big green monster has two yellow eyes, (BE showed two with her fingers and pointed at her eyes)

1S: Yellow! ¡De este, de este! (While pointing to a yellow table)

BEC: Yes, yellooow eyes (pointed at her eyes) yellooow like this! (While touching the yellow table). Two yellow eyes (BE points to her eyes)

Ss: Yellow!

BEC: The big green monster has a nose, a greenish nose, a nose.... Green like this! (While touching a green chair) ... Nose, nose (while touching her nose)

Ss: Nose (while touching their noses), (shouted) NOSE!

BEC: ¿Y de qué color es... (Pointed at the monster's face)? What color is the face? (BE's intonation dropped)

Ss: Blue! (And the majority got up and started pointing at the blue flags hanging from the ceiling)

1S: Pro mira... vea el Blue (S caught his educator's attention, got up and pointed to a blue chair)

BEC: Blue, Excellent. Blue, like thisss! (BE pointed at the blue flag), (BE called the attention of one S by saying “vamos a prestar attention”, while knocking on his table)

BEC: What color is the nose of the monster? What color? (While touching her nose and then touched a green flag and dropping the tone of her voice)

Ss: (Some got up) Green, GREEN... Green, Green!

1S: Profe mira el green! (While pointing at the flag)

BEC: Green, excellent, excellent... silencio! Silencio!

BEC: What color is the hair of the monster, what color? (While touching at the hair of the monster in the flashcard, and lowering down her voice)

Ss: Purpura!

BEC: Purp...

Ss: ple...

1S: Purple! (While raising his hand and getting up)

BEC: Purple, excellent!

In the light of analyzing the effects of telling or reading a story over and over again, the above sample displays how as children get familiar with the story. Children's production becomes

richer in the sense that they not only participate according to what is being elicited or prompted as discussed in the previous sample, but now they point at other objects that possess the same quality in nature without being asked. That shows internalization of the target lexicon they were exposed throughout the implementation. In the sample, the bilingual educator asked “What color is the face?” and the majority of the children got up, said blue and started pointing at the blue flags hanging from the ceiling. After they sat down again, a child got up from his chair and said to the educator “Pro mira... vea el Blue!” while pointing to a blue chair. While pointing at a blue flag, the educator praised him by saying “blue, Excellent. Blue, like this!” Likewise, the emergent bilinguals portrayed feelings of excitement when getting up from their chairs to respond loudly while pointing at blue flags and chairs to prove the understanding of the color word in English.

At the same time, the above extract portrays that the majority of students were pointing at the story images or at specific objects that had the same color as the one being elicited, some were so excited that they even got up from their chairs and shouted the answer. This can be evidenced throughout this spoken interaction where the educator inquired “what color is the nose of the monster? What color?” To what children answered, most stood up while shouting “Green, GREEN... Green, Green!” Then a child while pointing at a green flag said “Profe mira el green!” Finally, the bilingual educator praised him by saying “green, excellent, excellent”. Consequently, the educator utilized a lot of deictic expressions and prompting in order to cue the participant children of what was expected from them. For instance, in the sample the educator commented while touching a green chair “the big green monster has a nose, a greenish nose, a nose.... Green like this!”, and then while touching at her nose she said “Nose, nose”. After all that signaling, children responded positively to her elicitation. This was evidenced when

children, while touching their noses, said “nose”, and then reinstated by shouting “NOSE!” As it can be observed here in the sample, students were showing their level of internalization by demonstrating physically what they were intended to say.

Further, there was one time where the bilingual educator elicited and only one child answered. To overcome that lack of massive participation, she employed stress and repetition of content words to get the emergent bilinguals to focus. For example, while pointing at her eyes she said “Yes, yelloow eyes” and then while touching a yellow table she said “yelloow like this!” After that she pointed to her eyes and said, “two yellow eyes”. As a result of their educator's actions, the pupils complied and all answered “Yellow!”

Correspondingly, Isbell (2002) claims that retelling a story contributes to language development success as it increases children's comprehension of the story. As a result, they are willing to participate and their answers to teacher's elicitations become more accurate. Same as Isbell, Ellis and Brewster (2014) also confirm that no matter how many times a teacher implements one same story, children greatly enjoy when he retells it, repetition enables learners not just to practice previously acquired lexicon but it also helps them understand new aspects of the story that were not grasped before. The samples O152C and O192C can be exploited to compare children's responses and how they improved by telling the story a second time.

In the above samples, elicitation and prompting enabled the emergent bilinguals to produce the language with enthusiasm. There were times where they got up from their chairs while raising their hands to participate. That is the case of one child that said “Purple!” While raising his hand and getting up. Or even another instance where the children shouted the answers while some were getting up to participate as well: “Green, GREEN... green, Green!”

There was another occurrence where the emergent bilinguals participated before the educator formulated a question, which can be evidenced here: “This is the big green monster. The big green monster has two yellow eyes”. A child then interrupted the tale by saying “Yellow! ¡de este, de este!” While pointing to a yellow table. There were also times where they pointed at the symbolic representation of the word that they were saying as well, just like this: The educator inquired “what color is the face?” to what her children participants replied “Blue” while pointing at a blue flag hanging from the ceiling. Then a child called her educators' attention by saying “Pro mira... vea el Blue” while getting up and pointing to a blue chair. Hence, these types of samples evidenced that storytelling was indeed successful at fostering the English language acquisition of the children that participated in the study as motivation was increased and they were able to recognize and employed the vocabulary presented. Likewise, Connolly (2005) confirms this by saying how stories raise children's motivation and how to provide opportunities for them to practice and participate in the L2 language they have already acquired. In that account, the author confirms that stories motivate children and provide opportunities for them to show what they have internalized by means of participation.

As mention before and to validate Connolly's assertions, the following bilingual educator in a survey conducted at the end of the implementation gives faith of how stories motivated her students and fostered their vocabulary acquisition which resulted in active students' participation.

SAIBE:

“I think students learn faster when they feel motivated and learn through the use of dynamic activities like stories because this technique is engaging and fun. Therefore, during my experience I could observe that students have learned vocabulary faster when stories were implemented, because they were participating and learning faster through the introduction of basic vocabulary that was implicit in short stories with colorful illustrations... I consider that children learned vocabulary easily because they understood the stories, were participating and had fun during the process of learning”.

According to the bilingual educator, if learners are engaged and motivated they will feel the need of participating in class which will contribute to a faster early sequential language acquisition process. That is, when the emergent bilinguals get involved and participate of the story sessions effusively, it accelerates the process of learning an extra language. In like manner, Rodao (2011) identified the same during her research. She declares that if children are motivated their internalization process would be much easier for them. Hence, if the emergent bilinguals have fun, their English language learning process will be much easier. This assertion suits well given that they have not started their scholarization process yet, so the more they have fun the less it will be a strain on those three- to five-year-old children.

During the above described survey, the same bilingual educator ratified the following in regard to the children that were part of the implementation.

SA3BE:

“The method adopted to teach called their attention, and they participated actively. Also, they asked questions about the name of objects in the classroom in English showing autonomy and interest in learning, they helped their partners when they were pronouncing a word in the wrong way”

In the above statements, the educator reports how during the project the emergent bilinguals displayed autonomy and interest in their own learning process. “They asked questions about the name of objects in the classroom in English showing autonomy and interest in learning”. This was triggered by the strategies discussed throughout this chapter which were part of the method implemented. Hence, the educator assures that the early sequential bilingual method enabled them to be attentive and to participate in class. “The method adopted to teach, called their attention, they participated actively.”

4.1.2.1.2. Eliciting drawbacks. In addition, elicitation was evident in the next field note excerpt; nevertheless, the fact that the bilingual pre-service educator chose a story that was not catered to the children's proficiency level caused them to lose concentration, be unresponsive at times, or if they did respond, they did it off point. This triggered drawbacks during storytelling implementations.

O92AG:

BEA: Today we are going to read a story. ¿Cuál es el nombre de la historia? “Nano goes to the beach”

BEA: This is the beach, what is beach? (While pointing at a page where the characters of the story are at a beach. BE asked in an inquiring tone of voice)

Ss: Amigos

ECT: La playa!

BEA: What is this? (Again BE pointed at the beach)

ECT: Beach!

Ss: Amigos

BEA: They are friends! They are friends, what is friends?

Ss: (Ss were talking to each other)

BEA: Friends son amigos, how many friends? ¿Cuántos amigos?

Ss: One, two, three, four five!

BEA: Five friends. This is... (BE tried to present the characters of the story, but could not due it due to indiscipline)

Ss: (Ss were chatting)

BEA: What color is this? (While pointing at the storybook)

Ss: El pajarito! una lagartija

BEA: Color, what color?

Ss: (Were non responsive)

ECT: Green

Ss: Green (just a few)

Before even describing the situation of the above excerpt, it is imperative to mention that the “Nano goes to the beach” story implemented was about cleaning up disposed trash from the beach and sea. Thus, given that the city where the study was conducted is far from the coast and that the three- to five-year-old participants belonged to families of low economic backgrounds,

made it difficult for the emergent bilinguals to understand the context, as they had either little to no mental representations for it.

In addition, as it is displayed in the field note, the bilingual educator elicited a concept that the children were not acquainted with, and due to the fact that their background knowledge did not have stored the concept of beach - playa- in their mother tongue, the participant children were unable to assimilate the new concept in the target language. The lack of background knowledge in their mother tongue was evident here when the educator, while pointing at a page where the characters of the story are at a beach, inquired “this is the beach, what is beach?” To what the emergent bilinguals responded “amigos”. Once the early childhood teacher heard their answer she said to them “la playa!” Given that the educator realize that they did not understand the concept, he pointed to the beach and asked again “what is this?” The early childhood teacher said “beach!” as well, and they responded “amigos” again. Due to the fact that the children were still not getting the concept of beach, the educator decided to build upon the children's answer and he said “they are friends! They are friends”, and then elicited “what is friends?” At that point, the children started talking to each other. Finally, the bilingual educator just said, “friends son amigos...” Thus, the participant children only produced what they recognized which was the word friends in L1. Though the early childhood teacher tried telling them the scenery name in Spanish to determine if they had that word as part of their background knowledge and help them recall, it did not make a difference. Once the bilingual educator realized what was happening, he changed the subject by building upon the word friends. Yet, the emergent bilinguals lost interest and started chatting with one another. Whilst the educator tried to catch their attention once again by asking “how many friends? ¿Cuántos amigos?” And children responded in English “One, two, three, four five!” Then the bilingual educator tried to present

Nano's friends to them but he lost their attention span. This can be evidenced when he started introducing the characters of the story, but he could not due to the indiscipline that rose during that moment. The educator said “five friends. This is...” But the emergent bilinguals were chatting. The teacher tried calling the children's attention by pointing at the storybook and asking, “What color is this?” And the children that answered said “el pajarito!” others said “una lagartija” And despite the fact that the emergent bilinguals were not really recognizing the name of the animal the teacher was pointing to, the educator build upon by eliciting “Color, what color?” To what the children did not respond anything. Given the situation the early childhood teacher tried to step up and help in the situation by saying “Green” and few children repeated “green”. As observed, although some students were participating, the fact that the story book contained unknown vocabulary that was elicited without being previously presented to them triggered misbehaving as most of them got dispersed and started to chit chat with their classmates.

