METHODOLOGICAL PROPOSAL FOR STIMULATING THE LEARNING OF ENGLISH AS A SECOND LANGUAGE AT PRESCHOOL LEVEL PUBLIC SCHOOL IN BOGOTÁ, CASE STUDY.

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Dedication:

This thesis is dedicated to our families, who listened our ideas and offered encouragement when it was most needed.

ACKNOWLEDGEMENTS.

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Description: this document is described an investigation that seeks to generate a strategy with a series of activities that can be used in the stimulation of the second language English in children on stage preschool, at a public school in the city of Bogota from the theoretical and legal support.

Fuentes: The main bibliographic sources used in the development of this research are described below:

• development of Piaget theories

• theory constructivist

• guidelines, pillars and dimensions of education at the preschool level.

• Programming Neurolinguistics • stimulation and early stimulation.

Content:

- RESEARCH QUESTION: What strategies are necessary to stimulate learning English at the preschool level in public school?

- OBJECTIVE: To accomplish a methodological proposal for stimulating the learning of English as a second language at preschool level in public school Bogotá.

- Theoretical framework

Different content can be found in the theoretical framework, but all are engaged in such way that give support to research; These topics are related below.

➢ Children development from 5 to 6 years.

➢ The play as a tool in children education

➢ Neuro-linguistic programming in education.

➢ Neuroscience preschool education

➢ Stimulation: Early stimulation.

➢ Language teaching strategies: TPR method, songs and chants, the play, the game as an educational resource, art, flash cards, use of commands

➢ the role of the teacher.

➢ the role of the student

Legal framework

➢ Educación guidelines

➢ Pillars of initial education: the pillar of the game, the pillar of literature, the pillar of art, exploration of the middle pillar

➢ Dimensions of child development: communicative dimension, body dimension, personal-social dimension, cognitive dimension

And other laws governing the work of the teacher and the activity that develops inside the school's public at the preschool level.

Methodology:

The present study was carried out by means of the methodology of the case study, is used where a specific sample, with features that can somehow be generalized to all populations estimated are in similar situations, as it's the case of groups of kindergarten in the public schools of the city of Bogotá. That because public schools have a standardization developed by the sponsor, that in the specific case of the city of Bogotá is the District Government.

In the development of the study used several instruments in the following way: to the teacher in charge of the course that was involved, informed consent, where parents or guardians allow the development of the sessions with children, survey a survey to parents and five sessions with the children.

The analysis of the information collected is of mixed type, quantitative responses were classified by similarity and allows to make the relevant calculations and of qualitatively assessed part of the performance of children during class sessions.

CONCLUSIONS:

- The methodological proposal put forward in this research reflected the importance of using different strategies in English class for preschool level, because it strengthened in the second language learning and stimulation in the integral development of the child.

- According to the results acquired in the evaluation of each of the work units is evident participation, motivation, and interest from children at the activities carried out in the English class, as a result of the stimulation to learning a second language.

- At the end of the research is evidence of the need to include the English within the curriculum, that there is this school due to the lack of their own strategies in the teaching of English at preschool level.

- It is important to empower children and teachers in the execution of their functions, while the Professor should be which translates or converts knowledge to bring the children to understand, is also important that he discovered in the study that it is the interest of the children to learn and the motivation that will generate in them the teacher through neuro-linguistic programming.

11-04-2016

1. INTRODUCTION

The society since the beginning of time has had a clear need for communication, and languages are part of the same. However, there are differences between them that generate difficulties in the learning process, since not all are learned natively. Colombia is no stranger to this reality and since their native tongue is Spanish, have been implemented different strategies for the learning of the second language, English being the most relevant. but, it is not taken into account within the same initial education.

This research is a case study, in which developed a strategy, by means of which was included in the preschool English learning stimulation; in a public school, where the children are in age from 5 to 6 years, they are in socioeconomic strata 1, 2 and 3, some children have already had a first approach with the English language private gardens, to others is a new language. That shows that children are in varied circumstances due to the economic capacity of their parents and therefore each have their own characteristics.

During the development of the research found that the preschool level, puts to the test the activity of the teacher in charge to integrate pedagogical knowledge with regard to the teaching of English and preschool education, since, within the dimensions of development and initial education, the pillars of education curriculum guidelines do not provide the stimulus for learning a new language. From this one can say that there is a clear gap in preschool education, this phenomenon takes place starting from the globalization that has come to generate the need to learn a second language than English is part of the intercultural context in which children develop.

Motivated by this research, at first, were comments and inquiries from the difficulties presented to several teachers and found General that allowed to raise a number of strategies to facilitate the educational stimulation of children to learn English, so is delved into issues as referred to the game which is a fundamental tool in pre-school education and from the pillars of initial education of "learn by playing" because the game should having designed a didactic purpose; all these approaches are based on the theories of Jean Piaget, who speaks of the theory notice, considered as the backbone in the studies on the intellectual development of the child, adolescent and adult, since for the author logic is built progressively according to their own laws, from birth and throughout life for the author to develop cognitive skills when there is a brain maturity and adaptation to the environment, this involved assimilation and accommodation which has resulted in a balance and the latter is which encourages the child to advance at every stage. Among a variety of researchers in this regard we also find Vygotsky and Penfield, who argue that children learn most easily in their first years of life; as Winnicot argues that the play allows the child create, imagine and dream.

From that perspective, the researchers decided to undertake this study as there is not in the curriculum of preschool nothing related to the teaching of the English language. And that is why they decided to implement a strategy that can stimulate language learning English in kindergarten, using known strategies of initial education, such as the absolute physical response, the use of commands, songs, art and play. The teaching strategies are important because they generate stimulation in children from the different organs of the senses, thus having an important effect in the children since they are at a stage of exploration, where everything that encouraged is absorbed as in a sponge.

The claims of the researchers are not to find a way of encouraging the learning of the second language, since today the English language is an essential tool, which allows them to long-term opportunities both academic and professional, which otherwise would have no access. This claim used as fundamental support guidelines, pillars and dimensions of initial education, which are regulated by the national Government.

1.1 RESEARCH QUESTION

What strategies are necessary to stimulate learning English at the preschool level in public school?

1.2 OBJECTIVES

1.2.1 General Purpose

To accomplish a methodological proposal for stimulating the learning of English as a second language at preschool level in public school Bogotá.

1.2.2 Specific objectives

- To investigate English learning strategies are developed in other scenarios from the literature review

- To adapt the English learning strategies to preschool level, complementing them of the of landing the condition specifies children aged between 5 and 6 years are at the preschool at a public school in Bogotá

- To design the methodological proposal, that responds to the needs of preschool-age children and count with an important methodological support.

- To perform a pilot study with the methodology proposal, which was developed based on the theoretical foundation and see that it is as good for this level of education in a school public of the city of Bogotá.

2 THEORETICAL FRAMEWORK

2.1 Children development from 5 to 6 years.

About five years, the movements of children are more precise. They are able to walk in a straight line, ride a tricycle, cut simple shapes, draw the human body with its basic components - head, trunk and among-, and they can also draw themselves in their usual environment, including their family, parents, siblings and teachers.

Children feel the need to talk continuously to indicate what they are doing, directing their actions and influence others. They are seeking approval from adults and strive to please them.

Their social behaviors increase: asking permission to ask for toys and objects that do not belong to them, ask for help when facing difficulties and to offer help to others, participate in debates, saying "please" and "thank you" without the operative system.

Children around six years are more confident and independent. They are no longer afraid to explorer a place, they can jump with one foot, cut better, writing letters and numbers, also they can say their own name correctly and copy different letters. This is the time in learning new games and social rules.

These children enjoy talking and explaining things to others, as they did the day before or simple so far. They begin to look up the meaning of a word when they are a family member with it, the definition of those who know, tell stories, and also show interest in the opinions and stories of others. At this age they are able to participate in a conversation following the basic rules of courtesy, verbalize and explain the rules or

procedures for others. Also start collecting your friends and forming groups of constant play.

According to Piaget, children between the ages of two seven are in the preoperational stage of cognitive development. The preoperational stage is marked by the ability to master symbolic functions, including the association of objects with words, and the transition from an egocentric focus to an awareness that events have causes outside themselves. At this stage, children begin to engage in make-believe games marked by the use of objects for purposes other than their intended function. Between the ages of 4 and 7, when their thinking is still dominated by intuition rather than logic, children first become interested in games characterized by rules, structure, and social interaction.

2.2 The play as a tool in children education

Jean Piaget, was one of the first researchers to take children is play seriously. Through his studies of children in the early 1900 is, he came to recognize that children learn step-by-step through experience and interaction with the world around them. In fact, Piaget is research discovered that children under, learn inductively through experimentation and testing.

Piaget formulated a series of developmental stages of play that corresponded to the successive stages in his theory of cognitive development in children, these are sensorimotor stage, preoperational stage and concrete stage. In this research we are going to focus in the preoperational stage, because it has relation with the studied population

Other researcher who talks about play was Vygotsky, according to him, only "real" games start around the third year of life with imaginary games. From his point of view, games are always symbolic, which involved more than one person. The topic, narrative and roles within the games serve as a way to take social and cultural values of the community where children are growing up. Even when a child plays alone, Vygotsky interprets it as a social game, although minor to the group is activities.

2.3 Neuro-linguistic programming in education.

Neuro-Linguistic Programming (NLP) is an approach which deals with human behavior, cognitive functions and their structure, models of language, and human psyche. It is not a theory, but rather a combination of attitude, method and techniques which are used in the fields of psychotherapy, business, sports, medicine, and education – just to name a few. (Bandler & Fitzpatrick 2009, 14-15.)

2.3.1   PNL Features

- NLP is a methodology based on the overall operational presupposition that all behavior has a structure, and that structure can be modelled, learned, taught and changed or reprogrammed.

- It's based on a holistic approach because it considers that all parts of a person are interrelated, therefore the changes in one part are reflected in all others.

- It uses specific language patterns. NLP provides techniques to relate to others and therefore produces substantial changes. This is so useful in preschool and children, because they are in the process of centralization of ideas and interpret the environment.

2.4 Neuroscience preschool education

When a baby comes into the world, his brain is a cluster of neurons, all of them waiting to form an intricate mental tissue. There are some neurons that are already pre connected genetically from the moment of fertilization. But there are trillions of neurons without a specific design that expect a program. These neurons are an infinite potential. Non-programmed circuits a day might surprise us. If the neurons are used, they are integrated within the circuitry of the brain. If they are not used, they may die. The experience of the child is determined that neurons will be used to form the brain connections. The experiences are so important that they determine that a child will become intelligent or stupid, articulated or mute. (Cumpa, 2004)

From Neuroscience it has been established that the stimuli to the organs of the senses have effect each over a quadrant or specific location, causing their development; so, between more early age will stimulate all the organs of the senses most will be the neurological potential of the individual. (Cumpa, 2004)

2.5 Stimulation

For stimulation there is not a clearly defined concept, however, it can be observed from various perspectives; from physics we can speak of action reaction or the way in which you can get to something or someone develop an action, since this is a universal rule in education is given in the same form, then the stimulus is an action or series of actions that develops in teaching in your classroom and generates the response of the students.

The central nervous system is more plastic when it is younger and is in the first year of life when it has a greater plasticity. The nervous system is structured to receive impulses and giving precise answers, these stimuli cause the electrical activity of neurons, and these changes may increase the biosynthesis of proteins. Thus, can be that learning involves changes not only in behavior but also in the structure, function and composition of neurons. (Diaz, 2005)

Initial education's the basis of education, since the child who begins to receive the initial level has the ease and skill of knowledge at an early age and can realize his skills and emotions. It is better prepared having this knowledge for better ease understanding. (Mejia, 2010)

Stimulates the natural expression and spontaneity of their ideas and feelings, favors the mastery of his body from his skills and abilities that the girl child needs to acquire full control of mathematical operations and the literacy, language and understanding promotes notions of object structure and bus space time, etc. Their identity and order and hygiene habits. (Herrera & Castrillon, 2013)

John Porlou speaks of this stimulation and stated that it was necessary that it exist a stimulation to then produce a response, also spoke of conditioned reflex. Jean Piaget was one of the writers who took more time to start the issue of incentives or motivation is in the child, exhibits about the characteristics and development of talents from good incentives you striking interest certainly and keep motivated the subject for which the same interactive activity. (Comenius, 2016)

Children in early education need to be motivated by stimulated for their attention and behavior in the classroom, the teacher should always use these attractions such as games, songs, stories, poetry, colors, etc. And a didactic material that help the child to engage in speech when the master using all means to stimulate children and girls do not participate the activities prepared then the master must put a bit more of attention in those children. Since there are many diseases that do not allow the child get involved the activities of the United Nations, it may be that these cases with children speak with diseases such as deafness, hearing problem, speech, blindness and other diseases. (MORALES, 2005)

To stimulate the child in a timely manner, the goal is not develop precocious children, or forward them in its natural development, but offer a range of experiences that will form the basis for the acquisition of future learning (Franklin Martinez, 1998) the early stimulation is the set of media, techniques, and activities based scientific and applied in systemic and sequential form that is used in children from birth to six years , in order to develop their cognitive, physical and psychic abilities to the maximum, (Orlando Terre, 2002) the preschool age, considered as the stage of development that ranges from birth to 6 or 7 years, and that in most educational systems coincides generally with the entrance to the

school, is considered by many as the most significant period in the formation of the individual It is perhaps the moment in the life of the human being, in which the stimulation is capable of exerting the action determinant on development, precisely to act on formations that're in free phase of maturation, the capacity to assimilate the entire social experience and stimulation of the world that surrounds him is what is called the plasticity of the human brain. (Portellano, 2005)

There have been many definitions of plasticity of the brain. Thus, to mention few, Gollin categorizes it as the capacity, the potential for changes, which allows you to modify the behavior or function and adapt to the demands of a context which refers mainly to the behavioral change - while that Kaplan it poses as the ability to modify behavior patterns and organic systems, to respond to internal and external demands which to some extent extends the behavioral concept. (C. Cotman) defines it as a general capacity of the brain to adapt to the different demands, stimuli and environments, the ability to create new connections between brain cells, and allows that, although the number of neurons can be maintained invariable, connections or synapses between these may vary, and even increase, in response to specific requirements. (Portellano, 2005)

During this stage is perfected the activity of all the organs of the senses, especially those related to the visual and auditory perception of the child, this will allow you to recognize and differentiate between colors, shapes and sounds. On the other hand, the psychic processes and activities that form in the child during this stage are skills that will be essential in later life. To promote the optimum development of the child, stimulation activities are focused in four areas: area cognitive, motor, language, and socio-emotional. (clinicacobena, 2011)

• cognitive: allows the child understand, relate, adapt to new situations, by making use of the thinking and direct interaction with objects and the world that surrounds it. To develop this area children, need experiences, so the child can develop their levels of thought, their ability to reason, pay attention, follow instructions and react quickly to different situations.

