

METHODOLOGICAL PROPOSAL FOR BILINGUAL EARLY CHILDHOOD IN A  
PUBLIC CHILD DEVELOPMENT CENTER

Yeiner Alonso Atehortua Montoya  
Yaroslavy Estefany Chacón Pulgarin  
Juliana Giraldo Gómez

Universidad Tecnológica de Pereira  
Facultad de Bellas Artes y Humanidades  
Licenciatura en Lengua Inglesa

2015

# Tabla de contenido

<b>ACKNOWLEDGEMENTS .....</b>	<b>6</b>
<b>RESUMEN .....</b>	<b>11</b>
<b>ABSTRACT .....</b>	<b>12</b>
<b>1. STATEMENT OF THE PROBLEM .....</b>	<b>14</b>
<b>2. RESEARCH QUESTIONS .....</b>	<b>16</b>
<b>3. CONCEPTUAL FRAMEWORK .....</b>	<b>17</b>
3.1 EARLY CHILDHOOD .....	17
3.2 BILINGUAL EARLY CHILDHOOD .....	22
3.3 LANGUAGE ACQUISITION THEORIES .....	25
3.3.1 <i>First language acquisition (L1)</i> .....	25
3.3.2 <i>Second language acquisition (L2)</i> .....	30
<b>4. STATE OF THE ART .....</b>	<b>34</b>
<b>5. LITERATURE REVIEW .....</b>	<b>37</b>
<b>6. METHODOLOGY .....</b>	<b>40</b>
6.1 TYPE OF STUDY .....	40
6.2 TYPE OF RESEARCH .....	41
6.3 RESEARCH CYCLE.....	42
6.3.1 <i>Diagnosis: Needs Analysis</i> .....	43
6.3.2 <i>Proposal design</i> .....	43
6.3.3 <i>Pilot implementation</i> .....	43
6.3.4 <i>Evaluation and reflection</i> .....	44

6.4 CONTEXT AND SETTING .....	44
6.5 PARTICIPANTS .....	45
6.6 RESEARCHERS' ROLES .....	46
6.7 ETHICAL CONSIDERATIONS.....	47
6.8 DATA COLLECTION METHODS AND DATA ANALYSIS.....	48
6.9 DIAGNOSIS: NEEDS ANALYSIS.....	48
<i>6.9.1 Observations</i> .....	48
<i>6.9.2 Diagnosis results</i> .....	49
6.9.2.1 Materials .....	50
I. The use of class material to meet the needs of children .....	50
II. Technological tools (ICTs) are used in the classroom for educational purposes.....	53
6.9.2.2 Classroom management features .....	54
I. Importance of classroom management techniques for facilitating the class.....	54
II. It is necessary to establish and accomplish ground rules in the class to enhance class success.....	56
III. It is essential to give clear instructions and verify children's comprehension in order for activities to be developed .....	57
6.9.2.3 Planning lessons enables teachers to achieve academic goals in the class.....	59
<i>6.9.3 Conclusions of the analysis</i> .....	61
6.10 IMPLEMENTATION .....	63
<i>6.10.1 Questionnaires</i> .....	64
<i>6.10.2 Journals</i> .....	64
<i>6.10.3 Instructional design</i> .....	65
<b>7. FINDINGS AND DISCUSSIONS.....</b>	<b>68</b>
7.1 THE USE OF VISUAL AND LISTENING MATERIALS PROVIDE SPACE FOR LEARNING ENGLISH IN CHILDREN FROM THE CDC.....	68

7.1.1 Visual materials as a resource to present vocabulary.....	70
7.1.2 Listening materials had a positive impact increasing children’s motivation to develop their vocabulary.....	73
7.2 IMPORTANCE OF TEACHING STRATEGIES BEFORE, DURING AND AFTER AN ENGLISH SESSION FOR BILINGUAL EARLY CHILDHOOD .....	75
7.2.1 The connection between teaching strategies implemented before and after class to improve the development of English sessions .....	77
7.2.2 The implementation of teaching strategies during English sessions to help children develop skills and control discipline.....	80
7.3 TEACHING ENGLISH IN EARLY CHILDHOOD AS A MODEL OF BILINGUAL EDUCATION.....	84
7.3.1 Assumptions to develop a simultaneous bilingual model in early childhood .....	86
7.3.2 The age as an important factor in the bilingual process .....	87
<b>8. IMPLICATIONS .....</b>	<b>90</b>
8.1 PEDAGOGICAL IMPLICATIONS .....	90
8.2 RESEARCH IMPLICATIONS .....	92
<b>9. LIMITATIONS .....</b>	<b>94</b>
<b>10. CONCLUSIONS.....</b>	<b>96</b>
<b>11. APPENDIX .....</b>	<b>101</b>
APPENDIX I: CUESTIONNAIRE FORM.....	101
APPENDIX II: OBSERVATION FORM .....	107
APPENDIX III: JOURNALS.....	108
APPENDIX IV: LESSON PLAN FORM .....	109
APPENDIX V: LESSON PLAN YEINER ALONSO ATEHORTUA M.....	110

APPENDIX VI: LESSON PLAN YAROSLAY CHACÓN P.....	112
APPENDIX VII: LESSON PLAN JULIANA GIRALDO G.....	114
<b>13. REFERENCES.....</b>	<b>116</b>

## **ACKNOWLEDGEMENTS**

Doing this research Project made me realize how much I have learned since the time I came to the University for the very first time. I have grown up personal and professionally speaking, and this project is an evidence of all the effort I have made to become a teacher.

This is the perfect space to show my gratitude with people who held my hand during this process, those who were always supporting me, even when my mind and my body were about to give up. First of all I want to praise the Lord, who was my spiritual guide. Patricia, my mom: that kind woman who suffered and laughed with me during all these 5 years, trying to reduce my stress with such tenderness that only mothers can have. Juan, who was my conscious, my help and my guide; I owe you all what I am now. To my family, who somehow became part of this process and cheered me up in the hardest times.

I am also indebted and very grateful with my Licenciatura professors, especially Clara Gonzales who made me fall in love with the language since primary school; and Enrique Arias, for his patience and commitment with our personal, academic and professional development. Finally, I want to sincerely thank my research group, Yeiner and Yaros, for sharing this amazing experience

with me. Even though we went through many hard situations, now we can know what success tastes like.

I hope this is only the beginning of more academic challenges, and I expect from the bottom of my heart that this proposal for bilingual early childhood becomes a reality that transforms future generations, and we can proudly feel that we did something productive for Colombian education.

Juliana Giraldo Gómez.

Throughout this process I became mature. I grew not only as a professional, but most importantly as a human being.

I would like to thank my family, especially to my mother Martha Montoya and my grandmother Carmen Tulia Rojas, inasmuch as they supported me during this process of facing two degrees at the same time. I do not have words to express how thankful I am and I will be forever. You are my two angels on earth. I also would like to thank to my grandfather. Even though he is not here as a human being, his soul is always with me not matter where I go.

I also want to say thank you to my professors during this degree due to the fact that they taught me how to become a better teacher every day I was in class at the UTP. Thank you so much Clarita, one of the greatest teacher I ever had. You taught me how to apply what I have learnt to a real Colombian context. I also want to say thank you to Rosita Guilleumas, who amazed me with her knowledge about this country and its educational system. Even though you are from another country for me you are more Colombian than any Colombian.

In addition, I want to express my gratitude to Professor Frank Giraldo because you are a model to follow. And the best of the teacher from the Licenciatura program, because you taught me how to be a professional during this four years and half.



I also want to show my gratitude for my adviser and friend Enrique Arias because he guided us throughout this process of learning, teaching, writing, evaluating, piloting and implementing a project which could change children`s lives.

I thanks to my friends: Veronica, Sandra, Vanessa, Dora, Carlos, Jorge, Robinson, Tarek and Wilson who were always there when I did not find the “right path” and I was about to give up.

Last but not least, I want to say thank you so much to Daniel Velez, Lizeth Tamayo and Marcela Vidal who were also part of this process. I will never forget how much we laughed, we fought and we cried doing this thesis.

Finally, I want to thank to my thesis partners and more than that, my friends Juliana Giraldo and Yaroslay Chacon, who supported me when my heart was broken, when I was about to cry, desperate, hyperactive or in love. I know that it was not an easy process to accomplish, and we had our differences and discussions. However, I would not have been able to write these words without your support, love, help and patience. You will be in my heart forever not matter where we go, not matter what decision we will take our paths will be always together thank to this process and this document.

Yeiner Alonso Atehortua Montoya.

Ever since I started with this study, I have faced some situations that have made me grow both personally and professionally, but I would never have been able to finish it without the guidance of my advisor, help from friends and partners, and support from my family.

First of all, I would like to thank God. He has not given me anything, but blessings all my life. Thanks to my lovely parents Maria Leonilde Pulgarin and Gonzalo Chacon. You have been my motor for everything I have achieved in life, thank you for your love, advice and for making me be the person I am. Thanks to my sisters and my love, Larry; thank you for your love and support darling, for giving me strength in my weakest times.

I would also like to thank all the professors that have been part of my progress both as a student and as a teacher, especially to Professors Clara Ines Gonzalez and Hector Isaza; Profe Clara, you have been my best professor at the university and Mr. Isaza, you taught me to love this language, you showed me this path. Additionally, I would like to give my sincere gratitude to our advisor Enrique Arias. Profe, thanks for your support and patience.

Last but not least, I would like to thank my thesis partners, especially Juli and Yeiner. Thank you for sharing this journey with me, for all the food we ate every time we met, and for making me laugh when all I wanted was to cry.

Yaroslay Chacon

## RESUMEN

A través de este estudio se exploraron las necesidades, requerimientos y percepciones acerca de la creación de una propuesta metodológica de bilingüismo aplicable a la primera infancia, en un Centro de Desarrollo Infantil (CDI) público ubicado en Puerto Caldas, Risaralda, Colombia.

Después de analizar las necesidades del CDI en cuanto a los procesos de enseñanza y aprendizaje, los investigadores diseñaron una propuesta de bilingüismo simultáneo, tomando los temas tratados por las profesoras del CDI en Español, para ser tratados en una sesión de inglés la semana inmediatamente siguiente. La prueba piloto realizada en 3 grupos del CDI; 2 Jardines y 1 Pre-jardín, arrojó diversos resultados que sugieren ventajas y retos en cuanto a los requerimientos de la propuesta para ser aplicable.

Los resultados sugieren que el uso de materiales auditivos y visuales son determinantes en las sesiones de inglés para amortiguar factores adicionales como por ejemplo la disciplina. Adicionalmente, los docentes encargados del proceso de bilingüismo deben valerse de estrategias tales como la planeación de clase y la repetición, para obtener resultados observables en lo que a la producción de los niños respecta. Finalmente, la enseñanza del inglés a niños entre 0 y 5 años se perfila como un modelo de enseñanza bilingüe en tanto que la edad, la actitud de estos frente a la lengua, entre otros factores, posibilitan en gran medida la aplicabilidad de la propuesta aquí enmarcada.

## **ABSTRACT**

Throughout this study, it was possible to explore the needs, requirements and perceptions towards the creation of a methodological proposal for bilingual early childhood in a public Child Development Center (CDC) located in Puerto Caldas, Risaralda, Colombia.

After analyzing the requirements of the CDC in regards to the processes of teaching and learning Spanish, the researchers designed a methodological proposal for simultaneous bilingualism, taking into consideration the topics discussed by the teachers of the CDC in Spanish, to be covered in an English session the following week.

The pilot study was conducted in 3 groups of the CDC; 2 kindergartens and 1 Pre-kindergarten. The participants of the study were the in-service teachers and pedagogical assistants, who suggested in the interviews and questionnaires, the advantages, challenges and requirements to apply a bilingual program, according to what they were able to observe during the classes held in the pilot study.

The results of the pilot study suggest that the use of audio and visual materials is crucial in English sessions to reduce additional factors as it is discipline. Additionally, teachers in charge of the bilingualism process must employ strategies such as lesson planning and drilling to obtain observable results concerned to the children production skills. Finally, teaching English to children between 0 and 5 years old emerges as a model for bilingual education inasmuch

as their age, positive attitude towards the language, among other factors, greatly enable the applicability of the proposal framed below.

## 1. STATEMENT OF THE PROBLEM

Nowadays, as the global evolution of English language has acquired major importance around the world, the Colombian government has identified a need for including qualified foreign language instruction in the curriculum, where bilingualism has an important role in ensuring the quality of education. Thus, the Colombian Ministry of Education first established in 1998 the “*lineamientos curriculares de idiomas extranjeros*” to help all Colombian citizens improve their English communicative skills. Later, Ministry also created the national English program, *Colombia Very well!* (2014) to reinforce the *lineamientos curriculares* that had been established before. However, in these proposals they only taken into account the educational processes that begin from the age of five years onwards; that is, from elementary school, disregarding early childhood, which is from zero to five and is one of the most important stages in language development.

On a similar basis, the National Ministry of Education of Colombia (MEN), following the parameters instituted by the United Nations has proclaimed in its booklet “*Desarrollo infantil y competencias en la primera infancia*”, the importance of investing in the attention and integral training of children in their firsts years of life, for instant health, care, and education among others, can make meaningful differences in the future of a child who is part of an educational revolution in early childhood.

Likewise, the booklet presents the implementation of an educational policy which ratified a solid foundation for all children to be competent at work and academic settings during the course of their lives; nevertheless, there is no other policy that alludes to the implementation of a bilingual education for children under five years old, which promotes the strengthening of their competences in a bilingual context. For this reason, the development of this project seeks to empower the integral attention in early childhood proposed by the government with the access to a bilingual program during the initial education which is carried out in specialized centers such as the *Child Development Center (CDC) "Cosechando Sueños"*, through a representative educational attention focused on the acquisition of a second language, using didactic strategies such as songs and games, that lead the child to a natural and meaningful learning.

Accordingly, this research project seeks to create a theoretical-methodological framework for the acquisition of two languages simultaneously, that can be implemented in the CDC Cosechando Sueños, as an educational model that responds to a bilingual learning process applicable not only for the sample population, but for all the CDCs with similar characteristics. Thus, in order to enhance a bilingual setting for children, the exposure to both languages will be made simultaneously taking as a reference the processes already done by teachers of the CDC in children's mother tongue. To answer to all the problematic already exposed, the two following research questions will guide this study:

## **2. RESEARCH QUESTIONS**

- 1.** What does it take to design an early childhood bilingual program for a public kindergarten?
- 2.** What is seen in an early childhood bilingual program in a public kindergarten?



### **3. CONCEPTUAL FRAMEWORK**

The present conceptual framework intends to highlight and support different perspectives from several authors, that will not only support the study to have a more clear understanding of the factors that involve language acquisition, but also will strengthen the current proposal regarding Bilingual Early Childhood. During this outline there will be mentioned three concepts. The first concept is Early Childhood and it will be developed through the following authors' ideas: Piaget (1931), Vigotsky (1932), Bredekamp (1992), Bransford (1999) and Erwin et al (2007).