Consequently, the lack of previous knowledge and contextualization caused loss of attention and discipline issues. Besides, given that the story's key vocabulary was not introducing prior to story time it ended up constraining children from learning the real moral of the story. The moral was about the importance of not throwing up garbage on the beach and of cleaning up the oceans. Also, due to the fact that students were not responding, the educators decided to translanguage what was said or even switched back and forth between both languages to bridge the language and vocabulary gaps. Moreover, it can be observed how the early childhood in-service teacher translanguaged the word elicited and how the bilingual pre-service educators just dropped the concept of beach and decided to go on with what the emergent

bilinguals were curious about, which according to the discussion above, they said friends in their mother tongue.

To validate this occurrence, Connolly (2005) mentions how in order for storytelling or story reading to work, stories need to be adjusted not just to the learners' age, but their likes and needs as well; as a result, she urges teachers to be cautious when selecting storybooks given that if they are not chosen correctly they can disperse and discourage their pupils. The author suggests books whose moral of the story is meaningful to the pupils so that they can feel identified and can easily contextualize themselves. During that lesson, it was observed that there was no previous stage dedicated to present the characters of the story, nor main vocabulary needed to ensure comprehension. Given that the children were exposed to the story without any contextualization, resulted in children's misleading interpretations. At the end, it caused the story to lose its purpose.

4.1.2.2. Nonverbal communication. Furthermore, another aspect that arose during the storytelling sessions is the merging of body language with utterances to scaffold the language learning process. Though, same as elicitation, the way a bilingual educator integrates this strategy in their lessons can result in either enriching or diminishing the impact of the bilingualism process.

4.1.2.2.1. Nonverbal communication advantages. There were implementations where bilingual educators employed this strategy to facilitate understanding. The following sample was obtained from a field note of an observation and explains the use of body language.

092AG:

BEA: Now, let's go swimming. What is swim? ¿Qué es swim? (BEA pointed at the water and then BEA and BEG were doing swimming movements with their arms)

Ss: ¡Nadar! (Ss shouted)

BEA: Nadar... now let's go swimming.

Both educators made use of deictic expressions and body language in the above sample to explain what the word -swim- meant, and note how the participant children to confirm understanding excitedly shouted “¡Nadar!” which is the meaning of the word in their L1. Due to one of the educator's action of pointing at the water and the swimming action performed by both bilingual educators, the emergent bilinguals were able to mentally connect the meaning of the unknown word with their mental representation. On that account, the theory states that body language facilitates the scaffolding process that educator undergo when introducing comprehensible input in their story session. As stated by Krashen (1981) on his Input Hypothesis by means of gestures, body language and actions children will be able to understand the comprehensible input they are being exposed to.

Similarly, Genesee et al. (2004) consider that as well as language input, paralinguistic features such as body language, deictic expressions, gestures and posture are also vital when trying to bridge the already acquired knowledge with the unknown during storytelling or reading sessions. To confirm Krashen and Genesee et al.'s enunciations and as evident in the above sample, the bilingual educators employed the paralinguistic features available (a swimming action) to get their L2 message across without having to translate. This phenomenon was also observed during the piloting of this methodology performed by Arias et al. (2015). The authors revealed that through body language not only were the educators able to capture children's attention but children were capable to identify the vocabulary presented in L2 and relate it to their L1 background knowledge in order to understand what was said. Hence, the fact that the emergent bilinguals were able to observe the action and notice that that action was already stored

in their brains along with the Spanish word “nadar”, enable them to link that same mental representation to the word “swim” in English and right away recognize what the educator presented to them. As a result, during the development of the story sessions, the participant children were attentive in order to achieve that previously discussed assimilation process.

Arias et al. (2015) also imply how during their research, body language allowed a positive children's exposure to the target language given that it provided teachers the opportunity of not using that much Spanish in the classroom. Providing emergent bilinguals with a great amount of input in the target language fosters language learning as it exposes them to the language in context. Throughout the implementation, the use of the target language along with paralinguistic features was evident, like it in the case of the swimming action discussed above.

In the following statement extracted from a survey conducted to one of the bilingual educators after the implementation confirms the benefits of integrating body language into the teaching repertoire.

SA1BE:

“The body language that I used helped children to understand better the sequence of the Stories.”

Above, it can be observed how body language plays an important role during the implementation of stories. According to the above educator, body language fosters children's understandings of the story and enable them to follow its sequence to ensure comprehension.

Correspondingly, in their research Salgado and Beltran (2010) also concluded that the use of nonverbal elements facilitates to a big extend the children's understanding of the target language. The authors also mention how non-verbal elements like gestures, eye contact, facial expressions and posture enable English communication in the classroom to occur. They state

that they are a necessary resource in the task of aiding children assimilate the meaning of the new vocabulary presented. Thus, this early sequential bilingual methodology assisted the children's learning process by means of nonverbal cues and actions. The gestures and paralinguistic elements that the bilingual educators employed during their sessions scaffolded the students in order for them to make connections between their background knowledge and the new vocabulary conveyed through the stories.

However, there is the other side of the coin; there were instances where the educators did not carry it out causing confusion among participants.

4.1.2.2.2. Lack of nonverbal communication. Below there will be revealed a part of a field note that was recorded from an observation where an educator did read out loud a story but did not employ much body language or deictic expressions, meaning pointing at nouns to indicate what are you referring to.

0161G:

BEG: OK, one evening, Polperro had baked a delicious carrot cake.... (While having his arms crossed in the back, finally at the end of the phrase he pointed at the cake)

IS: Un... Un elefante

Ss: (Mute)

BEG: And was just putting the icing on when suddenly, the kitchen door flew open... (While having his arms crossed in the back again) ...

Ss: (Were paying attention silently)

BEG: (BE tried to explain) “¿qué pasó? La puerta de la cocina se abrió ¿sí? Entonces vamos a ver que paso” (While having his arms crossed in the back still)

BEG: That's strange, thought Polperro to himself. Monsters live in the Deep Forest. He must have got lost, he thought. Bodmin, Looe and Mena came into the kitchen...

Ss: (Continued in silence and looking at the story tale)

BEG: ¿Quiénes llegaron a la cocina?

IS: Sus amigos

Moreover, in the first line of the above sample, “Ok, one evening, Polperro had baked a delicious carrot cake...” the bilingual educator did not utilize any type of body language while uttering the sentence due to the fact that he kept his hands crossed in his back. It was also only at the end that he pointed at the cake, this caused the emergent bilinguals to be speechless; there was only one that tried to guess by saying “Un... un elefante”. Further, in the educator's middle to last interventions, he did not explain the children what the story meant with the aid of gestures, deictic expressions, nor body language. Instead, he decided to just translanguage his last utterances. Observe how the children were silently trying to make sense of what their educator was saying. While having his arms crossed in the back again the educator narrated “...and was just putting the icing on when suddenly, the kitchen door flew open”, during the narration the emergent bilinguals were paying attention silently, the educator then tried to explain; however, he maintained his arms crossed in the back while he described what happened “¿qué pasó? La puerta de la cocina se abrió ¿sí? Entonces vamos a ver que paso” “... That's strange, thought Polperro to himself. Monsters live in the Deep Forest. He must have got lost, he thought. Bodmin, Looe and Mena came into the kitchen”, the children continued in silence, just staring at the story that was being displayed in a TV. Despite the fact that the emergent bilinguals were paying attention silently, they did not produce any type of language as they were trying to understand what exactly the educator was referring to.

In regard to this bilingual educator's story implementation, Purcell et al. (2006) mentions how gestures help learners grasp meaning and internalize the target language in question, it also provides cues for them and helps them throughout their language production process. Thus, during the implementation of stories it was identified how the proper use of paralinguistic features empowered the children's early sequential language development. As pointed out in

other observation samples' discussions where stories were implemented, in order to move story sessions from teacher-centered to student-centered and to make children's language acquisition experience meaningful educators need to elicit and prompt.

4.1.2.3. Prosodic features. Prosody was also identified during the story reading sessions. Aspects like intonation, stress and timing helped students focus during storytelling. Correspondingly, an example will be disclosed and explored to identify how prosody plays a crucial role in the effectiveness of storytelling in an additional language acquisition. The following was extracted from an observation field note.

O152C:

BEC: ... and the monster has twooo Biggg yellow eyes, (with a sense of suspense) has two big yellow eyes, right?

ECT: ¡Sergio! Hace rato lo estoy viendo.

Ss: (Most Ss touched their eyes)

BEC: Yes, excellent!

BEC: He has a longg green nooose, a longgg greenish nose, ¡wow! (With a sense of wonder)

1S: La nariz

Ss: ¡La nariz! (Ss shouted)

BEC: You see... what color is the nose of the monster? What color is the nose? (BE lowers the tone of her voice)

1S: Green

BEC: Yes, it's green, right! Green

1S: La nariz

First of all, during implementations the educator tried to include a sense of suspense or surprise while reading to keep their stories interesting. This can be observed when the bilingual educator narrated the following with a sense of suspense "... and the monster has twooo Biggg yellow eyes, has two big yellow eyes, right? That triggered most children to touch their eyes. As a result, the educator praised them by saying "Yes, excellent! He has a longg gren nooose, a

longgg greenish nose, ¡wow!” With a sense of wonder. In the above sample, the educator utilized a variation of the tone of her voice, it started with suspense to catch students' attention and then it turned into a sense of astonishment to spark children's excitement. Hence, it was observed how expressive reading maintained learners interested. Moreover, the educator continued her narration of the story with the following “He has a longgg green nooose, a longgg greenish nose, ¡wow!” With a sense of wonder. To that, one child said “La nariz” and the rest shouted ¡la nariz!”, when the educator stressed on the length of the nose, the emergent bilinguals responded in their mother tongue, meaning that even though they were not ready to produce the word nose in English, they did understand what she was talking about and expressed it with the available language. Next, there will be a sample extracted from a field note observation of how the educator changes her tone of voice to emphasize what she wanted children to center their attention on; as well as, how she let down the intonation of her voice during interrogative questions.

O191C:

BEC: And this? What fruit, what fruit is this? (While pointing at the grapes, her tone of voice dropped)

1S: Mora

BEC: Grapes, graaapes (With an emphasizing tone)

Ss: Grapes

Ss: BANANA! (Once they recognized the fruit that was in the image, they anticipated the elicitation and overlapped it)

1S: BANANO!

