TEACHING ENGLISH IN ACCELERATED CLASSROOMS

IN ELEMENTARY SCHOOLS USING ICT.

Monograph Presented to the Program

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by

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Dedication

I dedicate the realization of this monograph to God first, for giving me health and motivation. To my mother, daughters, and husband for being by my side with continuousand unconditional support in the moments when I needed them most.

Deisy Vasquez Acosta

This work is dedicated to my mother, to whom I owe my life and supportthroughout my studies. I also want to mention in a peculiar way my aunt who was the one who gave me the encouragement and initiative to continue my professional studies and be able to achieve the desired goal.

Yeinner Yair Gutierrez

Specialized Analytical Summary

Title	**TEACHING ENGLISH IN ACCELERATED CLASSROOMS IN ELEMENTARY SCHOOLS USING ICT**
Author(s)	Deisy Vasquez Acosta Yeinner Jair Gutierrez Perdomo
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Keywords	Accelerated classrooms, extra age, teaching, ICT, Learning, means, strategies, theories
Description	Monograph
Sources	51
Contents	El objetivo de la monografía es proponer una alternativa de enseñanza del inglés como lengua extranjera en las aulas de aprendizaje acelerado en primaria mediante el uso de las TIC, aunque se sabe que en Colombia muchas escuelas públicas y privadas implementan el plan de aceleración para niños y jóvenes que se encuentran en desfase por edad-grado académico debido a muchas circunstancias adversas que les han impedido desarrollar su aprendizaje y continuidad educativa, por lo que se busca que estos alumnos puedan nivelarse rápidamente para su integración al sistema educativo, sin embargo el plan de aceleración académica ha dejado de lado la asignatura de inglés, siendo esta una asignatura de suma importancia que debe ser incluida en el plan de aceleración académica para que los estudiantes puedan tener los

conocimientos básicos necesarios sobre el inglés como lengua extranjera al

momento de la re integraciónal sistema educativo normal según el Ministerio

de EducaciónNacional.

La propuesta pedagógica se basa en el uso de las TIC para la creación,

implementación y exposición del material didácticoen inglés de manera

sincrónica y asincrónica, de manera que los estudiantes puedan dedicar el

tiempo necesario al aprendizaje del idioma inglés desde un lugar diferente a

las aulas de la institución educativa sin tener que estar sujeto al espacio -

tiempo, que muchas veces es uno de los impedimentos, que no permite que el

alumno acceda a la información de forma continua y por lo que su aprendizaje

es incompleto.

Research Line	The development of the investigation of the subject exposedin the monograph is carried out under the independence of main subjects and the same way the search for theoretical references that support the idea in reference. where in ECEDU's line is part of Bilingualism in distance education mediated by technologies.
Conclusions	Accelerated education classrooms are a positive option for teaching and educating over-age students. This strategy must be approached from an inclusive perspective and with the useof appropriate tools and resources for effective learning. Thismethodology is considered positive while the decrease in school dropouts has been verified worldwide. For theuse of this strategy, it is necessary to incorporate the learning ofa second language as a basic

teaching subject in the classrooms, including the use of information and

communication technologies.

Advisor   Edith Grande Triviño

Abstract

Student, Deisy V& Yeinner G. TEACHING ENGLISH IN ACCELERATED CLASSROOMS IN ELEMENTARY SCHOOLS USING TIC

Licenciatura en inglés como Lengua Extranjera, 2021, Universidad Nacional Abierta y a Distancia.

The monograph aim proposes a teaching English alternative as a foreign language in primary-school accelerated learning classrooms using ICT, although it is known, in Colombia many public and private schools implement the acceleration plan for children who are in a disaffected age-academic grade due to many adverse circumstances that have prevented them from developing their learning and educational continuity, so it is sought that these students can be leveled quickly for integration into the education system.

However, he academic acceleration planhas set aside the English subject, this being an important subject of paramount that must be included in the academic acceleration plan in order students can have the necessary basic knowledge about English as a foreign language at the time of reinvestment to the normal education system according to the Education Ministry.

The pedagogical proposal is based on the use of ICTs for the creation, implementation, and exposure of English teaching material in a synchronous and asynchronous manner, so students can devote the necessary time to learn the Englishlanguage from a different place to the educational institution classrooms, without must be subject to space-time that is often one of the impediments do not allow the student to access information on an ongoing basis and so their learning is incomplete.

KEY WORDS: Accelerated classrooms, Over-age, teaching English, ICT in teaching English,accelerated learning, strategies, theories.

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My infinite gratitude to my husband Yaid Arias, daughters Alejandra and Madeleinne, for their love and daily motivation, for reminding me that it is never too late to carry out our resolutions. To my fellow undergraduate project Yeinner Gutierrez, because without his help I would not have been able to present this great undergraduate project. To my career teachers who during this process were teaching me everything, a professional should know.

Cordially Deisy Vasquez

First, I want to thank God who makes all things possible.secondly to my tutor Edith Grande, who with her knowledge and support guided usthrough each project stage to achieve the results we were looking for.

I also want to thank the National Open and Distance University for providing us with all the resources and tools that were necessary to carry out the research process. I would not have been able to arrive at these results had it not been for her unconditional help.

Finally, I want to thank all my colleagues and my family for supporting me and encouraging me to achieve this goal and they were always there to give me support words and a comforting hug to renew my energy.

Thank you very much to all.

Yeinner Yair Gutierrez

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Chapter I

Introduction

In this monograph we seek to propose a pedagogical model that focuses on teachingfrom a modern perspective, considering the changes that have taken place in recent years in societyand education considering the socio-economic context and adverse situations that may arise in specific areas of the country where access to education is interrupted by violations of children's rights. For this reason, it is necessary to propose and apply new pedagogical models involving ICTs to take education to another level, showing that it is possible to improve and eradicate the lacks encountered in traditional education and the pedagogical models applied in public and private primary schools in the country, which doesnot allow students to have meaningful learning and to put afloat the skills for learning andacquisition of new languages, in this case, English.

English language teaching in accelerated classrooms increases the potential students' skills who is for several reasons have failed to integrate into classrooms at the appropriate time or age. The English language becomes increasingly necessary to increasesocial relations at the international level and is linked to the effective development of projects that generate competitiveness in the economic market and opportunities in different environments.

Then learning English at any life stage becomes a challenge that brings with it many benefits, including personal satisfaction in terms of fulfilling goals and purposes, taking the force out of the idea learning a second language is a privilege only possible for those who have opportunities to travel or belong to a higher socioeconomic stratum.

Regarding the extra age in Latin America, the world bank for the 1996's reported that 66.66% factors such as repetition are added, a heterogeneity situation is generated in the classrooms, resulting in an effective injury in the students who suffer from these and then the possibilities of school

exclusion and many dropouts.

Given the significant importance that this issue requires, and because of the different studies that show large numbers of people with needs and interests for a dignified and quality education without exclusions, programs have been created aimed at attending the over-age pupils.

Currently, with globalization, the knowledge, and cultures exchange, the English language domain is essential to be able to have communication with the world around us. That is why the English subject regains such importance in public and private schools in Colombian territory, to prepare students with skills that allow them to have fluentand assertive communication in the English language, ensuring high competitiveness in thelabor and personal future.