The second concept is Bilingual Early Childhood supported by these authors: Bialystok (2001), Meisel (2008), and Genesee (2009). Finally, language acquisition theories will be divided into the following two concepts: First language acquisition theories supported by: Bruner (1960), Chomsky (1965), Pinker (1999), Brown (2000), and Lenneberg (1967); and Second language acquisition theories which will be explained by: (Krashen, 1986), McLaughlin (1987), Collier (1995), Ellis (1997), McKibbin (2000), and Espinosa (2010).

#### **3.1 Early childhood**

First of all, it is important to mention Piaget's perspectives (1931) about language and growth. Even though this is not a modern viewpoint, it could be said that Piaget's point of view helps to promote the importance of a child's competence development in his or her first years of life. Piaget's theory describes that children

are seen as natural scientists who investigate the world and thereby broaden their understanding. Teachers are expected to stand back and provide resources for children's autonomous learning but not to interfere with it.

On the other hand, Vigotsky's view (1932), who saw learning as driving development and the development of thinking as a shared process rather than an individual one. Children are capable of a more competent performance when they have assistance from adults in their zone of proximal development adults are important in this process

Additionally, the child from an early age develops certain competences which are related to cognitive, social and emotional functioning that allow them to understand and construct knowledge of the world. Basically, it consists on a process where the child organizes and transforms all the information received from the environment, and progressively their competences will enable them *to do, how to do and able to do*. Bearing in mind Vigotsky's (1932) opinion, cognitive development is linked to social interaction among people; but children not only use language to communicate with others; also, they organize, plan and guide their own behavior. For that reason, it is very important for parents to be involved on this learning stage since this will help the child to process and retain all the acquired knowledge.

Even though these authors did not explicitly mention the term early childhood, their theories are the bases to form the concept of what early childhood is today. In addition, stages of childhood are defined culturally by the social

institutions, customs, and laws that make a society. To illustrate this, Bredekamp (1992) stated that Early Childhood is the term frequently applied to the education of young children from birth through age 8. Although early childhood education has existed since the creation of kindergarten in the 1800s, the last decade has seen a great amount of attention devoted to the subject of early education for young children.

Meanwhile, Bransford (1999) proclaimed that early childhood is a time of tremendous growth across all areas of development. The dependent newborn grows to become a young person who can take care of his or her own body and effectively interact with others. For these reasons, one of the main aspects of this stage must be focused on skill development.

The conceptions provided by the authors about early childhood show how education has evolved taking into account the needs of early development in children because the skills improved by a child in this period of time would make him or her competent when he or she grows up. In a similar study carried out by UNESCO (2006) it is mentioned that early childhood is defined as the period from birth to eight years old. A time of remarkable brain growth, these years laid the foundation for subsequent learning and development.

Similarly to the definition provided by The World Health Organization- WHO (2008) which stated that early childhood is defined as the period from prenatal development to eight years of age, and what a child experiences during the early years sets a critical foundation for the entire life course. This is because early child

development, including health, physical, social/emotional and language/cognitive domains strongly influence basic learning, school success, economic participation, social citizenry and health.

The point of view presented by the WHO is similar to the one that the Colombian government is proposing as a definition of early childhood. However, the earlier concept differs from the one that is presented by the Colombian government in terms of age due to the fact that is well known in Colombia that early childhood goes from the period between zero (0) to the age of five (5) which coincides with entry into the cultural practice of formal schooling. Therefore, the Document number ten (10) or Desarrollo Infantil y Competencias en la Primera Infancia (2009) established early childhood as a period between zero and five years in which throughout a continuous process children acquire their first language and develop most of the cognitive skills they will have in their lives.

In the same way, the document expresses that the different strategies that are part of the policies in early childhood let children to have more possibilities to develop in many ways during this stage and along their lives. Likewise, the Early Childhood and Adolescents' law (Ley de Infancia y Adolescencia) recognized in article 29 that "health care and nutrition, complete vaccination, protection against physical hazards and early education are ineluctable rights during early childhood"

The document number ten (2009) also claims that there is a new conception for children development due to the fact that these days it is important to know that

this process is characterized by several aspects. For instance; it is an irregular procedure of going forward and backwards; in this new conception there is not a well-defined starting point; it means development does not start from zero and there is not a final stage; that is why it is important to understand development as a period of reorganization of going forward and backwards.

The document also describes the most suitable competences for early childhood stages. For instances, baby competences can be understood as the capacity to interact with their world. When babies are born, they possess extraordinary mental abilities; therefore, they can comprehend and process important information. To give an example, children can babble producing different units of sounds in different languages. This explains how a child is adapted to learn other languages.

Children enhance their skills and develop abilities in terms of a full growth as human beings and subjects with rights. According to Erwin et al (2007) every experience during this part of a child's life may affect his potential development, cognitive process, success at school, social and health stability, among others.

To conclude, early childhood is a fundamental stage in any child development due to the fact that this period of time allows children to acquire multiple competences in terms of sociability, personality, language and cognitive increase. Therefore, it is the best moment to implement a methodology in which children can acquire both languages English and Spanish at the same time giving way to a bilingual early childhood.

### **3.2 Bilingual early childhood**

The present research also focuses on analyzing and identifying different advantages that children may present when beginning a bilingual learning process from an early age. When children are exposed to a foreign language from nursery they will be able to develop their cognitive skills more favorable, and become more competent than a monolingual child.

According to Bialystok (2001), there are several differences between bilingual and monolingual children, which are evidenced when a bilingual child develops intellectual and cognitive abilities; for instance, attention, inhibition and monitoring that are useful to demonstrate their level of proficiency when they are exposed to a language.

Based on this analysis, the inhibitory control, which consists of a set of mechanisms that allow the suppression of activated cognitions and inappropriate actions that would disrupt the efficient completion of a specific task, and it is developed more rapidly in children who have had bilingual experiences. Bialystok (2001) highlights that inhibitory control involves a set of aspects such as interaction, attention, memory, and intelligence, which are fundamental to generate a successful response.

In addition, the author mentions that bilingual children have a big advantage in the ability to control attention to face perceptual and representational features of a problem. To sum up, bilingual children tend to be more competent in the use of

the second language as they can establish easy communication and interaction with the environment.

To complement Bialystok's points of view, Meisel (2008) argues that when a child is acquiring two languages at the same time on early stages, this is denominated simultaneous bilingual process in which two languages are acquired separately without the acquisition of one affects the other; therefore, this action can be denominated as first language development in more than one language.

In addition, Meisel (2008) also suggests that bilingual children acquire two languages without academic instructions nor specific pedagogical support since they learn to use the language combining grammatical morphemes of one language with lexical morphemes of the same language. The result of this process guides us to know that by doing this, children learn and are able to productively use grammatical morphology.

However, Meisel (2008) suggests that children have to be in contact with the appropriate linguistic environment from birth onwards inasmuch as the critical period for language development, the absence of linguistic codes may lead children to significant consequences in first language acquisition.

This view is supported by Meisel (2008) who argues that the first language in early childhood may be composed by two or more languages if they are acquired in the critical period separately using grammatical and lexical morphemes of the languages without a teaching process, but the author gives us a clear message

that this is possible when children grows up in a convenient linguistic environment instead of growing up in isolation.

The study of simultaneous bilingualism is also supported by Genesee (2009) who shows that recent studies about simultaneous language acquisition have developed different kinds of ideas related to this learning process. It is indicated that bilingual acquisition is as natural as monolingual acquisition processes, and the fact that children face great challenges towards the new language, does not make it an extra burden for them.

Additionally, Genesee (2009) states that during the first five years of life children can acquire many languages and become competent in at least one; however, those children who simultaneously acquire proficiency in two languages are more remarkable during their school and social lives.

On the other hand, Genesee (ibid) provides the idea that bilingualism in childhood is poorly understood in parents and even in teachers given the fact that the lack of the familiarity with this term has developed doubts about the simultaneous learning of these two languages. Therefore, for those communities where children grow monolinguals, it is not common that they grow learning two languages at the same time, so in this case the bilingualism is abnormal. However, Genesee (2009) depicts that different criteria have been proposed in order to distinguish simultaneous and successive language learning processes.



To conclude, it is evident that the five first years of life are determinate during a language learning process, and that is why it is the appropriate age to simultaneously acquire two languages in order to become cognitive, social and linguistic competent children in terms of language acquisition processes not only in the first language, but also in the second one which allow children to be bilingual since they are born.

### **3.3 Language acquisition theories**

In this specific part of the study, there will be shown different points of view of what first and second language acquisition refers to. Thus, the first term deals with the process in which children acquire their mother tongue. On the other hand, second language acquisition occurs when a language different from the mother tongue is acquired in a natural way without any formal instruction.

#### **3.3.1 First language acquisition (L1)**

There has always been a conflict in terms of language acquisition theories due to the fact that there are two strong tendencies when it comes to languages; empiricism and nativism or nurture and nature. The first point of view refers to the process in which knowledge comes from experiences. On the other hand, the second one states that knowledge is not acquired from the environment but is genetic or innate. In this conceptual framework both perspectives would be analyzed in order to have a wider understanding of what language acquisition is.

Primarily, Bruner (1960) mentions that the child's cognitive structures mature with age on the grounds that children can think and organize material in complex ways; that is, children naturally adapt to their environment and abstract thinking develops through action. In addition, Bruner *ibid.* highlights that children have to learn by themselves since they are very active, curious, and it allows them to make sense of its own environment.

In his major study, Bruner *ibid.* identifies three important stages of development; the first one, the Inactive Stage refers to the ability children have to identify and describe objects according to what they can do with them. Secondly, the author explains that the Iconic stage is when children remember and visualize information through images. They create mental images that allow them to retain information in their brains that help them preserve pictures fed by some past experiences and exposure to similar objects and events. Indeed, their decisions are based on perception.

Thirdly, Bruner *ibid.* explains that symbols include words, music and numbers, but it depends on the child's language ability due to the fact that children use symbols to represent people and things as they can think and talk in abstract terms. To sum up, Bruner *ibid.* concentrates more on how knowledge is represented and organized as the child grows.

On the other hand, Chomsky (1965) who is subscribe to the nativist perspective states that children are born with a kind of hard-wired syntax. Thus, the

capacity for acquiring a language is a biological inheritance. Therefore, specify languages are activated when children interact with the environment.

Hence, Chomsky (1965) points out that every child has a language acquisition device (LAD), in this little hard-wired it is recorded a universal grammar or the knowledge of rules which are presented in all languages. This device is able to receive linguistic input in order to follow the universal rules. However, this input is not perfect but it allows children to analyze the languages they hear and extract the grammatical rules to form new well-structured sentences.

Chomsky *ibid.* claims that an evidence to show that children are born with an understanding of syntax is the facility children have to learn language and the capacity to produce sentences they have never heard before. This ability is what Chomsky called the 'creative aspect of the language'. In addition, Pinker (1999) presents an approximate notion to Chomsky's creative aspects of the language when he states that language is a human instinct inasmuch as children know how to speak in the same way as spiders know how to weave their webs. That is to say, producing language does not depend on a teaching or instructive process for the reason that it is a biological adaptation to communicate information.

He also declares that the human brain has specific regions where language functions are located such as the Broca and Wernicke's areas, which are involved in the understanding of written and spoken language. Accordingly to that, it can be said that children are born with a biological system able to produce language by itself without any kind of instruction.

Nevertheless, Pinker (1999) argues that children are not taught how to speak as they are not taught how to sit or walk; anyhow, they achieve those abilities due to the innatism feature of language. Considering that, he states that language cannot be defined in terms of imitation as some other authors have tried to do it.

As children in early stages do not have a developed semantic level of language, they rely on imitation, Brown (2000). In contrast to what Pinker *ibid.* has expressed about imitation, Brown *ibid.* also states that this imitation is considered as a strategy the child uses to foster the phonological acquisition of the language. Later on, they will be able to produce utterances attending to meaning.

Brown *ibid.* concludes that two kinds of imitation may occur, *surface imitation* which is when meaning is not taken into account, and *deep-structure imitation* that refers to the use of a more significant semantic intensity. When children imitate paying attention to the meaning rather than the structure, they are making use of something that the author calls the *truth value*; they are attending to the function of language.

On the other hand, Crystal (2002), states that when children are acquiring their first language, they try to imitate everything what they hear in every single moment incorporating linguistic elements in the development of a second one, transferring sounds and linguistic structures in the new language doing different use from one language to another.

Crystal (2002) also states that children need to cross 3 stages to develop a second language starting to construct different words in a mental list in which are included words from both languages; in the second stage he mentions that when children begin mixing different words and start to compose sentences, they start to develop their cognitive abilities in second language thinking in how join linguistic codes.

Finally Crystal *ibid.* concludes that meanwhile vocabulary grows in each language, translation equivalents develop; however, the acquisition of a new language is throughout different grammatical rules, but it takes more time as when children acquired their first language.

In order to continue talking about Language Acquisition theories, Lenneberg (1967) states that human language acquisition is a natural process that occurs in infancy and early childhood and that is a biological restricted learning that is normally acquired during a critical period, beginning early in life and ending at puberty.

Lenneberg *ibid.* argues that a valuable question comes from the idea if the acquisition of a first or a second language shows a critical or sensitive period; that is, if the acquisition presents a normal course and allows a proficiency in the language just when it begins early in life. Lenneberg *ibid.* also points out that after this time period, language can be acquired with some difficulty or through a different learning process and a neural mechanism for this developmental change.

Finally, the author concludes that the critical period for language acquisition finishes with the establishment of cortical lateralization of function, when the brain reaches its mature organization in late puberty.

### **3.3.2 Second language acquisition (L2)**

It is important to point out that most of the second language acquisition (SLA) perspectives that are currently in use are based on the first language acquisition concepts, inasmuch as the topics are connected in the sense that both languages are acquired and have a similar basis; in contrast to a more literate process which could not be called acquisition, but learning (Krashen, 1986)

McLaughlin (1987) states that children tend to acquire language naturally between the ages of two and six, and they become more competent language users. Moreover, the author argues that when children encounter school-age, they develop outstanding language ability.

In addition, McLaughlin (1987) points out that when children develop their ability to use the language, they start to understand social situations; also, they learn to manage their own actions and thoughts. It is important to highlight that children by nature are active, and creative. The ability to create language is incredible and unique in each child given the fact that as children play and work, they do it through the use of language.

Another concept to have a better understanding of second language acquisition in children is given by Collier (1995) when she states that children who

have regular exposure to a second language during early childhood can successfully become bilinguals. Moreover, as early childhood programs become more common, teacher will need to understand the process of second language acquisition and they must adapt their experiences and instructions to these demands.

Besides, Krashen (1997) claims that for second language acquisition to take place learners need to be exposed to comprehensible input; then, they will construct new linguistic knowledge based on previous one, this new knowledge must be one step beyond the current stage in which the student is. Therefore, teachers should take advantage of the context and linguistic aids to help learners to comprehend the topic that is being taught; after that, the student would advance to the next linguistic level in which the process starts again.

The author also describes that comprehensible input is vital to SLA due to the fact that when this kind of input is used, the target language is also being practiced; consequently, teachers have the responsibility to use the L2 as much as possible in their classes so learners are able to enhance the ability first to get the meaning second, to acquire the structure, and finally, to develop their fluency.