BEC: And this? (While pointing at the banana)

Ss: Banana

BEC: It's a bana...na, bana...na, excellent! (With an emphasizing tone)

1S: ¡Siii, BANANA! (While getting up and raising his hand)

Moreover, the bilingual educator dropped the tone of voice when eliciting with an interrogative question, same as it would have been done in the children's first language. “And this? What

fruit, what fruit is this?” While pointing at the grapes and dropping her tone of voice. This facilitated children's comprehension, as it aided in determining if the educator was just commenting on something or was actually eliciting. In addition, she made use of the change in intonation when reading out loud to make emphasis on special parts. For example, one child said “mora” and she reinstated “Grapes, graaapes” with an emphasizing tone. In that case, the bilingual educator had elicited for the fruit -grapes-, yet given that the image that the educator provided was similar to the background knowledge that the children had for a blackberry, they responded “Mora”, which in Spanish means blackberry. Consequently, the educator decided to center the children's attention by stressing on the English word that was elicited so that they could produce it. This was accomplished when they actually said “Grapes”.

Subsequently, the previous extract also ratifies how prosody contributed to the student participant's enthusiasm during the session. For example, in the above sample it can be observed how the emergent bilinguals shouted “BANANA!” Once they recognized the fruit that was in the image, this was possible since they anticipated the elicitation and that why they overlapped the narration. Then a child shouted the word in his mother tongue “BANANO!” and to reinstate the word in the target language the educator elicited to all “and this?” While pointing at the banana, the rest of his classmates answered “Banana”, so educator emphasized and praised at the end “It's a bana...na, bana...na, excellent!” that same student that said the word in L1 said “¡Siii, BANANA!” While getting up and raising his hand, he was showing his sense of accomplishment. Once the bilingual educator presented the flashcard that contained a picture of a banana, just before the elicitation the children overlapped by shouting the answer, one even said it in Spanish. And after she stressed on the content word, one of the students even got up

from his chair and in Spanish said “yes!” Like showing excitement by the sense of accomplishment.

During their research Arias et al. (2015), identified that to facilitate comprehension during the story sessions it was necessary not just to read or tell the story but to pause adequately and change intonation as well. In addition, they state that changing the tone of voice not only maintained children interested, but lowered disruptive behavior considerably. That is to say that the role of the bilingual educator during the story sessions in the target language is crucial to ensure that the emergent bilinguals really understand. To guarantee children's attentiveness and to keep discipline under control it is necessary that educators keep in mind to change the color of voice according to the characters of the story, pausing adequately, and also rising or dropping the tone of voice. As shown above, children's excitement proves their active engagement and level of attention, and there was little rate of distraction evident throughout the story sessions.

Thus, prosody contributed to the children's early childhood bilingual education process by increasing their motivation and having them focus on the story. As stated by Isbell (2002), non-verbal language and prosodic features during storytelling or story reading sessions ensure children's understanding; thus, provides an enriching learning experience. Body language will be discussed next.

4.1.3. The Translingual Early Childhood Classroom

Although the opportunity of implementing this early sequential methodology was granted during a space denominated as “the English class”, isolated from the rest of the early childhood lessons in their mother tongue; this project was designed to enrich both linguistic codes: English and Spanish. And to exploit what they already know in their first code, so that it could serve as a

bridge for the acquisition of the second. This methodology employs a translanguaging pedagogy as a strategy that flexibly integrates both languages, but with specific purposes and instances during an activity or a lesson. Throughout the project not only the bilingual educators translanguaged, the children did it as well. Next, two extracted samples acquired from field notes recorded of different observations will be displayed and discussed below. It is important to clarify that in sample O92AG, there are two bilingual educators. This was decided since the shape of the classroom and the number of children required additional supporting staff.

O92AG:

Ss: Happy

BEG: Happy

BEA: Why? ¿Por qué? Why are they happy?

Ss: Happy

BEA: Why are you...? Why are you hiding? To hide, ¿qué es hiding? (BEA and BEG hide behind the big book to simulate hiding)

Ss: Hiding!

ECTs: ¿Qué están haciendo?

Ss: Se están escondiendo

BEA: Exacto se están escondiendo. Why? Why?

Ss: Why!

BEG: ¿Por qué creen que se están escondiendo?

Ss: ¡Los están siguiendo, porque los van a sapear!

BEA: Because they are taking long.

Firstly, the above fragment portrays an example of how bilingual educators can integrate the children's mother tongue into their lessons to aid them understand and develop higher-order thinking skills. Thus, during this project some bilingual educators carried out translanguaging as a way to implicitly expose emergent bilinguals to open-ended questions in English while ensuring understanding. In the sample, the educators asked their pupils why the characters were behaving the way they were behaving in the story to contextualize children and to assess if they

were following the story or not. “Why are you...? Why are you hiding? To hide, ¿qué es hiding?” both bilingual educators hid behind the big book to simulate the action of hiding. Consequently, the children responded “hiding!” The bilingual educator stepped up then by asking them “¿Qué están haciendo?” Then, the children answered “se están escondiendo”, to what one of the bilingual educators said “exacto se están escondiendo”, and then he asked them “Why? Why?” The children instead of answering repeated “Why!” So, the other bilingual educator stepped up as it was evident that the emergent bilinguals were not familiar with the word why in English, and inquired then in their L1 “¿Por qué creen que se están escondiendo?” Concurrently, given that the children were at a beginner proficiency level, the educators utilized the children's first language to explain what they meant by the word why, and what it meant the word -hiding-. It can be observed how, despite the fact that the questions required higher-order thinking skills, the emergent bilinguals responded to all elicitations in their mother tongue, allowing the educators to assess children's understanding.

Additionally, the last two lines of the previous excerpt depict how the emergent bilinguals referenced their background knowledge, and by trying to answer a high order thinking question in their mother tongue said “los están siguiendo, porque los van a sapear!” One of the educators decides to build up their answer to the why question and said in the target language “because they are taking long”. This exhibits how one of the two bilingual educators clarified, in their mother tongue why the characters of the story were really hiding given that they noticed that the children did not really grasp the character's reason for doing so. Correspondingly, Arias (2017) claims that translanguaging practices enrich children's bilingual linguistic repertoires. All in all, in the process of implementing this early sequential bilingual methodology bilingual educators by means of translanguaging seek to empower children's capacities; for instance,

active listening, sequencing and critical thinking skills by eliciting high-order thinking questions.

Likewise, in countries where children only access an additional language in schools, to reach proficiency at a faster rate authors like Genesee et al. (2004) suggests bilingual educators to avoid switching from one language to another given that they are the biggest source of authentic input that those children have. Nonetheless, during the implementation of this early sequential bilingual education project, there were instances where the bilingual pre-service educators made use of L1. Conversely, to Genesee et al.'s assertions Roseberry-McKibbin and Brice (2000) depict that children should be exposed to a second language little by little. They allege that a complete immersion of the target language could slow down their L2 language development process. As a result, they recommend for teachers to employ translanguaging, meaning using both L1 and L2 during their lessons for specific purposes in a dynamic and integrated manner, given that their first language will serve as the necessary foundation to build on the second one.

Further, the second fragment below from an observation field note exemplifies how an educator translanguages to reinstate a higher-order thinking question as well.

0191C:

BEC: Bueno... What happened here? ¿Qué pasó acá? Why was the banana sad?

¿Por qué estaba triste?

Ss: ¡Porque... porque... porque...! (Ss were saying various things in their mother tongue at once; therefore, it was difficult to hear one specific answer to record down)

BEC: Because the banana fell from the boat, right? (While pointing at the banana and making a flipping gesture with her hand)

Ss: ¡Se cayó del bote!

BEC: Yes, the banana fell from the boat (Educator performed a falling action), and the banana was...? Crying!

1S: ¡Se cayó!

Consequently, in the above fragment the bilingual educator elicits using the children's mother tongue in order to ensure understanding. “Bueno... What happened here? ¿Qué pasó acá? Why was the banana sad? ¿Por qué estaba triste?” Children responded to what was asked with their available language to respond to open-ended questions, which was in their mother tongue Spanish, “Porque... porque... porque...!” The children were saying various things in their mother tongue at once; therefore, it was difficult to hear one specific answer to record down. Yet, even though the utterances were in L1, the emergent bilinguals answered accurately to their educator's elicitations and were making efforts of enriching their capabilities of responding to higher order thinking questions in their mother tongue. Through translanguaging the bilingual educator scaffolded her emergent bilinguals to ensure their understanding of the story.

Hence, and as evident in Arias et al. (2015)'s findings, translanguaging certain chunks of language can meaningfully boost children's learning process if employed with a purpose. They imply that this communicative strategy was helpful, and in times necessary, to guarantee children's understanding of certain points of the lesson. Translanguaging was utilized as there were vocabulary concepts that the emergent bilinguals were not even familiar with in their mother tongue. They state that it helped strengthen the relationship between both languages as they were able to correlate what they knew in L1 with what they were getting exposed to in L2. In other words, the incorporation of children's first language during class time for specific purposes helped them be contextualized and permitted their assimilation of the target language; thus, contributing to their language acquisition process. Likewise, in the above example the bilingual educator translanguages the high order thinking questions to contextualize children and ensure understanding of the story line. And it is also evident how the emergent bilinguals were keeping track of what was happening and answered their educator's elicitations accurately in

their first language. Additionally, Lasagabaster and García (2014) also explain how translanguaging pedagogy empowers children's capabilities of thinking reflectively. It scaffolds understanding of what they are being presented and enriches their linguistic and literacy skills, which could be employed in the rest of their early childhood academic tasks contributing to stronger and meaningful learning. On that account, in the previous sample the emergent bilinguals were enriching not only their language repertoire, but other cognitive skills like responding to WH questions.

Moreover, after that interaction the educator rectify the reason why in the L2 while pointing at the banana and making a flipping gesture with her hand. The educator said, “because the banana fell from the boat, right?” To what the children replied “¡Se cayó del bote!” The educator confirmed by performing a falling action with her hand and saying “Yes, the banana fell from the boat, and the banana was...? Crying!” As it can be identified in the excerpt, once the children responded in Spanish to what the educator elicited in English, she right away validated their response by translanguaging their utterance in the target language simultaneously. This way the educator avoided being caught in the switch. According to Salgado and Beltran (2010) when teachers simultaneously translate their learners' mother tongue utterances, they are making them feel confident and providing them the necessary language that will enable them to actively participate in their L2 as they go along in the process. Particularly, in the case of the bilingual educators that were part of the project, that was one of the ways they implicitly provided the corresponding language for the emergent bilinguals to assimilate it and store it in their memories for future use.

As discussed previously, translanguage practices were part of the implementation. The phenomenon was exemplified throughout various chunks extracted from the many field notes

recorded after each observation. Notwithstanding, early childhood teachers and parents interviewed also mentioned how the children were mixing both linguistic codes during their non-English related lessons and even at home. Those occurrences of emergent bilinguals producing their already acquired L2 language without inhibition during their everyday life will be next disclosed and analyzed.