However, even though, in our country, children are exposed from 3 years toEnglish as a compulsory subject, when in many European countries the age ranges between6 and 9 years *(EACEA/Eurydice, 2012. Key Data on Education in Europe. Brussels: EACEA/Eurydice;)* and that the hourly intensity that children dedicate to this weekly subject between class attendance, homework in English and subject reinforcement,is higher than other European countries such as Sweden, which is the country that show the best performance in learning English as a foreign language, the student's English levelin Colombia is below the level proposed according to the EF English Proficiency Index (EPI) from the firm education first. (Chacon, M. (2021).

In primary schools an excellent job is done since primary schools are the foundations of the entire student life and depending on the knowledge taught in primary schools, the following educational levels will be easier or more complicated for students, that is why There are several factors to consider when teaching in the different fields of knowledge at these educational levels.

In Colombia, the Education Ministry develops programs since 2000 for the inclusion of

children in an over-age situation with the aim of strengthening learning and self-esteem, in addition, they also provide guides to teachers to strengthen quality education and professionalism and despite the fact that in the last 10 years in Colombia a national plan for bilingualism has been proposed in different stages, education in public and private schools has revealed a series of problems in relation to the English teaching (Sánchez y Obando, 2008).

Otherwise, critical issues are related to teacher preparation, professional development for practicing teachers, and national standards for teaching English as a foreign language. The preparation of English teachers focuses on providing theoretical perspectives on English grammar, linguistics, traditional, pedagogies and contextualized approaches to teaching English as a foreign language (Cárdenas, 2009).

In this same study on trends in language teacher training in Colombia, he reported that "knowledge transmission models aimed at developing language skills still exist in universities; educational perspectives that consider the person as a social individual and promote a critical education model, are rarely found "(p.100).

According to the MEN (2006), the English level required for primary school students in Colombia included in the curricular guidelines and the Common European Framework of Reference for Languages (CEFR) corresponds to reaching level A1 in English as a foreign language.

It is expected that, throughout higher education, students develop intermediate and advanced levels, during basic education, educational institutions, within the framework of school autonomy, may propose to reach higher levels, if the characteristics of the regional environment and cultural allow it, taking as a point of reference to the basic competencies' standards.

Significance of the Study

This work seeks to solve a problem that has been affecting accelerated learning students in different public and private schools in the country that due to time and toolslack, it is not possible for them to receive the basic knowledge necessary for leveling inthe English subject and that the student's majority re-entered the educational level according to their age after having passed through the acceleration classrooms are left with cognitive deficiencies that do not allow them to develop adequately in the Englishlanguage.

That is why ICT use is proposed as a form to counteract this problem since inthis way it is possible to create educational content that will be always exposed so that students can consult and instruct themselves easily, quickly, and effectively.

On the other hand, teachers will be able to use tools that will allow them to create, organize and expose their classes appropriately, so that students have access to its use and exploitation, readjusting to the diverse needs required., as well as creating attractive, interactive, and dynamic classes that will allow a better reception by students, thus achieving the teaching objectives wanted.

The contents will be stored and will be exposed to students as necessary, in this way it is possible that all students who pass through the acceleration classrooms can see the same educational contents, which saves teachers time by not having to be preparing classes often.

Statement of the Problem

Teaching english in accelerated classrooms of elementary schools using ict.

It is essential to have guarantees of schooling, it is important to solve the problem of leaving the classrooms and more with the need to develop skills in different fields of study, including learning a second language in accelerated classrooms with the use of ICTs. These

factors have made countries focus on the search for different alternatives thatpromote access to education under these conditions. Inclusion is an indispensable factor in education and the acquisition of professional strategies that are favorable for teaching and learning.

Worldwide it has been known that education is an indispensable factor in the personal and professional development of everyone. However, different studies carried out by the Education´s National Ministry in collaboration with the DANE and the National University (2009-2010), and the study made by Colombia´s National University "identify and performance and analysis of the factors associated with the permanence and drop out of the school of the country's official education institution" (Malagón, Sáenz, Quintero, Vélez & Parra, 2010). Have shown that large numbers of students have left school classrooms due to poverty, marginalization, or situations of conflict and crisis. School dropout is a worrying factor for the governments in each country and even more when referring to a particular situation of extra age, this population has limitations to access academic classrooms and, due to their condition, cases of exclusion are common.

Policies that support the education sector have been advancing in different countries and promoting resources for better learning, but despite this equity, equality and inclusion along with other components are ideas to address the children's vulnerability as stated (Calvo, 2015). Policies and laws are not enough when there is a need for pedagogical practices that lead to the full development of the same and guarantee educational rights. For this reason and to solve this problem, Brazil began in 2005 a learning model promoted by the Ministry of Education and the Technological Teaching

Center of Brasilia (CETEB), which consisted of supporting children in a situation ofextra-age and give them greater opportunities of access to quality and dignified education.

The result of the exercise was so satisfactory that the idea was referred to Colombia and in

response to this alternative, the political constitution of Colombia [Const]. Art. 67, July 7, 1991. Considered of the national commission that establishes as an obligation of the state, to guarantee the adequate coverage of the service and ensure for minors the necessary conditions for their access and permanence in the educational system.

It is essential that governments consider the causes of dropouts from the classrooms and create policies that cover all aspects that interrupt academic continuity, as well as provide equitable opportunities for access to education by promoting the use ofdigital resources such as alternatives to reinforce the lessons that have been missed, in addition to strengthening the skills of learning a second language as a source of opportunities.

If government support and trained professional teachers are not found to develop different alternatives that promote effective learning, there will be no option to reduce thepercentage of dropout students. So, if so, is there a relationship between learning strategies and dropout? Can the use of technologies help to promote the education of a second language in accelerated classrooms?

What is the option to include the minority population in the classrooms?

In this investigation, the viable solutions to the questions posed in this statementof the base problem will be addressed.

Objectives

General Objective

To propose effective strategies for the English language learning in accelerated learning classrooms in Colombia through the ICTs use, to help students to achieve the expected level according to their age.

Specific Objectives

- To Create specific learning spaces adaptable to different situations, where teaching processes stop and access to equitable education is put at risk.

- To Take advantage of the technological resources that exist in the educational context such as; online teaching platforms, interactive courses, games, videos to achieve didactic learning.

- To Promote the learning of the English language, as a basic subject in the classrooms, raising awareness about its importance and indispensable factor in work and social life, through the creation of innovative teaching strategies

- To Provide students with professional communication skills in a second language that are at the forefront of a basic education, which allows the significant development of learning of population groups that have lack of access to education.

Chapter II

Teaching English In Accelerated Classrooms In Elementary Schools Using Ict.

To delve into the environment object of this research, it is necessary to define separately the subtopics that are presented in the main title, giving clarity to the reader.

Accelerated Classroom Concept.

Accelerated classrooms are a learning space adapted for students who need help to complete their studies since they are over-age condition and cannot access traditional classrooms.

Accelerated classrooms as places where complementary models are developed for the progress of basic competencies and skills in learning, to recover the time that was without schooling. (Baxter & Bethke, 2009).

We can find other definitions for the term accelerated classrooms as referred to in his document (Nicholson, S. 2006) Accelerated Learning in post conflict settings a discussion paper. Accelerated learning classrooms are spaces to include teaching models that are based on reflective learning understanding, adopting principles and practices for continuous improvement. In addition, in this same document, the author refers to the classroom flexibility to teach classes at times and places other than the usual ones.

These classrooms and learning spaces are designed primarily to promote access to education with programs that raise awareness and provide family assistance to send children with little education to school. Expanding assessment to include performance-based testing, responding to important social and emotional students' needs as much as possible so they can focus on learning, among other practices (Charlick, s.f).