• Driving area: This area is related to the ability to move and move, allowing the child to take contact with the world. It also includes coordination between what is seen and what is touched, making it able to take objects with fingers, paint, draw, knots, etc. To develop this area, it is necessary to leave the child touch, manipulate and even take the mouth what he sees, allow to explore but still set limits against possible risks.

• Language: refers to the skills that will enable the child to communicate with their environment and covers three aspects: comprehensive, expressive and gestural capability. The comprehensive capacity develops from birth that the child can understand certain words much until he can pronounce a Word with meaning; for this reason, it is important to talk about him constantly, articulated way relating it to each activity that perform or to designate an object handle, in this way the child will recognize the sounds or words that listen to associating them and giving them a meaning then imitate them.

• Socio-emotional area: this area includes affective experiences and socialization of the child, which will allow you to dear and secure, able to interact with others according to common standards. (Ibañez, Mudarra, and Alfonso 2005)

2.5.1 E**arly stimulation.**

Early stimulation is defined as a set of actions that potentiates the most physical, mental abilities and psycho-social of the child, through the systematic, continuous and repetitive stimulation. (Diaz, 2005)

The World Health Organization, concerned that 60% of children under six years old are not stimulated, which may condition a delay in any of their three spheres, referring also to lack of stimulation occurs in rural areas due to the education of parents. To carry out a program of early stimulation must know the development of the child and which factors both prenatal, perinatal or postnatal can affect it. (Portellano, 2005)

Development can be measured by observing, and it is divided into five areas, which are:

• gross and fine motor skills: its objectives are oriented so that the child can have greater control of their muscles and hence greater freedom in his movements.

• Language: is heading to achieve understanding of the language, so that you can express through it.

• Cognition: it allows the intellectual integration.

• Staff: cares for the child to be more independent in their daily basic activities (dressing, feeding and hygiene).

• Social: it provides the elements needed to adapt to the environment where it takes place.

2.6. Language teaching strategies

In the process of second language teaching the teacher must make use of the tools and strategies to achieve the goal of being understood by students then are described most recognized strategies with respect to education at the preschool level:

- **TPR Method (**Kennedy, 2000**)**

This method, developed by James Asher, supports the theory of Krashen is comprehensible input requiring among other principles the need for overtaking in listening comprehension as a prerequisite to learning to speak. In it, the teacher instructs the students, they do not speak, but they perform what they have told. When students are ready, they will begin to also give orders to other students. Here we learn through actions and physical responses rather than mechanical exercises. This method allows the stages of preparation for the oral expression where students do not speak until they feel confident and wish to do so.

I think the most important thing to note here is that sometimes these methods methodologies humanists they have called in some circles for his relationship with this psychological theory of departure. For the humanistic theory the student is an integral person; so more than the language aims to help you in your personal growth, develop human values, the movement towards the auto recognition and understanding of others. For humanists, it has experience of apprentice, beliefs, perceptions, values, the development of their personality, stimulating positive feelings and sensitivity to the feelings and emotions of others. A constant in these methods is the realization of activities of relaxation, self-control, self-esteem to achieve a climate of confidence, solidarity, which encourages a

positive environment; in the end, so the apprentice to feel happy and can better contribute to their self-development. This method is also the mild influence of cognitive psychology, but not in the form of psychological school making an approach to learning; the influence of the cognitivists notes on assumptions that handle these methods as the theory of the comprehensible input handling Krashen.

- **SONGS AND CHANTS** (Forster, 2006)

The importance of the songs, according to (Larraz r. 2008): "tracks contain authentic language, provides vocabulary and grammar, allow you to work the pronunciation and favor both the knowledge of the cultural aspects of the language of study, such as the Association of the language culture. To all this we must add the power of music to stimulate the emotions, sensitivity and imagination without forgetting the consequences deriving from the capacity which possess the songs for attachment to our memory."

Teachers should encourage their students to learn the cultural, social customs of their homeland and differentiate it from the language foreign learning, one of the ways of doing so is through the songs, thereby not only imparts knowledge related to their subject, but that is also collaborating with the social formation and instills it good values; with the songs, students have the opportunity to practice pronunciation, accent, phonetics and reinforce grammatical structures. Hence arises the necessity of implementing this strategy in the teaching-learning process.

On the theoretical agenda, about the new approach to teaching and learning processes, the author (Burga, 2004), refers to "the processes of teaching and learning in

teacher training centers, as in other levels of formal education, still a challenge for teachers".

Asserts it because since almost ten years come spread of different theories of learning, since many teachers know about the theories of learning and different forms of education, applying them in practice in the classroom are with another reality, it is a situation that deserves to be analyzed. Despite the existing works related to media education that can be applied in the educational process, it is still not enough, even this theme should be systematized. Moreover, in the case of secondary education it is complex for young people to learn English, therefore you must find mechanism to improve the process of teaching-learning of the English language, given the strength of its expansion as a communicative medium, this is language chosen in most parts of the university degrees. Unfortunately, in the country the subject of English is one of the most difficult to understand within the field of education, despite the existing cooperative governmental projects, schools still competitive level required by today's world has not been reached.

- **THE PLAY (**Dr. Damodharan V. S. ACCA, 2012)

The games are an important resource in the process of language learning, and very especially in the primary stage. In the opinion of Professor and British researcher Susan Halliwell: "the games provide an opportunity for cooperation and the immediate response of the companions of class and the teacher" (1993: 58).

An important factor to consider is how to organize the classroom. Some basic rules were those established by Gordon Lewis and Günter Bedson in 1999:

1) thinking about the future: If we mix the rules or are confused, kids will revolt in class. Practice games before using them in class.

2) to distinguish the sound of chaos: to avoid noise, make students feel about the Professor and explain clearly what to do. There are resources that mimic everyday activities, such as music, songs, rhymes, stories of audio, material for making costumes for theatre, the creation of textbooks, use of figures and games.

Stevanne Auerbach (2006: 149) American educator, also known as "Dr. Toy", studied the characteristics of each age group in relation to the games used in class, and now look at, at least for children whose school-age corresponds to the primary level. At the age of five, children begin collections or hobbies. The toys take up less time for this age group because children spend more and more time playing with friends. The school opens a new world for children of primary education in which they start to make use of reading and writing, as well as its enhanced muscle control.

From now on, you can start to do many things for themselves. At this time, you can do more complicated, creative and craft projects, and represent the stories for themselves. The role of the educator can be the represent to be behind the scenes, or as a member of the public rather than as a participant.

Starting at age six, children like the competition, play equipment and cooperation. Children enjoy games such as throwing, jumping, running, and some other sports. They also enjoy painting, drawing, coloring, cutting things, and do puzzles. This is the era of active games. There is also a growing interest in board games that require two or more

players. These are the games that use simple numeric skills and greater coordination, as dominoes, marbles, or crafts.

At the age of 7, children enjoy creating things such as art, make models and craft. There is also a new interest in fantasy and reality, magic and tricks. There is interest in other times and places. They also enjoy games of theatre and puppets. At the age of 8 years, there are many subtle changes in children how to enjoy the new tasks, especially oral, and although it is possible that need instructions, often they forget about them. It is also important to know that while they like group activities, monitoring is needed in order to avoid disagreement.

2.6.1 The game as an educational resource

The games are frequently used in the classroom of primary languages. However, it is necessary to define what is a game when you want to use it in class. According to the definition of Maria Toth: "a game is an activity with rules, an objective and an important element of fun" (1995: 48). Emphasis on games lies in the success of communication and no correction of the language.

In this manual, the educator Toth distinguishes two types of games:

1. Competitive games: are those in which the players or teams compete for being the first to reach the goal.

2. The cooperative games: are those in which the players or teams working together toward a common goal. To concretize the playful notion of the game can also propose the following definition of the same following the current of opinion of the eminent pedagogue and psychologist Russian Daniil B. Elkonin

father and predecessor of the game theory: "call game to a social practice consisting of rebuild in action, in part or in full, any phenomenon of real life apart from their real practical purpose" (1984 (: 75-76).

It is also important to know that the use of the games has many benefits for the classroom. These benefits have been divided, by the researchers Martha Lengeling and Casey Malarcher (1997: 42), in four general areas:

1. Emotional benefits: games reduce the affective filter, foster a creative and spontaneous language use, promote communicative skills, motivate and are fun.

2. Cognitive benefits: the games are used to reinforce, are useful to review and expand and focus on a communicative grammar.

3. Dynamic benefits: the games focus on students, the teacher acts as a facilitator, build cohesion in class, encourage participation of all kind and promote healthy competition.

4. Benefits of adaptability: the games are easy to adjust for age, level and interests, use four skills and require minimum preparation by students.

These advantages have already been confirmed and expanded on the research is Gordon Lewis and Gunther Bedson in 1999. As follows from its research, games are fun and the kids like to play with them. Through the games, children experience, discover and interact with their environment.

Games add variation to a class and increase motivation, providing a compelling incentive to use the foreign language. For many children between four and twelve years, the

teaching of the foreign language will not be the key motivational factor. Thus, the games can provide that stimulus.

The context of the game makes the foreign language of immediate utility for children. The game makes plausible reasons to talk even to the most reluctant children to do so. Through the games, students can learn English in the same way that learn their native language, without being aware that it is studying and learning. Even the timidity students can participate in a positive way.

However, any game will not work in our class your language. Rodney E. Tyson (1998: 1) has published a series of tips on what a game with appropriate language should or should not be: A game with successful language must:

- be fun.

- Involve the friendly competition.

- Keep all students involved and interested.

- Require students who use a language to be demanding, but not too difficult.

- Give students the opportunity to learn, practice, or check the language specific material.

- Encourage students to focus on the use of the language instead of their own.

A successful language must not: -be used only to fill time: each activity must have a specific purpose of learning.

- Continue for a long time: finish the game while still being fun.

- Be demeaning or discouraging to the "losers".

- To be too easy or too difficult for the age of the student and his level of competition.

- Allow that only a few students participate during much time, while the rest just look.

- Not be graduate in any way.

The advantages that the practice of the game, as it has defined and analyzed, behaves for the learning of the child in general is can encompass of it following way, following them guidelines of the distinguished psychologist and pedagogue American Jerome Bruner, who occupied the Chair of Psychology Cognitive in the prestigious University of Harvard (1988: 84):

-the game enables the development of a pedagogy centered in the student-the game facilitates e encourages them activities of construction of knowledge-the game respects diversity in learning, each student progresses at their own pace - the game ensures the autonomy learning

- the game enables the natural practice of the Working Group and the establishment of logical links between the classroom and the real life

- the game becomes enjoyable repetitive activities that any learning necessarily involves presenting information in the classroom in such a way that students can more easily understand the fundamental structure of the same.

- **ART** (Dr. Damodharan V. S. ACCA, 2012)

The integral formation of the students is one of the objectives of education in the present and using the arts, specifically painting for the learning of English as a foreign language, this objective is being achieved at the same time that you learn the language according to different learning styles and form their own criteria and develops your critical thinking.

Include culture in English classes as foreign language becomes important if one takes into account the styles of learning and the acquisition of the language that has been made clear by the value of the class of languages Visual stimuli, not only to appeal for visual learning, but also to capture students of auditory learning and active learning.

In many single classrooms there is very limited language Visual stimuli to learn how affordable to students. This work aims to provide teachers with a way to incorporate more Visual in their classes stimuli, while at the same time implemented language students-centered activities based on real-world objects.

Reproductions of pictures can be used in the form of postcards that can be used and returned to use in the classroom to explore and practice the language concerning forms, figures and colors, cultural histories, physical and mental landscapes and attitudes that they reflect.

Artists frequently interpreted from within their own cultures; the students in contact with the artistic reproductions can be stimulated to examine the cultural perspectives of the artists and to form their own opinions, a process that will contribute to the development of language skills and the training of critical thinking.

The art usually interested students and provokes interaction. With colorful art reproductions cards Professor can arrange activities to practice and develop skills in the English language to the students-centered learning.

Such activities focused on students can be arranged in pairs, in small or large groups. Press to develop skills may vary depending on the objectives of the teacher to focus on writing, hearing, or speaking. With these discussions, students can describe, define, persuading, compare and contrast the visual stimulation while using the vocabulary and syntax of your level.

- **FLASH CARDS** (vaniercollege., 2015)

The flashcards are a learning tool very effective when it comes to memorizing information. Each tab is like a card with two faces, the front and the reverse. On the front is written the word, date, formula, or image that you want to memorize. In reverse will write the translation, pronunciation, explanation and solution to the problem or details about the historical fact mentioned on the front. Once the pieces are ready, you only have to take the set of tabs and based on the information that we have on the reverse side, we must guess the contained in the reverse. To find out if we have successful or not, only we have to flip the tab and see what is the right answer.

This process can be repeated as many times as necessary, until we have gained a foothold in our mind the information to memorize. You can also invest all the chips and make a review from information in reverse, to guess the front of them.

- **USE OF COMMANDS** (ALFARO, 2009)

The use of commands in the teaching of the English language, is an important tool in this process since it combines with other tools and generates one sufficient stimulus as children, learn to listen, understand and respond to commands that are provided, each command is a stimulus that motivates a reaction either physical or verbal , generating memorial in children, so when using the tools of the command, therefore necessary to be constant, in order to generate the required repetition and achieve the expected learning.