IA7ECT:

“Hubo gran impacto y fue positivo por qué... porque eee mmm o sea las clases de él ellos participaban normalmente pues en inglés y en las clases que nosotros teníamos con ellos, ellos también... o sea, uno preguntaba los colores y estábamos pues en clase normal en español y ellos respondían en inglés entonces fue algo muy positivo y que va a dejar una huella en ellos toda la vida, que usted sabe que lo que se enseña en primera infancia queda para toda la vida.”

This interview displays how during their L2 non-related classes, children freely participated and answered what they were inquired in Spanish, in English. For instance, the early childhood teacher disclosed the following “uno preguntaba los colores y estábamos pues en clase normal en español y ellos respondían en inglés” They were integrating both linguistic systems uninhibitedly, practicing and showing proficiency in what they learned during their L2 lessons within the rest of the curriculum areas. According to this, Crystal (2003) declares that one sign that someone is being exposed to a bilingualism process, and that is building their second language cognitive skills, is when they start either integrating different codes within a sentence or when they alternate utterances in L1 and L2 while getting a correct message across. Given that the emergent bilinguals were children that had a true beginner's level of proficiency, the production of this bilingualism trait occurred at the level of vocabulary words or formulaic expressions; such as, how are you? Hello teacher, good morning, etc.

In addition, García, Makar, Starcevic, & Terry (2011) mention that since bilingual educators ought to employ translanguaging pedagogy as a strategy, planning the when, the how and the why's before the lesson is crucial. Nonetheless, children utilize translanguaging at will. The authors also emphasize that translanguaging occurrences between language facilitators and their pupils are normal during the beginning or a bilingualism process. And just as stated by Crystal, when someone starts to translanguaging, it means that is learning another language.

Subsequently, the following interview also exhibits the existence of translanguaging in children's daily life after being exposed to the English language.

IA5ECT:

“Hay un cambio en todos los chicos se les nota ... los papás también notaban el cambio porque ellos ya dejan algunas palabras que siempre se utilizan: los colores, los números, ya ellos lo hacen en inglés. Ya el español ellos no lo utilizan, ellos ya es one, two, todo es three, pero lo utilizan, y en casa también se evidencia... los papás le decían a uno profe les están enseñando inglés que me están diciendo varias palabras en inglés entonces si realmente es muy motivador..., el cambio es positivo y es bueno, y se desarrollaron muy bien las clases.”

After the implementation, the early childhood teacher reported that she and the children's parents observed a change, which they determined as positive, in their children given that they started utilizing the vocabulary learned during the English classes at home and in their regular early childhood classes. “Hay un cambio en todos los chicos se les nota... los papás también notaban el cambio porque ellos ya dejan algunas palabras que siempre se utilizan: los colores, los números, ya ellos lo hacen en inglés. Ya el español ellos no lo utilizan, ellos ya es one, two, todo es three, pero lo utilizan, y en casa también se evidencia”. Hence, the above testimony reveals how the emergent bilinguals integrate both codes into their linguistic repertoire and make use of it within different contexts indiscriminately. Correspondingly, Roseberry-McKibbin and Brice (2000), depict that someone's first language aids in the acquisition of the second. In other words,

the authors affirm that a monolingual speaker will depend on their first language to assimilate additional languages. In addition, the data collected in regard to translanguaging ratify how children exhibit their L2 vocabulary knowledge by relying on their first language to connect the English words they know with the extra language needed in order to be coherence. As evidenced in the above extract, the emergent bilinguals started replacing the Spanish vocabulary they just acquired in English with its corresponding L2 word. Thus, showing a process of integration between both languages it into their regular speech.

As mentioned, parents witnessed bilingual process advancements in their children as well, and they will be noted in the following interview samples.

IA7P:

“Bueno de hecho en inglés... pues como lo que más le he escuchado a él son los números y los colores, de pronto de las partes del cuerpo y eso... si se ha notado como un avance en el aprendizaje de él.”

IA12P:

“Ya llega incluso, por ejemplo, le están enseñando la frutas o algo y él llega y las dice en inglés, si se le ha visto el avance... uff, mucho.”

The above parents state how their children recognize and utter the English vocabulary acquired so far. “Lo que más le he escuchado a él son los números y los colores, de pronto de las partes del cuerpo y eso”. “Por ejemplo, le están enseñando las frutas o algo y él llega y las dice en inglés”. Likewise, they comment how their children's learning process have been enhanced in the following statements, “si se ha notado como un avance en el aprendizaje de él”. “Se le ha visto el avance... uff, mucho.” As it can be identified, during the project parents portrayed being keen on their children learning English. However, they not only made positive comments to the early childhood teachers in regard to their children production and impact it had in their lives,

but to the co-researchers during the interview conducted at the end of the implementation as well.

According to García et al. (2011), that translanguaging strategy of integrating both linguistic codes into their available language abilities to convey messages in various contexts fosters children's bilingual acquisition. All data collected from observations transcriptions and their field notes, interviews and surveys, throughout this chapter disclose how the emergent bilinguals and their bilingual educators employed translanguaging to empower this early sequential bilingual methodology.

Further, the following parents also reinstate what the above parents and early childhood teachers have said.

IA18P:

“Si, constantemente en el... en el vivir diario se notaaa... cómo utiliza el inglés, en frutas, colores... sí.”

IA20P:

“La he notadoooo... relacionando, refiriéndose a ciertos objetos y ciertas cosas en inglés.”

In these statements both parents indicate how their children come home after being exposed to vocabulary in English and start applying the just acquired concepts in their house.

“Constantemente en el... en el vivir diario se notaaa... cómo utiliza el inglés, en frutas, colores...”. “La he notadoooo... relacionando, refiriéndose a ciertos objetos y ciertas cosas en inglés.” Respectively, Genesee, Paradis, & Crago (2004) state that while learning an additional language, the way a person proves proficiency in their cognitive and communicative competences is by switching codes. The fact that the emergent bilinguals were able to integrate

at home one language with the other shows the bilingual competences they have acquired so far during the process.

Moreover, the fact that children were producing the newly acquired language spontaneously was recorded in the following interviews as well.

IA2ECT:

“Los niños respondieron de tal forma que ellos llegaban y nos saludaban en inglés incluso cuando no estaban viendo la clase de inglés, o les preguntábamos los colores y ellos nos los respondían en inglés sin ni siquiera preguntarles que fuera en inglés, entonces yo pienso que como en la casa lo hacían de la misma forma entonces fue algo muy bueno.”

IA6ECT:

“Dejó huella no solamente en la clase de inglés sino en el diario vivir de los niños ya por ejemplo cuando tenían clase de robótica y les preguntaban cuál era de que color eran las teclas que utilizaban ellos ya no lo decían en español sino en inglés. Por la mañana nos saludaban en inglés. Los colores que trabajamos también los decían en inglés y en sus casas también los dijeron porque muchos padres lo manifestaron”

The early childhood teachers interviewed above, explain how during their regular lessons children, without being asked to translanguage, started greeting them and their assistants in English. “Ellos llegaban y nos saludaban en inglés incluso cuando no estaban viendo la clase de inglés”. “Por la mañana nos saludaban en inglés”. During the implementation, the emergent bilinguals acquired English vocabulary, yet implicitly attained the social formulaic language utilized by the bilingual educators in class. Accordingly, Purcell, Lee, & Biffin (2006) highlight how during the first stage of learning a language the user not only learns vocabulary, but the formulaic sentences that enable them to socialize. In like manner, Titone (1972) reports how children during the early ages are less inhibited to communicate given that they are in need to socialize with others, this is why he recommends that this is the best stage for children to start a

bilingualism process since they will be less constrained to produce in the target language. Furthermore, the early childhood teachers also mentioned how when they had the available language, they responded to their Spanish elicitation in English. “Les preguntábamos los colores y ellos nos los respondían en inglés sin ni siquiera preguntarles que fuera en inglés”. “Los colores que trabajamos también los decían en inglés”. Additionally, they highlight the fact that children were doing the same at home as reported by their parents. “como en la casa lo hacían de la misma forma entonces fue algo muy bueno.” “Y en sus casas también los dijeron (los colores en inglés) porque muchos padres lo manifestaron”. As it was revealed in the above statements, the emergent bilinguals were trying out all the words they knew in English within different contexts. During the implementation children learned to translanguage as a way to show proficiency and evidence their bilingual capabilities. This was supported by García et al. (2011). The author indicates how children by means of translanguage constantly experiment with the new language acquired in different domains given that they do not recognize both languages as separate linguistic codes, but languages that are in synergy instead. Additionally, García and Wei (2014) emphasize how children take charge of their bilingual process by translanguage at will. After being exposed to English, children started translanguage as a resource to enrich and regulate their own bilingualism process.

On the other hand, saying something in Spanish that learners knew in English was also evident during this implementation and will be revealed in the following sample taken directly from the field note of an observation of a class. To contextualize readers, it is important to mention that the emergent bilinguals were already familiar with the questions that elicit a certain color - what color is this? And the questions that elicit emotions - How are you? They also knew the primary and secondary colors in English, as well as feelings like angry, happy and sad.

0161G:

BEG: What is this? (After the question, he goes and points at the monster)

Ss: Un monstruo

BEG: ¿Un monstruo?... And what color? What color?

Ss: Blue! (Ss shouted)

ECT: Blue

1S: Azul

BEG: What color? What color?

Ss: Blue, blue

BEG: Blue, blue, blue

Ss: Blue (drilled 3 times along with BE)

BEG: Y ¿de qué color es este? (While pointing at the necklace)

1S: ¡bl...! (Shouted)

Ss: (Overlapped) Red, red

1S: Collar

BEG: ¿El collar? Red!

BEG: ... ¿De qué color?

Ss: RED! (Ss shouted)

BEG: (Confirmed) red, y ¿cómo estaba todavía?... ¿Cómo estaba?

1S: Triste

BEG: Sad, ¿cómo?... ¿Cómo estaba?

Ss: (Shouted) sad

BEG: (Reinstated) sad, todos pongan una... una carita sad (While modeling a sad face) ¿cómo es?

ECTs: (Put on a sad face too)

Ss: (Put on a sad face)

First of all, at the beginning of the story the educator started eliciting about the colors in the L2 and children anxiously responded to him in the target language as well. The educator was narrating and then elicited “un monstruo... And what color? What color?” To what the emergent bilinguals shouted “blue!” Then, it is evident in the sample how the educator as he continues along with the story; asked them again about other colors, yet at that point he did it in Spanish. And while pointing at the necklace he inquired in their L1 “Y ¿de qué color es este?” And to answer one child started shouting “¡bl...!” But his classmates did not allow him to finish with

her utterance and overlapped by answering “Red, red”. Then one child said “Collar”, so the educator built upon and commented “¿El collar? Red!” and then he inquired “¿De qué color?” To what the children shouted “RED!” And the educator then confirmed “red”. Something worth highlighting is that in spite of the fact that the educator employed the L1 for a question that the children were familiar with in L2, most of them answer in English.