History

The learning acceleration model emerged in Brazil in 1995, Education Ministry andthe Technological Teaching Center of Brasilia (CETEB) initiative, to put an endto the phenomenon

of over-age in schools, as well as to attack the high school dropoutrates, and serve to allow

the entry or re-entry into the educational system ofchildren and young people who were out of it

due to various circumstances (Ministerio de Educación Nacional, 2010). The model arose from

the need to respond to the problem of extra-age that was occurring in our country at the 90s end.

After a study carried out by the MEN of a Brazilianmodel, it was decided to adapt it to the

Colombian context and begin to carry it out in different regions.

Due to the results obtained, the learning acceleration model has been implementedin

different countries such as Brazil, Mexico, Argentina, El Salvador, among others; In each these,

it has presented a particular development and has been the study object from different

perspectives, such as Bolívar suggests.

"Alternative methodologies for the approach of over-age".

"Acceleration in response to an exclusion problem." (Bolívar, 2015, p.17).

Through a documentary review in a period that goes from 1998 to 2014, it was

possible to know the experience this regard, below, documents corresponding to research

reports, theses, and institutional reports have presented that show the history of the

implementation of the Acceleration Model of learning.

After demonstrating the need to implement an action plan that will allow the inclusion of

a dignified and quality education offering greater opportunities to students in this situation and

given its excellent results in other countries, in 1998 the Colombian government decided to

implement it in the country.

In 1999, experts from the country translated and adapted it to the national context,and this

model is legally acquired, (Ministerio de Educación Nacional, 2010) obtaining permits for its

adaptation, for this reason, Ministery of National education and the National Federation of

Coffee Growers with the Coffee restructuringprogram, hired copredication for the adaptation of

the model and the graphic realizationof the materials.

The National Education Ministry formed an alliance with the National Federation of Coffee Growers, the Bogotá' Education Secretariat (SED), Corpoeducación,and Cundinamarca Education Secretariat, and formalized an agreement with the Brazil Education Ministry, for the program application in Colombia.

In the year 2000, a pilot test was carried out with the rural population in over-age from the departments of Boyacá, Cauca, Caldas, Cundinamarca, Huila, Risaralda, Santander, and the urban-marginal population in Bogotá.

Learning Acceleration Model

According to the Accelerated Education Working Group (GTEA) Guide to the Accelerated Education Principles(2017*)* "an accelerated education program is a Flexible and age-appropriate program, executed in a brief period, with the aim of giving children and young access to education disadvantaged, out of school, or over-age"

The learning acceleration model is an educational model that helps students who are in an over-age condition who have not been able to finish their elementary school. This model allows students to advance several grades in a year, overcoming their age-gradegap; It is built through quality interdisciplinary projects that place the student as the protagonist of the learning process, making them regain confidence in themselves and in their ability to learn so that they continue in the educational system.

This strategy and projects seek to include and support elementary school children and young whose ages are outside the age range established by the National Education Ministry with reference to each schooling grade, in order to expand their capacity and learning potential by expanding their knowledge and continuing their educational processat school, giving the opportunity for them to level up to successfully continue their studies,integrating again to the

corresponding grade according to their age.

It is important to highlight that the acceleration program has as one of its main objectives the student's self-esteem and resilience strengthening and so that they can focuson building their life project, expanding their professional opportunities by opening doorsat a national and international level. In addition, that they have the same opportunities as the rest of the students without differentiation or exclusion.

This educational option facilitates the return to the system of those students who have abandoned it due to forced or unforced causes, as well as the leveling of those studentswho, being within the system, are at risk of abandoning it due to being over-age.

The acceleration model has a duration of one school year, in which students developa leveling module that allows them to develop their performance in reading, writing, and basic mathematical knowledge while becoming familiar with the model methodology, andsix interdisciplinary projects.

This modality is executed in accelerated terms, guaranteeing a quality education, helping students to make up for the lost time, and providing opportunities for inclusion inschooling for children and adolescents.

Among them are those who have not been able to take advantage of educational opportunities and those who have entered education late, those who have had a repetition situation, or those who have seen their education interrupted due to poverty,marginalization, or conflict and crisis situations.

Accelerated Education Program (AEP)

The APL terminology was replaced as its acronyms limited the concepts and scope of accelerated learning programs in certain contexts. While accelerated education programs are based

on effective, positive and reliable processes, including socio-emotional learning, and these in turn focus on fundamental knowledge, that is, it eliminates non-basic subjects. AEP is concerned with ensuring that students successfully enter competent vocational education and training so that this learning in turn is the door to a world of workfull of opportunities.

Scopes

Depending on the cognitive maturity of the student, it is necessary to provide learning programs that have equal and accredited competencies and skills for a basic education using effective approaches and methodologies so that the scope of the program is as expected.

According to the definition, the AEP emphasizes curriculum acceleration, so thatthe student can achieve the basic education levels in shorter periods than usual.

To achieve the proposed objectives, it is necessary student and the teacher dedicatemore quality time to literacy and the acquisition of elementary notions of arithmetic with a learning component.

Accelerated Learning teaches how to go beyond simply imparting knowledge. In this sense, teaching professionalism is exposed, taking advantage of different resources tocapture the interest of their students. In addition, it intends teacher to use the physical environment of the classroom to their advantage in addition to prioritizing the inclusion ofmusic, images, or videos in it, always taking advantage of the technological tools available as a teaching mechanism.

It also guides him in the use of diverse sources for didactic purposes and discoversthat as a student experiences sensation, the transmitted knowledge is more easily stored inmemory.

Sensory development is an especially important transformation in the life of each person, it contributes positively to human learning. Through this path, we can observe thepermanence of different sensations that allow us to receive information from the outside through our senses; We

also have perception, which plays a significant role since it processes information in the brain to be transmitted.

Piaget (1975) proposed several ideas to support learning processes, for this case we rely on the sensorimotor stage that must do particularly with the senses. As a result of different perceptions, students can acquire sensory development in the best way, but others result with affectations that are even products of the teachers themselves and their teaching processes.

Sensory memory is the main step in the memorizing process events and focuses onthe impulses obtained by the sight senses, hearing, taste, smell and long-term memory, thelatter is through which emotionally relevant knowledge is remembered ((Ruiz & Pachano, 2006). Applying this technique helps to reduce the dropout students' rate and to help many more complete their learning in a fun way, motivated and confident of having the capacity, attitude and aptitude required to face their personal and professional development successfully. " The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear" (Krashen, s,f).

How Does This Learning Take Place?

Pedagogy for accelerated learning and effective advancement in teaching can be a vital component of AEP. Accelerated learning is not just about learning faster or skipping a subject (although this is one of the accelerated curricula they are based on). Rather, it is about determining the best procedure and methodology for the specific student community to learn and use various methods that will enable them to understand more effectively and accelerated.

Baxter & Bethke (2009), support two program types related to the main topicaddressed accelerated education. The first type focuses on recovery and originates when evaluating processes are carried out on basic learning skills, focusing on the developmentof these competencies. Some of these recovery programs are seen as complementary models or education

programs.

On the other hand, accelerated programs offer the same work plans, lesson plans,and content development as in formal education, but at a faster pace, usually aimed at adultsor children who do not go to the level according to their age due to lack to education access.