2.7 the role of the teacher.

Considers the teacher as mediator between children and knowledge. To be a professional teacher should guide and accompany the process of learning the reality of the problems.

Before specifying the educational intervention, we will establish the distinction that makes (Diana Grunfeld and slogans, 2010). The motto is the starting point for the task, in which the problems that children must be resolved. Interventions, on the other hand, are the way in which the Professor participates with a child or a subgroup.

In the case of teachers responsible for proper pre-school level, has a very important task which brings into question the neuro-linguistic programming and is the motivate children through repetition of phrases that highlight their qualities; that in order that they recognize its virtues, qualities and capabilities and take advantage of them in the following periods of education.

2.8 the role of the student

Since the current didactic approach, refers to the child's level as a subject with its own individual characteristics, which make it different from the others, with particular interests. With a mobilizing curiosity are able to ask unceasingly to satisfy your questions. "... The Child Act, situations arising by the teacher, in a way: autonomous, reflexive, critical and significant, active, constructive... to expand their knowledge by putting into play their schemes of action... " from the point of view of knowledge, the child is an active subject since build their knowledge in interaction with the environment, exploring it and discovering it." All this means that the child, at the beginning of schooling, has a wealth of knowledge, which the teacher should begin so that all children graduate with the same baggage of knowledge, while differences in terms of the written language and other knowledge existed in income. (Diana Grunfeld and slogans, 2010)

2.9 Legal Framework

To read the laws and rules inherent described this Colombian study

2.9.1 EDUCATION GUIDELINES (Ministerio de Edcuacion Nacional., 2015)

The preschool is considered the beginning of the formation of the child, which offers you a comprehensive development in the aspects of biological, cognitive, psychomotor, socio-affective and spiritual, through their experiences and interaction in the context in which it operates. Where the master and family play a fundamental role. Go this level of education, provides training for the development of habits, attitudes and appropriate skills, based on his training as a person the child. That is why, at the institutional level preschool becomes a mandatory requirement, as a transition to the basic education process. The preschool level, has based its legal aspect, the Constitution politics

of Colombia, which defines the type of country, society and citizen that wants to form, and the institutions that make it possible, and the General Education Act and its regulatory decrees. In educational practice should be taken into account, Furthermore, sociological, anthropological, epistemological, psychological and pedagogical approaches that underlie it.

Teaching in early childhood education is a complex process that involves preparation, dedication, care and understanding by the teacher and requiring young student's effort, attention, active participation, desire and all your collaboration; it melts as the protagonist of his education being himself who further education and contribute ideas to the development of their learning activities, turning it into something truly meaningful and becoming, in the long run, as an active leader in society.

On the other hand, the application of different teaching strategies for the realization of activities, allows and favors the development of psychomotor children, providing applicable training in today's society. Teaching material different elements, means or resources, of which the master helps to make possible its work of cultural mediation. These subsidies or teaching material is all that artificial or natural object that produces a significant learning in the student.

2.9.2 PILLARS OF INITIAL EDUCATION (Colombiaaprende, 2012)

- THE PILLAR OF THE GAME: inside the pillar of the game, dealt with the following aspects: the game in initial education, its importance and how to play the children of 0-5 years and the role of the teacher.

The game has been studied from different perspectives, reflecting no doubt in the practices of teachers, teachers, and other educational agents; in such approaches is intended the game in the classroom, either as a tool, as a strategy, as an end in itself or as an element of culture which is the subject; you could say that the way how it has worked and studied the game from different approaches, feeds somehow faculty practices, since some more than others have had a major impact on education.

From a sociocultural perspective, the game is defined as human creation, as a cultural phenomenon; as a social practice that advises on the ideological, cultural and mental organization of societies. Think about the game in this way has begun to blaze a new path in educational stage to recognize it and understand it beyond the instrumental, to think that cultural variations lead to changes in the modes of thinking and representing reality.

Martha Glanzer (2000) expresses that the games have been infinitely varied and that different communities have been marking them with their specific ethnic and social characteristics. This author says that the child reflected in their behavior and in their games the particularities that characterize a given society contextualized in a particular historical moment.

There are three fundamental characteristics that make up the game: pleasure, freedom and the repetitions, as the latter says Glanzer (2000) is one of the conditions of the game, as it allows to repeat without measure what is easy and enjoyable. This indicates that the sequence in terms of new difficulties to overcome

and interests to deal with will be progressive, although the regressions can be frequent.

Huizinga (1954 / 1987) in wide turn the notion of game beyond childhood, up to the whole of the human manifestations, the game is the subject and is present throughout the life, what happens is that the way to play is changing and how the subject is positioned facing the game.

From a psychological perspective the game has been used as a tool, strategy or instrument to characterize child development and in this context design educational proposals for the school to identify and treat behavior manifested in the same.

- THE PILLAR OF LITERATURE: As it has been exposed, the boys and girls are expressed with multiple languages and, at the beginning of life, they are inextricably linked. Although the literature, understood as the art of working with words for styling them with particular and subjective experience and explore other meanings that transcend the conventional use of the language, is part of the arts, the importance of the approach to verbal language that occurs during early childhood justifies that it be considered as one of the pillars of initial education. In this broad sense, literature in early childhood spans the published books, but also all of those creations in which manifests the art of play and represent the experience through the language and not exclusively restricted to the written language, because it involves all the language constructs that are captured in books sometimes and other times in oral tradition.

Consider literature as a pillar of initial education implies recognizing that playing with words is one of the guiding activities of children, babies, children and girls since not only they are especially sensitive to its sounds and its multiple meanings, but that they need to be nurtured, wrapped, asleep and decrypted with words and symbols carriers of emotion and affection. People who are close to the smaller daily note that playing with words decompose them, sing them, to pronounce them, repeating them, explore them is their way of appropriating the language. Perhaps that is the reason why it is often said that poets and children resemble that shape brand new words, recreate them and connect them with their life experience.

- THE PILLAR OF ART: thousand ways to 'think', to perceive, to express themselves and to represent the world. By observing the rounds and oral tradition plays you can see how combine literature, music, the dramatic action, body, choreography and movement.

From this point of view, artistic experiences - plastic arts, literature, music, dramatic and corporal expression – can not be seen as separate compartments in initial education, but as forms of inhabiting the world of childhood and the languages which use the children to express themselves "in many ways, to learn about the world and decrypted.

Represent ideas, feelings and images is a feature shared by the game and the artistic and literary experience. Through sound, Visual, physical or verbal metaphors, art expresses the dreams, emotions, fears, memories and experiences to

awaken our conscience and our sensitivity and make us discover and feel something that connects with a collective experience. Says Eisner (1995, p 11), art provides the links that consolidate the rite: produces affiliation through its power of impact on the emotions and build cohesion among men. It reveals the ineffable and expands our consciousness. Early childhood is the vital moment in which human beings are more eager and more willing to those forms of interacting with the world. "Brand new", feel and wonder for everything, merge with emotion and understanding with what passes through the senses makes artistic experience guiding activity of children. "Make art" in the sense of making sound, dance, sing, paint and pay attention to the materiality of objects is a task to which the children devoted much time. However, it is also important to clarify a difference between their way of "making art" and the development of an artistic work, in the adult sense of devoting itself to a field of activity.

- EXPLORATION OF THE MIDDLE PILLAR: explore the world is one of the primary activities of early childhood. The children arrive in a constructed world and must learn to live in it. A world in which can be considered a physical environment, one biological and one social and cultural. And, they are elements, factors and the possibility of establishing relationships through your family and the environment of which they are part. We can say that all children can learn to live in the world, and so have their own particularities and capacities, as since they are born they have potential to do so.

This experience of adaptation and acquisition involves a process of construction of sense of what happens in the world, and shall predispositions that

are born the children and the relationships established with adults and with the environment, which will allow such construction. This construction of meaning is, at the same time, a reciprocal process, on the one hand, it makes sense to the world in which they live, and at the same time, this allows them to build themselves as subjects of the world. "Children learn interacting with its environment, actively transforming its relations with the world of adults, things, events, and in an original way, of the peers. In this sense is involved in the construction of his self and in the construction of the other"(Malaguzzi. 2001: 58)

2.9.3 DIMENSIONS OF CHILD DEVELOPMENT (Secretaria de Educacion distrital, 2005)

COMMUNICATIVE DIMENSION: The progressive acceptance of the coexistence rules governing community life tends to coincide with the progressive conquest of some "grammatical" acuity that is improving among the four to five years and that is reflected in the intuitive aspects of gender, number or tenses. For example, to say "not out", they show that they know rules of conjugation of regular verbs that apply to this irregular verb; or to propose "Let is say that I was," sense that there is a tense, which refers to the time

- other fiction: the game and the literature. Its symbolic play is increasingly richer and imagination and learning combine to explore possible worlds. The incessant questions and the whys, chats with friends, classroom projects and the movement between fantasy and reality make this a time to stimulate the interest in knowing the world, interact with others, to compacts

- even though they break and you have to restore them permanently

- fertile, and explore the art and literature. Relationships with peers, shared games and the constant invention of life in community, with their agreements and disagreements, evolve along with their language, and the inquiry as an engine of learning continues to expand during the four to five years.

Some boys and girls that have been stimulated with stories and puns, often ask questions about written language and his curiosity and his motivation against the books lead to read in many ways, to tell the history and to continue expressing itself with a more personal tone.

BODY DIMENSION: The body as a vehicle for being in the world and build identity. The bodily presence constitutes the subject as being in the world, we are a body that inhabits the world, recognize it and transforms it and as Camels (2004) puts it is a logo that I differs from other bodies, but at the same time I identified, first with bodies near family, after the community. For Wallon "my body is the hub of the world, with my body I get aware of what surrounds me, my own existence and that of the surrounding world only appear and come true because of my body" (p.302) in childhood this dimension is particularly relevant since the body is the main vehicle of contact with the world possessing the child and the girl child; in its early stages, the biological body is ready to receive and contact with the world through the feelings, is physically prepared to feel objects and people that surround it and go well structured body I, on the basis of the organic.

The relationship with the others is configuring their bodily limits, feelings against itself and the possibilities of interaction with the environment. In this way, the body development is manifested in increasingly complex processes of contact with the world,

allows integrated acts in thinking, build identity and autonomy. Postural changes, coordination, movements are giving in the context of the affective relationship that creates interest and motivation to go beyond the space occupied by the body and see the world from other perspectives.

PERSONAL-SOCIAL DIMENSION: It is necessary to insist that the personal-social dimension, is not unrelated body, communicative, cognitive and artistic dimensions. This dimension is concerned, as they express (Paniagua and palaces, 2008), mainly affects, emotions, relations and contacts. This implies necessarily make allusion and emphasis on the need for security and confidence in himself, through the sensations feel accepted and loved, allowing you to build as a subject in relation to others. The individual development, cannot be understood without placing the children in a socio-cultural context. Therefore, relationships that builds each subject with the relational systems, affect beliefs and values, that is, precisely, what defines your personal-social development. Emotional experiences are articulated to a space, time and memories.

The memory is the reality and the perception that each have of it. These experiences may be individual or collective, but always in a relational context, thus cannot can be detached from surroundings, a few objects and a few subjects who no doubt are concerning interpretation of own emotions. Attachment, an emotional link privileged attachment is surely the most profound emotions; It is one that is built with the most important and significant, adults who, with their presence, provide security and pleasure; who is used in times of distress, who are amazed when they are not, returning those who cause happiness and who is difficult to replace. This link is then derived from privileged between the boy and the girl and some adult interaction. The attachment is constructed throughout the first

year of life, by the need for emotional bonding that babies, have behaviors that to satisfy come into play and the provision of care and attention offered by her mother and other close adults with whom they interact. Early attachment relationships have the particularity of mark future relations of attachment, therefore reference adults are very important, as it can serve to corroborate or transform patterns of relationship previously built with parents; Therefore, you must be sensitive to what each child needs or you are interested in at any given time.

COGNITIVE DIMENSION: Structuring of thought: the individual and the social cognitive development allows to understand processes and elements human beings involved in the structuring of thought and forms through which to build knowledge. This development is related to the ability to perceive reality, Act on it, to represent it, as well as the ability to solve problems, create and recreate ways of being, doing and being in the world (Brunner 1979 in Zabalza, 2008), which is closely related to the conditions offered by the environment, experiences, relationships, among other aspects. Why then seeks to introduce briefly three key aspects that are closer to the knowledge of the cognitive development of the children. Authors such as Vygotsky, Brunner, Paniagua and palaces agreed stating that unborn human beings they have basic mental processes through which know the world that surrounds them, these are perception, attention, mindsets and memory. From the interaction with the social and cultural world these basic mental functions are van analyzing, as well cognitive development is a social experience that involves the interaction between children and adults. Hohmann and Weikart, Epstein (2010, p. 16) indicate that these social experiences take place in the context of real-life activities, which are the result of planning and initiative of children, or adults, which gives them, a wide range of opportunities to

develop ideas about the world. In this way, the cognitive development depends on the interaction of meeting between the boy and the girl with people, objects, events, activities and ideas. It is imminently a social process in which discovers how the world, objects, social relationships and to the own body and continuously existing knowledge serving platform to explore new things.

2.9.4. The laws governing the practice of teaching:

Decree 2277 of 1979: Whereby ruling on the exercise of the teaching profession are taken.

Decree No. 85 of 1980: Whereby some modifications are made in Decree 2277 of 1979 Special

Decree 259 of 1981, so the Special Decree 2277 of 1979 is regulated in part, in connection with the registration and move up the list.

Law 0115 of 8 February 1994 amending the education law is issued.

Decree 709 of 1996, by which the general rules for the development of teacher training programs and the creation of conditions for professional development are created.

Law 0715 of December 21, 2001: Whereby the organic standards are issued in terms of resources and powers in accordance with Articles 151, 288, 356 and 357 (Legislative Act 01 of 2001) of the Constitution and other provisions to organize the provision of education and health, among others.