On that account, García and Wei (2014) with their dynamic bilingualism hypothesis imply that during a bilingualism process, when a monolingual person learns an extra language, it is not like there are two different languages being stored in the brain, in the case of a L1 and a L2, but only one linguistic system with various features built in. According to the authors, that system does not incorporate other linguistic forms when learning another language but adapts its resources in order to make sense of the new input it is receiving. Hence, during language lessons by means of translanguaging; it is explained how is not just the bilingual educators that decide when and why to alternate, but the emergent bilinguals learn to recognize when they are expected to produce certain features of their repertoire as well. In that sense, the fact that bilinguals have the freedom to distinguish when to incorporate certain aspects of the language, respond to the phenomenon discussed through this subcategory. So, even when the bilingual educator elicited information in Spanish, the children end up responding in English.

In addition, there were some instances the bilingual pre-service educators translanguaged questions that were familiar to the children in English. This occurrence will be depicted below.

0192C:

BEC: ¿De qué color? What color is the face?

Ss: Blue (And then started to point at a blue flag hanging from the ceiling)

BEC: (Agrees) Blue, excellent!

IS: Pro mira! Vea el Blue (Pointing to a blue flag)

In this case, there were times where the bilingual educator elicited something in Spanish and English simultaneously. For instance, the educator inquired “¿De qué color? What color is the face?” And the emergent bilinguals responded “Blue” while pointing at a blue flag hanging from the ceiling. It is imperative to highlight that these emergent bilinguals were familiar with the colors and its corresponding question in L2. Nevertheless, the educator translanguaged the question with no palpable objective. Yet, it can be observed how, despite the translation, the children participated actively to their educator's elicitation in the target language just as explained by García and Wei (2014). Thus, the utilization of L1 during the implementation of this early sequential bilingual education project was evident. It contributed to the success of the methodology when implemented for specific purposes, just like the cases presented above where the bilingual educators made use of it to ensure that their pupils were following up the story and comprehending all that was said or read.

Another phenomenon evident during the implementation of translanguaging was mixing words within the same utterance. Various early childhood in-service teachers' testimonies, obtained from their last interview, make reference to the emergent bilinguals blending both linguistic codes. This evidence will be disclosed and described below.

IA1ECT:

“Si la mmmm pues los marco como positivamente pensamos las docentes, por qué, porque ellos en cualquier momentico eee mmmm quiero el vaso red quiero el plato yellow, entonces siempre se les va quedando algo, entonces claro, es significativo para ellos y para nosotras y me imagino que para la profe de inglés también”

IA8ECT:

“Hubo mucho impacto en ellos a pesar de que fue primera vez de que ellos

veían clases de inglés hubieron muchos buenos resultados ellos digamos ya en la cotidiana... cotidianeidad ya implementan ese lenguaje. Digamos a la hora de la alimentación ellos decían yo quiero plato red, me gusta el orange entonces lo mismo que los animales. Entonces hacían muchas cosas, en su vida cotidiana implementan ese lenguaje.”

During their interviews both early childhood teachers affirm how they witnessed children merging both languages in an utterance, without changing its meaning, during their regular pedagogical lessons. “Ellos en cualquier momentico eee mmmm quiero el vaso red, quiero el plato yellow”. “Digamos a la hora de la alimentación ellos decían yo quiero plato red, me gusta el orange” Hence, and as evidenced above, the participant children were spontaneously merging English and Spanish during their non-English lessons. During the implementation, it was observed how the emergent bilinguals felt free to produce the English language knowledge they had acquired so far. They employed their L2 available linguistic resources and combined them with their mother tongue in order to get the message across and make themselves understood. This enabled the adult participants to measure the amount of impact the project was leaving on the emergent bilinguals. Those statements validate Titone (1972)'s assertions about how the best age to initiate a bilingualism process is at four-years-of-age. The author alleges that around this age the emergent bilinguals are less inhibited to communicate. And triggered by their curiosity to explore, they tend to experiment with languages even more.

In addition, the interviewed early childhood teachers express how they perceive this sign of bilingualism as positive and beneficial for their children's language learning process. “Hubo mucho impacto en ellos a pesar de que fue primera vez de que ellos veían clases de inglés hubieron muchos buenos resultados ellos digamos ya en la cotidiana... cotidianeidad ya implementan ese lenguaje.” “Entonces siempre se les va quedando algo, entonces claro, es significativo para ellos y para nosotras y me imagino que para la profe de inglés también”.

Hence, in this last statement, the interviewed early childhood teacher implies how the early sequential bilingual methodology was meaningful not only to the children, but to all parties involved. Respectively, Lasagabaster and García (2014) allege how the art of translanguage should be recognized, by all parties surrounding the bilingualism process, as a natural strategy and formal pedagogical procedure. The authors highlight that it should never be perceived as a constraint to language development given that the weaker language ends up being enriched by the stronger one. The early childhood teachers and parents observed how the emergent bilinguals utilized this resource to develop their English language and accepted this strategy as part of the bilingualism flow. This can be also ratified in the following interview excerpt.

IA4ECT:

“Definitivamente es bueno ver que por ejemplo la profesora de robótica nos compartía que los niños en las clases de ella, cuando hablan con ella, cuando hablan de algún color, o cuando hablan de mmm algún objeto y ellos sabían la palabra en inglés... en inglés y en español ellos siempre la refieren en inglés, o sea poco a poco van como adaptando a su... a sus funciones cognitivas como el proceso de adaptar otro idioma al... a la cotidianidad de ellos, entonces me parece que es un cambio positivo.”

The early childhood teacher reports how the robotics teacher also noticed the children integrating both languages during her technological lessons. “Por ejemplo la profesora de robótica nos compartía que los niños en las clases de ella, cuando hablan con ella, cuando hablan de algún color, o cuando hablan de mmm algún objeto y ellos sabían la palabra en inglés... en inglés y en español ellos siempre la refieren en inglés”. In other words, the emergent bilinguals started integrating the new vocabulary into their oral Spanish discourse. They employed their Spanish background knowledge as a tool to replace the gaps of their not known English knowledge to make themselves understood while proving proficiency in the newly exposed language. Thus, Genesee (2009) declares how shuttling from one language to another is a trait, commonly display

by bilinguals that raises their fluency rate. The fact that the participant children felt free to integrate linguistic functions, that all early childhood and bilingual educators perceive this as a positive part of their bilingualism process and that they were not constrained in doing so facilitated their L2 oral production in their everyday life. Just as explained by García, Ibarra Johnson, & Seltzer (2017) translanguaging fosters user's bilingual identities and opens a space for them to develop their bilingual capabilities. Through translanguaging, those children knocked down the barriers of maintaining both languages separate and took charge of their own bilingualism process.

Finally, as noticed above, all the participants, the strategies and the materials were crucial to carried out this early sequential bilingual education methodology. Notwithstanding, the bilingual educators implemented them differently, and these triggered various effects in the participant children. Although the performance and the role of the bilingual educator was essential during this project, the intervention of the early childhood in-service teachers in order to supervise and provide guidance in regard to early childhood pedagogy as well as to facilitate rapport between the children and the bilingual educator was also important.

All in all, this chapter wanted to compile the most utilized strategies within an early sequential bilingualism implementation during the early years in Colombia, given that the state-of-the-art may vary depending on the setting and the population one might work with.

5. CONCLUSIONS

Firstly, this research scrutinizes over what involves implementing this bilingual project in Early Childhood Development Centers in the city of Pereira and characterizes its impact in the three to-five-year-old participants that were part of the project. In addition, it has contributed to the refinement of its early sequential bilingual methodology, which was piloted and implemented in nearby rural area back in 2015.

This project brings together an early sequential bilingual methodology along with the most effective strategies that can foster bilingualism during the early years. Additionally, it reveals the importance of exposing Colombian children to bilingual education during the early years. As mentioned through previous chapters, children from three- to five-years-of-age are more willing to unleash their creativity, and they are less bashful and less reluctant to engage in social interactions which help them develop their oral skills at a faster rate. Also, during this stage of life, they possess the capacity of grasping aspects of any given language they are exposed to and replicate it. It is noteworthy to highlight that throughout the observations, which were performed around the middle of the four -and -a -half -months implementation, it was identified how these young emergent bilinguals were already coming out of their silent period and L2 production was eminent in the early childhood classroom.

Further, during the implementations it was noticed how by means of the translingual pedagogy, the young Spanish spoken children were able to acquire English by exposing them to language that they have already acquired in their L1. Nevertheless, it is imperative to acknowledge that children's mother tongue acquisition and pre-literacy processes was not affected, in fact this early sequential bilingualism process will help them nurture it. In Spanish, bilingual pre-service educators were able to awaken children's curiosity concerning High Order

Thinking (HOT) processes. Pupils proved understanding by answering their educators' high order thinking and sequencing questions in their mother tongue, causing them to acquire English language knowledge while empowering skills in their first language. It is important to recognize that the two languages (Spanish and English) were essential in the bilingual language classroom and both played different roles. This was for the sake of ensuring assimilation and understanding.

Additionally, the translingual pedagogy allowed the use of children's mother tongue as a supportive tool for the acquisition of English language. The use of Spanish at some specific moments of the English lesson, can enhance children's bilingual process, since both languages help them to understand and enable teachers to support the acquisition of both languages at the same time. Furthermore, there was certainly evidence that children could understand instructions, fix phrases, formulaic expressions, vocabulary, and short stories in L2. However, it is crucial that the educators recycle the target language presented, and conduct drilling exercises to ensure English language acquisition success. Thus, it is concluded that in Colombia, translingual pedagogy facilitates bilingual education exposure during the early years in a natural and meaningful way.

On the other hand, during the design of the didactic units the inclusion of flashcards, games, songs, stories and videos as part of the repertoire as well as the way they were implemented created a dynamic and non-threatening atmosphere, which caught children's attention, rose their motivation and promoted their language acquisition process in both languages. Further, besides ensuring variety in terms of activities, settle and stir activities should be taken into account as a crucial component for early childhood classroom management. Additionally, the three- to five-year- olds attention span should be considered when planning

their lessons. Yet to not generalize, it is the bilingual pre-service educators' responsibility to trail the already mentioned strategies with their pupils to check which ones catches more their attention and which ones not.

Similarly, this study also points out as the most notorious strategy employed during this intervention out of the ones found that facilitate the emergent bilinguals' language acquisition process was the use of stories either by reading or by narrating them to the participant children. Notwithstanding, bilingual educators need to know how to implement this strategy during the early years. Besides, opposite to what Rodao (2011) found in her research, this research also points out the importance of including storytelling in the language classroom as it has determined that stories can transport children into a different, yet known contexts where their imagination flourishes. Hence, this type of strategy sparks their interest propitiating this way bilingualism in the early years. However, aspects such customizing the stories so that they could contain recycled vocabulary, eliciting and prompting, nonverbal communication and prosodic features have to be taken into account in order to enhance children's attention and participation during story sessions. Also, considering children's previous knowledge in L1 and introducing key vocabulary in L2 as part of the preparation for story time is essential too. As it was established in the translingual pedagogy, the previous knowledge of learners' leverages the L2 development.