According with Nicholson, (2006, p. 6) "It is accelerated because it allows students to develop their potential and reach a level of academic performance that might seem unattainable for them". Programs that use an accelerated learning pedagogy tend to present students with deeper, faster learning and in turn more positive results. These pedagogies include principles and practices aimed at effective results.

They learn effectively in a positive context and with emotional support (Charlick, sf).

Morgado & Galzerano (2007), Pianta, Hamre & Mintz (2012) believe thatquality in education is linked to relationships in the classroom and the emotional support children find in their classmates and teachers, these aspects promote good behavior and aneffective learning outcome.

Actors' Characteristics

There are two main actors in the acceleration program, the first one is the students, who must meet special characteristics to be able to belong to the accelerated learning classrooms, and the second is the teachers who must meet pedagogical requirements that allow them to teach in these acceleration classrooms. the requirements for each one of the actors are described below:

Student Styles:

Being an acceleration classroom that receives students in vulnerable situations,with specific socioeconomic and cultural characteristics nature of the families, specifically the occupation and parents schooling (Clavel & Schiefelbein, 1979, Schiefelbein & Farell 1982 &

1984), an orientation is required in this regard that allows an adequate response to them, therefore, it is oriented under the following conceptions.

Accelerated programs provide the same content as the regular curriculum, but at a faster pace, and are directed mostly at older students, children who do not attend school, or children who have limited access to elementary education; their standards must not be compromised. (Ogunshola, 2012).

The experience in Acceleration has revealed the importance of strengtheningprocesses that help students overcome difficulties and adversities to move forward, strengthening the life project.

The model seeks to support elementary school children and young people who are over-age, to expand their learning potential, stay in school, and level up to successfullycontinue their studies. Strengthening self-esteem, resilience, focusing them to build their life project. Participants must be:

- Children and young people with ages above the school average who have never entered theeducational institution but are not adults.

- Children and young who once entered school, but due to different circumstances, had to abandon it.

- Children and young with ages above the school average who are or have suffered labor exploitation have prevented them from dedicating themselves to study.

- Children and young who must carry out survival activities

- Children and young whose economic, social, and emotional circumstances have kept them away from the motivation to complete their educational cycle.

- Children and young with ages above the school average, armed conflict, and domestic

violence victims who for this reason had to leave school.

Teacher' Style

We consider that the Learning Acceleration teacher must have the following characteristics:

- They must voluntarily assume the work with the Model and commit to actively participate in the training and monitoring processes that are required for its proper implementation.

- The Model requires a teacher with social sensitivity, who appropriates its foundations and puts them into practice according to the context, without neglecting the operational manual structure.

- The Model requires a firm commitment, time, and organization availability sinceit requires a planning process for each class day and detailed and permanent student monitoring.

For this reason, the teacher must be exclusively dedicated to the Learning Acceleration Model, in addition to the above, the teacher must promote group work for thestudent to develop the activities in a self-taught way.

The teacher plays the role of guide, conciliator, counselor, enhancer of the Self - esteem, creator and executor of pedagogical, didactic, and recreational activities. The teacher is trained being oriented on some relevant aspects of the program such as: pedagogy of failure, self-esteem, meaningful learning, project work, interdisciplinarity, evaluation, training in work methodology, basic materials knowledge for the program development such as the guide for teachers, the Operational Manual and the modules collection also participates in a technical assistance process and accompaniment in the classroom where he must be perceptive to receive recommendations

on the correct methodology development and learning and teaching processes

Resilience in Acceleration:

Grotberg (1997 and 2006) defines resilience as the human ability being to face life's adversities, learn from them, overcome them, and even be transformed.

Manciaux (2003) try to define resilience as recovering, going forward after an illness, trauma, or stress, living the trials and life crises; that is, it resists, it is overcome.

The students in the accelerated classroom present risk factors that do not allow them to face the educational process. A significant percentage have a violent history and family disintegration or belong to a displaced population. Added to that is the rejection and discrimination they experience by their over-age; these are risk factors that can affect their school life.

It is there where pedagogical work with a resilient approach comes into play, it is especially important to strengthen self-esteem and reflection on themselves to activate the skills that allow them to face their reality and project themselves towards continuous success. Taking as reference the existing theory on resilience at school, where Bronfrenbrenner (1979) proposes an ecological-transactional model that indicates four influence levels from which the risk and protection factors come in different environments,

1) the individual level; 2) family, home, and school; 3) the community and social services for the child and her family; and 4) cultural values, such as race and ethnicity, the social and its values.

Needs

It is necessary to provide relevant education to children who are in over-age who exceed the ages according to each education degree, developing basic skills to the students so they approach the corresponding degrees and their training and educational level advance positively.

With the sustainable and articulated model implementation, it is expected to contribute to

the communities development in at least three aspects: politically, since it willbe fulfilling

constitutional duties when serving one of its populations in a vulnerable condition; economically,

while expanding your coverage levels will have access to greaterresources for your educational

system; and socially, since the increase in self-esteem and the reduction of the students' school

failure results in the quality improvement of life the territorial entity families.

Alternative Methodology For The Over-Age Approach

This research focuses on all those who make an approach towards those alternative

methodologies through which it is possible to address over-age, heterogeneity, and inclusion in

the classroom.

Here we find to Terigi (2009) with his work "Changes, permanence and silences:

Teaching in the other primary schools", this author focuses on the analysis of the elementsthat

allow us to look at the work complexity that is teaching in schools primary schools, specifically

interacting in little-known didactic contexts: the multigrade (classrooms in which students at

different school grades converge) in rural schools and the acceleration degrees in rural schools.

Chapter III

Teaching Strategy

By specifically studying the teaching strategies that teachers assume to integrate students with school heterogeneity in the same classroom, teachers must create academic plans to provide as equitable integration as possible the acceleration classrooms in which graduation is broken and work is done with only an academic plan without paying attention to the grade that corresponds to their age, according to the traditional framework.

As a result of this study, a broad teaching view of professionalism and how the academic aspect has been handled is achieved when it comes to the content organization and lesson plans in the described modalities and the methodological transformations that have been generated to achieve goals successfully.

With these teaching mechanisms, opinions of the student's group's existence are established with the need to reinforce some areas that allow strengthening skills, managingto comply with the knowledge standards established by the ministries according to age. Among the mechanisms used to reinforce specific needs, there are alternativemethodologies that promote specific teaching, constituting a reference for deepening pedagogical work.

Magallanes (2011) It proposes the collaborative work methodology with over-age students, this contribution wishes to propose as a suggestion in the methodologiesapplied in the

English teaching in acceleration classrooms, with an approach oriented to the fulfillment of objectives and positive results, following active andragogic and pedagogical perspectives; always seeking to meet the needs and interests of students in training, who have been affected by different economic, social, cultural, political and ecological factors and who seek to develop their life project in an appropriate way.

The first approach aspect includes andragogy, which has been defined by multiple authors as a discipline, science, or art that seeks to achieve substantial changes in the teaching and learning processes in the education from the human's components: psychological, biological, and social. It is important to say that andragogy is a science that deals with education and student learning as an adult, while pedagogy does not discriminate the biological age or student psychology, the latter discipline is responsible for the education and learning of being human in general.

In this way, the differentiating elements are highlighted, given that young people and adults normally have limitations in the time use and commitments of their age and on the other hand their approach to knowledge is different since they can express and claim their educational needs.

Thus, in this way, what is proposed with this approach is to pay special attention to the young people and adults' particularities, suggesting different mechanisms in the teaching-learning processes.