Decree Law 1278 of 2002 and other regulatory provisions.

Decree 1278 of June 19, 2002: Statute so the profession of teachers.

Decree 2035 of 2005: Whereby paragraph 1 of article 12 of Decree Law 1278 of 2002 regulates.

Decree 3982 of 2006: By which is partially regulated by Decree 1278 of 2002 and the selection procedure is established by competition for teachers and the criteria to be applied are determined.

Decree 3782 of 2007: what the annual evaluation of work performance of civil servants and teachers who teach managers regulated by the Law Decree 1278 of 2002 regulates

Decree 2715 of 2009 by which assessment skills of teachers and principals governed by

In this first section the rules governing the teaching as to what concerns the skills and requirements to be met teachers to meet according to the quality required for a position in public education itself, are also forms recruitment and have the same guarantees.

These are important, since it is necessary that teachers who are in charge of teaching English at the preschool level have adequate training to develop the activity fully and provide children with the tools. That in order to avoid that claims to teach as things to which teachers are not prepared is finished making material injury to children about their learning a second language.

2.9.5. The laws governing the education system in Colombia:

Act 057 of 2009: "2004 by the Agreement 138 is regulated, it is

Regulates the inspection, surveillance and control of natural and legal persons,

Public and private, which provides early education services in District

Capital, for children between zero (0) and less than six (6) years of age and

Partially District Decree 243 of 2006. repealing "

0325 RESOLUTION 2009: "By which is partially regulated

Decree 057 of 2009 regarding consulting, inspection, monitoring and control

Early Childhood Education from the approach of Comprehensive Care for Early Childhood

".

Law 1297 of April 30, 2009

"Through that regarding the requirements and procedures for entry into state education functions in inaccessible areas, towns or areas of technical training and special glycoprotein it is regulated -. Syndrome or other provisions"

Law 1295 of April 6, 2009

Sisben "Whereby the comprehensive care of children from infancy", sectors classified as 1, 2 and 3 is regulated "

Law 1294 of April 3, 2009

"Whereby Article 30 of Law 1176 of 2007 is modified."

This sub second paragraph of the legal framework is also of paramount importance because in it are the norms that regulate the education sector, therefore, is in the care in which curricular programs that should be included are contemplated the second language teaching, but appears only from the basic primary level and not from the preschool.

It is important for this study in the sense that is where they are referred to the pragmatic content of each level, and the skills to be met by learners and that is where it is necessary to consider a proposal that includes teaching English to preschool level.

3. PROPOSAL

3.1 Research Methodology

The present study was carried out by means of the methodology of the case study, is used where a specific sample, with features that can somehow be generalized to all populations estimated are in similar situations, as it is the case of groups of kindergarten in the public schools of the city of Bogotá. That because public schools have a standardization developed by the sponsor, that in the specific case of the city of Bogotá is the District Government.

In the development of the study used several instruments in the following way: to the teacher in charge of the course that was involved, informed consent, where parents or guardians allow the development of the sessions with children, survey a survey to parents and five sessions with the children.

The analysis of the information collected is of mixed type, quantitative responses were classified by similarity and allows to make the relevant calculations and of qualitatively assessed part of the performance of children during class sessions.

3.2 INSTRUMENTS AND RESULTS

In this section you can see the instruments used and the results obtained from the application of the same.
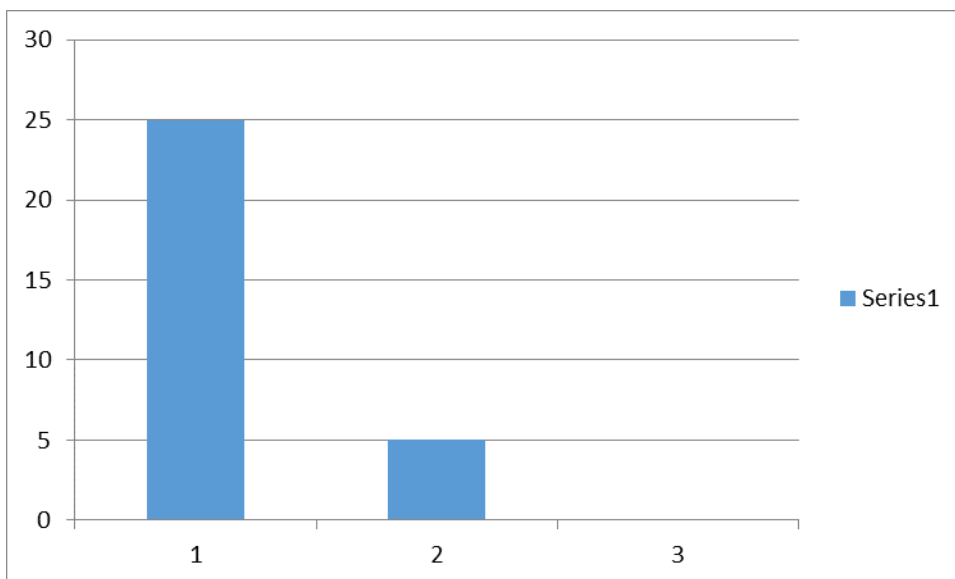
3.2.1interviews y surveys

This instrument consists of 8 questions, which're listed below along with the results of the application.

Taking to account your experience, what should be the preschool education in public school?

Conventions or categories:

1: exploratory, 2: play, 3: magisterial

In the case of the situation preschool most participants say it should be exploratory, that the teaching method should be allowed children to learn through all sensory organs. This situation clearly coincides with the teaching methods and the theories presented.

How do you classify your teaching? Exploratory, play or magisterial.

Conventions or categories
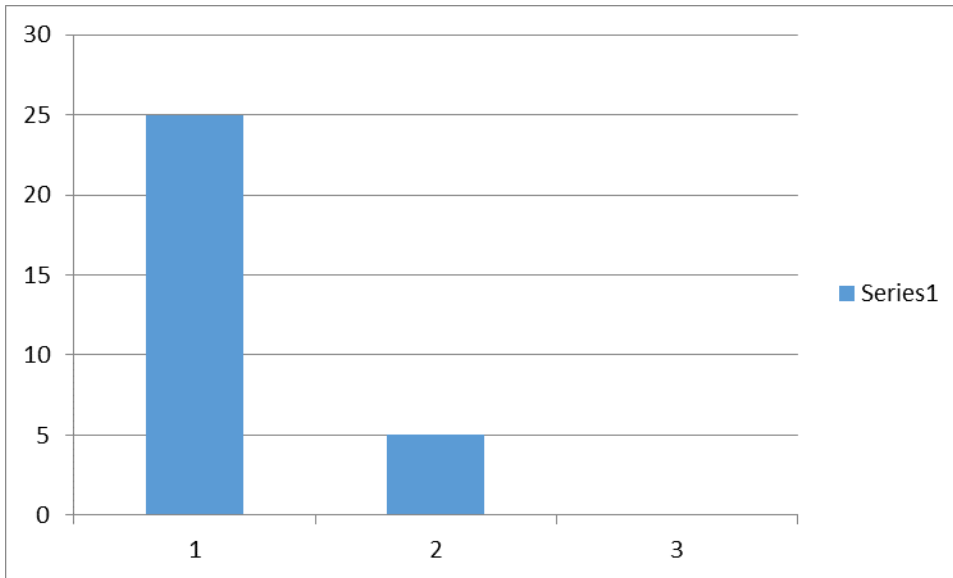
1: exploratory, 2: play, 3: magisterial
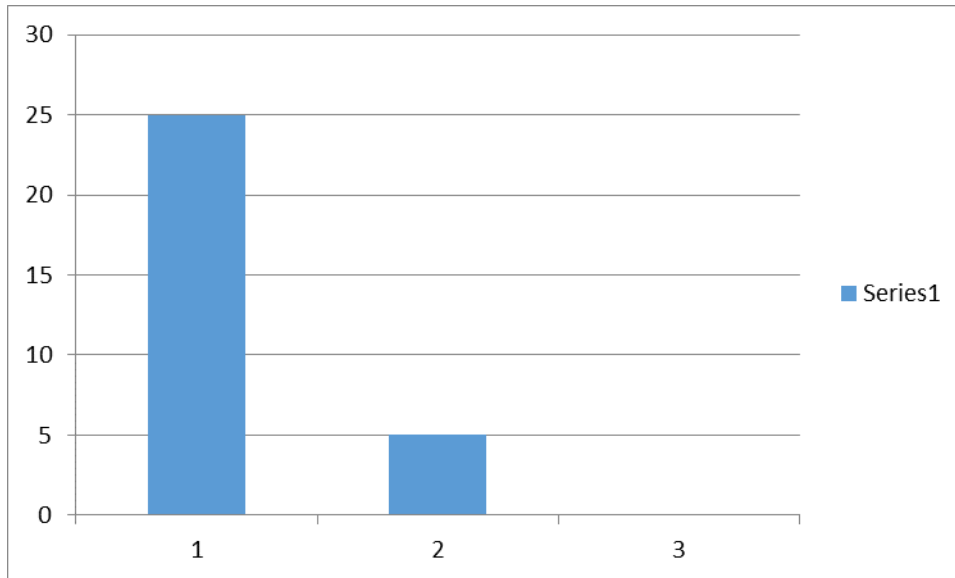
Here is an important point, because pyrite sees that in effect complying with the ideal reality of Bogota schools, which clearly indicates that education at preschool should and is developed through exploration ye second instance the game.

What do you think about teaching English as a second language, at the preschool level in your public school?

Conventions or categories

1: adequate, 2: Regular; 3 bad

The criterion of the situation for teaching English was designated as good, because during that same period of time was under the field phase of the methodology proposed in this document. However, it is necessary to clarify that before starting this study, children did not receive any training in English.

What is your opinion as an educator with respect to the readiness process?

Agreements or categories:

1 is only the title; 2 is the process suitable for preschool age; 3 found no difference between readiness and learning
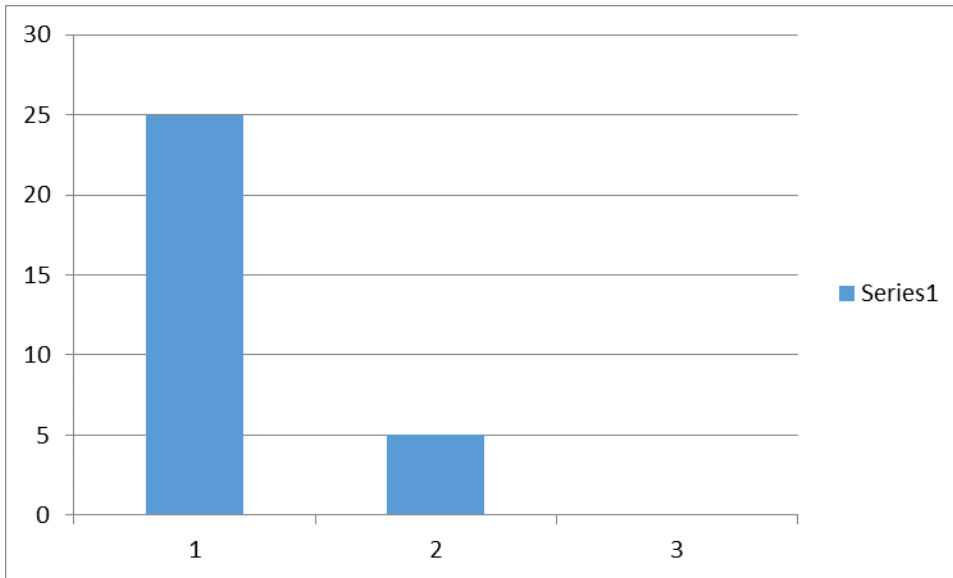
It is the appropriate process for him preschool age that all training is based on sensory stimulation exploration and play.

What they do in preschool children who attend the school publishes?

Agreements or category 1: learning; 2. play; 3. to develop the readiness process
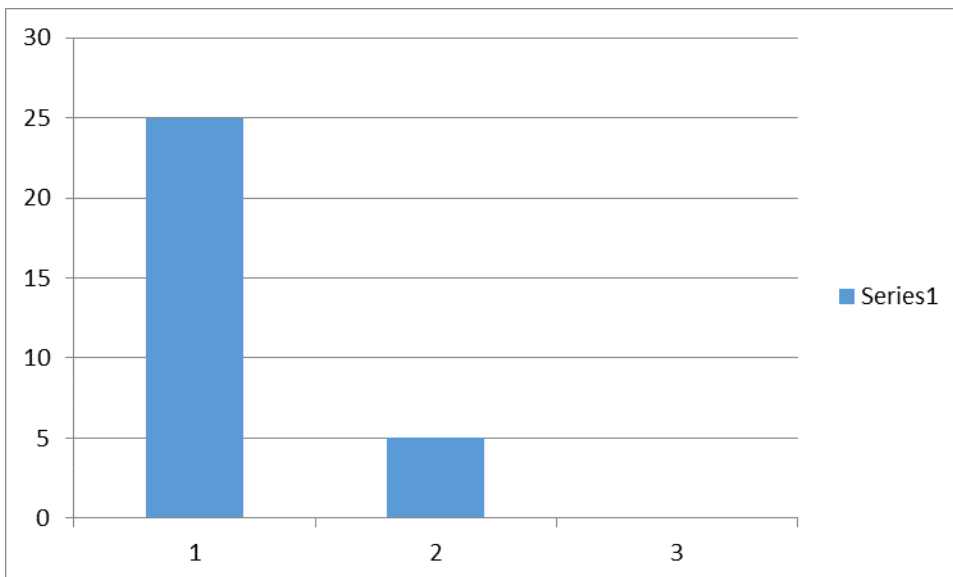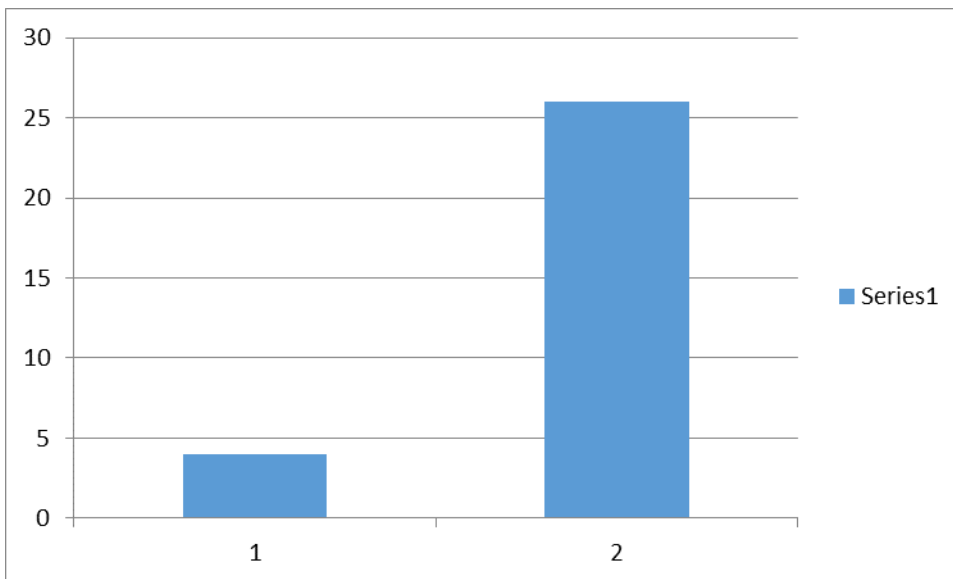
In this question the situation is contradictory, it shows that in effect is not yet known clearly that is the process of readiness and is somehow confusing.