Moreover, given the number of children in a classroom which was around 32 per classroom, collaborative effort between early childhood in-service teachers and bilingual pre-service educators was also an important contribution for the implementation of this early sequential bilingual methodology given that their synergy ensure a class well managed and propitiate a comfortable learning environment.

It was also concluded that early childhood in-service teachers, their teaching assistants

and the parents of the participant children considered that through the implementation of this early sequential bilingual methodology children acquire English vocabulary and assimilated the various chants employed throughout the L2 lessons. They indicated that children were singing and replicating the newly acquired knowledge in contexts other than their English language classroom. Further, given that they witnessed these emergent bilinguals producing in L2 in such little amount of time, they suggest for this bilingual process to have continuity. All the 10 interviewed in-service teachers consider that starting bilingual education during the early years is a wonderful initiative and are keen on continuing the process. Some also suggested to even starting the L2 exposure since the age of two. Although all parents that participated were amazed and grateful for this early sequential bilingual project, and agreed that this early sequential bilingualism process benefits their children and has impacted their lives; only one out of the 28 parents interviewed was concerned with it conflicting and slowing his child's pre-literacy processes in their mother tongue.

Finally, it is important to underline that few emphasis on researching in early childhood bilingual models for public education in Colombia has been promoted. It is important to propose, implement and research on what works on the ground of disadvantaged groups to present findings that can promote actions in ECDCs, social institutions, and government policies to enrich the education of the most marginalized population. This type of research study has a twofold contribution; firstly, it impacts the quality of early childhood bilingual education by proposing a methodology suitable for Colombian children; secondly, it provides social opportunities for children to have access to bilingual education from early years.

6. IMPLICATIONS

This chapter discusses the pedagogical and the research implications that evolved from this early sequential bilingual project conducted during the early years. The implications are based on the performance of the bilingual educators, the early childhood teachers and the children involved, as well as the materials employed to carry out this implementation.

6.1. Pedagogical Implications

There were some implications identified after the implementation of this early sequential bilingual project. Here, it is portrayed how the different factors evidenced in these implications impacted the three- to five-year-old English lessons.

To begin with, during this implementation, the participation of the early childhood in-service teachers and their teaching assistants was crucial. Even though they did not have enough English language proficiency, they got involved in the process by monitoring around, conducting self-regulation techniques when needed, correcting pupils at time of misbehavior, and assisting the bilingual educators with proper early childhood ideas and techniques to be applied during their English lessons. Also, the fact that they repeated after the bilingual educators during drills served as modeling and aided children feel more comfortable and supported. This ended up providing a more relaxed atmosphere in the translanguaging classroom. Further, the early childhood in-service teachers and assistants showed interest in the target language and expressed their desire to enroll in English language courses that could help them raise their proficiency level so they could provide more support to the bilingual educators during the implementations, as well as to eventually give continuity to the process on their own. All in all, they agreed in the importance of granting their pupils with the possibility of accessing bilingual education, just as the three- to five-year-olds belonging to the elite do.

Subsequently, due to the number of children per classroom, it was identified that when the early childhood in-service teachers empowered the bilingual pre-service educators and were in the room to provide support, children complied more adequately than when the early childhood teachers left the bilingual educators by themselves in the room or when they did not instruct children to obey and respect the bilingual educators from the beginning. Hence, when the in-service and pre-service teachers were in synergy, children were motivated to participate and take part of the activities. Notwithstanding, it is recommended for bilingual educators to design their bilingual didactic units and lesson plans in Spanish, so that they could show them to the early childhood teachers and ahead of time brief them in the roles they could provide support to avoid confusion or misunderstandings during the implementations.

Secondly, it is essential for bilingual educators to receive a previous to implementation instruction about the methodology, didactics and nature of the population, after going through a rigorous selection process where all bilingual educators' profiles are scanned in order to qualify for this implementation. Hence, the bilingual pre-service educators' profile and training were crucial in terms of motivation, creativity and the lesson planning itself. During this bilingual implementation, it was evidence how the bilingual educators' behavior in terms of their charisma and compromise affected children's motivation. If children perceived that the bilingual educators were taking part of the activities by modeling, singing and dancing enthusiastically, they were more engaged and eager to participate in the activities proposed. Also, in the observations it was noticed that the emergent bilinguals were engaged through longer periods of time when they were exposed to colorful and creative material, as well as kinesthetic activities. Though their attention span may be extended at times and activities may vary in nature; it is recommended to

follow a scheme of a settling and then a stirring activity where the layout is modified, given that they may get bored when sitting in the same position for longer periods of time.

On the other hand, it is essential for future implementations to have knowledge, not only about the outcomes of this case study, but on the outcomes of the similar Colombian studies previously discussed throughout this study's literature review. Mainly about the different strategies and materials employed when teaching children during their early years, this way educators can avoid making the same mistakes that emerged throughout the previous implementations.

Further, if this methodology continues to be implemented by undergraduate students; it is imperative that from the start they understand that they need to follow this early childhood sequential bilingual methodology. Though the bilingual pre-service educators may trail additional strategies and techniques that may be suitable for a non-literate population as part of enriching the method, they should not just emphasize in the execution of their individual undergraduate classroom projects. Doing so may cause them to disregard some already identified effective didactics of the project. Finally, to ensure a bigger impact on the lives of the three- to five-year-old children that get exposed to this bilingual methodology, it is recommended to extend the term of the implementations in order to give continuity to the process so that they could benefit from the privileges of bilingualism since their early years, which is when they are more willing to engage into conversations in order to socialize, they are less inhibited and their imitation level it is at its best.

6.2. Research Implications

As previously disclosed, this project's implications not only address the didactics of teaching and learning during the early years; they also evidence the implications of conducting research and their role.

Firstly, for further studies it is recommended that the research group gets established from the beginning and with enough time so that their profiles could be scanned to ensure their commitment towards the research journey. Furthermore, all members: both the main researchers and the co-researchers must be in synergy. Their roles should be delineated and disclosed to all, they should be clear what the aims of the study are, and how it should be conducted. And they should compromise and be devoted to fulfilling their role and the deadlines proposed, given that if one does not comply with what was assigned other ends up taking up extra responsibilities and this provides an unnecessary burden.

Likewise, all data collection methods should be supervised, tested and approved by the main researchers before executing them. Also, it is recommended that data not only gets collected at the beginning and at the end of the implementation, but in the middle as well in order to determine and address the aspects that need improvement. This way the bilingual implementation impact could be boosted up, and its evolution could be reflected in the findings.

To conclude, research in the Colombian English language teaching field should be executed with responsibility to ensure validity and reliability throughout the process.

7. LIMITATIONS OF THE STUDY

Though this model was previously piloted, there were several limitations evidenced during the development process of this study. To begin with, one of the main limitations faced during the implementation of this early sequential bilingual methodology in an Early Childhood Development Center was that although the bilingual pre-service educators that implemented were knowledgeable in teaching primary and secondary, they were not knowledgeable in the most suitable resources and techniques needed to teach this non-literate population. To address this early childhood lack of experience, one of the researchers provided a crash course on how to handle this type of population accordingly; nevertheless, the fact that the bilingual in-service educators did not read the previously piloted study, which was the phase one of this implementation, caused them to make some errors that were previously acknowledged in Arias et al. (2015). As soon as the co-researchers in this case study identified this occurrence, advised the bilingual educators on the importance of reading the previous research paper, as well as the ones that made up this study's state of the art to find out guidance in regard to how an early childhood bilingualism process should be conducted.

Additionally, in Colombia there is not enough early childhood bilingualism research evidence, nor early sequential bilingualism findings to serve as a guideline. This theoretical limitation was overcome by taking as a reference some investigations that were most similar in nature. Firstly, co-researchers went over the piloted phase of this project. Besides being an action research, it also differs in that it was conducted in a rural area and the early childhood in-service teachers that served as support did not have as many years of continuous education and bachelor teaching degrees than the ones that participated throughout this present study. The other two studies that were part of our state of the art were conducted in Bogotá, Colombia: one

case study in a private institution with six-year-old preschoolers, and the other was an action research conducted in an Early Childhood Development Center - ECDC; however, it was based only on one bilingual educator's implementation.

On the other hand, another limitation identified throughout the implementation was the lack of coordination between the early childhood in-service teachers, their teaching assistants and the bilingual pre-service educators. All parties were to act in synergy in order to facilitate the process. The early childhood teachers and their assistants were in charge of the classroom management aspects, and the bilingual educators were in charge of conducting the activities and techniques that enabled the early sequential bilingualism process to occur. Consequently, it was necessary for all participants to be present and to perform the role they were assigned to during the L2 lessons, otherwise, it would delay the various activities presented and even triggered children's behavioral issues. This constraint was settled by conducting a briefing for the in-service teachers, their corresponding teaching assistants, and the bilingual educators to raise awareness on the importance of teamwork and the possible consequences of not working in conjunction can have.

Also, as per time constraints is concerned, this project was conducted only within four and a half months. Given that the ECDC is a public institution, its access was only made possible through the liaisons of the Sociedad en Movimiento and their *Círculo Virtuoso* program. Notwithstanding, though there were plenty of findings revealed, the length of time granted by the *Círculo Virtuoso* for the implementation was too brief. Researchers were not able to surpass this drawback, as it was an external factor that was out of their control.

Further, it was observed how the lack of time devoted for preparing and downloading the audio-visual materials ahead of time caused delays during certain instances of the lessons. Also,

there were some instances where the bilingual educators were not bringing their own laptops or speakers, and were borrowing them from the early childhood teachers. This provided an unnecessary burden in the ECDC, given that sometimes the technological devices were not available, or were even broken. Subsequently, these issues were not improved either, as co-researchers were not granted the jurisdiction of judging and providing bilingual pre-service educators with feedback regarding their performance. It is believed that they were not allowed to engage on that practice to not disturb the regular course of their implementation. Thus, not having supplies and resources ready caused children to lose attention, get dispersed and chit chat with their peers during class time.

Lastly, the vast majority of the observations were conducted by just one of the co-researchers, since the other two had personal commitments that could not be postponed. This external factor was not able to be controlled, yet the co-researcher that took upon the responsibility of conducting them, managed to complete the task satisfactorily. In the cases where there were two lessons implemented at the time, the co-researchers hired an additional bilingual educator to tape record, observe and report what was identified through field notes. Even though this case study had some limitations in terms of pedagogy and the investigation itself, the overall experience and this research's evolving findings were really important for us since they allowed us to grow professionally and get some experience regarding early childhood development and their bilingualism process. All in all, this research serves us a guide for further research and implementations in other Early Childhood Development Centers.