On the other hand, the second approach considers the hypotheses and prepositions around contemporary pedagogies, that is, the so-called active pedagogies; which expose the knowledge acquired in the educational process as the positive result of the different actions developed by the student, taking into account the environmental situations as an observatory or field study, achieving learning processes based on their own construction and supporting their ideas with interaction in the social, cognitive, cultural, affective environment, etc.

In this regard, the teacher is a permanent guide in the process, and their accompaniment is essential for the success of the students' educational processes.

In this way, it is possible to show that teachers must update their knowledge regularly, it

is important that each teacher be at the forefront of the student's requirements, taking into account the changes suffered day by day in the environment and they are in mostly positive changes for learning, such as technological aids available for education, consequently teachers are in charge of implementing classes and activities in the classroom with the specific methodology can be coupled to each student needs taking into account the cultural factors and each population needs.

Theoretical Framework Of Learning In Over-Age

The Learning Acceleration classrooms are methodologically oriented from a meaning perspective, in which each content makes sense for all students, which is why they are guided by the theory proposed by Ausubel.

When we talk about learning in accelerated classrooms, the process by which knowledge is acquired must be considered, according to the psychologist David Ausubel (1963) in His Theory of Meaningful Learning so that students overcome their knowledge day by day, perfecting and improving the previously acquired knowledge, creating a meaningful, more stable, and complete whole. "If I had to reduce all Educational Psychology to a single principle, I would state this: The most crucial factor influencing learning is what the student already knows.

Next with the research theoretical support, we want to highlight the contribution proposed by this great reference in the seventies, in which he supports the teaching-learning processes as a theoretical model.

The Meaningful Learning theory, which is still valid and showing positive developments and results, states that the student learns a content (a concept, a procedure, a norm, a value, etc.) attributing meaning to it, which means that the content will have implications on your learning, and you can use it as a basis for incorporating new knowledge.

To turn this theory into something practical during class, it is necessary to include procedures and strategies according to the fundamentals of Psychology theory.

Contrary, this same author points out that to recognize meaningful learning more we can refer to the opposite meaning, such as rote or mechanical learning, which is the cause of simple exposure to repetitive concepts that leave a mark on the human brain.

This last theory has several professionals who refute it since it supports it as a wrong advance in knowledge, leading to being considered as a setback, but it is not entirely useless, it serves to obtain knowledge now, but it will not be useful for complex and lasting learning.

This theory also has a behavioral approach when it emphasizes meaningful development and functional learning, but according to the approach from the interactionist perspective, the mind has an indispensable role when the student wants to face the challenge of interacting and sharing ideas with his other classmates, this strategy allows everyone to develop skills communication with the community to carry out collaborative actions (Martínez 1999).

The teaching processes in this model point to a competency development approach. Teaching based on competencies, as well as the new knowledge learning allows the citizen to better adapt to the needs that are in an environment with continuous market development, reinforcing not only learning but also the attitudes and skills development, achieving the competencies development.

Zabala (s.f) After analyzing different responses to the competence development approach, concludes that the social context should be taken advantage of the educational context involved to fully respond to this approach.

Teaching professional work is important to guarantee the student is competent in their professional development and in the society where they live. In this way, it is necessary to build training in which the discovery of knowledge involving values and responsibilities is guaranteed.

Results

The experience in acceleration has revealed the importance of strengthening processes that

help students overcome difficulties and adversities to move forward,strengthening the life

project. For this, the educational process has been reinforced,through the consolidation of actions

focused on strengthening resilience.

It has been shown that the learning style in accelerated classrooms lies in the abilities and

potential responses development of the right and left hemispheres, in contrast to the mechanisms

that are traditionally used to impart knowledge, in which the left hemisphere is manipulated

mostly in logic charge, communication, reading, memory,among others, which means that not

everyone can develop the language dueto their intellectual deficiencies.

The graphic representation shows the research result developed by Ontoria, Gómez, &

Molina (1999), which shows the characteristics and potential of each brain partin traditional

learning.

Table 1

Cerebral Hemispheres

Left Hemisphere	Right Hemisphere
➢ Verbal, speech encoding and decoding. Mathematics and musical notation.	➢ Nonverbal, visuospatial, musical.
➢ Sequential, temporal, and digital	➢ Simultaneous, spatial, and analog
➢ Logical and analytical	➢ Gestaltic, kinetic,
➢ Rational, interested in parts, components, detects characteristics.	➢ Constructive relationships, look for guidelines.
➢ western thought**.**	➢ Intuitive, interested in the whole, integrates parts and components, and organizes them into a whole.
	➢ Oriental thought.

Note: This table shows the characteristics of the parts of the brain. Adapted from

Pontenciar la capacidad de aprender y pensar by Ontoria, A., Gómez, J. & Molina, A.

(1999). https://cutt.ly/cvzxAcH

In contrast, accelerated learning makes use of both the left and right hemispheres by applying dynamics that combine people's talents. Intellectual intelligence is not necessary to learn another language.

Through dance, collaborative worktables, debates, and other effective alternative pedagogies, the purpose is fulfilled in a simple and accelerated way.

Technological advancement and the need to take advantage of technological tools in the learning process make it necessary to connect brain functioning with the globalizedreality of today's society in learning models such as socio cognitive constructivism(Muñoz, 2010).

Consequences

Accelerated Education Programs (AEP) can be an indispensable and crucial tool to increase the children's participation rate who do not attend school. This alternative is a strategy that considers the different dropout situations, to create opportunities for access toeducation in a way that allows over-age students to be placed at a level according to their age.

That is why different governments worldwide are putting this alternative into practice, giving greater financial support and enacting laws that promote education for the youngest. In addition, teachers undergo training aimed especially at providing support andprofessionalism to these students.

- The AEP with the highest success rates tends to be shorter-term (typically one year), allowing students to transition to formal education at different intermediate points in the basic education cycle.

- These programs often have strong community mobilization mechanisms, provide educational facilities as well as free, high-quality learning materials, use participatory - learner-centered - pedagogical methods, and regularly monitor students with regular

data tracking, such as those related to absenteeism.

- A strong body of evidence indicates that AEP has a significant impact on students' literacy/numeracy skills. Various evaluations have found such improvements to be significant compared to other out-of-school populations or public-school students of thesame grade.

Chapter IV

Perspectives

Global Commitments and Accelerated Education Programs

"Worldwide, there are more than 263 million children and adolescents out of school. Some of them never went to school and others dropped out after enrolling" (UnitedNations Educational, Scientific and Cultural Organization, 2016).

According to studies, the most vulnerable and marginalized children and adolescents are those who normally belong to displaced groups, former members of illegalforces, girls and boys with disabilities, people with economic difficulties, in these differentsituations children and adolescents are more likely to experience difficulties in accessing education. "51% of refugees are under 18 years of age and only half of the refugee childrenreceive primary education" (Office of the United Nations High Commissioner for Refugees, 2016). Education not only provides basic life skills, knowledge, and competencies but also provides emotional stability, self-esteem, security, and the promiseof long-term peace.

In accordance with Education 2030 (s.f) has promoted a global commitment to "ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all". In the specific case of those children and young people who have not been able to enter and take educational opportunities advantage or who have seen their education interrupted by conflict situations,crisis, poverty, or marginalization, accelerated education programs (AEP) are a fantastic opportunity and alternative feasible to make this commitment a reality. Accelerated education programs (AEP), offer equivalent and certified basic education competencies, and allow children and young people to return to proper education at appropriate grades for their age without age discrimination or to make a transition to the work world or othertraining. These programs are designed to reduce the high illiteracy rates and provide greateropportunities for

inclusion in a world where, day by day and due to continuous evolution, greater knowledge is required in different knowledge areas.