6. According to their opinion can children during the pre-school, aged between 5 and 6 years not learn English at school?

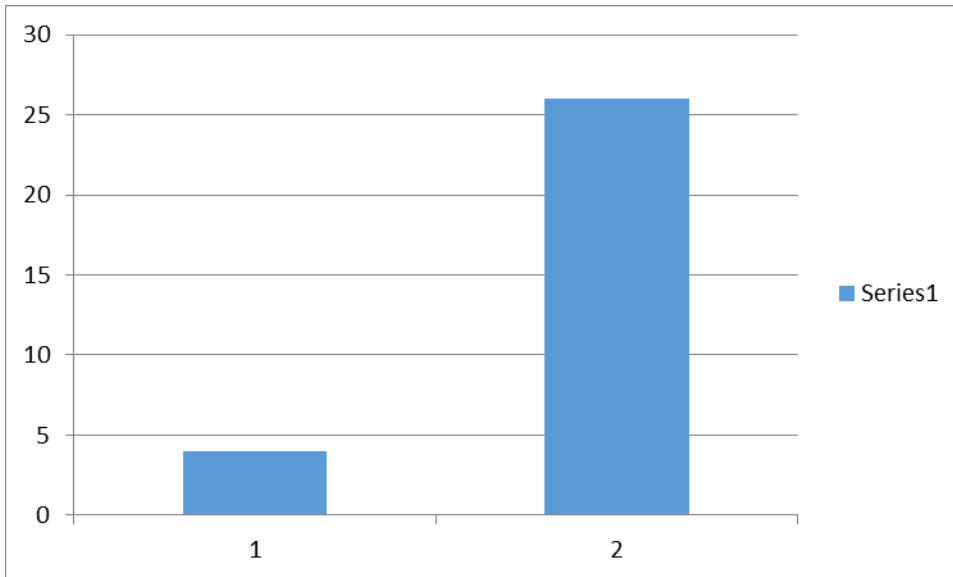Conventions or categories

1: yes; 2: no

This is a high point, as most doubt whether it is possible that young age children are able to learn English at school, but the reality is different from the theoretical point of view and practical.

7. do you have some level of English?
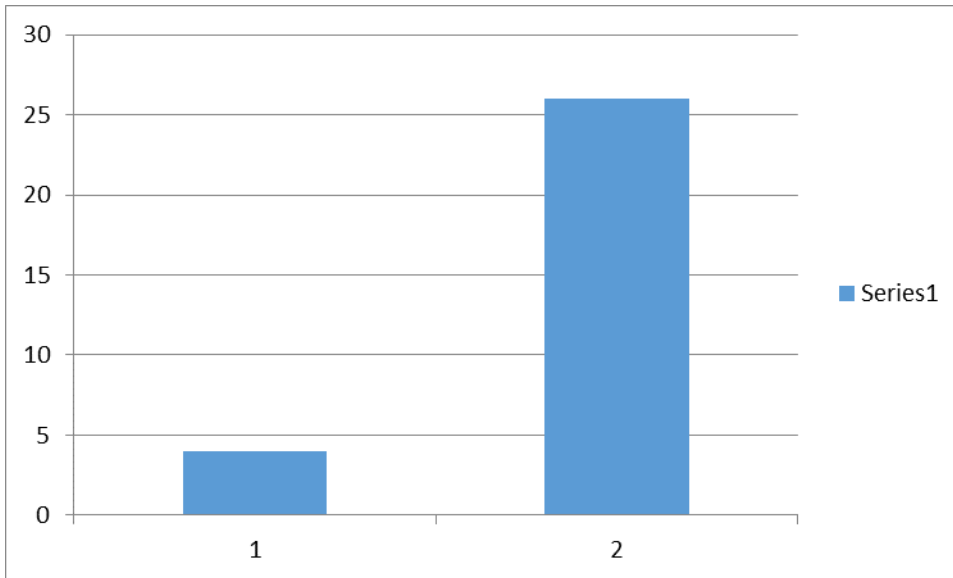
Conventions or categories

1: yes; 2: no

Here most participants deny knowledge in English and that may be why they say that children ca not go to school to learn English, because there is no one to teach them.

8. Do you feel qualified to teach preschool children the English language?

Conventions or categories

1: yes; 2: no

Here clearly evidenced that the teacher does not have enough training to take on the challenge of teaching English at the preschool level.

This instrument is evidence that in fact he and the teachers of the school district demonstrate any possible interest in children to learn English, but unfortunately did not have specific training to develop the process, or the didactic and technological materials needed for activities. For this reason, even if they intend to teach English to children who do not feel able, as they say not to know English, much less to teach.

3.2.2 Tool parents or guardians

1. Do you think your experience as a parent is the preschool education in the schools of the public Bogota?

Conventions or categories:

1: exploratory, 2: play, 3: magisterial
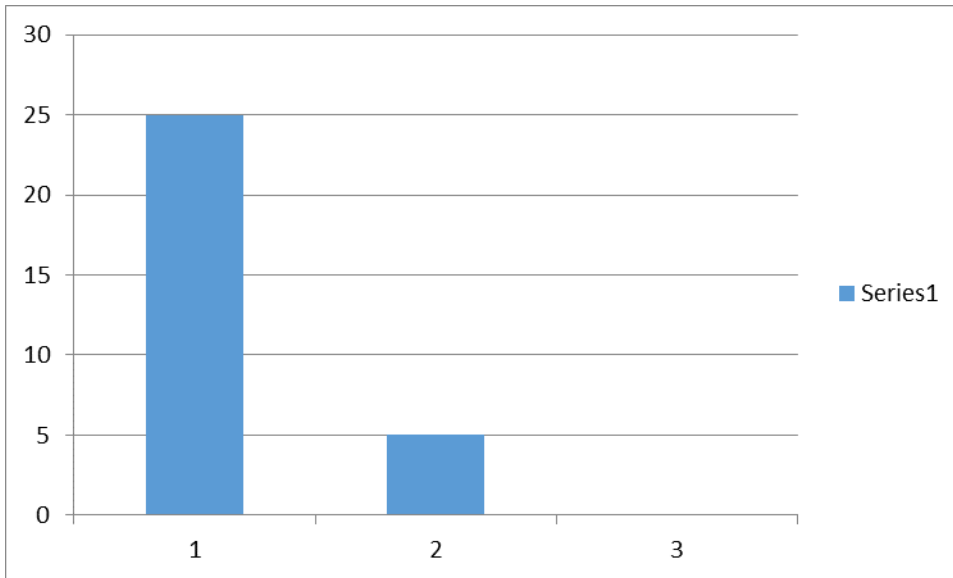
Here Parents agree with teachers how they should be taught to children.

How do you see education in the school which your child is part?

Conventions or categories:

1: exploratory, 2: play, 3: magisterial
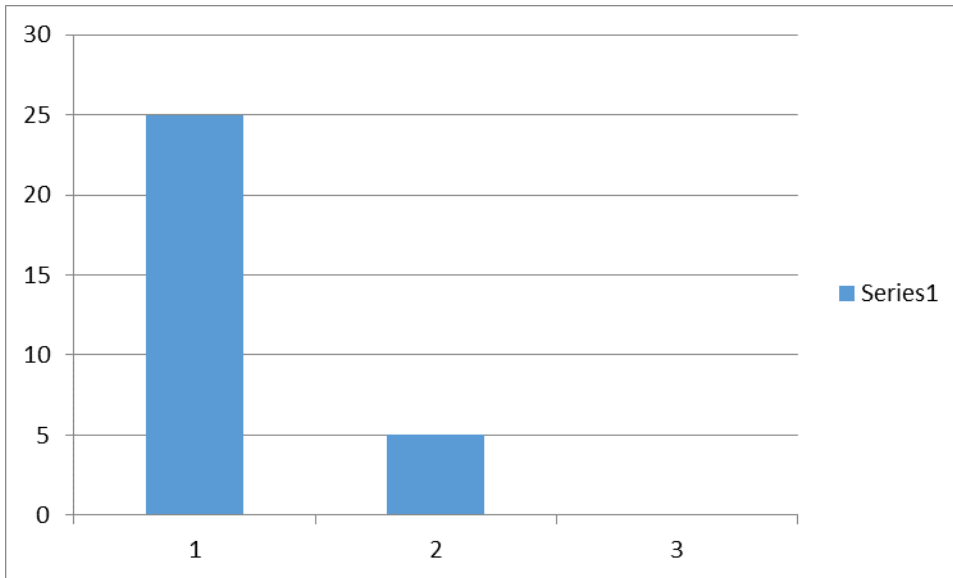
In this case it develops in a way according to what is considered suitable for parents and teachers.

What with the teaching of the second language (English) at preschool level in the school which your child attends currently?

Conventions or categories

1: adequate, 2: Regular; 3 bad
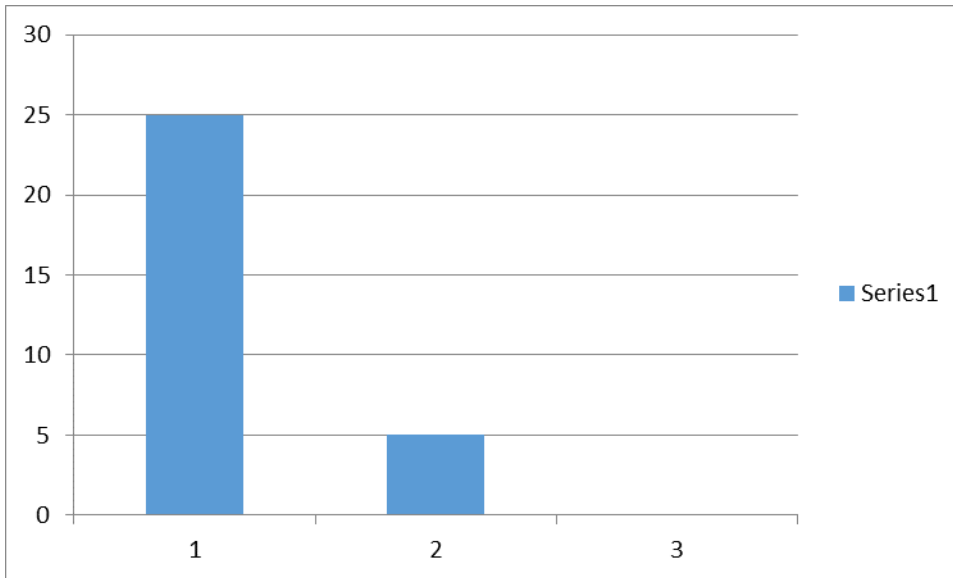
Here there is not much to analyze since as mentioned above was developing field application of the strategy.

4. The readiness to learn is the process by which children are prepared for school life and the process of learning that takes place at the following levels of education. What is your opinion regarding the process of readiness from the family perspective?

Conventions or categories

1: adequate, 2 do not understand; 3 seem a waste of time

After making the clarification regarding the concept of readiness parents agree that this method is suitable for their children, a situation which shows that in the above questions were unaware of the concept of readiness.

preschool-age children going to do at school?