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Appendix A1

Pre-Implementation Interview to Early Childhood In-Service Teachers

Buenos días, nosotros somos Diana Carolina Durango Isaza, Sebastián Garzón Ríos y Ana Isabel Rodríguez López, estudiantes de octavo semestre de la Universidad de Pereira. Nosotros estamos realizando una investigación sobre el proyecto llamado “Estudio de la Metodología Bilingüe Secuencial Temprana Implementada en Niños de Pre-jardín y Jardín del CDI Otún de la Ciudad de Pereira”. Esta entrevista tiene como propósito el conocer las expectativas de ustedes las pedagogas y auxiliares docentes de los grupos de jardín y pre-jardín del CDI - sede I y sede II frente al proyecto antes de que se lleve a cabo en su institución. Esta misma se efectuará en español para su comodidad y grabada con el propósito de poderla transcribir respetando su autenticidad. De igual forma le reiteramos que esta entrevista ha sido diseñada de forma semi-estructurada y confidencial, así que sus respuestas quedaran registradas de manera anónima.

Early childhood in-service teacher 1***1- ¿Qué importancia tiene en nuestra sociedad el aprendizaje de inglés hoy en día?***

Ehh... hoy en día es muy importante pues estudiar una lengua de más fuera de la materna porque pues así vamos aprendiendo a ser personas más competitivas en la sociedad que hoy en día lo exige.

2- ¿Cuál fue su percepción acerca del proyecto el día que se socializa con todo el equipo docente del CDI?

Fue muy buena, fue muy buena y pues me sentí muy como muy propositiva en cuanto a este proyecto porque uno va aprendiendo, eh pues porque uno si en lo normal en la universidad y pues con ellos uno va aprendiendo más y con el diario vivir y con los niños.

3- ¿Cree que este proyecto tenga algún impacto en usted como docente? (Es decir, hable un poco acerca de sus expectativas como docente a partir del proyecto)

Claro porque así voy aprendiendo yo también, voy aprendiendo cada día más conceptos en inglés.

4- *¿Cree que habrá algún impacto en los niños? ¿Cómo sería este? ¿positivo, negativo y en qué aspectos se vería reflejado?*

Se vería un impacto muy positivo, y se vería reflejado en el diario vivir, pues porque ellos constantemente están interactuando con los otros amiguitos, y pues ahí se vería reflejado, en la vida cotidiana.

5- *¿Cree que con la implementación de proyectos como este se beneficiaría la comunidad como tal? Sí, no y ¿Por qué?*

Si se vería beneficiada la comunidad porque los niños todo lo que aprenden acá ellos van y lo replican en su casa, igual nosotros, entonces así también no solo aprenden ellos, sino que las personas que están a su alrededor.

6- *¿Cómo se sintieron el día de la socialización del proyecto cuando se les dijo que el proyecto iba a comenzar con una serie de observaciones?*

Pues al principio uno siente como que nervios y eso porque o sea uno sabe que está haciendo el trabajo bien, pero uno piensa que lo van a juzgar, que van a criticar de pronto lo que uno... el trabajo que uno está haciendo, porque pues hay personas que son así... ah no vea, esta profesora está haciendo esto, vea como lo está haciendo, yo pienso que debería ser así, pero ellos nos explicaron muy bien el día que... que pues nos socializaron el proyecto, que nosotras éramos las que... las que sabíamos y que ellos iban a aprender de nosotros, entonces me sentí como ya más tranquila en cuanto a ese sentido porque pensé que iban a estar observando y observando ya cuando ellos se dieron a entender ya uno ya se calma, se tranquiliza.

7- *¿Cuáles son sus expectativas personales frente al proyecto? Y ¿cuáles frente al equipo de trabajo? (O sea ¿creé usted que esto le va a aportar a su vida personal?)*

Claro, porque voy a aprender mucho, voy a aprender mucho y si mis expectativas es aprender mucho del proyecto para también estarlo practicando constantemente también con los niños,

porque pues... eh durante el tiempo que ustedes van a estar acá muy bueno y todo y vamos a aprender, pero ya ellos... los niños tienen que ir como repasando eso para que se les vaya quedando más fácil, igual a nosotras.

Appendix A2

Post-Implementation Interview to Early Childhood In-Service Teachers

Buenos días, nosotros somos Diana Carolina Durango Isaza, Sebastián Garzón Ríos y Ana Isabel Rodríguez López, estudiantes de octavo semestre de la Universidad de Pereira. Nosotros estamos realizando una investigación sobre el proyecto llamado “Estudio de la Metodología Bilingüe Secuencial Temprana Implementada en Niños de Pre-jardín y Jardín del CDI Otún de la Ciudad de Pereira”. Esta entrevista tiene como propósito el conocer las percepciones de ustedes las pedagogas y auxiliares docentes de los grupos de jardín y pre-jardín del CDI - sede I y sede II frente al proyecto después de haberse llevado a cabo en su institución. Esta misma se efectuará en español para su comodidad y grabada con el propósito de poderla transcribir respetando su autenticidad. De igual forma le reiteramos que esta entrevista ha sido diseñada de forma semi-estructurada y confidencial, así que sus respuestas quedaran registradas de manera anónima.

Early childhood in-service teacher 1***1. ¿Ya finalizada la implementación, cuál es su percepción acerca del proyecto?***

Bueno, pues mmmm fue excelente la verdad es que eee con respecto a los niños y con respecto a nosotras las docentes fue muy buena, los niños tuvieron muyyy buena aceptación ya que en la mayoría de las clases se concentraron mucho mucho y es algo se les quedo porque ellos igual usan a veces sus palabritas que han aprendido.

2. ¿Fueron cumplidas sus expectativas durante el desarrollo de este proyecto? Si/No ¿De qué modo?

Bueno, las expectativas si porque yo creo que fue el primer año, primer año que los niños tienen inglés y la verdad queeee si fueeee, los marcó, yo creo que los marcó y ellos de ahora en adelante yo creo que van a seguir pidiendo la clase de inglés, porque ya están como acostumbraditos a la clase y si la verdad es que si han aprendido bastante.

3. Desde su punto de vista, ¿cómo fue la respuesta de los niños durante las clases de inglés? ¿Mostraron esta motivación y este interés por lo impartido?

Bueno la motivación de muchos en general si fue muyyy buena porque todos participaban, estuvieron muy atentos cuando la profe traía los frisos, los videos, todos estuvieron muy atentos a lo que ella les explicaba.

4. *¿Cree usted que esta metodología bilingüe dejó alguna huella en los niños? ¿Fue esta positiva o negativa? ¿Y en qué aspectos se vió reflejada?*

Si la mmmm pues los marco como positivamente pensamos las docentes, por qué, porque ellos en cualquier momentico eee mmmm quiero el vaso red, quiero el plato yellow, entonces siempre se les va quedando algo, entonces claro es significativo para ellos y para nosotras y me imagino que para la profe de inglés también porque...

5. *¿Cree que este proyecto tuvo algún impacto en usted como docente?*

Si claro que sí mucho porque de ahí yo creo que ahí nosotros vamos a tener bases para el otro año empezar a implementar nosotros, meterles a las planeaciones, las cositas básicas de inglés que nos enseñó la profe.

6. *¿Qué técnicas usadas por los docentes de inglés cree usted que fueron más efectivas y cuáles no? ¿Por qué?*

Bueno las más efectivas fueron mmmm la profe tuvo mmmm mucho mucho material ella trabajó con frisos, con imagenes, con canciones, con videos, la verdad a mi me gusto todo todo todo porque ellos son como muy visuales y muy auditivos entonces ella implementó lo que tenía que implementar para ellos.

7. *Después de las observaciones, cuando a manera de reflexión se les socializo lo encontrado hasta el momento y las posibles formas de cómo ustedes de la mano de los docentes de inglés podrían potencializar aún más el impacto en los niños; ¿Vio usted algún cambio? ¿Cree que las clases se desarrollaron de mejor manera?*

Si claro que si, nosotros después de que tuvimos pues la charlita, siempre se se, pues yo creo que todo es para mejorar y la verdad es que si, todo después de que se hablan las cosas, todo mejora.

¿Tiene alguna sugerencia o algún aporte?

De Pronto que sugerencia, lo que pasa es que a mi, a qui eeee en material pues material material para trabajar es muy complicado y los computadores eran más bien complicados porque si llegaba el primero, primero ese después entonces se tenía que esperar y si como que se atrasaba un poquito, entonces que no sé cómo que qué posibilidades hay de que ellos mismos carguen sus

pertenencias, porque aquí sí es como complicado porque aquí solo hay un computador entonces como hay tres clases, tres compañeros de inglés, entonces si como...

Appendix A3

Post-Implementation Interview to Kindergarteners' Parents

Buenos días, nosotros somos Diana Carolina Durango Isaza, Sebastián Garzón Ríos y Ana Isabel Rodríguez López, estudiantes de octavo semestre de la Universidad de Pereira. Nosotros estamos realizando una investigación sobre el proyecto llamado “Estudio de la Metodología Bilingüe Secuencial Temprana Implementada en Niños de Pre-jardín y Jardín del CDI Otún de la Ciudad de Pereira”. Esta entrevista tiene como propósito el conocer las percepciones de ustedes los padres de familia del grupo de jardín del CDI - sede I y sede II frente al proyecto después de haberse llevado a cabo en su institución. Esta misma se efectuará en español para su comodidad y grabada con el propósito de poderla transcribir respetando su autenticidad. De igual forma le reiteramos que esta entrevista ha sido diseñada de forma semi-estructurada y confidencial, así que sus respuestas quedaran registradas de manera anónima.

Padre de familia 1

1. ¿Sabía que su hijo está recibiendo clases de inglés en el jardín?

Sí, si tengo conocimiento.

2. ¿Ha notado algún avance en el aprendizaje de su hijo en cuanto a la lengua inglesa? Es decir, ¿ha visto su hijo referirse a ciertos objetos en inglés? (Colores, frutas, vegetales, partes del cuerpo, etc.)?

Sí, sí he notado el cambio.

3. ¿Considera importante para sus hijos el que se les empiece a enseñar inglés desde la etapa preescolar o piensa que es mejor esperar a que comiencen su escolarización formal en el colegio? ¿Por qué?

No, yo pienso que, desde temprana edad, porque ellos están más atentos y están más prestos a aprender, entonces yo pienso que es importante desde preescolar.

¿Quisiera añadir algo más a la encuesta?

Noo, que sería bueno que se implementara en todos los hogares infantiles.

Appendix B1

Pre-Implementation Survey for the Bilingual Pre-service Educators



Pre- Bilingual Methodological Implementation Survey

Dear English teachers,
The following is a survey intended to identify your perceptions towards the implementation of the bilingual methodological proposal, created by the Licenciatura English program, at Otun's CDI. Please bear in mind this survey is anonymous, so try to be as objective and sincere as you can. And please complete as soon as possible.