In many Latin American countries, education is a subject of great attention, therefore, the development of the law that allows access to education without discrimination for different situations is constantly changing in favor of the least favored. However, as stated Calvo, Ortiz, & Sepúlveda (2009) in practice the great short comings that have to do with their development are evident. The regions experience great problems converting the laws into sectoral policies and, even more, into pedagogical practices that lead to the effective fulfillment of the educational rights enshrined in the regulations.

At the end of 2008, an investigation was carried out on the policies that promote acceleration programs in learning and re-entry into the educational system in different cities in Latin America.

These studies were carried out within the institutional framework of the Fundación Iberoamericana for Education, Science and Culture (FIECC), entity linked to the Organization of Ibero-American States (OEI), responsible for Topic B of the sector education from the Euro social program, "Education in cities"(2016).

The following table gives us information about the results of this research and what were the themes and policies selected.

Table 2

Results In Policy Enforcement Research

Main policy's purpose	Main recipients	Selected policies
Learning acceleration	Primary level students with over-age	reorganization program of the school trajectories of over-aged students at the primary level of Buenos Aires, Argentina city.
		Accelerated education modality of the republic of San Salvador, Salvador.
		Learning acceleration program of the city of Bogotá.
Re-entry into the education system, especially elementary school	Children and young people out of school	The school looks for the child in Medellin city, Colombia.
		Educational transformation center of Mexico City.
		Community classrooms program in Montevideo and other cities of the republic of Uruguay.

Colombia legal framework

In the Colombian regulatory environment, in which the National Constitution is presented, it seeks to demonstrate the responsibility and commitment of the State towards children and young people in generation terms of conditions and opportunities necessary to provide access to quality education and with appropriate environments.

The political constitution of Colombia [Const]. Art. 67, July 7, 1991. Which establishes as one of the obligations of the State "(…) guarantee adequate coverage of the service and ensure for minors the necessary conditionsfor their access and permanence in the educational system "according to this it is evident that there are laws that allow the suitable mechanisms generation so that the population canaccess, stay and promote themselves in quality appropriate conditions,

efficiency and equity.

The Learning Acceleration Model is one of these mechanisms that are available to order since its central objective is to guarantee children and young access and permanence with excess age to the educational system.

In the same sense, Law 115 de 1994. Establishes that "The State must permanently address the factors that favor the education quality and improvement. It will especially ensure the qualification and educators training, teacher promotion, educational resources and methods, educational innovation and research, educational and professional guidance, inspection and evaluation of the educational process". February 8. 1994. Art.4.

From what can be observed and analyzed, the state is committed to education in terms of providing mechanisms, resources, and strategies for access to education, always innovating and presenting elements that allow innovation and reinforcement around the bases that already exist. It is hard, always betting on continuous education improvement.

With the Learning Acceleration programs, it is possible to contribute to these objectives, considering the different vulnerability situations of the rights to quality education regardless of their antecedents or conditions that affected access to school classrooms on time. In this sense, what the government and the National Education Ministry want is to prioritize the knowledge and training acquisition of people with education, which allows them to develop skills and values necessary to coexist in society being productive at the work level.

As additional data and taking into account Obura (2008) Africa, a region marked by poverty and economic difficulties, a study plan of the Accelerated Learning Program was implemented supported by some government entities and groups that are responsible for defending the right to education. The Burundi Accelerated Learning Program plan emphasized the basic subjects that were considered fundamental and essential such as mathematics, it also

offered Physical Education, Health Education, Environmental Education, Culture, Citizenship

Education and Ethics. the teaching of the French language was introduced at the end of the first

year. Students were expected to complete two years of apprenticeship in ten months, that is, 24

months reduced to 10 months.

During this process, the Learning Acceleration Programs resources, which wereprovided

free of charge in the program centers, included a teaching packet or box and learning materials

for one year, a guide for teachers, an exercise book for each child, a cloth alphabet, and number

chart, as well as some small wooden cubes. Language text books were provided in the mother

tongue at a rate slightly less than one book for every two children. Obura (2008).

This program was effective to the point that it was considered as a reference in several

articles on accelerated education programs and their evident advances in inclusion and

educational alternatives.

Chapter V

Teaching

In the search for the appropriate teaching strategy, teachers, and entities in charge of ensuring correct education are currently investigating the correct methods to approach second language teaching. But throughout history, linguists, psychologists, and pedagogues have also made their research contributions around this important topic in learning.

As a result of the boring teaching processes where the most frequent mechanism isrepetition, new, more creative, and attractive methodologies have been created to attract students.

The common European framework of reference for languages (2002), establishes that the main objective of foreign language teaching-learning should be based on the students' needs appreciation, on the activities, and on the linguistic processes that allow them students carry out these needs satisfaction through the strategies realization (p.129).

In this way, for a student to be effective in communicative events, he must previously acquire linguistic, sociolinguistic, and pragmatic skills, putting into practice the skills that will allow him to have the ability to use the necessary strategies for it.

Benítez (2007, cited in Gómez, 2006) defends the use of communication situations, clarifying that a language can be acquired through the methodology that is based on tasks that believe in the student "the need to interact, communicate and create meanings" (p.15).

Results

The English language is considered the most widely used language worldwide, which is why many educational institutions integrate it into the curriculum. And they focuson trying to

develop programs that benefit learning from it. When talking about English language teaching, reference is made to learning a language other than the native languageand the language that will be used in different contexts of their personal and work life.

The English learning process as a foreign language takes place within the classroom, a place in which different controlled activities are carried out, but this process normally takes place for a few hours in class, students do not have the opportunity to interact with native speakers or bilinguals that allow direct exposure to the language, so students do not achieve a high development degree of the English language.

For the great relevance and importance of this learning; The institutions integrate key objectives in teaching and pedagogies for the student's communication skills development in a second language, in addition to the professional teacher's development in their performance.

That is, the student can develop the learning of the English language only in school education, while he is in educational institutions, and rarely has the opportunity to be learning in other types of contexts activities where he can put into practice what he has learned in the classroom , limiting in certain occasions that the student finally achieves the objective of communicating in this language.

Teaching Pedagogy

One of the most frequent problems in school classrooms is a dropout, interest lackin classes and their school content, students do not show any effort to acquire new knowledge and therefore fail to develop the skills that constitute the teaching object.

The lack of reasons of force majeure and interest in communicating in a second language is a constant concern among professionals. Students do not want to know another reality, the absolute necessity, on the contrary, they want to make friends and interact with other cultures.

It is a constant challenge to make students aware of the great importance of learning English as a second language and an elementary tool for the inclusion of other cultures, immersion in the work, professional and social environment.

The student, when faced with learning the language, does so on a compulsory basis, and in order not to lose his school year and this mechanism is wrong, English classes are seen as spaces of boredom. The reasons for these scenarios are the lack of motivational and didactic resources designed to capture interest in learning. Learning and developing effective communication skills in a language other than the native one is the first objective to follow. Old-school teaching strategies are still to be found and the tools offered by technology and its continuous advancement are not used or put into practice.

Teachers must enlighten, guide and become professionals in this educational mechanism has to be at the forefront of student interest. Reading a book can be boring, doing a homework assignment can be tedious, it is necessary to find the best didactic option.