Conventions or categories

1: learn; 2 run; 3 to develop in the process of readiness.
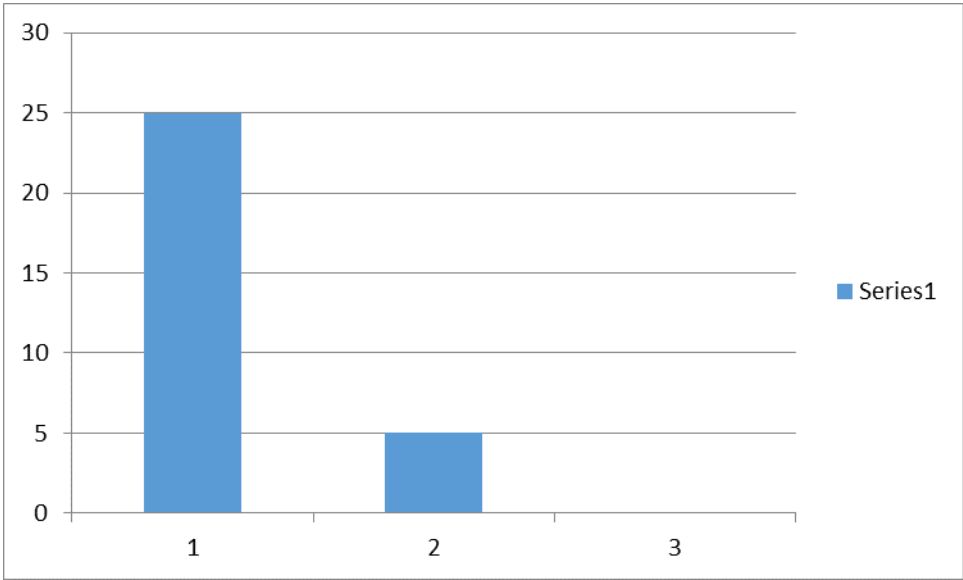
Here are parents continue with the idea of learning and ignore the readiness process.

children are ages between 5 and 6 years are not able to learn English at school?
Conventions or categories
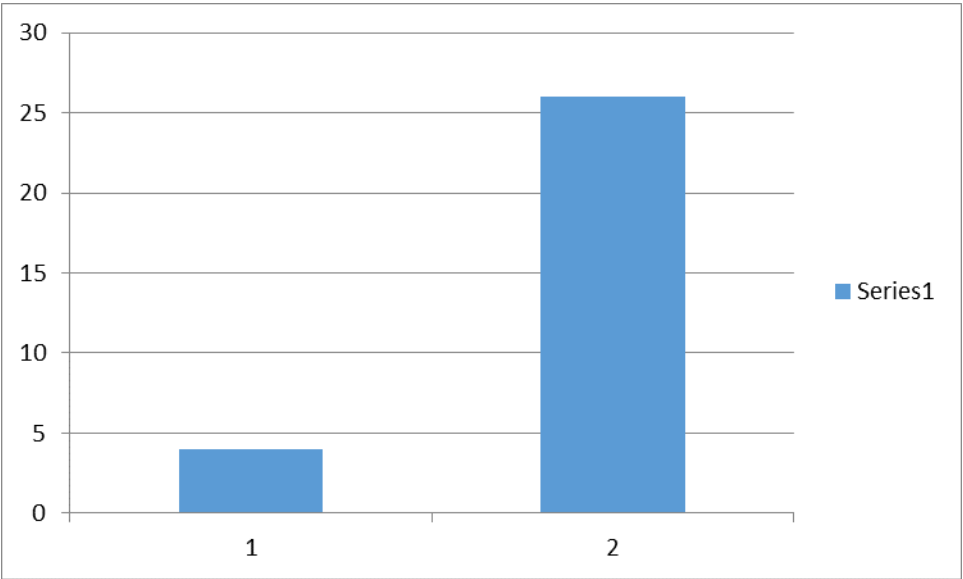
1: yes; 2: no

do you have some level of English?

Conventions or categories

1: yes; 2: no
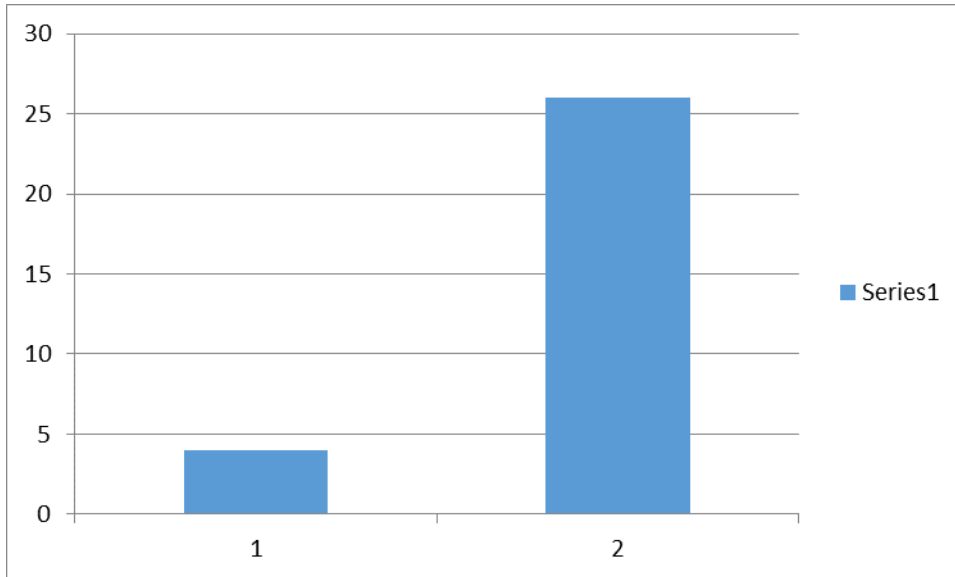
Parents and guardians mostly have no knowledge in English, therefore, they can not help the process.

8. Do you feel able to accompany their children at the preschool level in the process of learning English as a second language?

Conventions or categories

1: yes; 2: no
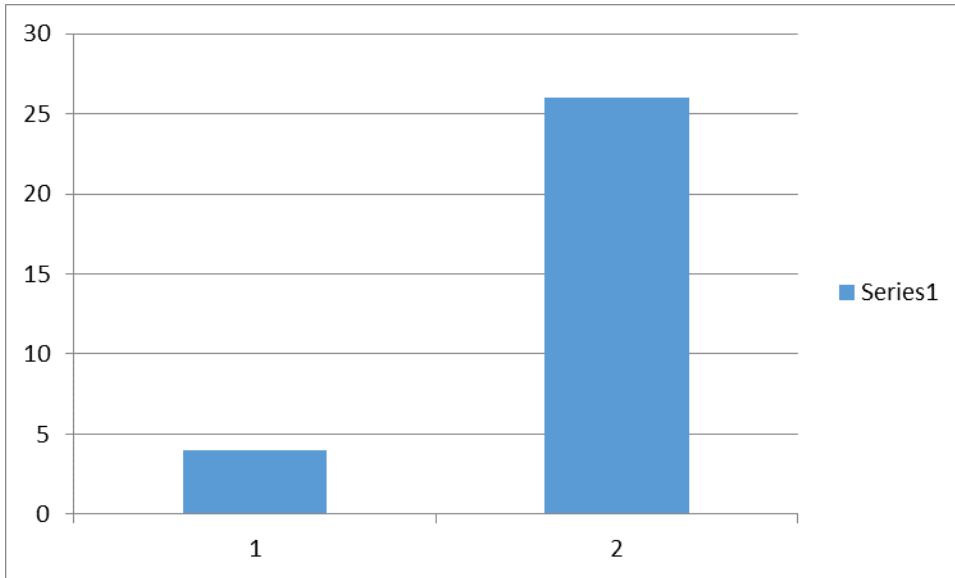
In the father's side, although most have professional or less technical training, each in his field, most know what the education process experienced by their children in school, because for all of them is the same, and expressed interest in meeting their children or parents receive instruction in the second English language even though they are not able to contribute in activities to develop

3.2.3 Proposal and implementation of the same.

Proposal of English learning stimulation.

Characterization:

CYCLE __I____ GRADE_ Preescolar. _____COURSE__ Preescolar _____ DAY____ AFTERNOON. _____

DIMENSIONS	CHARACTERIZATION STUDENTS	EMERGING NEEDS
COGNITIVE: Internalization of action: student plans, imagines, and represents the reality gradually according to their development by means of linguistic signs, drawings and diagrams. Logical thinking: Build generalization's, complete series and sizes. Explains the reality by separating the parts of a whole to verify these parts and explain phenomena tools of interaction: communicates what it thinks and understands	They know the chances of your senses discovering different sensations with different elements, they are mentally very skilled in real situations; different members of the family and recognizes their role in it. They know time-spatial relationships. Some distinguish colors and manage different lines. Group cognitive processes are more linked to the development of girls, since they possess greater concentration and outlined his thinking to respond to the challenges that are presented. Expressed with great ease in oral and gestural, way to be clear and organized in his thinking process in the talks showing their feelings against the educational experiences of the classroom. Participates in communicative processes	It is important to rescue the cognitive processes in children is gender male, since they are more dispersed, since they are more active and their learning is largely through his physicality. Attentional processes are short; this generates in them scatter in the construction of responses to the challenges.

the challenges that are presented, draws, argues, analyzes, explores possible consequences, synthesizes, produces writings.	of speech listening to it pre-scripture, and some of them have knowledge in English since they had experience of membership by the way time in private gardens. They have musical aptitude following rhythms and songs.	
AFFECTIVE: Staff: student identifies and controls own emotions, is put on the place of the other, gives meaning to every personal experience, shows self-esteem, healthy interpersonal relationships. The family offers balance or deficiency in the student. Type of family (nuclear, extended, single-parent, other). Management of house rules (permissive,	They are crossing their egocentric stage towards a social stage and starting to enjoy being with others of the same age and different to your household. The vast majority have brothers this makes that they assume with caregivers and leaders of the Group; others by his side respond to be children of the family being dependent on others. They share with pleasure being with adults in a friendly manner and they like to talk. They follow basic routines. They recognize each other and understand that they are classmates and friends. In general, families are placed between nuclear and extended, being constituted by young parents in the age range of 25	It should work with the family to clear breeding patterns that favor the growth of the family and that can generate in the children the process of autonomy and personality that responds with the characteristics of the individual and social development.

rigid, confused, authoritarian, management agreements). Family (welcoming, stimulating, hostile, indifferent, close) environment social relations with others (assertive, companerista, apathetic, indifferent, little enthusiast., motivated to interact, respectful, caring for others, objects relies on others)	- 30 years. In the management of standards is evidenced largely a permissive character and that revolves around the desire and need of the child or of the child. The family atmosphere is close in peaceful coexistence, but in situations of responsibility and assume the role of parent's lack. Relations with other girls are more willing to be classmates and interact with respect, tolerance and affection; in child occurs more perfunctorily and responds to the game of the moment.	
Ethics: Field value: the student identifies and experience the values needed to find a beautiful and good life. Emotions: The student solves creatively and peacefully problems	They are in the process of identifying within the experience about what are the values, recognize the friendship, respect and sharing. They express their emotionality and learn to control and manage their feelings against itself, the other and coexistence.	Follow the understanding of emotions against the daily live, expressing them from the ethical and positive meaning of the experience.

controlling their emotions and recognizing the others. Judgments: It acts with ethics and has a positive influence on the emotions of those around him. It takes decisions thinking of the common good.		

Proposal:

- Given the characterization of the population of the district school pre-school, we designed a template of planning, according to the parameters given by Harmer in his book How to teach English and adapted for the preschool level which proposes the use of strategies that will facilitate the stimulation of learning English at pre-school level.

Strategies:

- T.P.R: is the method in which motivated children use their body as a means of communication; it facilitates body expression and use of repetition, generating a greater recognition in the minor, through the physical response to a sound stimulus.

- It is also useful, since it allows child to make use of creativity at the time to comply with the instruction producing it becomes part of their environment and their daily lives. In addition, know that children during this stage changes in age structure, are more motivated by genre group or social games, and with use of the imagination, as a reference point; generating in them the sense of confidence in your response. Getting children to be assertive in listening to the new language.

- The use of songs: the use of songs in the teaching of languages is very common since it facilitates concentration in children and helps them to develop a proper pronunciation. In addition, the songs generate the ability to imagine what narrates the song getting that children make them an important part of their daily activities, • liven up the classroom with posters and images of commands: the stimulation is a useful tool in learning-teaching processes, and that allows the individual to receive information that motivates the learning , from all the organs of the senses, by that although previous tools already some of them had been used, in this gives stimulus to other organs of the senses such as vision, being one of the most important, since as you stimulate permanently, is generating stimulus to the relevant brain quadrant and therefore both physical response as of memory by means of neural activity.

- The game: regardless of whether intends to teach or not the game is part of the activities that children develop with greater frequency, is the same which allows them to explore their environment and free your imagination, generating

increasingly more creative and social games, this can be used in education and contributes to child internalize their reality and on top of that knowledge make part of his life the knowledge of English. In addition to academic activity being a tool that facilitates the social factor of the game through the use of language as a communication tool.

- Use of different art forms: molding, painting, chopping, cutting, bending, techniques of pictograph and Cryptography: art from all its dimensions, but especially the Plastic Arts contribute to the stimulation of learning, since they use a sense that other activities looks almost outcast who is touching, on top of that, motivates children to imagine the situation that is being described by the work, and even create stories inspired by images. This not only is beneficial for teaching English, but for all the processes of teaching because it turns out to be very useful stimulus neurological helping the utilization of each individual's neurological capacity.

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

Group: _____

Date: _____ Time: __1 h__ N° of students: _____

Topic: _____ Pilares: _____

Dimensiones: _____ Objective: _____

Time	Stage	Strategy	Procedures	Materials
	Warming up			
	Beginning			
	Development			
	End			

Strategy's Evaluation:

_____

_____

_____

_____

_____

_____

_____

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

Group: _____

Date: _____ Time: __30 minutos_ N° of students: _____

Topic: _____ Pilares: _____

Dimensiones: _____ Objective: _____

Time	Stage	Strategy	Procedures	Materials
	Warming up			
	Beginning			
	Development			
	End			

Evaluation of strategies in the section No. 1: in this unit applies the T.P.R. strategy guiding the children to move from right to left and front back, to find companions to greet them; also included in the colored and glued as one way of learning acquired up to that time, here is evidence the pillars of education such as; the game that stimulates the activity; the art enabling the discovery and enjoyment of different feelings and literature as art play with non-verbal language making English corner and showing their work for the other students. These activities are very beneficial for stimulating English learning because they give children the opportunity to enjoy and have fun while they learn. Naturally with these strategies is developed the body dimension where the game becomes the tangible form of interact and demonstrate the many ways of putting your body in motion; the communicative dimension that allows you to externalize what you think, access codes and content of an own or different culture to produce, live and understand messages with other people and the environment that surrounds it.

In this first activity the children reached an 80% performance, situation that shows the interest of the children to learn even though the first session that develops.