Ellis (1997) states that the acquisition is the result of environmental factors that govern the input to which learners are exposed or of internal mental factors which somehow dictate how learners acquire grammatical structures. He also highlights that children's brain are especially equipped to learn language and all that is needed in good exposure to input in order to trigger acquisition.

Finally the author suggests that learning takes place as a result of a complex interaction between the linguistic environment and the learner's internal mechanisms.

Contrary to what the cited authors have expressed, McKibbin (2000) depicts that children fail in acquiring a second language due to the excessive amount of exposure to the target language. Also, the author argues that the exposure to the second language should be gradual and L1 should be included. In other words, as they learn more about L2, L1 instruction will be reduced.

In order to continue talking about second language acquisition; Espinosa (2010) argues that children come equipped to learn language to communicate with the significant people in their lives within the first few years of life. Practically all children develop the basics of one language. Espinosa (2010) also explains that those children who have the opportunity to speak two languages should be encourage to maintain both, so they can enjoy the benefits that brings the development of a bilingual process and a bilingual status.

It is also important something that is mentioned by Espinosa (2010) who argues that it is essential for the early childhood profession to understand better the meaning of a second language acquisition process and how children acquire that second language in order to design and develop high quality learning environments for those children who are in the process of acquiring English as a second language.



Espinosa (2010) states that it is assumed that children in school can just pick up second language without effort or an academic teaching; however, acquiring proficiency in a second language is a hard and demanding process.

On the other hand, Espinosa *ibid.* argues that the speed of language acquisition has to do with the child and with the child's learning environment. The child's personality, aptitude for languages, interest and motivation interact with the quantity and quality of language inputs and opportunities to develop levels of fluency. Also, young children who have regular and rich exposure to two languages during their early childhood years can successfully become bilingual.

To conclude, Espinosa *ibid.* mentions that at any given time, one of the languages can become in a dominant language depending on the time spent in each language; that is why, in early childhood programs teachers need to understand the process of second language acquisition and how to adjust their expectations, instructions and goals according to this process.

To sum up, the purpose of this conceptual framework was to show how the three main terms of this research project are linked one to each other and give a theoretical background to it due to the fact that now it is well known that in early childhood; simultaneous bilingual processes can be developed in order to make children more competent not only in one language, but also in their second one. Besides; multiple skills will significantly increase making these children more competent to future life's demands as well as academic situations they can confront on it.

## 4. STATE OF THE ART

Some features of bilingualism in Colombian linguistic contexts proposed by Mejia (1997) in the document, *Educación bilingüe en Colombia en contextos lingüísticos mayoritarios: hacia una característica del campo*, will theoretically support the methodological proposal here expressed. Mejia *ibid.* considers that in the area of bilingualism there is a distinction between *folk bilingualism* and *elitist bilingualism*, which are relevant terms for this project due to the fact that the project pretends to reduce social gaps, making those two concepts disappear, giving the possibility to all children, regardless their social class, to become bilingual in the future.

Mejia (*ibid*) also expresses that a similar distinction that relates more to the Colombian context is the one that sets the difference between minority communities, known in Colombia as ethnic education programs, communities of enrichment or majority communities which are those that are especially located within bilingual schools contexts, where it is intended to bring their children to a high level of proficiency level in a foreign language.

It is also important to emphasize that as the author herself expresses, little has been said about bilingual education in the country, hence many studies of this nature are empirical, that is why doing research on bilingualism in early childhood is a complex process, since there is limited information, at least in the Colombian context.

However, The Bilingual Program of the Colombian Ministry of Education created a project called Bunny Bonita in 2008, which sought to strengthen English skills in a functional way for children from first grade (4 years old) to third grade (8 years old). The project allowed teachers to teach English through videos with basic but useful vocabulary to achieve the development of the competences that were stated by the MEN. Although this program was developed for children in elementary school, it has educational tools that can be adapted and therefore implemented in this bilingual early childhood project.

Taking into account previous researches on the field of bilingualism, La Salle University presents a document called *Retos del Programa Nacional de Bilingüismo, Colombia Bilingüe (2012)* which is framed within the macro research project “*Bilingüismo en Colombia: análisis e interpretación de los procesos de implementación del programa Nacional de Bilingüismo (PNB)*”. This project seeks to favor the quality of education, promoting the strengthening of linguistic, pragmatic and sociolinguistic competencies that help children to become competent in social and labor field, addressing the primary, secondary and higher education.

Additionally, the document is based on a fundamental purpose which seeks to raise the use of the communicative competence to enable new generations and the already existing ones, the need for communication and interaction, using English as a second and/or foreign language. From there on, it is essential to do a training

and education job with teachers to improve the quality of bilingual education in educational institutions.

Cardenas (2006) makes some criticisms regarding bilingual education in the Colombian context, arguing that for English teaching, time intensity is limited. In the same way, the quality of teaching resources is insufficient; and finally, the lack of training for educators is a factor that affects the educational process. However, the article *“Retos del programa nacional de bilingüismo. Colombia bilingüe”* presents and makes visible many inconsistencies and weaknesses of the national plan of bilingualism, inasmuch as it does not highlight the importance of implementing bilingual programs in early childhood, from 0 to 5 years old, that allows breaking inequality gaps that occur in the educational system.

On the other hand, it is established on the document the importance of awareness among citizens about the linguistic and cultural diversity, with the purpose of having men and women participate from different cultural contexts, respecting values and endemic customs of each society, and likewise having an intellectual and personal growth through social interaction.

From these studies it can be inferred the reality of how bilingualism in the Colombian context has many variables, including lack of educational policies that promote bilingual education in early childhood. As a result, children from zero to five years of public institutions do not have access to the benefits of acquiring a foreign or second language since their first years of life.

## 5. LITERATURE REVIEW

It is commonly thought that when a child learns two languages at the same time during early childhood go through a stage in which s/he will not be able to differentiate among the two languages. However; this short literature review seeks to demonstrate that a child who acquire two or more languages during his or her early childhood stage can not only develop differentiated languages systems, but also the child will be able to use their developing languages in the appropriate context as it is claim by Cummins (2000).

Genesee (1995) examined one research questions in his study of language differentiation in early bilingual development. The research questions proposed were: how early a child can differentiate among two languages and where to use each of this language. Genesee *ibid.* hypothesized that children around three years old are able to identify where and how to use the languages neither Spanish nor English in this case. Even though, in some opportunities code switching is presented, due to the fact that children use both languages in the same utterance.

Genesee *ibid.* explored this research question by studying language differentiation in five bilingual children prior to the emergence of functional categories they ranged in age from 1- 4. They were observed with each parent separately and both together, on separate occasions in order to check participants reactions and how and where to use the languages.

Genesee (1995) reported in his results that while the children did use code-mix, they were clearly able to differentiate between their two languages due to the fact that children knew what languages they should use in order to communicate with their mother or father. Genesee *ibid.* also examined in this study that children mixing was due to (a) their language dominance, it means that one language was more powerful than the other or (b) or their parent's rate of mixing as their parents were also bilingual in some moments of the research, parents also mixed languages. Genesee *ibid.* did not find evidence that mixing was due to the parental control, but there were some evidence that language dominance play a role inasmuch as some children preferred to use the language in which they felt more comfortable with.

Finally, Genesee *ibid.* concluded that these findings reinforce results reviewed earlier indicating that bilingual children acquire separate languages early in development. They also indicate that bilingual children can access the grammatical constraints of both languages at the same time in order to code-mix.

In a similar study, Lowry (2011) examined 63 participants among bilingual and monolingual children whose age average was around 24 months. The participants were children from York and the bilingual children who took part of the sample had been exposed to both of the languages since birth.

Lowry *ibid.* conducted a main research question during her investigation which stated what happens when a toddler is exposed two to languages instead of

one? And two sub questions which also help to guide the process which were: Does he or she get confused? And does he or she find it harder to learn to talk?

Therefore, Lowry (2011) answered these research questions by expressing in her findings that after monolingual and bilingual children took different tests there were not differences between the abilities of bilingual and monolingual children. However, there was one test in which the bilingual toddlers showed remarkably better results. This test was called the shape stroop test in which children were shown a picture of a large fruit containing smaller fruits and children were asked to point out the small. It is more difficult for children to point out the smaller fruit rather than the big one inasmuch as children tend to focus on the big fruits because of their age. Bilingual kids were able to do it better than the monolingual one.

Lowry *ibid.* reported in her findings that while bilingual children scored correctly 50 percent of the time on the Shape Stroop Test, monolingual children scored correctly only 31 percent of the time. Moreover, these results suggest that bilingual children may have a superior ability to:

- Focus on the one important thing, not allowing other stimuli to distract him or her - this requires what is called “selective attention”; and
- Change their response according to the demands of the situation - this shows “cognitive flexibility”.
- Selective attention and cognitive flexibility are both important aspects of executive functioning.

## **6. METHODOLOGY**

### **6.1 Type of study**

This project was considered as a qualitative research given the fact that it was concerned with developing explanations of social aspects of our world, it dealt with real people and real settings. As it is stated by Merriam (2009) qualitative research is all about understanding the conception of the world people have constructed through their real experiences. In this case, opinions, experiences and feelings of individuals from the CDC were the subjective data as they naturally arose while they were observed.

The CDC was a perfect place for conducting this type of study due to the fact that plenty of situations happened there every day. The investigation was developed under natural conditions; this allowed the researcher to obtain real information inasmuch as reality varies with changes in people's perceptions.

Qualitative research is focused on design and procedures to gain real, rich, true and deep data, as the samples that were collected through this study which was focused on the teachers' perceptions and children's reactions to design and implement a methodological proposal for a bilingual early childhood program in a public CDC.



## 6.2 Type of research

Despite the fact that this study centered its attention on the academic field, it is necessary to consider the different aspects of how and where this study was developed. For that reason, this research project was characterized as an Action Research (AR) which is defined by Stringer (2007) as a systematic process which attempts not only to identify the problematic situation, but also to find its possible solution. Thus, it sought to bring together action and reflection, and theory and practice.

Accordingly, AR deals with the implementation of a designed bilingual program in the CDC. As stated by McNiff (2013), AR occurs in a variety of contexts where the main goal is to learn from real-life experiences of real-life people, to produce conclusions about the reactions of the CDC's teachers and children in a bilingual context. The present study allowed the researcher to evidence the behavior of different local teachers and the pedagogical assistants in their classes, in order to analyze if the strategies used by the local teachers in their sessions could be also included in the design of the methodological proposal.

This macro project required four phases to be followed in order to obtain findings: *Needs analysis*, *Design*, *Pilot implementation* and *Evaluation*. Since it is a macro project two research groups were in charge of developing the research cycle.

This document shows the results obtained through the needs analysis, design and implementation phases (Group 1); while the evaluation phase was developed in a different document (Group 2), along with the needs analysis, which was made by both groups, as it follows in the research cycle.

### 6.3 Research cycle

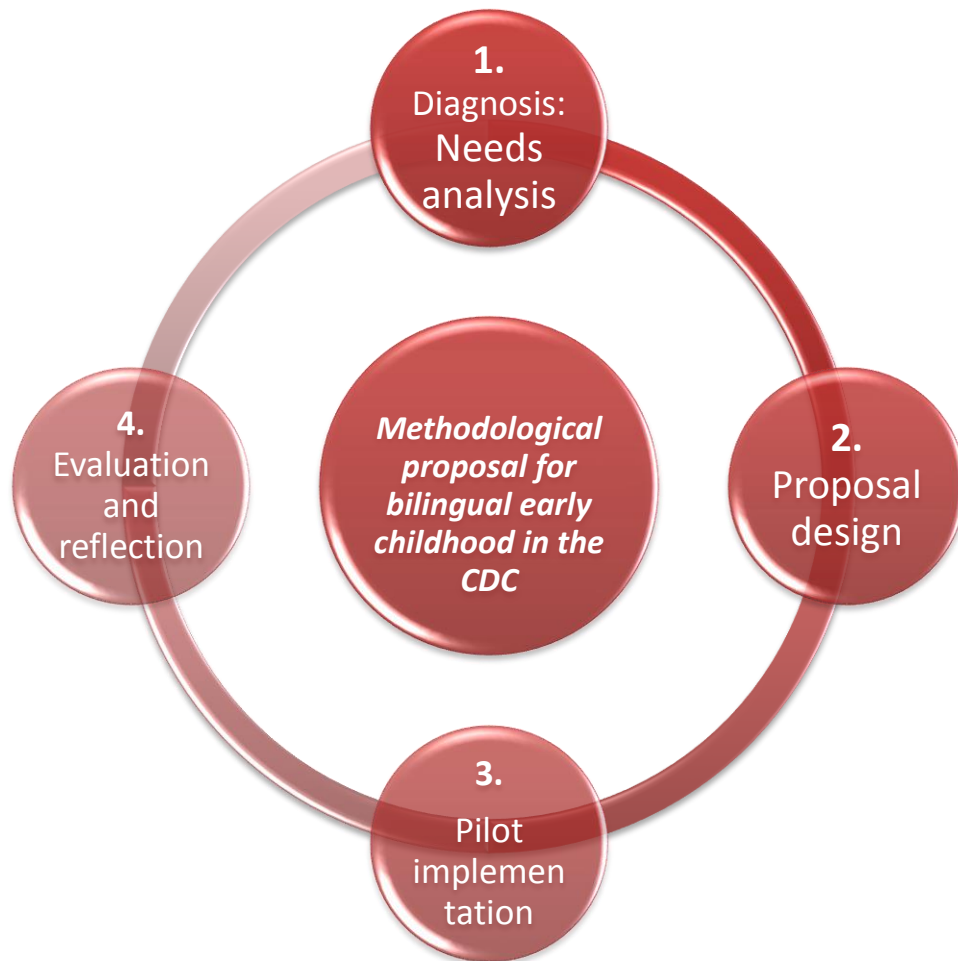


Figure 1

As it is shown in *figure 1* the macro project follows four reflective phases proposed by the two research groups which were developed one after another in order to have more reliable results.

### **6.3.1 Diagnosis: Needs Analysis**

The needs of the CDC, which will be later explained in detail, were analyzed through surveys, interviews and observations which were made by the researchers, allowing them to find diverse types of needs not only of children, but teachers from the CDC in terms of pedagogy and linguistics.

### **6.3.2 Proposal design**

The methodological proposal for bilingual early childhood to be implemented in the CDC Cosechando Sueños was designed based on the results revealed by the needs analysis. Such design included all the notions considered by researchers in order to create a model with strong theoretical and practical pillars that guided the implementation and contributed to the solution of the problem stated at the beginning of the project.

### **6.3.3 Pilot implementation**

After designing the proposal, the researchers proceeded to implement a 5-week pilot study in kindergarten 1, kindergarten 2 and Pre-kindergarten 3 four hours a week. The implementation was based on different pedagogic and didactic strategies elaborated by the researchers that allowed children develop a second language, exposing them to a bilingual process.