On many occasions, teachers try to identify the reasons why students show disinterest in classroom activities or are not interested in learning a second language. Teachers assume that some family or social situation is affecting communication skills development in the second language. While it is true, this can be a crucial factor in each student's evolution, this teaching thought cannot be a reason to stop encouraging and continue with professionalism, it is wrong to think that their disinterest, low motivation, or poor academic performance oversees third parties.

To break with the traditional teaching schemes and the pedagogical models applied in most public and private schools in the country, it is necessary to propose new pedagogical models and teaching strategies that provide students with a better understanding and learning possibility and build new knowledge.

Teachers must apply a participatory pedagogy where students can have a relationship and

interaction with teachers sharing educational experiences that allow themto have meaningful learning. This assuming education way has an epistemological basis that recognizes that the knowledge construction is linked to action, and more specifically to the interaction between subjects, who share experiences that allow them to enable learning situations; thus, the teacher ceases to be a knowledge provider, to become a culture mediator that intervenes in the learning process, facilitating spaces for interaction that enable development. (Tovar & Cárdenas, 2012).

The constructivism elements in the educational area must be considered so that inthis way it is possible to strengthen democracy, freedom, decision-making, and cooperativework by students. These strengths allow the students' autonomy development, assuming the contextualization of their knowledge and learning as a starting point, allowing them todevelop in a projected way according to their wishes. This learning dynamic nature contributes to the formulation of an active education structure, where each person continuously builds knowledge of it by presenting the world within a unit and continuous knowledge. Therefore Dewey (s.f) affirms the central education problem consists of selecting the present experiences that live in the following in a fruitful and creative way. (p9).

On the other hand, creativity is essential when teaching a second language and thatis why educators must take creativity into account from the creating moment of their classto its application. Guilford (1950) describes creativity as the ability to devise, invent, compose, and plan, to which Getzels and Jackson (1962) also add the ability to take risks and create new forms. also, Jacson and Messick (1969) rank creative responses on a scalethat, applied to learning English, is reflected in the following way: when producing propositions and communicating, the speaker always enunciates something completely new, either by linguistic structure, by context, or by meaning.

Strategies

Second language teaching has been the subject of great discussion worldwide, dueto the lack of success and positive results in students. This has led to various educational reforms that lead to appropriate teaching and interesting methodologies for students.

Good teaching practices are fundamental and have a primary factor in meaningful learning in the different curricular domains in the classroom. Teaching strategies areclosely related to knowledge and knowledge acquisition, in addition to working "alongside other basic factors such as high-quality instruction and student motivation" (Gulick, 1979).

Strategies must be directed to a method that facilitates information processing andleads to effective learning. To have a theoretical guide about effective learning strategies, we find the proposal of Bialystok (1978, 1981), First, there is the inference strategy (conceptual keys use in divination); monitoring (comprehension check); thirdly, formal practice (grammar or other activities), and lastly, functional practice (or practice outside ofdidactic contexts), With these strategies the author indicates that the student can acquire skills in both explicit linguistic knowledge as implied.

The effective strategies and processes that the teaching professional contributes are essential for the student to expose and risk the language in a truthful way. That is, if you like series, you should see the ones you prefer in English, choose the preferred actors. Initially with subtitles, try in Spanish, progressively subtitles in English, repeating as many times as you see fit or perhaps if you like to tell stories, describing them with simple sentences is a good idea. For their part, the teacher must value these efforts and raise their grades. It is important to motivate students with different resources and move towards innovative and effective learning, trying to leave behind the common learning method that the objectives have not advanced enough over the years.

ICTs as the technological resources use.

To show how ICTs can be used in education and how to take advantage of these tools in English teaching as a foreign language, it is necessary to make an ambiguous andcurrent concepts conglomeration that will help to understand what ICTs are and why theyare important.

More than twenty (20) years ago "modern technologies" had the significant role of being considered as a primary source for communication. According to the statement Vizcarro & León.(1984) defined the computer as "an effective means to adopt a dynamic any characteristic of another medium, even non-existent ones, is the first meta-medium that has a capacity for representation and expression… unthinkable".

To give a better idea of the broad Concept of Information and Communication Technologies, we quote some definitions:

According to Marquès, (2000) "Information and Communication Technologies (ICT). When we put these three words together, we refer to the set of technological advances provided by computing, telecommunications and audiovisual technologies, which include developments related to computers, the Internet, telephony, the "most media", multimedia applications and the virtual reality. These technologies basically provide us with information, tools for their process and communication channels".

For his part, Bartolomé (1989), points out that he refers to the latest technological developments and their applications. Along the same lines, in the Santillana Educational Technology Dictionary (1991), defined as the"latest developments in information technology that today are characterized by constant innovation". According Castells et al.(1986), indicate that they comprise a scientific series discovery application whose principal characteristic consists of an increased capacity for information processing. And finally, the concept published in the

Magazine Culture and NewTechnologies (1986), of the Processes Exhibition, which defines it as "... new media and channels to shape, record, store and disseminate informational content".

In the Special Law Against Computer Crimes of Venezuela (2001), Information Technologies is defined as "Branch of technology that is dedicated to the study, application, and data processing, which involves obtaining, creating,storing, administration, modification, handling, movement, control, visualization, distribution, exchange, transmission or reception of information automatically, as well as the development and use of "hardware", "firmware", software ", any of its components andall the procedures associated with data processing"(p1). As can be seen in this last definition, it details what ICTs are and presents many of these technologies' characteristics and what a medium like this pursues in the instructional process.

It is important to know that ICTs bring great benefits to the advancement of teaching and learning in a second language in an online environment, creating different mechanisms to enhance communication skills. "Among the few things that we are learning about ICTs, is that the interaction we carry out with them not only provides us with information, but also modifies and restructures our cognitive structure due to the different symbolic systems mobilized. Its effects are not only quantitative, due to the expansion of the information offer, but also qualitative due to the treatment and use that we can make of it. Regarding education, it suggests that these ICTs become significant tools for training by enhancing cognitive abilities and facilitating a cognitive approach between attitudes and abilities of the subject, and the information presented through different codes". (Cabero 2004, p. 18)."

That is why the teacher should make known the different options that students have to access information that encourages autonomous learning, allowing in turn to become the protagonist of their own evolution through tools arranged for this fact.

Castells et al. (1986), Gilbert et al. (1992); & Cebrián, (1992), Cabero (1996) lead to

analyze the following characteristics;

- Immateriality: its raw material is information, and this is presented in different linguistic code types.

- Interactivity: it allows the subject-machine relationship to adapt to the user characteristics.

- Instantaneity: it breaks the temporal and spatial nations' barriers and cultures at the time. Innovation: it improves, changes, and surpasses every day, raising the quality predecessors' parameters.

- Image and sound digitization: facilitate its manipulation and distribution with high-quality parameters and low costs.

- Automation and interconnection: they work independently allowing them to expand their possibilities and scope.

These characteristics mentioned above make social, cultural, economic, and political transformations possible, opening a world where it is possible to learn without borders in unit or bidirectional way, providing the roles exchange and messages between students, students - teachers and students - materials, which consume, produce anddistribute information, which can be consulted in real-time or stored for later consultation,increasing the accessing education possibilities to all those students whose time or obligations do not allow them to be in face-to-face teaching places.

Information and Communication Technology type for English teaching accelerated learning classrooms in primary

At present there are many technologies and technological tools that can be found inthe market; however, it is not interesting to talk about each one of the ICTs, we will only focus on the ICT that can be used and that is of significant impact in education.