* Required

Do we have your consent to conduct this survey? *



1. What is your aim as a teacher at the end of the implementation of this Bilingual Methodological Proposal for Early Childhood? *

2. Do you think these children will be impacted at the end of this project? Y/N and Why? *

3. Do you think this project will end up impacting the community of Otus in the long run? Y/N and Why? *

4. Do you think this project will impact you as a person? *

5. Keeping in mind the high amount of toddlers per classroom, Have you thought of any classroom management techniques to help control disruptive behavior? If so describe them. *

6. What are your expectations towards us "the investigations group"? *

Thank you so much for your time, we are glad to be working with you all :)

Submit

Never submit passwords through Google Forms.

100%: You made it.

Appendix B2

Post-Implementation Survey for the Bilingual Pre-service Educators



Post Bilingual Methodological Implementation Survey

Dear English teachers,

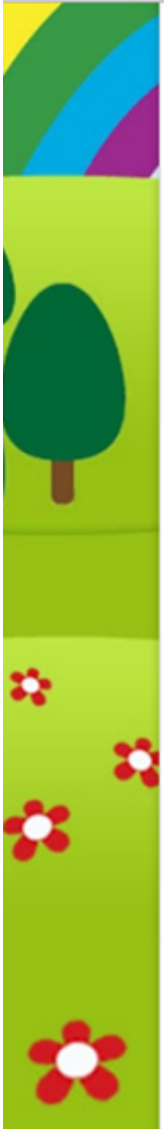
The following survey is intended to identify your perceptions towards the implementation of the bilingual methodological proposal, created by the Licenciatura English program, at Otun's CDI. Keep in mind this survey is conducted anonymously so please try to be as sincere as possible so that to obtain objective results.

* Required



1. Do you think your goals towards the implementation of this Bilingual Methodological Proposal for Early Childhood were met? Y/N and How? *

2. Do you think these children were impacted by this project? Y/N and Why? *




3. Did this project impact you as a person? *

4. Keeping in mind the high amount of toddlers per classroom, what classroom management techniques did you use to help control disruptive behavior? Which ones were effective and which ones not? *

5. After the observations were conducted and overall feedback was provided to the pedagogical and assistant teachers, was there any change evidenced? were they more involved in the process? *

6. What are your recommendations for future implementations? *



Appendix C

Observations' Transcription and Field Notes




CLASS OBSERVATION FORMAT

Main Research Question: How does the early sequential bilingual method impact the English language learning process of the three to five-year-old children from a public early childhood development center in Pereira?


Date: October 16th, 2015	# Children: 24/33 # Early Childhood Teachers: 2	Early Childhood Development Center: CDI ... Branch: Main or 2nd	Bilingual Educators: Alexander, Carolina or Gustavo
Starting Time: 9:10 AM	Ending Time: 10:20 AM	Group: Jardín o Prejardín	Observers: Carolina / Ana / Sebastián

Activity	Observed Aim	Materials	Teachers' Actions	Students' Reactions
1. Greeting 9:10 to 9:12	To get Ss attention and lower down their affective filter	T's voice	<ol style="list-style-type: none"> 1. T pass around Ss desks saying hello, Pg1 was organizing some Ss chairs, after that T went back to the front and started observing Ss actions for about 30 seconds and then went on and said in L2 "good morning" twice 2. Then that T asked "How are you?" 3. T then said "happy?" 4. T continued his sentence "or sad", 5. T then said "how are you? again" 6. T asked "¿cómo?" 	<ol style="list-style-type: none"> 1. A student replied "good morning" the first time, yet the second time all Ss replied "good morning" 2. Ss replied "how are you?" 3. Ss said "happy" 4. Ss said "or sad" 5. A student shouted "happy!" After him the rest recognized that that was the answer expected and all of them said "happy!" 6. Ss shouted "¡happy!"

	<p>1. Yes! Okay! (I call one ss attention - justin no to moleste que <u>el esta</u> juicioso).</p> <p>8. 21:26T continues eliciting from ss Is this a plane? No. Is this a bus? Yes? Plane plane? SS: no T: is this a motorcycle, motorcycle? No! This is a bus! Is this a train? IS: yo yo yo! T: Is this a train? Yes! SS: (ss chatting) T: is this a plane? No! Is this a plane? Yes! good! SS: (ss do not pay attention) T: Okay, Clap clap SS: (just 1 ss answers) T: Sleep! SS: (ss do not do anything) T: Wake up, sleep, wake up! SS: (ss keep chatting)</p> <p>9. 22:43 T tries to continue with the class by reviewing the vocabulary T: what is this? SS: el autobus T: bus, bus! Bus, bus!</p> <p>10. 22:53 T plays a video "the wheels on the bus"</p>	<p>8. SS do not answer when T asks the questions. T answers the question by himself. Ss start standing up from their chairs and chatting. When T uses strategies to call ss attention, they do not answer. 1 ss is looking through the window.</p> <p>9. SS are distracted. They are not engaged anymore.</p> <p>10. SS stare at the video. Three ss stand up and dance along with the video. The kid at the window</p>
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 **Sebastián Garzón**
7:05 AM Apr 7 [Resolve](#)

Pgsts are in the classroom, they do not help to control discipline issues.

 **Sebastián Garzón**
7:08 AM Apr 7 [Resolve](#)

What a shame! this is a very good song to perform with ss. Ss were not asked to do anything. They just stared at the video.



	<p>11. 25:03 T points to the bus on the screen and starts telling means of transportation. T: bus! Bus! SS: Si! no!</p>	<p>immediately the video starts playing he go by himself and sit down to look at the video. 11. SS answer <u>si</u> / no when T asks.</p>
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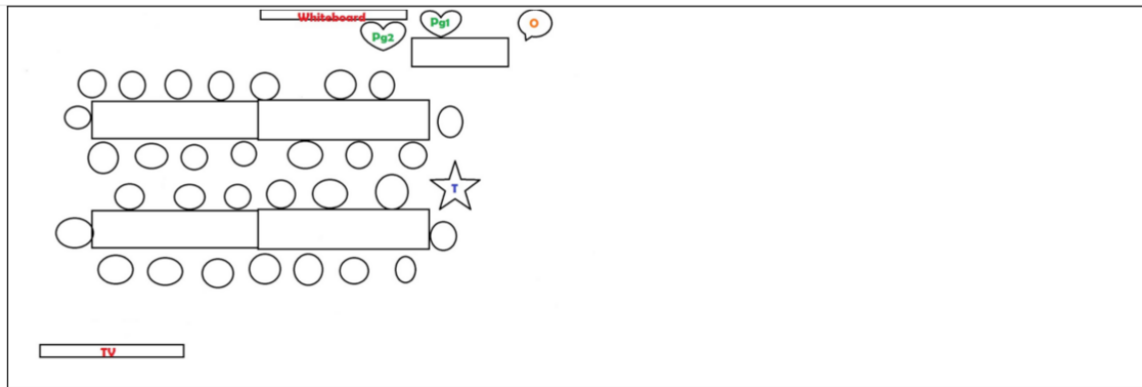
Licenciatura en lengua Inglesa

Universidad
Tecnológica
de Pereira

26. T started picking up the completed worksheets. T and Pgs started collecting the chairs as well. Later Pgs put the tables away and set up the room into presentation mode (only chairs in front of the TV). T then kept his teaching aids away and said a farewell routine chant "Ok now is time to say goodbye, say goodbye, say goodbye, now is time to say goodbye, goodbye everyone, openshot, openshot, openshot and keep my little clap, clap, clap"



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de Pereira**Observer's Comments:**

1. In the review part, it is evident that Ss have fruits, colors and somehow veggies vocabulary down packed... they definitely need to work on shapes before moving on.
2. T employs good eliciting.
3. The treasure Island movie is way too long for their age, and it has long parts with unnecessary vocabulary that throws Ss of the movie's main educational purpose which is to reinforce veggies vocabulary. I will suggest to customize the video. At 10:40 kids were attentive, they lost concentration and start lollygagging. It is crucial to take into account children's attention span
4. Something that was noticed is that T never asked Pg's what was the best classroom set up to get Ss attentive and in place. This is something important to do before hand, it will save a lot of time and headaches.
5. Class had a very colorful food pyramid hanged on the wall.

Appendix D

Letters of Consent



Pereira, 9 de Diciembre de 2015

Señores

CDI Otún Sede y Sede 2

Atte. Sra. Sandra Patricia Roncancio

Ciudad

REFERENCIA: AUTORIZACIÓN PARA REALIZAR ENCUESTA A PADRES DE FAMILIA CON FINES INVESTIGATIVOS.

Cordial saludo,

La presente es para solicitar consentimiento para que el grupo investigativo en lingüística aplicada conformado por los estudiantes del programa Licenciatura en Lengua Inglesa de la Universidad Tecnológica de Pereira: Diana Carolina Durango Isaza con cc. 35058535, John Sebastián Garzón Ríos con cc. 1088317644, y Ana Isabel Rodríguez López con cc. 1088328503, puedan recopilar información detallada durante la clausura de los niños de prejardín y jardín sobre la efectividad de la metodología implementada en el proyecto primera infancia bilingüe - Círculo Virtuoso que se está llevando a cabo en estos momentos en su CDI y sobre la respuesta de los niños involucrados.

Es imperativo resaltar que los hallazgos y el material recolectado en estas observaciones estarán a su entera disposición en el momento que los soliciten y tendrán únicamente propósitos investigativos y académicos.



Pereira, 5 de Octubre de 2015

Señores

CDI Otún Sede y Sede 2

Atte. Sra. Sandra Patricia Roncancio

Ciudad

REFERENCIA: AUTORIZACIÓN PARA REALIZAR OBSERVACIONES CON FINES INVESTIGATIVOS.

Cordial saludo,

La presente es para solicitar consentimiento para que el grupo investigativo en lingüística aplicada conformado por los estudiantes del programa Licenciatura en Lengua Inglesa de la Universidad Tecnológica de Pereira: Diana Carolina Durango Isaza con cc. 35058535, John Sebastián Garzón Ríos con cc. 1088317644, y Hasbleidy Irina Sepúlveda Barrios con cc. 1088290107, puedan recopilar información detallada durante las clases de inglés sobre la efectividad de la metodología implementada en el proyecto primera infancia bilingüe - Círculo Virtuoso que se está llevando a cabo en estos momentos en su CDI y sobre la respuesta de los niños involucrados.

Es imperativo resaltar que los hallazgos y el material recolectado en estas observaciones estarán a su entera disposición en el momento que los soliciten y tendrán únicamente propósitos investigativos y académicos.

Cordialmente,

Enrique Arias Castaño

Licenciatura en Lengua Inglesa

Universidad Tecnológica de Pereira

Director General Proyecto Primera Infancia Bilingüe

Clara Inés González

Licenciatura en Lengua Inglesa

Universidad Tecnológica de Pereira

Coordinadora Académica Proyecto Primera Infancia Bilingüe