### **6.3.4 Evaluation and reflection**

The evaluation was a constant process made by Group 2 after each pilot implementation session in order to reflect upon every class taught by Group 1, taking advantage of stimulated recall and observations as methods to gather information to evaluate the process.

### **6.4 Context and setting**

This study was conducted in the public Child Development Center “Cosechando Sueños” located in Puerto Caldas, Risaralda. Although Puerto Caldas belongs to the department of Risaralda, it is closer to Cartago, Valle del Cauca than Pereira. Additionally, it is separated from Pereira by a toll. For those reasons, the community does not receive appropriate coverage from the government in terms of health and education. Nonetheless, the facilities of the CDC are equipped with all the necessary materials and furniture to provide the pertinent help to children in terms of health-care and education. Among all the CDC facilities, there are 9 classrooms for the different levels, 1 reading room, 1 gym, 1 restaurant, 2 bathrooms for children, 1 nursing room, 1 teachers-lounge, 1 library, 1 park and offices for the administrative staff.

Since the community that is receives benefits by the CDC, principally belongs to a low socio-economic background, children often catch acute diarrheal diseases (ADDs), and acute respiratory infections (ARIs), malnutrition and mental disorders, among other illnesses. In addition to that, there were eight cases of

children with special educational needs such as autism, language aphasias, hearing loss, and hydrocephalus.

Considering all the situations mentioned before, the CDC requires economic investment of private operators which are Comfamiliar Risaralda, Círculo Virtuoso and Sociedad en Movimiento, as well as the main support of Instituto Colombiano de Bienestar familiar (ICBF), and the Colombian Government and its project “De cer0 a 5iempre”.

Overall, this proposal was conducted in a vulnerable population with living difficulties, attention, and discipline, as well as economic limitations, and in some cases abandonment and lack of care by parents or caregivers.

## **6.5 Participants**

At the moment of the research development, 12 teachers, 10 pedagogical assistants and 3 pedagogues were part of the academic staff of the CDC. However, the participants enrolled in this research project, and the ones in charge of providing data were 3 teachers, 3 pedagogical assistants and 1 pedagogue. All of them had a professional degree and/or were currently studying something related to education.

The research duties of the teachers and pedagogical assistants were to observe the classes taught by the researchers in order to share their opinions and

perceptions about the pilot study throughout questionnaires designed by the researchers.

In addition, the pedagogue was in charge of providing information related to the administrative and academic processes established by the CDC. Besides, she controlled the schedules of the researchers and gave them the weekly planning of the classes guided in Spanish for researchers to be able to use it when planning English sessions.

Even though children were part of the English sessions, they were not considered participants given the fact that their ages would not allow researchers to get valid and reliable information such as opinions and suggestions about the academic processes held during the pilot study.

## **6.6 Researchers' roles**

The researchers assumed two different roles during this project development. In order to identify the needs of the CDC in the first part of the investigation, their role was *Complete observer* defined by Merriam (2009) as the role in which the researcher or observer has only minimal involvement in the public setting being studied; there is some connection to the setting but the observer is not naturally and normally part of it. As this study was conducted in a public CDC, it provided an ample opportunity to investigate how an early childhood bilingual program worked in terms of competences, assessment, objectives, among others. The researchers assumed this role while they were conducting the

observations in six classrooms from the selected setting (kindergarten and pre-kindergarten), an observation format was implemented in order to collect data.

On the second part of the study the role of the researcher changed due to the pilot implementation. Therefore, the assumed role was *Observer as Participant* defined by Merriam Ibíd. as the role in which the researcher is involved daily or near daily. Thus, interaction with members varies depending on the time spent in the setting being observed. This type of member was chosen inasmuch as the researcher was part of the educational community where the pilot was implemented in order to gather valid, feasible and reliable data directly from the source.

## **6.7 Ethical considerations**

From the beginning, this research project sought to respect and understand the privacy and confidentiality of the participants. Therefore, some consent letters were signed by the participants, accepting to be part of the study. They also were informed about the possibility to leave the study whenever they decide to. The findings analysis was independent and impartial to guarantee the reliability, feasibility, and validity of the study. Moreover, there were used pseudonyms for the participants, as it is shown in the following chart.

	NAME	PSEUDONYM
EXAMPLE	María Herrera	MH
	Susana Ríos	SR

## 6.8 Data collection methods and data analysis

The followings were the methods implemented to gather and analyze data during the diagnosis and the design stages of the present research project:

## 6.9 Diagnosis: Needs analysis

### 6.9.1 Observations

Potter (1996) defines observations as a technique in which the data is collected from the direct source, i.e. the researcher is in contact with a person or group of people from whom he or she will collect and analyze their characteristics in a natural context and can obtain more reliable information. Accordingly, one and all researchers conducted 6 class observations for 2 hours each.

Several aspects were taken into account by researchers when designing the observation form (See appendix II) including the teacher's attitudes and roles in the class, the different strategies used to stimulate learning in children, the objective of



each activity, the materials used by the teachers and the pedagogical assistants and children's responses to the activities implemented during class time. To triangulate the information gathered through observations about the aspects mentioned above, some codes were created (See figure 2).

<b>YE</b>	Yeiner Alonso Atehortua Montoya
<b>YA</b>	Yaroslay Estefany Chacón Pulgarín
<b>J</b>	Juliana Giraldo Gómez
<b>DA</b>	Daniel Eduardo Vélez Serna
<b>M</b>	Marcela Vidal Montoya
<b>LI</b>	Lizeth Tamayo Godoy
<b>O (#)</b>	Observación (numero) / Observation (number)
<b>OA</b>	Objetivo de Aprendizaje / Learning Objective
<b>TD</b>	Tema a desarrollar / Topic to develop
<b>MR</b>	Materiales y recursos / Materials and resources
<b>AP</b>	Acciones del profesor / Teachers' actions
<b>RE</b>	Respuestas del estudiante / Students' reactions
<b>OP</b>	Observaciones particulares / Particular observations
<b>E</b>	Estudiantes / Students
<b>P</b>	Profesora / Teacher
<b>AP</b>	Auxiliar pedagógica / Pedagogical assistant

Figure 2

After observing the CDC classes each researcher compared the information collected in his or her 6 observation forms (See appendix II) to identify commonalities which were later contrasted among all research group members as part of the triangulation process. After that, researchers were able to highlight three relevant aspects for early childhood teaching, which will be explained in the following diagnosis:

### 6.9.2 Diagnosis results

Researchers selected 3 pre-kindergarten and 3 Kindergarten classrooms to conduct the observations inasmuch as the age of children from these courses

would allow researchers to evidence their reactions towards the classes taught by the CDC teachers.

Through the data collected during the observation process, researchers identified the need of using group strategies to decrease disciplinary issues and thus, increase participation and attention of children during different activities. Finally, they also observed that lesson planning allowed teachers to establish a sequence for the activities, and to achieve the learning objectives.

### **6.9.2.1 Materials**

The employment of materials refers to the use of teaching tools in the classroom: videos, songs, storybooks and images that allow the development of diverse activities fostering participation, interaction and motivation in children. Moreover, teachers from the CDC designed the materials considering children's needs and interests according to their context. Hence, the following information reveals how the use of materials satisfied the needs of children and it is supported with some examples.

#### ***1. The use of class material to meet the needs of children***

During the observation process the use of concrete materials employed by the professors and the pedagogical assistants inside the classroom, allowed children to be involved with the topics. When concrete materials such as colors, paints, and balls, among others were used to accompany the activities, children developed their tasks with commitment, reaching the objective proposed by the teachers.

As it is proposed by the National Ministry of Education in its booklet “*Programa para la Transformación de la Calidad Educativa*” (2011) one of the most important aspects of the curriculum is the use of concrete materials as a vital support for a suitable development of the educational process, as this allows to promote environments that foster new learning experiences and positive human interactions that strengthen the educational process in children from 0 to 5 years. The following sample taken from observations evidences how teachers and pedagogical assistants could engage children using non-traditional materials such as balloons for the class, which motivated children to participate from that experience:

***04YAAP:*** *La P y AP amarran cuatro bombas a una mesa y preguntan a los estudiantes acerca del efecto del viento. Más tarde, una profesora entrega colores y crayolas a cada estudiante y da las instrucciones para colorear. La P le da plastilina a los estudiantes que van terminando.*

With this example it is evidenced how the use of materials with different characteristics for pedagogical purposes such as plasticine, balloons and crayons made possible to maintain a high level of interest during a considerable period of time. Thus, children were exposed to materials that allowed them to interact and experiment with the world through their senses. To illustrate, when the teacher and pedagogical assistant used the balloon, children were able to listen to the sound produced by the friction between the balloon and the hand, they also saw different colors, and they could feel the texture of the balloon by touching it, all that to finally observe the effect of the air.

However, some observations allowed seeing that materials that were not appropriate and did not meet children's needs and interests, had a different impact on the development of the class due to the fact that teachers and pedagogical assistants supported their activities based on their explanations, leaving apart the didactic and pedagogical materials. For instance, during a class observation one of the teachers played a video and children were indifferent towards it, since it contained not only unexciting music, but also images that were not suitable for their ages.

***O4YAAP:** La P decide quitar el video después de ser apagado dos veces. Más tarde comienza a leer un cuento, pero deja de hacerlo porque los estudiantes no prestan atención, hablan entre ellos, juegan y no se enfocan en el cuento.*

From the previous sample, it was possible to infer that the use of materials did not necessarily lead to a proper development of the class, inasmuch as some materials were not appealing for the group, and teachers or pedagogical assistants did not give children the opportunity to interact with them. For those reasons, they were not involved in the class.

As it was shown before, although the teacher tried to implement two different activities none of them worked. Hernández (1998) argues that didactic materials are essential in the academic process of beginners, especially if they are at an early age. Nevertheless, Hernández Ibíd. explains that the choice of these materials must be done according to certain factors such as age, context, and level of motor skills, among others. Following these parameters, the author states that

these types of materials will allow children to create a conceptual thinking and broaden their meaning of the world.

Thus, it can be inferred that the use of materials in the classroom helps children to generate creative thinking processes and mental associations, which permit not only the development of motor skills, but also personal and interpersonal skills that help children to answer to problems encountered in the academic field.

In addition, according to the booklet “*Programa para la Transformación de la Calidad Educativa*” (2011), it is necessary to promote the development of human talent and research through technological activities that enable children to be closer to the information and communication technologies (ICTS), in order to fulfill the objectives for the attention, care and education of children under 6 years.

## ***II. Technological tools (ICTs) are used in the classroom for educational purposes***

Class observations allowed researchers to see how ICTs tools like: videos, songs among others, supporting the sequence of activities, called the attention from children during a specific period of time.

***03YERE:*** *Los estudiantes se concentran en el video que presenta diversos tipos de cuentos infantiles, el segundo video es en inglés, los estudiantes no presentan ninguna reacción negativa hacia la lengua extranjera. Aproximadamente 10 minutos después de haber estado únicamente viendo el video los niños pierden su interés y empiezan a hablar entre ellos.*

From this sample, it can be inferred that children have a positive reaction towards the use of technology in the classroom. However, children lost their

interest in the video after certain time, because there were no extra activities to complement the video projection; in other words, there was no clear objective for children to achieve with the activity.

In relation to the foregoing, it could be established that during the ICTs tools' implementation, the intervention of the teacher was necessary in order to get attention from children for a longer period of time and to avoid interruptions. Thus, Coll (2007) proposes that ICTs serve as a mediating instrument between children and content, between children and teachers or among children themselves. Hence, the use of these technological tools must be properly addressed so children do not lose the interest in the class. That is why participants of the class need to constantly interact with ICTs to foster a learning environment.

#### **6.9.2.2 Classroom management features**

Classroom management features refer to the establishment of rules by teachers to take control over the group. Besides, they promote optimal learning environments for children to be active and receptive participants of the subjects that are being taught in order to increase their attention and participation in the class.

##### ***1. Importance of classroom management techniques for facilitating the class***

Songs, calls of attention, relocation of children, time management, among others, were some of the techniques used by the teachers and pedagogical assistants to control the group when moments of indiscipline were presented, most of the time during periods when children did not have anything to do. Other

teachers, on the other hand, did not make use of techniques different from calls of attention for managing the group, which led children to get distracted, misbehave, or play around. Sometimes, this playing turned into fights and situations that interrupted the class. The following excerpt shows an example of one of the different interventions from the teachers:

**O5JAP:** *La P y la AP cantan para dar la bienvenida y recordar la rutina de la mañana por medio de diferentes canciones con sus respectivas coreografías; empezando por despertar, hasta llegar al jardín. Ellas hacen uso de diferentes tonos de voz y hacen contacto físico con cada uno de los E, tocando sus cabezas o ayudándoles a mostrar con su cuerpo lo que se está cantando como por ejemplo, cepillar los dientes.*

Researchers interpreted from the previous fragment how the teacher and pedagogical assistant played with their voices, made eye contact, and focused their attention on students without giving them any free time for indiscipline. Likewise, the use of different movements to complement the songs, involved children in the activity and kept them busy. However, the next sample displays an overview of how teachers lost control over the group when not all children were involved in the activity and just one of them participated:

**O1JRE:** *Los E cantan las canciones pero se distraen cuando un solo estudiante es elegido para hacer el ejercicio en la cartelera. La P decide cambiar de actividad y mandar a los E al puesto frente a su indisciplina.*

During the activity previously described, only one student participated while the rest of the class ran around without anything to do. With regard to the loss of control of the class adduced to individual activities, Hickey and Schafer (2006) from their model of participatory class, state that those activities of collective participation are motivating and successful as the time taken to perform a task

increases, and consequently the misbehavior decreases. According to that, it can be concluded that group management techniques can reduce situations of indiscipline and maintain the control of the class. Furthermore, it is necessary to establish certain parameters to follow in the classroom in order to prevent situations as those mentioned before.

***II. It is necessary to establish and accomplish ground rules in the class to enhance class success***

In the classroom, discipline plays an important role to develop the activities that have been planned. That is why it is necessary to establish standards in the classroom in order for children to know the parameters of respect that are expected from them towards their teacher, pedagogical assistants and classmates, and also, to create a learning environment of academic cooperation. Otherwise, classroom environment may be affected by actions that break the sequential development of a class, which brings disadvantages in areas such as time management, concentration, and rapport, among others.

***O6JRE:*** *Los E juegan, gritan, corren y en algunos casos se agreden, pues no tienen ninguna actividad pedagógica para realizar y no hay normas que seguir en las transiciones de una temática a otra o de una actividad a otra.*

In the previous excerpt, it can be noticed how the lack of activities created indiscipline issues in the class. Consequently, children, who did not receive any instruction to follow when there were no activities to do, took advantage of this to misbehave, yell, hit their classmates, or do any other activity without a pedagogical purpose.



Thus, it is necessary to establish bidirectional rules between children and teachers Glasser (1998) proposes three basic parameters when setting rules in the class: A. Children must have a sense of belonging on the rule, B. They should feel important and C. they should be free. These parameters allow children to feel comfortable with the rules, so they do not feel forced to comply with what has been established by teachers since those rules were the product of an agreement between all the members of the class. As a result, both children and the teachers must follow the rules collectively, and they will know what to do and need to do.