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

Group: _____

Date: _____   Time: __30 minutos__   N° of students: _____

Topic: _____   Pilares: _____

Dimensiones: _____ Objective: _____

Time	Stage	Strategy	Procedures	Materials
	Warming up			
	Beginning			
	Development			
	End			

Evaluation of strategies in the section 2: in this unit applies T.P.R. strategy to teach drawing to children and perform the sit or stand up, repeating these actions in English; the use of video and song for the greetings. Develop the pillars of education as: the game that is a productive activity out of the ordinary where the child shows joy and pleasure to perform actions that do not need to be written or drawn only actuated: literature because it gives has symbolic decryption that has from birth and that fits in with the other forms of language. As for the dimensions the corporal, artistic and emotional because it allows them experience with fellow actions useful learning another language and interact with colleagues helping each other in the activity; the communicative dimension because with the game are freely

expressed through the body that it is another form of necessary exploration in the experiences of this age. These strategies help the teacher develop a class that encourages children to want to learn other expressions to communicate with their peers.

On the other hand, the children in the second activity rating was 83 percent showing progress and improvement with respect to the previous activity

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

Group: _____

Date: _____   Time: __30__minutos_   N° of students:
_____

Topic: _____   Pilares: _____

Dimensiones: _____ Objective: _____

Time	Stage	Strategy	Procedures	Materials
	Warming up			
	Beginning			
	Development			
	End			

Evaluation of strategies in section no. 3: in this unit T.P.R. strategy applies to sending children to search for objects in a certain color and when the activity of Simon says... which are reviewed seen commands & colors seen so far. Develop the pillars of education as: the game that where reiterates that it is a form of conversation of children with adults in this case with their teacher, to name something unmentionable on a daily basis in your environment and go build their own language; the dimension of exploration of the environment because it allows the child be able to combine talking and playing with a world unknown to the playful mode. The dimensions are also involved when through the communicative dimension using the game as a form of free

expression and flexible with their coworkers and the environment that surrounds it; dimensions body, emotional and artistic because it is able to share with fellow something precious for them as it is the balloon that has decorated, which is the most important process where the child relates to others and allows you to align their interests with other children. The teacher helps these strategies to integrate and assess the child's development as a whole being that generates positive skills in the strengthening of their individual and social learning, where the children reached 92%.

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

Group: _____

Date: _____   Time: __30 minutos__   N° of students: _____

Topic: _____ Pilares: _____

Dimensiones: _____ Objective: _____

Time	Stage	Strategy	Procedures	Materials
	Warming up			
	Beginning			
	Development			
	End			

Evaluation of strategies in section no. 3: in this unit T.P.R. strategy applies to sending children to search for objects in a certain color and when the activity of Simon says... which are reviewed seen commands & colors seen so far. Develop the pillars of education as: the game that where reiterates that it is a form of conversation of children with adults in this case with their teacher, to name something unmentionable on a daily basis in your environment and go build their own language; the dimension of exploration of the environment because it allows the child be able to combine talking and playing with a world unknown to the playful mode. The dimensions are also involved when through the communicative dimension using the game as a form of free

expression and flexible with their coworkers and the environment that surrounds it; dimensions body, emotional and artistic because it is able to share with fellow something precious for them as it is the balloon that has decorated, which is the most important process where the child relates to others and allows you to align their interests with other children. The teacher helps these strategies to integrate and assess the child's development as a whole being that generates positive skills in the strengthening of their individual and social learning, where the children reached 92%.

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

Group: _____

Date: _____   Time: __30__minutos__   N° of students: _____

Topic: _____ Pilares: _____

Dimensiones: _____ Objective: _____

Time	Stage	Strategy	Procedures	Materials
	Warming up			
	Beginning			
	Development			
	End			

Evaluation of strategies in the section 5: performing the song with the children, to develop the activity of the pompons and the game of concentrate, T.P.R. and other proposals strategy applies in this research, since it provides teaching tools that encourage students to make their learning dynamic and representative. With these strategies integrate the four pillars of initial education (game, art, literature and the exploration of the medium) because they are the basis of the pedagogical work which is founded the dimensions of development. The game is present in all activities; literature develops through a purely expressive language, allowing children to integrate text, image, music, body and life questions. The dimensions are interrelated because regarding the socio-affective dimension

with these activities allows the child to participate in working groups which shared objects and devise and learn how to handle the conflict that arises between them at the time of play, initially with the help of the teacher and then they by themselves; the cognitive dimension because they are experimenting, discovering and knowing many possibilities found in its context and develop a game of focus might not develop so easily as an adult but create you schemes that contribute to their formation and troubleshooting also reinforces the concepts of logic-mathematics with the pompons play because they work concepts as partnership sets and equality; the artistic dimension in terms of aesthetic sense because it handles colors and shapes through the perception to enjoy songs, genres and rhythms from other cultures and the communicative dimension because it gives them bases to the child to associate sounds with shapes using the scenic language. Strategies hyphenated a critical sense about what you listen to, the construction of their own interests and development language that handle at this age. All children reached competencies expected to 100% in this which was the last activity.

• Conclusion of the evaluation

based on the above strategy, it can be concluded that despite the differences that were found, as to be the first approach of the children to the English language or not, is that 95% of the children in fact managed to fully develop activities along the 5 sessions of class.

4. CONCLUSIONS

- The methodological proposal put forward in this research reflected the importance of using different strategies in English class for preschool level, because it strengthened in the second language learning and stimulation in the integral development of the child.

- According to the results acquired in the evaluation of each of the work units is evident participation, motivation, and interest from children at the activities carried out in the English class, as a result of the stimulation to learning a second language.

- At the end of the research is evidence of the need to include the English within the curriculum, that there is this school due to the lack of their own strategies in the teaching of English at preschool level.

- It is important to empower children and teachers in the execution of their functions, while the Professor should be which translates or converts knowledge to bring the children to understand, is also important that he discovered in the study that it is the interest of the children to learn and the motivation that will generate in them the teacher through neuro-linguistic programming.

5. RECOMMENDATIONS

- Men should regulate the teaching of English from the preschool level.

- You should school continue designing the units of work involving strategies for stimulation of the teaching of English for pre-school.

- It is suggested you to College include English in the curriculum for the preschool level to strengthen the process of acquisition of a second.

- Strengthen the use of tools like programming Neurolinguistics in the development of the academic activities at the preschool level

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ANNEXS

Formato docente

Cordial saludo.

El presente instrumento hace parte de una investigación titulada: A PEDAGOGICAL PROPOSAL FOR TEACHING AND LEARNING ENGLISH AT PRESCHOOL LEVEL IN PUBLIC SCHOOL, que están desarrollando las estuantes de maestría: DIDACTIC OF FOREIGN LANGUAGES (ENGLISH), en la Universidad Libre de Colombia. En esta investigación se persigue el siguiente objetivo: generar una propuesta pedagógica con la que los docentes puedan desarrollar su actividad en la enseñanza de inglés en transición-preescolar en los colegios oficiales. Para mostrar su autorización para el uso de la informacion que se obtendrá en la entrevista es necesario que suministre la siguiente informacion:

Nombre: _____

Nivel de formación:

Bachiller: ____ Técnico: _____ Tecnólogo_____ Pregrado: _____ Postgrado: _____

Rango de edad (En años cumplidos):

20-30: _____   30-40: _____   40-50: _____   50-60: _____   60-70: _____

Por favor exponga su opinión acerca de las siguientes preguntas:

1. ¿Cómo cree usted desde su experiencia docente que debe ser la educación prescolar en los colegios distritales de Bogotá? _____

   _____

   _____

   _____

   _____

2. ¿Cómo piensa que debe ser la educación preescolar en el colegio donde labora?

   _____

   _____

   _____

   _____

3. ¿Qué opina de la enseñanza en la segunda lengua (ingles) en el nivel preescolar en el colegio donde usted labora? _____

   _____

   _____

4. ¿Cuál es su opinión como profesional de la educación en cuanto al proceso de aprestamiento? _____

_____

_____

5. ¿Los niños en edad preescolar a que van al colegio? _____

_____

_____

6. ¿Los niños durante la etapa de los 5 a los 6 años según su opinión, están o no en capacidad de aprender inglés en el colegio? _____

_____

_____

7. ¿Cuenta usted con algún nivel del idioma inglés? _____

_____

_____

8. ¿Se siente usted capacitado para enseñarles a los niños del nivel preescolar el idioma inglés? _____

_____

_____

Observaciones_____

_____

_____

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_____

_____

_____

Gracias por su colaboración.

Formato padre de familia

Cordial saludo.

El presente instrumento hace parte de una investigación titulada: A PEDAGOGICAL PROPOSAL FOR TEACHING AND LEARNING ENGLISH AT PRESCHOOL LEVEL IN PUBLIC SCHOOL, que están desarrollando las estuantes de maestría: DIDACTIC OF FOREIGN LANGUAGES (ENGLISH), en la Universidad Libre de Colombia. En esta investigación se persigue el siguiente objetivo: generar una propuesta pedagógica con la que los docentes puedan desarrollar su actividad en la enseñanza de inglés en transición-preescolar en los colegios oficiales. Para mostrar su autorización para el uso de la informacion que se obtendrá en la entrevista es necesario que suministre la siguiente informacion:

Nombre: _____

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Rango de edad (En años cumplidos):

20-30: _____   30-40: _____   40-50: _____   50-60: _____   60-70: _____

Por favor exponga su opinión acerca de las siguientes preguntas

1. ¿Cómo cree usted desde su experiencia como padre de familia que debe ser la educación prescolar en los colegios distritales de Bogotá? _____

_____

_____

2. ¿Cómo observa la educación en el colegio del cual su hijo o hija hace parte?

_____

_____

3. ¿Qué opina de la enseñanza de la segunda lengua (ingles) en el nivel preescolar en el colegio al que asiste su hijo o hija en la actualidad?

_____

_____

_____

4. Aprestamiento es el proceso por medio del cual se prepara a los niños para la vida escolar y el proceso de aprendizaje que se desarrolla en los siguientes niveles de educación. ¿Cuál es su opinión como padre o madre de familia de la educación en cuanto al proceso de aprestamiento? _____

_____

_____

5. ¿Los niños en edad preescolar que van a hacer al colegio? _____

_____

_____

_____

6. ¿Los niños durante la etapa de los 5 a los 6 años según su opinión, están en capacidad de aprender inglés en el colegio?

_____

_____

_____

7. ¿Cuenta usted con algún nivel del idioma inglés? _____

_____

_____

8. ¿Se siente usted capacitado para acompañar a sus hijos en el nivel preescolar en el proceso de aprendizaje del idioma inglés como segunda lengua? _____

_____

_____

Observaciones_____

_____

_____

_____

_____

_____

_____

_____

_____

Gracias por su colaboración.

Consentimiento informado.

Cordial salud.

Como se les informo en la última reunión de padres de familia se está desarrollando una serie de actividades con el fin de enseñarles a los niños del grado transición de la Institución Educativa Distrital OEA; la lengua inglesa. Por esa razón se solicita que ud

como padre de familia autorice a su hijo a participar de las mismas y al docente en cargado a conseguir la evidencia de la realización de las sesiones por medio de fotos del grupo en las actividades y las evaluaciones, ya que estas son el soporte necesario para el desarrollo de la investigación. Si está de acuerdo por favor diligencie el siguiente formulario:

Yo_____ identificado con cedula de ciudadanía Nº_____ de _____autorizo a mi hij@_____ a participar de las actividades.

Firma: _____

PRÁCTICAS PEDAGÓGICAS

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

No.1 TEMA: HELLO & BYE

Warming up:

Inicio:

Saludar a los niños "hello, hello" de manera dinámica y rítmica para que sea de fácil recordación para los niños, seguido de ello preguntarles a los niños el idioma origen del

saludo "hello", en que países hablan éste idioma y que otras palabras conocen en ése idioma.

Desarrollo:

Hacer que los niños repitan "hello, hello", primero con todo el grupo de clase y luego en grupos de dos (con el compañero del lado derecho, el del lado izquierdo, el de adelante y el de atrás).

Se le entrega a cada uno de los niños media hoja tamaño carta en la cual está impreso un muñeco saludando y con las palabras "Hello y Hi", se les pregunta a los niños si han escuchado esos saludos y su significado en español. Los niños deberán pegar la hoja a su cuaderno y colorearla, después de 10 minutos, se les entrega media hoja tamaño carta en la cual está impreso un muñeco diciendo "Bye, Bye", la cual deberán colorearla

Final:

Revisar el trabajo de los niños y mostrar el trabajo de algunos niños ante sus compañeros de clase, escoger algunos de ellos y pegarlo en un rincón del salón el cual estará destinado como el rincón de inglés.

Preguntarles a los niños si la actividad fue de su agrado y contarles que para la siguiente sesión se trabajarán otros saludos en inglés tales como   good morning, good afternoon y good night.

Hello!

Hi!

Hello!

Hi!

Good bye!

twistynoodle.com

twistynoodle.com

PRÁCTICAS PEDAGÓGICAS

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

No. 2 TEMA: GOOD MORNING, GOOD AFTERNOON AND GOOD NIGHT

Warming up:

Se les pregunta a los niños que se realizó la clase anterior, luego se hace la misma dinámica de saludar al compañero que se encuentra del lado derecho con la expresión "Hello", después al compañero del lado izquierdo y al compañero de atrás con el saludo "Hi" al igual que al compañero de adelante, luego se les pregunta si conocen la canción "Hello teacher" de ser así cantarla con los niños, de lo contrario enseñársela.

Hello teacher,

Hello teacher,

How are you?

How are you?

Very well thank you,

Very well thank you, and you?

Inicio:

Video de una canción de "Good Morning.

Link: **https://www.youtube.com/watch?v=U9Q7Y3t4m3g**

Desarrollo:

Se les pregunta a los niños sobre el video, y si saben de otros saludos en inglés, luego se les muestra un pequeño afiche donde aparece un sol saliente con una frase de "Good Morning", además se les entrega media hoja tamaño carta con la frase "good morning la cual deberán dibujar las actividades que realizan usualmente en la mañana, se realiza la misma actividad para good afternoon.

Final:

Se les comunica a los niños que la tarea será pintar en el cuaderno las actividades que realizan en "Good night".