On this subject, it is considered that ICTs have an impact on education are the following contributions:

- Computers and peripherals that handle, use, store digital information (speed, power, sound, a color variety, video, CD-ROM drive, calculator, digital camera, color printer, scanner).

- Digital information (application programs and programs that display or manage information: educational application program, web page, database, word processing application program, electronic spreadsheet).

- Digital communication (electronic messaging, "chat", electronic forums, electronic news, telecopier, teleconference, audio, and videoconference. (Kustcher & St. Pierre, 2001).

- Interactive and didactic courses reinforce the topics seen in the classroom and promote continuous training. Taking this digital resource advantage allows education to bemore accessible and flexible, it is also possible to include pleasant and pedagogical evaluation methods with progress in real-time and so that the teacher can progress aware of their students.

Figure 1

Information and Communication Technology type for English teaching accelerated learning classrooms in primary

Specific Learning

As with teaching a second language, learning is the response to that action. The learning method depends on the apprentice and the strategy he chooses for his performance. To support this idea, we refer to the professor and psychologist Charles Curran (1972) in his Community Language Learning Method.

The author wants to understand learning as a Rogerian therapy by Carl Rogers where the student is not as in a traditional class but is considered as an appointment for counseling and the pivotal point is the affective and cognitive needs of the subject. Withinthis methodology, the teacher is a counselor, a facilitator. There is a communal relationshipbetween teachers and students who support each other.

Another resource that can be used for good learning is the comprehensive method better known with the term whole language, created by American educators in 1980, to find an appropriate methodology for effective learning.

The method developed was famous since it indicates the need to teach as a single method and without thematic divisions such as grammar rules, vocabulary, or phonetics, the learning must be complete.

To carry out this method, educators relied on constructivist and humanistic currentsor schools (Richards & Rodgers, 2001).

Development outcomes of accelerated classroom instruction

Learning outcomes are causally related to correct teaching and specific assessment methods application. Considering the motivations and particular interests, taking technological resources advantage offered to be at needs forefront, and adapting spaces conducive to learning.

With these practices, students can have the possibility of achieving successful learning and fluid and assertive communication. Leaving our country with a considerable command, since currently Colombia has a low English command, and borders on the extremely low level.

Theoretical Framework Of The Teaching Process

Raise logical arguments around the theories of learning a second foreign languagesuch as English, it is important to take Deprez (1994) as a theoretical reference, who affirms that learning should be from preschool age, starting from an exceedingly early age young children to interact in a second language the set of capacities such as linguistic, cultural, listening, adaptation, creativity, and criteria are developed more quickly, favoring theprocesses of acquisition of another language.

A Particularly crucial point to consider when learning a second language is Piaget's theory (1961), which states that children have a learning capacity mostly before acquiring natural language through sensory-moto activity. The development of skills begins and later in interrelation and interaction with the sociocultural environment to learn a second language natural way, we rely on the idea left by Stephen Krashen & Tracy Terrell in the late 1970s &

early 1980s in the theory of The NaturalMethod. That refers to teaching through the input of sufficiently clear and understandable information teach a second language in the same way as the maternal tongue was learned.

As Jara (2012) puts it: "Experiences are always vital experiences, loaded with an enormous wealth to explore; Each experience constitutes an unprecedented and unrepeatable process that is why in each one of them, we have a learning source that we must take precisely advantage because of its originality; that is why we need to understandthose experiences; that is why it is essential to extract their teachings, that is why it is alsoimportant to communicate and share them".

We appropriate this statement to reiterate the student's exposing importance to real learning scenarios, contact with speakers is essential to achieve fluent communication.

Give great support to the interaction idea to create meaningful learning through experiences, the Interactionism concept developed by Herbert Blumer (1969) is left. Interactionism is a sociological theory whose study object is the human life groups while the individual behavior is based on the meaning it gives to reality as a human being.

Restrepo (s.f), in studies carried out in urban contexts in our country, states that two main elements intervene in discrimination, on the one hand, the differentiation act and, on the other, the exercise of exclusion.

Chapter VI

English Language In Colombia Overview And Regulatory Entities

In Colombia Law 115 de 1994. Recognized the importance of learning a foreign language. February 8. 1994. Art. 23.

Thus, in the definition of the compulsory areas of the basic and the medium included: "Humanities, Castilian language and foreign languages". The earning English panorama in our country is increasingly favorable in effort terms made by government entities to develop competent programs that offer the possibility to learn English, but it is a continuous challenge in our country to have a bilingual population. Many say that contact with the language is the main reason for not developing communication skills in another language, another cause is inappropriate strategies application and didactic lack to create motivation in learning. Teachers must innovate in teaching and take technological resources advantage offered today.

The Political Constitution defines the educational service nature, as a fundamental right of the person, which has a social function, and which corresponds to the regular state and exercises the supreme inspection and surveillance regarding this service to ensure its quality for the fulfillment of its aims and the best student's moral, intellectual, and physical formation.

It also establishes that adequate service coverage must be guaranteed and that minors must be guaranteed the necessary conditions for their access and permanence in the educational system.

Law 115(1994) and "In accordance with article 67 Political Constitution of Colombia (1991). Defines and develops the organization and formal education provision, education for work and human development and informal education, aimed at children and young of school age, adults, peasants, ethnic groups, people with physical, and mental limitations, with exceptional capacities, and people who require social rehabilitation". February 8. 1994. Art.1.

Chapter VII

Conclusions

After the analysis, we can deduce that worldwide there is a problem of school dropout with a common pattern in children and adolescents, the reasons that lead to the abandonment of the classrooms of primary school students are socio-economic problems that include poverty, marginalization, conflicts, and crisis. These particular situations concern the governments of the countries which create different alternatives for the re-entry of children to the classrooms, in most cases the students must be exposed to the condition of a strange student.

Accelerated education classrooms are a positive option for teaching and educating older students. This strategy must be approached from an inclusive perspective and with the use of adequate tools and resources for effective learning. This methodology is considered positive while the decrease in school dropouts has been verified throughout the world.

Although with this methodology themes are created based on basic areas of knowledge where, according to consultations, the English language is not present as an essential subject. For the use of this strategy, it is necessary to incorporate the learning of a second language as a basic teaching subject in the classrooms, including the use of information and communication technologies, however, there is not much information regarding the specific subject of learning English in accelerated classrooms with the use of ICTs.

Access to education is a right that must be safeguarded regardless of the conditions in which children find themselves, for this reason teachers and professionals have created different technological tools that allow the leveling of students in extra-age conditions, taking advantage of the progress in technologies and the ease of access to them, bearing in mind the creation of tools and educational and innovative material for those who have limited access to the internet or technological equipment.

It is essential to apply new teaching models that adapt and incorporate technologies, but without leaving behind the professionalism of the teachers, that they are in continuous motivation towards the student, and that they can create strategies and pedagogies according to the group of each student. In the specific case of students who are of legal age, it is convenient and mandatory that inclusive methodologies be applied, which also adapt in some way to the study process of other classmates, to achieve equitable progress, with the fulfillment of the objective, the motivation, and the generation of new dynamics of teaching-learning of English.

These accelerated teaching alternatives in primary classrooms must be capable of developing communication skills in the English language using the technological tools available for such use as a support base. This learning must also be reflective and autonomous, in such a way that the student is aware of his / her progress, for his part the teacher must assess progress and encourage them to continue the processes correctly.

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