***III. It is essential to give clear instructions and verify children's comprehension in order for activities to be developed***

Infants' attention made it easier for the teachers and the pedagogical assistants to have control over the class given the fact that children were focused on a specific activity rather than in unnecessary tasks. During the observations in the CDC, it was noted that when the teachers provided instructions about what the infants should do, indiscipline problems decreased because they interrupted the activity walking around asking their classmates for what they had to do. Thus, with clear instructions, teachers could engage and focus children's attention in the task.

In some classes, activities were explained through simple instructions, and the teachers asked children to repeat them to ensure that they understood them. In these cases, children showed interest and understanding during activities. The following samples contextualize this fact:

***O3MAP:*** *La AP empieza dando las instrucciones para realizar una actividad llamada "los deseos", ella explica de manera pausada lo que los niños deben*

*hacer y esto se evidencia durante la clase ya que ellos estaban concentrados y enfocados en la actividad.*

Through this example, it was possible to observe that when the activities were exposed to children through clear instructions, they were able to perform them without any distraction. Moreover, when the teachers or pedagogical assistants neither provided instructions to develop certain activities nor checked comprehension after briefly explaining, children did not understand what they had to do; furthermore, they started doing activities that were not required, to misbehave and to participate less in the class. Here it can be seen an example of how instructions affected the session:

***O5YERE:*** *En un primer momento de la actividad, los estudiantes no entienden lo que se debe hacer, ya que a pesar de que la profesora les da el conteo inicial, ninguno de los estudiantes empieza la actividad hasta que la profesora no les explica de nuevo y modela la actividad.*

Through the example, we can see that when instructions were not clearly provided, children were confused and could not respond to what was being required. This factor can be linked to the fact that the teachers did not use strategies related to body language, simple words and gestures to enable children to understand instructions. Concerning this, Ur (1991) proposes a set of strategies such as Instructions checking questions and concept checking questions, to promote the development of the class and the children's learning through clear instructions and explanations related to a specific task in which teachers guide children through the use of words and pictures. Likewise, Ur (1991) expresses the importance of getting children's attention before giving directions, as this allows

them to be concentrated in the explanations to develop individual and group activities.

### **6.9.2.3 Planning lessons enables teachers to achieve academic goals in the class**

Planning a class integrates various factors that are to be developed in the classroom; for instance, what the academic goal is, and what activities, materials and strategies will be used to achieve this goal. Besides, planning is based on a required subject, children's needs, characteristics and interests. Most of the time, this planning will determine the success of the class as it is taken as a guide to know what teachers want to do and achieve.

During observations, it was possible to identify that establishing a learning objective and implementing a series of activities that followed a sequence, allowed children to perform the tasks proposed by the teacher during a specific time. In some observations, researchers noticed that when classes were previously planned and activities had a connection among them, children were focused in the class and answered to the teachers' stimulus. This is evidenced in the following sample:

**05YEAP:** *“La profesora lee el cuento Elmer en tono narrativo, con un buen tono de voz, mientras se mueve por el salón de clase para captar la atención de los estudiantes, también hace preguntas como: “¿Qué le pasaba a Elmer?” “¿Cómo se sentía Elmer?” Luego, dos cartulinas con el dibujo de Elmer el elefante son puestas en el piso por la profesora. La profesora y la auxiliar pedagógica además de monitorear la actividad ayudan a los niños a pintar a Elmer el elefante. Finalmente el dibujo recién pintado por los estudiantes es pegado en el salón de clase”.*

The class had a sequence that was developed by children to achieve a goal by following the activity step by step. Moreover, researchers identified that discipline problems decreased and children's motivation and attention span increased allowing them to solve the exercises given by teachers and making them active participants in the classroom. Harmer (1991) points out that one of the greatest challenges in education is the lack of interest by children in the classroom, and this is usually a consequence of an exhausting and long day of class; therefore, teachers must be able to change what they usually do since lesson planning is not enough for them to succeed in the classroom. Also, they have to include a variety of activities that allow children to be and stay motivated and interested in developing the tasks proposed by teachers.

On the other hand, in the following sample, it can be interpreted that some classes showed the absence of an academic goal; therefore, there was not a sequence to follow in the activities, leading to disciplinary problems in children:

***O2JOP:** La P y la AP no preparan el material de clase con antelación y mientras toman tiempo de la clase para hacerlo, los E no tienen ninguna actividad significativa para hacer.*

During class the teacher and the pedagogical assistant talked to each other about the activity children will have to do, giving each other some ideas about what was to be done; while they were discussing on the activity, children began to behave differently and do some other things, as it is presented in the following sample:

**O6JRE:** *Los E juegan, gritan, corren y en algunos casos se agreden, pues no tienen ninguna actividad pedagógica para realizar.*

Before the activity started, children ran around the room, shouted, played with each other, and sometimes even fought over the toys during the time the teachers used to organize the material they needed for the activity; therefore, it can be inferred that when a class has not been previously planned or it does not present a logical sequence to develop the activities, discipline issues might emerge and the control over the class might be lost. Thus, Harmer (1991) states that activities that include interaction through different activities within a class, allow active participation of children from the beginning of the class or course, as well as they enhance motivation.

### **6.9.3 Conclusions of the analysis**

All along this Needs Analysis, it was possible to show how through the observation of teachers and pedagogical assistants' classes, we were able to identify certain aspects related to early childhood education and establish a Needs Analysis of the CDC "Cosechando Sueños" which reflects not only the strengths, but also the areas of improvement in the classroom. Based on this analysis it was possible to draw the following conclusions:

Didactic lessons that have been previously planned before class are an essential resource in teaching due to the fact that it not only creates a feeling of security in the teacher, allowing a consistent class development, but also guides

the teachers in the educational process, so they have the opportunity to evaluate the impact generated by their lessons on the students.

Additionally, the importance of children interaction in the classroom must be highlighted as this can enhance the development of communicative language skills among them. Such skills are the foundations for the acquisition of language in children in the CDC "Cosechando Sueños". These interactions are not only useful for their language development, but also for their personality and emotional intelligence.

On the other hand, the use of suitable materials according to the infants' age is vital to achieve the objectives that have been set for a class; moreover, these materials also help children to keep their attention in the activity. That is why the teachers should constantly vary the activities to avoid children getting distracted during the teaching-learning process. Besides, when providing children with different types of materials such as plasticine, colored pencils, books, crayons, among others, teachers might make a broader coverage of various learning styles, likes and abilities.

Similarly, the use of technological tools and audiovisual materials such as videos may become a useful tool in planning a class for children in early childhood, taking into account that classroom management in a group of kids under five years old can become complex if appropriate resources are not presented to them in such way that they remain interested in the topics. Therefore, it can be concluded that technological tools can enhance motivation in children. However, these

resources must be included in a pertinent and meaningful way when teaching children; otherwise, if there is not coherence between the goal teachers have set and what is intended to do with the implementation of ICTs, such tools could become a source of distraction in the teaching-learning process.

## 6.10 Implementation

Researchers designed the proposal taking into consideration the conclusions of the analysis and diagnosis of the CDC needs. Therefore, researchers planned lessons that met the needs of children and the CDC staff, as it was the use of materials, ICTs, group work, among other aspects. To collect data from participants regarding the implementation of the pilot study, researchers used two methods that will be explained in the following section. In addition, researchers created the following codes to analyze and triangulate the information collected.

<b>JU</b>	<b>Juliana Giraldo</b>
<b>YA</b>	<b>Yaroslay Chacon</b>
<b>YE</b>	<b>Yeiner Atehortua</b>
<b>J1</b>	<b>Journal number 1</b>
<b>J2</b>	<b>Journal number 2</b>
<b>J3</b>	<b>Journal number 3</b>
<b>J4</b>	<b>Journal number 4</b>
<b>J5</b>	<b>Journal number 5</b>
<b>J6</b>	<b>Journal number 6</b>
<b>C1J</b>	<b>Questioner number 1 Juliana</b>
<b>C2J</b>	<b>Questioner number 2 Juliana</b>
<b>C1YA</b>	<b>Questioner number 1 Yaroslay</b>
<b>C2YA</b>	<b>Questioner number 2 Yaroslay</b>
<b>C1YE</b>	<b>Questioner number 1 Yeiner</b>
<b>C2YE</b>	<b>Questioner number 2 Yeiner</b>
<b>RE1</b>	<b>Students' reactions question number 1</b>
<b>RE2</b>	<b>Students' reactions question number 2</b>
<b>PA1</b>	<b>Learning process question number 1</b>

<b>PA2</b>	<b>Learning process question number 2</b>
<b>C1</b>	<b>About the class question number 1</b>
<b>C2</b>	<b>About the class question number 2</b>
<b>LPJ</b>	<b>Lesson plan Juliana</b>
<b>LPYA</b>	<b>Lesson plan Yaroslav</b>
<b>LPYE</b>	<b>Lesson plan Yeiner</b>

### **6.10.1 Questionnaires**

Questionnaires refer to forms filled in by respondents individually; they can be handed out or sent by mail without the presence of the researchers as it is claimed by Ododa (2009) who also states that a questionnaire is a set of systematically structured questions, used by a researcher to get needed information from respondents.

In this study, 1 questionnaire form (See appendix I) was filled in by the 3 teachers and the 3 pedagogical assistants from the CDC in order to gather important information concerning their thoughts, beliefs and opinions about the practice of a new proposal in which English language will be acquired since early childhood.

### **6.10.2 Journals**

The journal was an instrument through which research practices were systematized by each member of the research group, through an establishment of a relationship between theory and practice and, writing descriptively what was experienced after each English session answering 4 questions previously set by the researchers (See appendix III). However, journals go beyond the description of



the practice, as it allows further reflection, to enrich and improve it. Bonilla (2005) states that journals "should allow the researcher a permanent monitoring of the observation process; researchers can take notes of what they consider relevant aspects to organize, analyze and interpret the information that is collected" p.129. Therefore, this instrument permits to analyze what is seen in the research context, and reflect upon the needs, not only of the participants of the study, but also investigator itself.

### **6.10.3 Instructional design**

This section presents a description of the implementation of a methodological proposal for bilingual early childhood in the public Child Development Center (CDC) "Cosechando Sueños" located in Puerto Caldas, Risaralda. The implementation of the proposal was carried out in three different groups of CDC during 8 sessions (2 per week) of 2 hours each. In order to implement the simultaneous bilingual proposal, each researcher was in charge of one group, for which they had to plan different English lessons based on the topics that were taught in Spanish by the CDC staff the previous week, and taking into account the information collected from the needs analysis.

Each lesson plan had a sequence to give a specific order to the to the lesson. In this case the Presentation, Practice and Production (PPP) method was chosen to simplify the learning process making it more effective. Tomlinson (2011) who is cited by Criado (2013) established that PPP is a method to teach language features following a sequence; presentation of vocabulary, practice the vocabulary

and the pattern to end up with the production of what was learnt. In this vein, this method pretended to create a routine to introduce kids to a workflow, and some moments of the lesson in which certain types of activities were developed, in order to streamline the learning process.

Each lesson started with a warm up activity in order to stimulate the motivation of children and activate their communicative system. After this, teachers-researchers continued with the presentation stage to introduce the new vocabulary and patterns. Then the practice stage in which the main objective was to let children use what they had learnt during the presentation stage, and finally the wrap up or the production stage, in which children were able to produce vocabulary and basic structures by themselves, in this stage teacher tried not to interfere. The examples below refer to three of the lesson plans used during the pilot study:

<p><b>Example 1</b>  <b>-Grade:</b>  <i>Jardin 3</i>  <b>-Teacher-researcher:</b>  <i>Yeiner Atehortua M.</i>  <b>-Lesson N:</b>  <i>3</i>  <b>-Date:</b>  <i>June 3<sup>rd</sup>, 2014</i></p>	<p><b>Objective:</b> At the end of the lesson, students will be able to recognize and name the family members.</p> <p><b>Procedure (taken from the Presentation stage):</b> Showing PPP. T will show a power point presentation about the family. In Spanish, he will ask students why family is important. After they answered, he will elicit information in English by asking questions such as <i>Is the Mother happy? Or Is she sad?</i> In order to recycle vocabulary previously taught.</p> <p><b>The finger family:</b> T will show his hand and he will explain the members of the family using it. Then he will sing the song the finger family. After the teacher sings. He will ask the Ss to repeat the song after him but only using their lips. Therefore, Ss will listen to the teacher singing again. Finally, he will ask Ss to sing with him.</p> <p><b>Outcome:</b> Children recognized the main family members in different images. (See appendix V)</p>
<p><b>Example 2</b>  <b>-Grade:</b></p>	<p><b>Objective:</b> At the end of the lesson, students will be able to recognize and express some farm and wild animals and the sounds they make.</p>

<p><i>Prejardin 3</i></p> <p><b>-Teacher-researcher:</b> <i>Yaroslay Chacón P.</i></p> <p><b>-Lesson N:</b> 4</p> <p><b>-Date:</b> <i>June 10<sup>th</sup>, 2014</i></p>	<p><b>Procedure (taken from the Practice stage):</b> Let's read. T will read students a big book about wild animals. As she reads along, she will show students the animals in the book and will elicit vocabulary. They will practice.</p> <p>Let's listen and watch. T will have students to listen to some sounds of wild animals. She will ask them to guess to whom the sounds belong. Then, they will watch the video.</p> <p><b>Outcome:</b> Children mentioned some of the animals' names making the connection between images and the sounds they make.</p> <p>(See appendix VI)</p>
<p><b>Example 3</b></p> <p><b>-Grade:</b> <i>Jardin 1</i></p> <p><b>-Teacher-researcher:</b> <i>Juliana Giraldo G.</i></p> <p><b>-Lesson N:</b> 5</p> <p><b>-Date:</b> <i>June 11<sup>th</sup>, 2014</i></p>	<p><b>Objective:</b> At the end of the lesson, students will be able to recognize themselves as boys or girls.</p> <p><b>Procedure (taken from the Production stage):</b> The T walks around the classroom touching one Ss's head and she asks them "Boy or girl?" as they answer, she will introduce the new pattern "I'm a _____" and she will have them repeating until they can do it by themselves.</p> <p>Then, she will give them a bracelet made of paper tape. Boys will receive a blue one and girls will get a pink one. They will be organized in two lines in order to receive their bracelets. One by one they will be asked, "are you a boy or a girl?" while the T shows the two colors and they have to answer correctly "I'm a _____" to get their bracelets, otherwise they will line up again.</p> <p><b>Outcome:</b> Children used the pattern "I'm a _____" to recognize themselves as boys or girls.</p> <p>(See appendix VII)</p>

## **7. FINDINGS AND DISCUSSIONS**

After implementing the pilot study, 3 main findings and 6 sub findings emerged as a result of the information analysis gathered from researchers and teachers from the CDC.

In this section the findings made by the research group in charge of phases I, II and III, corresponding to the Diagnosis, Design and Implementation of the proposal will be described and supported with theory and samples that were collected during the process.