Luego se les comunica a los niños que en cada clase aprenderán otras palabras en inglés las cuales deberán repetir todos los días al inicio de la jornada escolar, seguido de ello se les enseña a los niños un afiche de una persona levantándose de su asiento y con la expresión "Stand up", se le pregunta que ven en el afiche y que cada vez que la docente diga "Stand up" ellos deberán realizar esa acción, seguido de ello se les enseña un afiche de una persona sentándose y con la expresión "Sit Down", se realiza la misma actividad que la anterior y esos afiches se pegarán en el rincón de inglés

Name:_____

Good Morning!
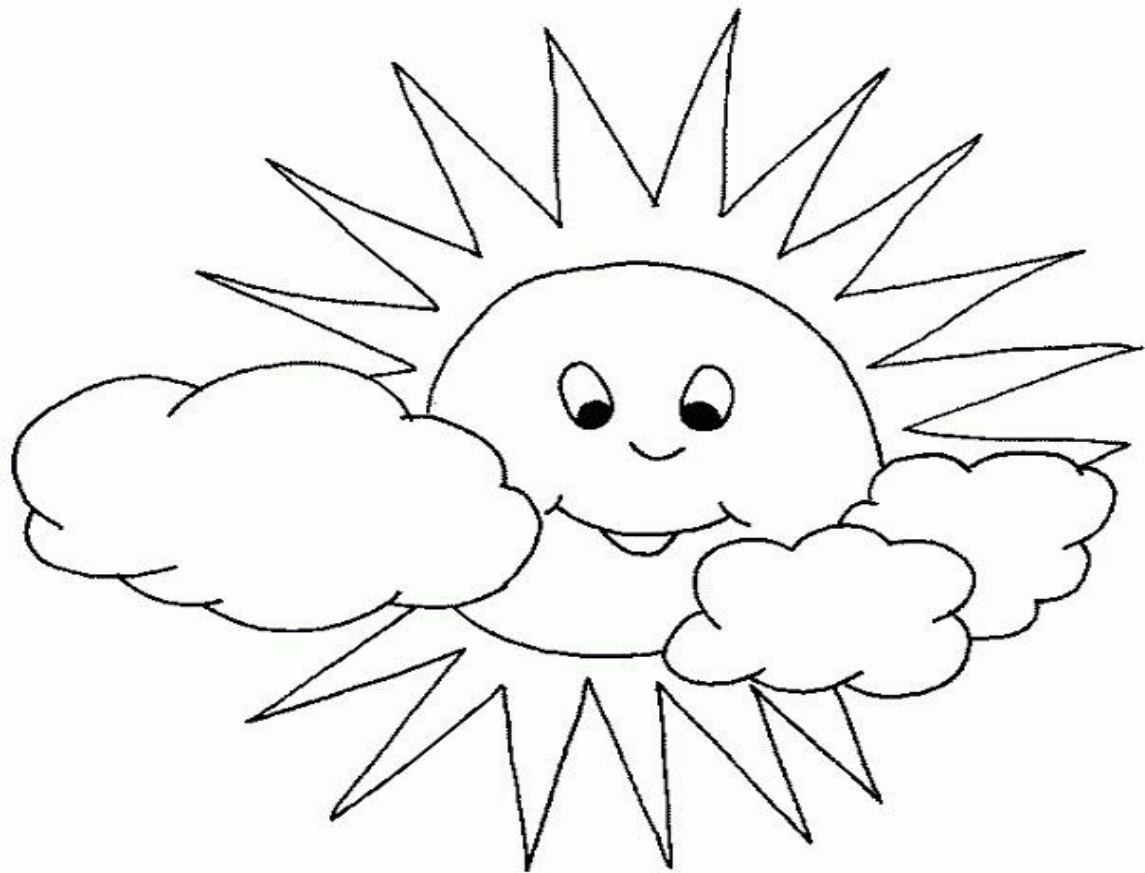
¡STAND UP!

SIT DOWN!

PRÁCTICAS PEDAGÓGICAS

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

N.3 TEMA: YELLOW & BLUE

Warming up:

Recordar que se realizó la clase anterior y hacer repasar los comandos vistos y los temas vistos de manera lúdica (decirlos en voz alta y los estudiantes lo imitan, variando la velocidad en el momento de decirlo.

Inicio:

Mostrar el poster del sol (sun) y preguntarles a los niños si saben cómo se dice en inglés el color que aparece en el poster, después, preguntarles que otros objetos hay de ese mismo color en el salón y en lo posible ir a tocarlo diciendo la palabra "red"

Desarrollo:

Se inicia entregando a los niños una hoja donde aparece un círculo y la palabra yellow, los niños deberán rellenar con plastilina amarilla (yellow) el círculo.

Luego se enseña un poster con un objeto de color azul (blue) además se les pregunta a los niños si saben cómo se dice en inglés el color que aparece en el poster que se les muestra, posteriormente, se les pregunta que otros objetos hay de ese mismo color en el salón y en lo

posible ir a tocarlo diciendo la palabra "blue" después se entregará una bomba de color azul para que la decoren y se la regalen a un compañero cantándole la palabra blue.

Final:

Revisar el trabajo de los niños y mostrar el trabajo de algunos niños ante sus compañeros de clase, escoger algunos de ellos y pegarlo en un rincón de inglés.

Finalmente, la docente les pide a los niños que guarden todo y que se levanten de sus asientos con la frase Stand up, además les explica el juego de "Simon say…" que al decir la profesora estas palabras y un color en ingles los niños tendrán que correr y tocar un objeto de este color con cada orden se ganaran una carita feliz y el primero que recolecte 5 caritas tendrá una recompensa.

Up
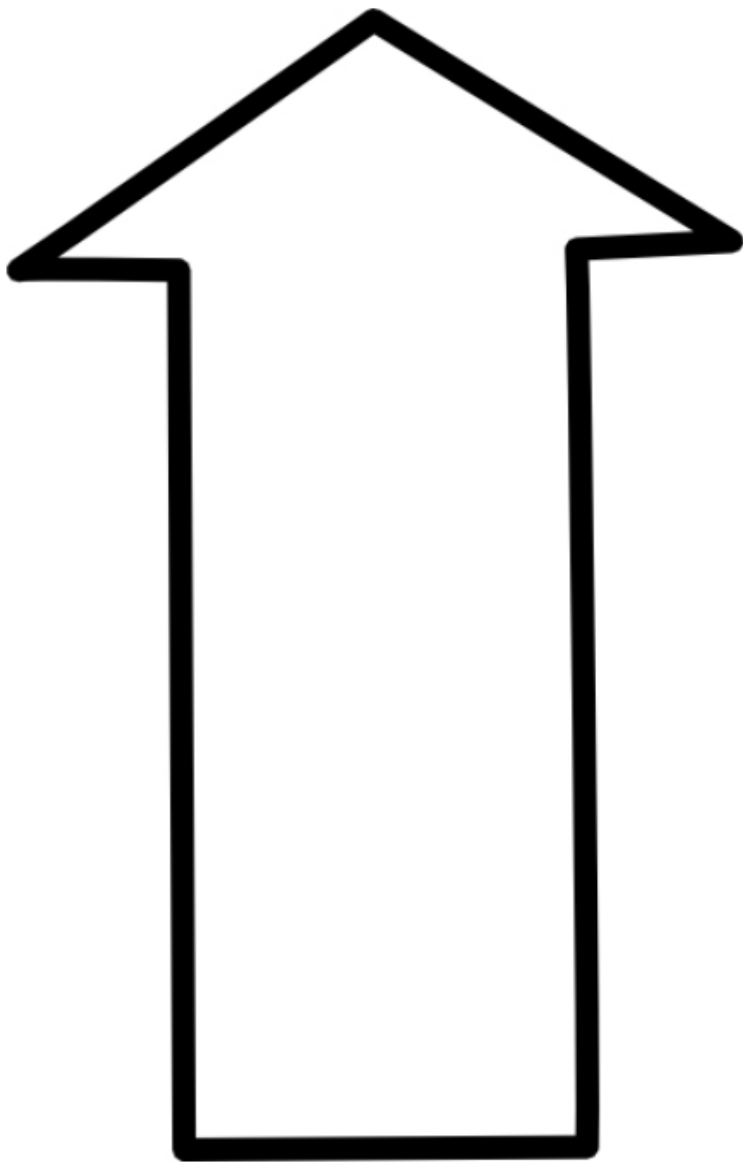
down
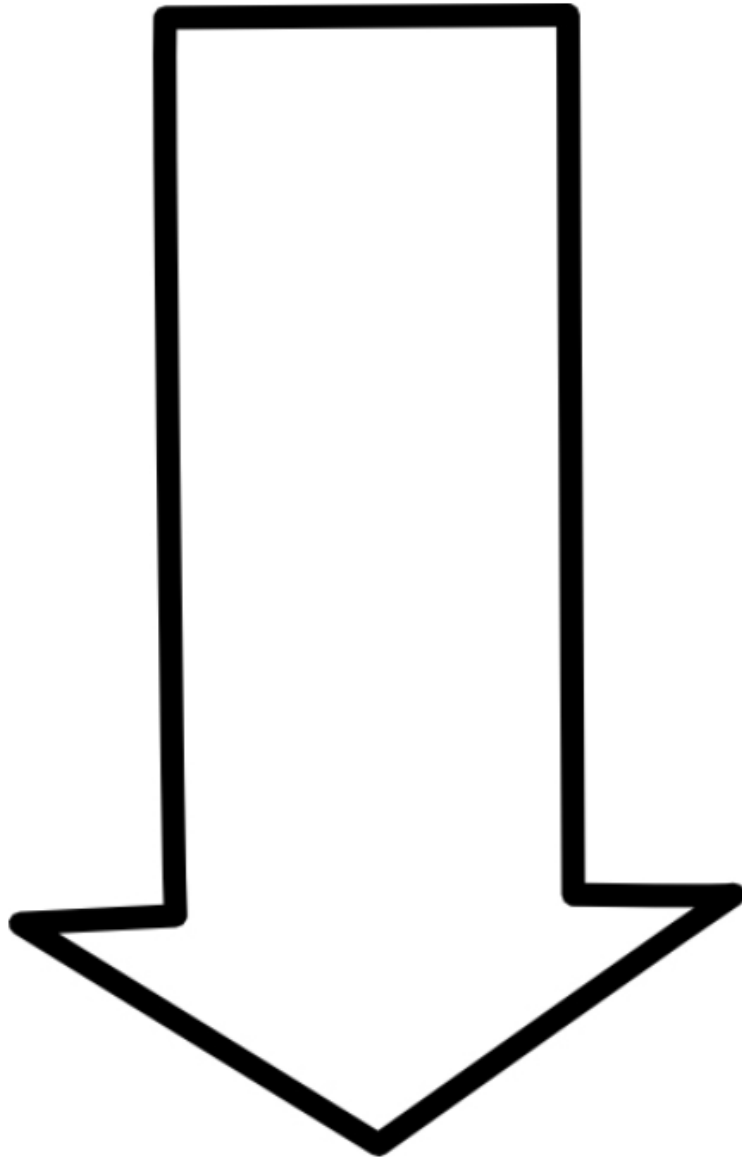
Yellow

Yellow

Blue

Blue

PRÁCTICAS PEDAGÓGICAS

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

N.4 TEMA: RED & GREEN

Warming up: Recordar que se realizó la clase anterior, repasando los comandos y temas vistos de manera lúdica (decirlos en voz alta y los estudiantes lo imitan, variando la velocidad en el momento de decirlo)

Inicio:

Video de los colores: https://www.youtube.com/watch?v=iEm9A7UyLeY

Desarrollo:

Se entrega a los niños una hoja donde aparece un círculo y la palabra red, los niños deberán transformar ese círculo en una manzana (Apple) y colorear.

Se llevan a caminar por el parque del colegio se acuestan sobre el césped para que lo toque, lo observen y se les pide que digan de qué color es y se les entregan juguetes de color verde (Green) entonces se les pregunta a los niños si saben cómo se dice en inglés el color del césped y de los juguetes, luego se pregunta qué otros objetos hay de ese mismo color en el patio y en lo posible ir al sitio diciendo la palabra green, en seguida se les entrega una guía donde hay varios objetos para colorear y para ello solo se deja manipular el lápiz de color green.

Final:

Revisar el trabajo de los niños, escoger algunos trabajos, mostrarlos ante los compañeros de clase y pegarlos en un rincón de inglés.

Por último, la docente les pide a los niños que guarden todo y que se levanten de sus asientos con la frase "Stand up", luego se divide el curso en tres grupos y a cada grupo se les entrega unas fichas para formar un rompecabezas de objetos de color green y la docente indicará que el primer grupo que lo arme bien tendrá una recompensa.

Red

Red

YELLOW

BLUE

RED

GREEN

ENGLISH FOR PRESCHOLERS AT O.E.A SCHOOL

N.5 TEMA: YELLOW, BLUE, RED & GREEN

Warming up:

Canción:

Close your eyes

Open your eyes,

Touch your nose,

And show me your tongue.

Recordar que se realizó la clase anterior y hacer repasar los comandos vistos y los temas vistos de manera lúdica (decirlos en voz alta y los estudiantes lo imitan, variando la velocidad en el momento de decirlo.

Inicio: Video de los colores: https://www.youtube.com/watch?v=BGa3AqeqRy0

Desarrollo:

Match: dividir el grupo en dos equipos.

1 Estación-"pimpones y cucharas": los niños deberán tomar un pimpón del color que la profesora diga ponerlo en una cuchara y llevarlo pero sujetando la cuchara con la boca hasta el lado opuesto del salón, quienes lo hagan más rápido y sin dejar caer el pimpón ganan.

2 Estación- fichas locas: habrán unas fichas de diversos colores y unos cestos deberán encestar las fichas en los recipientes de acuerdo al color y diciéndolo en voz alta, (blue, red, yellow, or green)

3   Estación-concéntrese: habrá un concéntrese con objetos de los colores trabajados en clase.

Final:

Realizar en casa una guía repasando los colores blue, red, yellow, and green.