### **7.1 The use of visual and listening materials provide space for learning English in children from the CDC**

The materials used in instructional activities are tools that help teachers to support the learning process to achieve fast, significant and dynamic learning. Therefore, from the results obtained through the needs analysis conducted at the CDC, it was concluded that the use of visual and listening resources as means of instruction in the classroom facilitated the presentation of the topics and the understanding of them by children, enriching the educational practice. Hence, during the piloting teachers-researchers made use of flashcards, animated videos, books, stories and songs to support each stage of the lesson, so that they had a suitable bank of materials to be used in English sessions.

Teachers-researchers designed class materials in advance considering the age of children and their context, to make possible the presentation of new knowledge through songs, videos and images, some of them already known by children, such as popular TV cartoon characters. As expressed by Kilickaya (2004), the purpose of designing materials with cultural content is just creating interest in children for the content itself. As a result, children will be motivated to learn a second language. Thus, from the teachers-researchers' perception, it was evident that topics were internalized in less time than it was expected, since such materials allowed children to expand their attention span during activities, which duration ranged from ten (10) to fifteen (15) minutes each. This is consistent with the pedagogical assistant's opinion stated below:

**C2YAC1:** *Las clases me parecieron muy didácticas, de parte de la maestra se percibió mucho dinamismo, entusiasmo, alegría, y las técnicas utilizadas por ella también ya que todas las clases tenían opciones diferentes para los estudiantes aprender y que lograron captar su atención por espacios de tiempo largos.*

Through this sample it is evidenced how the attention of children was caught through the use of diverse teaching materials at different moments of the class and for each activity, inasmuch as they generate curiosity in children, as well as willingness to listen and care about the activities.

As it is supported by the pedagogical assistant, the learning process was meaningful because the content of the material met the needs of children according to their different learning styles whether they were visual, auditory, and kinesthetic, among others. As a result, learning styles were considered by

teachers-researchers when designing and adapting materials, therefore, kids felt captivated and they responded to what was being taught.

### **7.1.1 Visual materials as a resource to present vocabulary**

Visual materials such as videos and flash cards were chosen and designed taking into account different aspects that are relevant in children's learning process, as it is age and interests. Teachers-researchers made use of images that not only contextualized children in the topic, but also had comprehensible content and vocabulary for them to be able to understand. Hence, children were shown colorful pictures; and in some cases they were already familiarized with them inasmuch as they were well known cartoon characters like Phineas and Ferb, Peppa Pig and The Simpsons, to present family members, animals, among others. The following excerpt represents what has been previously expressed.

***J2J3:** Materials worked well since the flashcards I used had images of a well-known TV series called "Phineas and Ferb". As I was showing an image they were saying the names of the characters plus the corresponding family ties in Spanish. Example: Candace es la hermana de Phineas.*

Showing children this type of images increased their motivation due to the fact that every time they were shown a new flashcard they got excited and very curious to know how those characters were called in English. Additionally, presenting the vocabulary took less time than it was expected, since the mental connection that kids did between English and Spanish arose immediately, without needing any deeper explanation or translation, even though children from the CDC had not been exposed to the language before. As it is stated by Feldman (2006)

the pre-operational stage begins at the age of two and ends at the age of seven, and during this stage, children are able to develop their semiotic ability which is “the ability to use mental symbols, a word or an object which represents something that is not physically present” (p.235). Thus, as soon as children expressed the word in Spanish, *hermana* for instance, the teacher said the word in English, *sister*, and encouraged children to repeat it by pointing to the image so they would be able to visually, orally and aurally internalize it. This was also achieved through the use of videos, as it is exemplified in the following fragment of a questionnaire answered by a pedagogical assistant:

**C1YARE2:** *observe que les gusta mucho ver videos de ingles y prestan atención, y sobre todo, su memoria en gravar es impresionante. Ya como se sabe los niños(a) a estas edades gravan todo mas con facilidad.*

The same flash cards’ characteristics were taken into account to select the videos so their content would be suitable for kids. As it was evidenced through the needs analysis, CDC teachers often made use of videos to entertain children. However, when videos lasted more than five minutes, children, whose attention span is short, got easily distracted inasmuch as teachers did not make any intervention. Santos and Osorio (2008) point out that nowadays children are born in a digital era and it is necessary to expose them to new material and technology as an allied in their learning process since childhood. Besides, they expressed that teachers’ intervention is mandatory to avoid disciplinary issues in class. Thus, in the following sample, videos were incorporated into the classes in such way that they had a specific function in class for instance to either make children easily understand information or to reinforce the presentation of the new vocabulary:

**J6YA3:** *Students were very engaged to the videos. As I sang and did the movements the videos required, students wanted to follow me. I felt proud when they tried to sing along with me.*

It is important to highlight the teacher's intervention during the video on the grounds that she danced, sang along and motivated kids to do what she was doing, to follow what she was modeling. Richert et al (2010) showed through a research that parents' intervention when playing videos to their children was a key in the amount of words their children learnt in comparison to those children who just watched videos without any help from their parents. During the piloting, teachers-researchers noticed that children's reactions when using videos were very positive, since children got used to follow the teachers by singing and performing.

It can be inferred from the previous sample that the visual aids were crucial in the bilingual process that took place at the CDC, given the fact that children enjoyed the activities in which their learning was visually stimulated. For this reason, there were used big books to practice vocabulary during the piloting. Through these books, which had big images that were easily seen by children, teachers took the vocabulary practice to a more contextualized level since they allowed children visualize the images while teachers were reading the story. This is exemplified in the coming excerpt:

**J4YA1:** *[...] Additionally, students seemed to like a big book I made for them. They were very concentrated and participative in the activity. Every time I showed them a page, students repeated the name of the animal and then they listened carefully while I was reading.*



The previous sample represents how the use of the images in the big book helped children to understand and practice vocabulary. Sims (1998) states that visual material aids guide children to activate visual representations; besides, books that incorporate illustrations promote relevant verbal and visual connections that help children to understand the reading. Thusly, when teachers-researchers read the stories, they pointed to the images and changed their tone of voice to help children comprehend what they were reading. Consequently, along with visual aids it is necessary to highlight the importance of listening materials when presenting and practicing new grammatical structures using the vocabulary previously shown.

### **7.1.2 Listening materials had a positive impact increasing children's motivation to develop their vocabulary**

In this title it will be explained how the implementation of songs during the sessions allowed the pedagogical assistants and teachers to express statements such as "children seemed to be really motivated". Children showed enthusiasm and they also seemed to be engaged during English sessions. As it was illustrated in the needs analysis these types of materials were important elements to increase children's motivation. Consequently, English songs were included during the pilot study causing the following reactions in children according to what a pedagogical assistant expresses:

**C2YARE1:** *Mi opinión es que los estudiantes desde que comenzaron las clases de ingles mostraron entusiasmo, les llamo mucho la atención y repetían constantemente algunas palabras que la maestra de ingles pronunciaba, por medio de las canciones y los videos que observaron en clase era mas fácil para*

*los estudiantes poder aprender este tipo de lengua, desde edad de la primera infancia [...]*

From the previous sample it could be inferred by the teachers-researchers that children from the CDC showed their motivation when learning English songs; due to this reason the majority of the kids paid attention to the session, as it is claimed by the teacher “*era mas facil para los estudiantes*” so they were constantly paying attention to the English teacher arrival and even some of them started singing the songs previously practiced when they saw teachers-researchers, and some children greet them using words they could extract from the greeting song such as “hi” and “hello”. Hence, during the pilot study teachers-researchers chose songs that helped children learn and memorize new vocabulary from common English topics, and it is also important to add that thank to the willingness shown by kids, in other words their motivation, the songs implemented were learnt more effectively. This could confirm what was told in the needs analysis; songs have a positive influence in a learning-teaching process.

As it has been expressed in the sample, children’s contact with English language was an innovative process; as a consequence, children were willing to learn without any inhibition or restriction to participate. One of the entries from a journal shows children’s reactions towards listening materials:

**J2YE1:** *I realized that students knew the “hello, hello” song, this makes me really happy because we probably sang this song four times during the class. This makes me think that children are motivated and the in service teacher and the pedagogical assistant reinforce the songs when there is not English class.*

According to the sample it is evident that not only the teacher, but also the pedagogical assistant were at the same time a motivation source for the kids because when they learnt the songs which contained basic vocabulary according to the children's ages, and they reinforced the songs during different hours in a day, the youngsters felt comfortable singing the songs therefore the language acquisition process among children from the CDC was easier. Garrido (2012) claimed that one of the reasons to teach a second language throughout songs is the fact that music makes language development easier due to the fact that songs tend to keep in the humans' mind for long periods of time activating a repetition mechanism in the mind which allows language acquisition. Therefore, according to what the author previously mention, children received listening materials in a positive way and this helped teachers-researchers because kids acquired the new vocabulary faster.

## **7.2 Importance of teaching strategies before, during and after an English session for bilingual early childhood**

During the implementation of the pilot study, teachers-researchers applied different strategies; some of them were implemented before English sessions such as lesson planning and designing materials. Another group of strategies was implemented during each session as it was the use of drilling patterns to reinforce vocabulary skills, discipline control through the use of visual and listening materials, and translanguaging to help children construct and express meaning in

English and Spanish. After each session, teachers-researchers used journals as a strategy to reflect upon what was planned.

It was necessary to use the strategies above to take advantage of the English session and avoid indiscipline episodes by not allowing children to have free time for this. Furthermore, the needs analysis showed that when teachers and the pedagogical assistants used time from the class to design the materials for the current lesson, children had free time to generate indiscipline. Accordingly, teachers-researchers took advantage of these strategies to anticipate possible problems and solutions that could be presented during the lesson, as well as to reflect upon the session. Diaz (2002) argues that a strategy is a procedure that teachers use in a reflective and flexible way in order to promote meaningful learning in children. These procedures favor learning inasmuch as they may establish a classroom routine that kids can easily follow. The following excerpt shows how teachers and pedagogical assistants noticed how children acquired language easier due to the strategies implementation:

**C2YAPA1** : *Aprendieron cosas muy importantes y adecuadas a la edad de los estudiantes. Durante el pilotaje, se implementó varias técnicas, las cuales iban acorde con los proyectos semanales de cada aula, lo que hizo que haya mejor facilidad para el estudiante recibir los conocimientos. Y las técnicas que se utilizaron fueron muy creativas y lograron toda la disposición de los pequeños, por ser tan llamativas y dinámicas.*

To interpret, teachers realized how teachers-researchers implemented diverse strategies, which facilitated the learning process of children. To design these strategies, teachers-researchers took into account the evidence thrown by the needs analysis elaborated before the pilot study, inasmuch as some elements

from this process allowed researchers to evaluate the efficiency of some strategies to take advantage of them during the pilot implementation without dramatically changing the process of children from the CDC. In addition to that, researchers implemented some other strategies that will be divided into two groups for a better understanding: *Before and after English session strategies* and *strategies used during English sessions*.

### **7.2.1 The connection between teaching strategies implemented before and after class to improve the development of English sessions**

Preliminarily, it was established that teaching strategies are essential in an English lesson because they generate dynamism in the teaching-learning process. As a result, teachers-researchers planned lessons before implementing them, as a strategy to have control over the activities, and to face unexpected situations. This agrees with the view expressed by Quintar (2002) who states that planning aims at acting by providing a variety of situations that may arise in the learning-teaching process. Hence, when planning sessions in advance teachers-researchers created alternative plans to face unforeseen situations without losing the control and sequence of the lesson. The coming portion of a journal reflects the importance of anticipating solutions to possible problems when planning a lesson:

***J3YA4:** I would make use of a more effective plan B when an A does not work. I consider I have to rely less on technology, because as I was able to see in this class, it does not always work the way it has been planned.*

It is noticed how the teacher-researcher pretended to include a B plan when A plan did not work. As the teacher mentioned before, technology does not always

work as it has been planned. The sample showed the usefulness of planning anticipated solutions to issues, especially when working with technology and children, due to the fact that some unexpected situations may affect the sequence of the session as it was planned, impeding children achieve the learning objective for the lesson. For that reason, lesson planning became necessary during the pilot study inasmuch as children progressed with each session and learning objectives had to be modified to meet students' needs and expectations. As a consequence, each session was planned taking into account the prior knowledge that children had acquired a week earlier in regular classes, which were also planned based on children's interests in learning. According to Quintar (2002) planning as a strategy becomes a flexible tool that allows children to propose what they want to learn. Hence, the teacher is not the only person who can plan lessons; children can do it as well in order to achieve their personal objectives.

In order to measure the applicability of the lesson plan, teachers-researchers wrote journals after each session as an improvement strategy. Reflection is a way to monitor the actions taken during the lessons, in terms of the methodology and lesson plan implemented, and the materials used in each lesson, to identify weaknesses and correct them, as well as strengths. Richards (2005) states that there are two ways to reflect about the teaching practice; subjectively and objectively. In this case, journals were categorized as subjective reflections in as much as when teachers-researchers wrote their entries after each session, they answered to pre-established questions. As it is mentioned by Richards *Ibíd.* journals have two main purposes; The first one is to write about feelings for further

reflection and the second one is the fact that doing the writing process helps to strengthen the perception people have about teaching.

Given these assumptions, teachers-researchers based their reflection process on the insights gained in each English session; for this reason, each time an entry was made, researchers took into account positive and negative aspects that were found within the lesson. In addition, they proposed further improvement strategies to have more successful lessons than the previous ones, as it is presented in the following sample:

***J1YE2:** [...] I felt frustrated because I was not able to control discipline and the in service teacher started to correct the students and she made them sit. I guess it was difficult for me because I was not able to do it so. However, I am looking for classroom management strategies to implement the next session [...]*

In this journal entry it is explained how a classroom management situation made the teacher-researcher feel frustrated inasmuch as he was not able to control the group and the interference of the teacher was necessary to control the behavior of the children. Nonetheless, after reflecting upon the problem, he settles an improvement plan to face similar situations in future sessions. It is pertinent to clarify the fact that the sample refers to the first entry made in the journal; for that reason, there were several opportunities to improve and have more successful lessons.

### **7.2.2 The implementation of teaching strategies during English sessions to help children develop skills and control discipline**

In the previous section, researchers described the strategies implemented before and after English sessions and the importance of the connection between them to improve their teaching practice. As it follows, there is a description of the strategies used during the sessions that involved contextualizing children in the topics through translanguaging, drilling to practice vocabulary and using materials to control discipline.

During the design and implementation of the proposal for bilingual early childhood, researchers highlighted the importance of using English and Spanish to develop the topics due to the fact that teachers-researchers planned their classes according to the topics that had been developed in Spanish the previous week by teachers from the CDC. Thus, the concept of translanguaging arises as a practice developed by bilingual people to help themselves construct and express meaning in both languages.

According to Williams, cited in Baker (2001), with translanguaging, the bilingual person systematically switches the language he or she is speaking to another one; for instance, the person reads in English and writes in Spanish. Basically, one language supports the other. In the piloting, the use of translanguaging was previously planned and it always had a specific purpose in the sessions; for example, to contextualize children by using key words in Spanish, or to give instructions in Spanish and then, develop the tasks in English. By doing



this, English teachers helped children understand vocabulary, instructions or topics in a specific part of the class. Below, it will be shown an excerpt of a lesson plan from a teacher-researcher in which it is evident that translanguaging had been previously planned:

***LPJ1:** [...] Teacher will use Spanish to explain the fact that they will learn a different language. She will introduce herself in order to establish rapport with the class using English to say “My name is”. Then she asks some Ss the question “What’s your name?” and she models the task so they can have examples the first times until they can do it by they own. To achieve this, we will play hot potatoes. The T explains the instructions of the game and the activity itself in Spanish.*

As it can be observed with the sample, translanguaging was strategically used to contextualize children and help them understand the fact that they were going to be exposed to another language. This is seen as “the use of an hybrid language”, i.e., “a systematic, strategic, and affiliative process of meaning construction” (p.128). Additionally, Cummins (2000) suggests the “Common Underlying Proficiency” which is represented through the “Iceberg analogy”. This theory proposes the idea that there is a central system in bilingual children’s brains that contains and operates both languages and, that when they speak they are different; they are separated. As in the iceberg analogy, on the surface there are two different icebergs, but deep under the surface these two icebergs are stuck together. Thus, during the piloting, teachers-researchers made use of translanguaging both to let children understand what they were being told, and to foster simultaneous bilingualism in children: English and Spanish language acquisition.

Besides translanguaging, during the presentation stage teachers-researchers used drilling as a strategy to help children internalize the vocabulary presented by repeating the words several times. The pedagogical aids (flashcards, videos, images or an object) chosen by the teachers-researchers were shown in order to engage children; then, children were asked what that was and immediately they made connections between the image and the word in Spanish. Therefore, teachers-researchers pronounced the English word and then they motivated children to drill the word several times either individually, in groups or both. This gave children the opportunity to identify the accurate pronunciation of the words and practice sounds that do not exist in the Spanish language; as a result, those sounds could be difficult to pronounce. In the same way; this strategy helped teachers-researchers identify if the new vocabulary was being recognized and accurately pronounced. The next sample from one journal of a researcher shows an example of it:

***J2YA1:** [...] Moreover, the fact that children repeated the words from the new vocabulary so many times during the presentation and practice stages was also helpful to get the pronunciation of those English sounds that do not exist in Spanish. I think that if I would not have made them repeat too much, memorizing vocabulary would have been difficult for them.*

The sample showed the importance of drilling for children to learn the new vocabulary and acquire language features as it is pronunciation. Scrivener (2002) proposed that “drilling provided Intensive oral practice of selected sentences given children the opportunity to practice the language without being worried about the meaning of the sentences (p.255). When children were exposed to drilling of the new vocabulary constantly, those kids had the opportunity to practice the same for

several times. In addition, the constantly use of songs helped in this sense due to the fact that the vocabulary and some expression were drilled in different sessions. Throughout the next sample, the pedagogical assistant supported the importance of drilling:

**C2YERE1:** *Los niños y niñas estuvieron muy receptivos aprendieron algunas cosas muy rápidamente como la canción de las emociones, debido a que el proceso fue repetitivo y para que ellos aprendan es necesario esta estrategia [...]*

As it is expressed by one of the pedagogical assistants, drilling was part of the learning process of children because this strategy allowed them to reuse and recycle the vocabulary they were exposed to. As a consequence, not only new vocabulary was practiced through repetition, but also children could use it when they needed it. Then, drilling as a teaching strategy allowed infants from the CDC to learn the vocabulary rapidly throughout the continue use of it.

It has been stated before the usefulness of materials for pedagogical purposes. Nonetheless, teachers-researchers also used materials as a classroom management strategy; in those opportunities when children were distracted, teachers-researchers sang songs or showed images to engage children and bring their attention back to the session, expanding their attention span, in contrast to the lack of concentration evidenced through the needs analysis where teachers only used unsuccessful calls of attention. Garrido (2012) cites Rosenfeld, who states how to release tension, transmit feelings and learn to control impulses through songs, in such way that those children with low anxiety levels could wake their energy up, at the same time that those who had high anxiety levels could direct

their energy through music. In this way, it was possible to get the attention of all children at the same time. Children started singing the songs along with teachers-researchers as a response to the musical stimuli, while their attention was being caught again to continue with the activities. This information is evidenced in the following sample taken from a questionnaire answered by a pedagogical assistant:

***C1YAC1:** Bueno las ayudas didácticas estuvieron muy bien como son: laminas, canciones, videos, cuento y lo principal en la forma como se expreso y dirigió a los niños y niñas con una cara muy positiva, con amor y sonriente, la voz y cuando los niños y niñas se desperzaron los incluía como llamandolo por su nombre y preguntándole como se llama este animalito, o el sonido de el. Las ayudas y la disposición me parecieron buenas.*

From this sample it is possible to interpret that there are more useful classroom management strategies apart from raising the tone of voice to address children. As the teacher from the CDC expresses, the teacher-researcher did not have to raise the tone of voice to get children's attention; on the contrary, they took advantage of different ways to control discipline in the classroom with the use of materials, for example, singing "the silence please song" while showing an image of a boy with his hands in his mouth as a silent sign.

### **7.3 Teaching English in early childhood as a model of bilingual education**

In previous sections it has been expressed the necessity of the inclusion of a model of bilingual education for early childhood on the grounds that it would bring advantages to the Colombian educational system, both to short and long terms. Taking into account this, the English sessions implemented in the CDC

“Cosechando Sueños” were based on a simultaneous bilingual method, which aimed to guide English lessons based on the topics previously taught in Spanish. In this sense, teaching English during early childhood became in a quick and efficient process, inasmuch as children could acquire the information in a short period of time and adapt it to their school routines as a game and a model to follow. The following transcript of one of the questionnaires answered by teachers and pedagogical assistants shows some elements found in the teaching process with children from the CDC:

**C1JPA2:** *Es un proceso que se facilita en la primera infancia, ya que los niños son muy receptores y copian muy bien nuestras actuaciones, nuestro modo de ser y lo que escuchan. Por tal motivo es un proyecto que se puede implementar con la seguridad que dará muy buenos resultados, será un éxito.*

It is necessary to highlight the acceptance that teachers and pedagogical assistants showed towards the proposal as it was stated in the previous sample due to the fact that the outcomes were favorable and there were good responses from children.

Nevertheless, to implement a teaching process with children between zero and five years old, researchers considered several aspects regarding age inasmuch as these kids were not involved in formal school processes yet; i.e infants were not able to either read or write. Therefore, it was also necessary to take into account the teaching practicum inasmuch as guiding English lessons was a flexible process due to the fact that talking about bilingualism and early childhood requires to cite the natural acquisition process of new knowledge. From now and on, several aspects and concepts such as exposure to the language and

simultaneity of the process, which were vital in the implementation of the pilot study, will be described.

### **7.3.1 Assumptions to develop a simultaneous bilingual model in early childhood**

As it was established in the theoretical framework of this document, the development of bilingual processes during early stages of life brings multiple advantages regarding cognitive, social and cultural processes of the child, this is supported by Ada and Baker (2007), who also mentioned that bilingualism could generate long-term economic, interpersonal and cultural advantages. Taking into account the previous information, a pilot study was designed and implemented in order to guide English sessions in the CDC, considering a set of characteristics to develop a model of simultaneous bilingualism.

As it was mentioned before, children from 0 to 5 years old are in a constant process of language acquisition, either at home with their families, at school with peers and teachers, or in others settings. The child extracts all of the language elements required to develop a language naturally from the input they are exposed to. For this reason, in the model proposed in this document is important to consider that as children did not live in an English speaking country, teachers-researchers had to generate continuous exposure to the target language for children to be able to acquire a second language without being totally immersed in the context.

***J6YE1:** [...] I realized that teachers from the CDC reinforced songs and vocabulary related to family and greetings when students were having breakfast or in other*

*classes. Therefore I can say that teachers' intervention in this simultaneous process is really important inasmuch as students need to be exposed to the language as much time as possible to be able to acquire it naturally.*

In addition to exposure, researchers also considered the fact that English lessons were related to Spanish lessons so that they agreed with the topic studied in their mother tongue the preceding week, and the connections between both languages were simplified. In the next questionnaire fragment, a teacher highlights the efficiency of the process in which children acquired the same topics simultaneously in both languages:

**C1YEPA1:** *Los temas trabajados con los niños y las niñas estuvieron muy adecuados porque son de gran interés y de manejo constante además que son de manejo cotidiano en el CDI y fueron muy agradables para ellos.*

The data shows how teachers from the CDC noticed the advantages of using the same topics they had already taught, given the fact that they were appealing for children and related to their everyday life. In other words, it was easier to acquire a language if children already had previous knowledge of the topic. Therefore, teachers from the CDC expressed their acceptance towards the simultaneous bilingual proposal.

### **7.3.2 The age as an important factor in the bilingual process**

Throughout this document, different advantages had been shown in order to highlight the importance of bilingualism in the Colombian educational system, especially if it is a process that starts during an early age; this process could go along with different strategies which facilitate the acquisition of a second language. Based on this, English sessions were implemented at the CDC with children

between 3 and 5 years old to corroborate the feasibility of a bilingual educational model in early childhood. Teachers-researchers found that children's age had an influence in the English acquisition process inasmuch as they are simultaneously acquiring their mother tongue and English, which facilitates the development of bilingualism. After the sessions were implemented, a pedagogical assistant stated her opinion about the inclusion of a new language in young children at the CDC:

***C1YARE2:** [...] esto me deja como enseñanza que si es importante enseñarle mas ingles a los niños y niñas del CDI. Tambien observe que les gusta mucho ver videos de ingles y prestan atención, y sobre todo, su memoria en gravar es impresionante. Ya como se sabe los niños (a) a estas edades gravan todo más con facilidad [...]*

In the previous sample, the pedagogical assistant refers to the children's ability to memorize information, and how they made use of this ability to be able to acquire the new vocabulary and commonly used phrases showing certain sense of comprehension through the practice and repetition in the English class. Marinova-Tood et al. (2000) points out that children's age is one of the most important aspects in second language learning since they are able to acquire a new language with less effort than an adult. This theory coincides with what the teachers-researchers, CDC teachers and pedagogical assistants were able to observe during the pilot study; children rapidly memorized the vocabulary, and inferred language characteristics like plural nouns from basic forms. This also can be noticed in a journal entry written by one of the teachers-researchers:

***J5J1:** [...] The blue and pink bracelets allowed children to identify themselves as boys or girls, and it was reflected through the questions that were asked before receiving their bracelets "T: -Are you a boy or a girl?" "Ch: -I'm a \_\_\_\_." They could*



*also produce complete sentences because they had many opportunities to repeat them but in different scenarios or activities before.*

This teacher-researcher highlights children's natural ability to acquire a second language and how they used the vocabulary previously learnt to build sentences and achieve a communicative goal. Thus, it can be inferred that children were able to understand, acquire and integrate the new vocabulary and structures to their language system as part of a process that goes along with their first language acquisition, Genesee (2009) supports what has been previously said in one of her studies where she analyzed the pros and the cons of implementing a bilingual program in early childhood. The author expresses that kids between four and six can become bilingual if they are exposed to the second language at home. Nevertheless, if the process is done through a bilingual program, it could also have the same benefits from simultaneous bilingualism, depending on how natural the process is. As it occurred in the CDC, where kids were able to naturally acquire a linguistic input in English through a constant language exposure making use of the teaching strategies that had been already mentioned.

Age, then, is considered as one of the determining factors within this bilingual education model as they are not into formal school yet and literacy skills are not developed. Therefore, teachers-researchers planned English sessions, and designed material to set a more natural learning environment.

## **8. IMPLICATIONS**

In this part of the document, researchers will allude to several factors that had implications during the research study development. Some situations they faced during the process of designing and implementing this proposal in terms of pedagogy and research will be exposed below:

### **8.1 Pedagogical implications**

This research study allowed the researchers to observe and conduct a real implementation of a methodological proposal for bilingual early childhood in a public setting in Colombia. This led the researchers to determine several pedagogical implications that must be considered as a starting point for new research projects in this matter.

In the first place, the most relevant implication is that through the success of this study, it has been shown that it is possible to implement a bilingual program for early childhood in a public context, where regularly children's parents could not afford to pay a private bilingual school, since they live in underprivileged areas and conditions. Furthermore, bilingualism should not be a benefit only for higher classes as it was pointed out in the statement of the problem.

Additionally, based on the acceptance and success of the proposal evidenced throughout the findings and discussion chapter and the comments from the teachers and pedagogical assistants, it is possible to claim that this project

could be included in other CDCs as part of their curriculum with more time of exposure and skillful English teachers, prepared to work with this type of population.

In order to conduct a similar project to this or to continue working in the development of the one presented it is necessary to create a syllabus for English lessons which would allow teachers to plan their sessions based on it. Once this is done, it is necessary to have a professional English teacher who guides and follows the processes required to achieve the objectives proposed in the syllabus. Despite the fact of having a person accompanying the process with the characteristics mentioned before, it is also crucial to consider that teachers and pedagogical assistants from the CDC should participate actively from the simultaneous bilingual process reinforcing what English teachers do, strengthening the connection between both languages, and providing bilingual contexts of exposure for children. For that reason, they must be trained to obtain at least an A1 English proficiency level according to the Common European Framework of Reference.

To summarize, implementing a simultaneous bilingual program requires not only pedagogical materials among other aids, but also competent and committed human resources who can offer a high-quality program in languages for a public kindergarten.

## 8.2 Research implications

In the development of this research project some events hindered the qualitative research process, which demanded a lot of time and commitment by the researchers in addition to a constant and strenuous systematization process of the information collected.

Conducting this research project was a self-learning process that became exhausting for teachers-researchers, even more when it was their first time, due to the fact that a research project must follow certain steps to make it valid and reliable; besides, researchers can learn meaningful lessons for their personal and professional life.

Applying theory to practice was not easy, but it was possible to confirm or deny it through the implementation of the pilot study. Regarding this, researchers found several types of obstacles when conducting the present study. Writing each section of this document implied additional effort for teacher-researchers who were neophytes in the research field.

The formulation of the theoretical framework turned into a long process that required patience to find authors and studies related to the topic. Despite the existence of the Ministry of Education document titled "*Desarrollo infantil y competencias para la primera infancia*" (2009), bilingual early childhood is a relatively unexplored subject in Colombia. For that reason, before designing and implementing the pilot study, researchers made a needs analysis which demanded

not only exhausting days of observation made by researchers, but a rigorous process of analysis and systematization of information.

Regarding the needs analysis writing process, it is important to mention that it was an iterative process of correction, given the fact that it was not simple to interpret and infer information from samples' transcriptions with an objective point of view, and then comparing to theory. However, a successful pilot study would not have been possible without this diagnosis.

Regardless the factors already mentioned, this pilot study allowed researchers to produce the findings already discussed, which are the result of a long process of constant reflection and group work; although at some points of the research process external factors affected researchers as human beings, they were able to confront and correct the adversities that occurred along the way.

Finally, since there is still a lot to investigate in the research field regarding bilingualism, here are some ideas that might follow this study: a) how age influences the teaching-learning process of bilingualism, b) the importance of cognitive and psycholinguistic development of children in the CDC as a factor that guarantees their success in the literacy process when they reach elementary school, and c) how a high level of motivation in teachers might produce better results in the development of second language in children.

## 9. LIMITATIONS

This proposal was conducted in a public institution, which certainly means that it is limited to some degree. First of all the fact that researchers had to teach English lessons to illiterate children became an issue for them inasmuch as the teaching-learning process notably varied from the one that is done with literate students in terms of planning and assessment of the acquired knowledge. For that reason, the model implemented in the CDC included activities mainly focused on developing and strengthening listening and vocabulary skills, through the use of audio and visual material, in order to have children interact with their partners without the necessity of a literacy background.

Secondly, despite the fact that the CDC is in charge of the integral care of children in terms of health and education, formal educative processes are not the main focus of their duties. Thereupon, they do not have a “Proyecto Educativo Institucional” (PEI), which is a guide for Colombian schools to proceed during scholar period of the year. On the contrary, the CDC has a “Plan Operativo Anual de Inversión” (POAI), in which the annual Budget management for the institution is exposed. In that sense, although teachers-researchers were given the lesson plans in Spanish, they did not have access to a formal syllabus or curriculum. Those factors affected the pilot implementation due to the fact that it was not possible for them to plan their lessons a week before, but a day before each session. In other words, time for planning classes was not enough for the amount of previous

preparation that requires not only to plan, but to design materials, because even though they had experience and knowledge of the resources implemented for teaching young adults and children, they had never worked with early childhood infants.

Accordingly, the third aspect that is important to note is that the time teachers-researchers had between each session to plan lessons, design material, travel to the CDC (from Pereira to Puerto Caldas), check children's work and reflect upon the sessions was very short. This is why teachers must have available time before and after each session given the fact that besides other things, planning a two-hour session and designing the materials to be used in it, took them about 4 hours. Additionally, implementing the pilot study required extra responsibilities for researchers not only in terms of time, but also in financial investment, since they paid all the expenses such as materials, snacks and transportation.

## 10. CONCLUSIONS

The present study aimed to address and analyze the aspects required to design a bilingual program for early childhood in a public kindergarten of the city, as well as to present the evidence collected along the implementation of the program. Based on the first research question, which seeks to identify the elements required to design a proposal for bilingual early childhood in a public kindergarten of the city, researchers concluded that:

It is crucial to make use of strategies that enable teachers to contribute to the development of the lessons. Thus, lesson planning was an important factor within this bilingual education program in early childhood, as it allowed English teachers to plan activities and materials according to the children's cognitive and motor needs, taking into account the topics they had seen in Spanish the previous week to enhance a simultaneous bilingualism.

Moreover, such planning favored the continuity of English sessions, inasmuch as they not only allowed teachers to anticipate and/or solve unexpected situations such as discipline, but also to include activities that children do or are exposed to in their daily lives which help them to discover the world; for instance: games, rounds, stories, among others oriented to the exposure to linguistic input. Also, lesson planning was a guide for teachers to know what to do with the planned activities or simply to extend or shorten any proposed task.



Another important aspect in the design of a proposal for bilingual early childhood is how teachers pretend to approach children; the different techniques, strategies and methods to promote language acquisition. Thus, researchers can determine that the use of repetition through drilling patterns enhanced the acquisition of vocabulary and structures, as certain steps were followed in order to facilitate both teaching and learning processes. Furthermore, the use of drilling patterns during the presentation and practice stages, helped children to internalize new vocabulary, so they would be able to express it in English when required. Moreover, it can be confirmed that through drilling, children can work on and improve their pronunciation and intonation just by repeating what English teachers have said.

Likewise, it is necessary that teachers reflect on what occurs in their sessions from different perspectives to polish their work: what worked, what did not work, and what they would do different next time. Therefore, researchers confirmed that aligning lesson planning with their respective reflections, provided English teachers with the possibility to improve some aspects of their teaching practice, as they had to think of and analyze the events that occurred in every session, so if they noticed that something did not work or made any mistake, they would avoid that the next time. Through reflections, the English teachers were able to enrich their perception about language teaching and learning process given the fact that

they not only reflected on the positive and negative aspects of the class, but also identified possible strategies to foster their professional development.

It is also confirmed that the design of the visual and auditory materials used by English teachers must be consistent with children's age and needs, so that their attention span and interest in the lesson increase. Firstly, CDC teachers and pedagogical assistants were able to see how children were attracted and motivated towards English lessons inasmuch as the materials were colorful and familiar to them; besides, they allowed children to interact among them and with their teachers, making the lesson more meaningful and enjoyable since children felt safe and confident to participate.

This fact has been studied by Coll (2005), who argues that it does not matter how motivational the use of materials can be, teachers must bear in mind that these materials have an important role in the language learning-teaching process, on the grounds that they enable abstract thinking through individual or group work depending on the use that teachers give to them. Hence, it is affirmed that it is vital the use of various teaching aids such as songs, stories, flashcards, and videos, among others, in an English language class given the fact that children's attention span is broader and they are likely to maintain a high level of motivation; thus, children are going to develop not only language abilities but also cognitive processes, as it was previously mentioned by the author.

The following aspect found during the study is related to the age of children that were part of the bilingual education program proposed by researchers.

According to the results obtained during the investigation, there are different elements to be considered when developing this kind of education in the Colombian public context. First of all, the age in which children begin to simultaneously acquire two languages in a bilingual education program is a crucial factor for the process. Both, the CDC staff and the research-group, can testify the importance of children's age in the acquisition of a second language, as children supported the acquisition of a second language on their mother tongue.

Kids from pre-kindergarten and kindergarten who were part of the pilot study were about three and five years old; ergo, they were in a stage of native language (Spanish) and psychomotor skills development. Because of this, it is concluded that children at the CDC easily acquired the new vocabulary, participated in the activities, and were interested and motivated towards the classes because of their short age. They did not feel inhibited towards the new process, as adolescents and adults are more likely to be, since their knowledge of the world and their conscious and awareness of everything that surrounds them, takes them to inhibition towards the new process.

Based on the results obtained during the pilot study, and to answer to the second research question which involves the evidence of the implementation of a methodological proposal for bilingual early childhood, researchers resolved that it is viable to teach English in early childhood as a model of bilingual education for the public Colombian context, taking into account that these children do not know how to read or write because they are not part of a formal schooling process yet.

Therefore, it is confirmed that based on a simultaneous bilingualism model, children can enhance the acquisition of English and Spanish at the same time, and feed one language from the other one. This fact was highlighted by teachers-researchers in charge of the pilot study, the CDC teachers, and also the pedagogical assistants who identified the progress children made in English based on what they had already taught in Spanish.

Finally, researchers established that the use of translanguaging as a strategy, contributes to the acquisition of a second language on the grounds that it permits Spanish to be a supporting tool for the acquisition of English. The conscious and planned use of Spanish at specific moments of English lessons instead of affecting the process of bilingualism enriched it, since both languages helped children to understand what they had to do during certain activities, and enabled teachers to support the infants' language acquisition process.

## 11. APPENDIX

### Appendix I: Questionnaire form



**Universidad Tecnológica de Pereira**  
**Licenciatura en Lengua Inglesa**  
**Proyecto de investigación Propuesta metodológica para la primera infancia bilingüe en**  
**un centro de desarrollo infantil**  
**Centro de Desarrollo Infantil Cosechando sueños**  
**CUESTIONARIO**

**Objetivo:**

El siguiente cuestionario tiene como fin conocer sus percepciones sobre el proceso de pilotaje del proyecto de investigación realizado entre el mes de Mayo y Junio de 2014 en el Centro de Desarrollo Infantil Cosechando Sueños, cuyo objetivo es analizar la viabilidad de implementar un programa de bilingüismo simultáneo para la primera infancia.

Siendo usted un(a) participante del proyecto, su voz se hace primordial para este proceso, por lo tanto es necesario que responda las siguientes preguntas con total franqueza, recordándole que esta información será confidencial y su identidad será anónima.

**Instrucciones:**

El cuestionario consta de seis (6) preguntas divididas en cuatro (4) categorías: Sobre la clase, sobre las reacciones de los estudiantes, sobre el proceso de aprendizaje, recomendaciones al proceso. Debajo de cada pregunta encontrará un espacio para responderlas teniendo en cuenta la categoría a la que pertenecen. Es necesario que sus respuestas sean descriptivas y lo más amplias posible, ya que de los datos arrojados por este instrumento depende la buena continuidad del proyecto de investigación. Por tal razón, evite incluir en sus respuestas frases tales como "Todo estuvo muy bien, no hay nada que decir, en general".

Finalmente, si tiene alguna inquietud no dude en consultar al encuestador.



**CUESTIONARIO**

**1. Sobre las reacciones de los estudiantes**

1. 1. ¿Qué opinión tiene sobre la reacción de los estudiantes frente al aprendizaje del inglés como segunda lengua?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

2. 2. Desde su punto de vista como observador, ¿Cómo describiría la respuesta de los estudiantes desde la primera hasta la última clase de inglés?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

**2. Sobre el proceso de aprendizaje**

2. 1. ¿Cuál es su percepción respecto a lo que aprendieron los niños y niñas durante la implementación del pilotaje?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**2. 2.** ¿Cómo podría usted describir el proceso de aprendizaje de los niños y niñas en la clase de inglés?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**3. Sobre la clase**

**3. 1.** ¿Cuál es su opinión sobre las ayudas didácticas utilizadas por el profesor al momento del proceso enseñanza-aprendizaje durante la clase?

---

---

---

---

---

---

---

---

---

---

---

---







## Appendix II: Observation form

### FORMATO DE OBSERVACION DE CLASE.

*Institución: CDI "COSECHANDO SUEÑOS"*  
*Docentes a cargo*  
*Grupo*  
*Observación numero*

*Fecha*  
*Hora de inicio*  
*Hora de finalización*  
*Nombre del observador*

	<i>Objetivo de aprendizaje.</i>	<i>Tema a desarrollar.</i>	<i>Materiales, recursos educativos.</i>	<i>Acciones del profesor.</i>	<i>Reacciones de los estudiantes.</i>
<i>Actividad Número 1</i>					
<i>Actividad Número 2</i>					
<i>Actividad Número 3</i>					
<i>Actividad Número 4</i>					
<i>Actividad Número 5</i>					

*Observaciones particulares :*

## Appendix III: Journals

Entry #

Date:

1. What went well?
2. What did not go that well?
3. Do you think materials worked, yes, not and why?
4. What would you different next time?

|

## Appendix IV: Lesson plan form



Universidad  
Tecnológica  
de Pereira



LESSON PLAN FORMAT  
CDC: COSECHANDO SUEÑOS  
BILINGUAL EARLY CHILDHOOD PROJECT

<b>INSTITUTION</b> : CDC Cosechando sueños			
<b>Name of the facilitator:</b>		<b>Group:</b> Pre-Jardín ..... Jardín .....	
<b>Number of learners:</b>		<b>Average age of the learners:</b>	
<b>Date:</b>		<b>Lesson number:</b>	
<b>Learning objective</b> : (key knowledge student should learn during the lesson)			
Time	Stage	Procedure	Reflections and comments about students' reactions:
<b>Extra class work or where to start next class:</b>			
<b>Materials</b> (For which purpose):			

## Appendix V: Lesson plan Yeiner Alonso Atehortua M.



Universidad  
Tecnológica  
de Pereira

# LESSON PLAN FORMAT

CDC: COSECHANDO SUEÑOS

BILINGUAL EARLY CHILDHOOD PROJECT



<b>INSTITUTION</b> : CDC Cosechando Sueños			
<b>Name of the facilitator:</b> Yeiner Alonso Atehortua Montoya		<b>Group:</b> Pre-Jardín ..... Jardín 3	
<b>Number of learners:</b> 26		<b>Average age of the learners</b> 4-5	
<b>Date:</b> 03/06/2014		<b>Lesson number:</b> 3	
<b>Learning objective:</b> At the end of the lesson, students will be able to recognize the members of the family. To achieve this, students will take advantage of song, flashcards and vocabulary such as: Mother, Father, Brother, Sister, baby.			
Time	Stage	Procedure	Reflections and comments about students' reactions:
Five minutes	Warm up	<b>Song:</b> The teacher will sing the hello, hello how are you today song while he shows the flashcards in order to review the vocabulary previously studied. He will make students move around the classroom jumping and touching their body while they sing.	
Fifteen minutes	Engage	<b>Showing PPP.</b> T will show a power point presentation about the family. In Spanish, he will ask students why family is important. After they answered, he will elicit information in English by asking questions such as <i>Is the Mother happy?</i> or <i>Is she sad?</i> In order to recycle vocabulary previously taught.	
Fifteen minutes	Engage	<b>The finger family:</b> T will show his hand and he will explain the members of the family using it. Then he will sing the song the finger family. After the teacher sings. He will ask the Ss to repeat the song after him but only using their lips. Therefore, Ss will listen to the teacher singing again. Finally, he will ask Ss to sing with him.	
Five minutes	Warm up	<b>Following instructions:</b> In order to wake the students up. T will tell them to follow what he does. T will tell the instructions in Spanish but the activity and the actions T will perform and what T will say during the activity will be in English.	
Fifteen minutes	Study	<b>Using the cd:</b> The teacher will play the Cd, Ss will be able to listen to the hello, and hello how are you today? Song and the family member's song while T show the flashcards and tell students what to do.	

Twenty minutes	Breakfast	<b>Breakfast:</b> Ss will have their breakfast which is an institutional policy from the CDC. Therefore; T will join this process by teaching them common vocabulary about food using realia.	
Fifteen minutes		<b>Let's work.</b> T will give each student a picture of a family and colors. Students will color the family members. While Students are coloring. The teacher will monitor the activity and he will reinforce the vocabulary recently learn by the students.	
Five minutes	Warm up	<b>Optional</b> <b>Chinese whispers:</b> To reinforce the vocabulary learn during the session the T will implement this warm up with the students. He will ask the students to make a circle and he will give messages such as "happy, sad, hungry" "thank you" "please". T will give instructions in Spanish but the language use during the all activity will be in English.	
<b>Extra class work or where to start next class:</b>			
<b>Materials (For which purpose):</b> <b>Songs:</b> Engage students into the new topics taught in Spanish then in English. <b>Worksheets:</b> reinforce knowledge students have acquired during the session about the family. <b>Flashcard:</b> Explain the topics using images. Therefore; students will have a better comprehension of what the facilitator is saying.			

## Appendix VI: Lesson plan Yaroslav Chacón P.



Universidad  
Tecnológica  
de Pereira



LESSON PLAN FORMAT  
CDC: COSECHANDO SUEÑOS  
BILINGUAL EARLY CHILDHOOD PROJECT

<b>INSTITUTION :</b> CDC Cosechando Sueños			
<b>Name of the facilitator:</b> Yaroslav Estefany Chacon Pulgarin		<b>Group:</b> Pre-Jardín 3	
<b>Number of learners:</b> 26		<b>Average age of the learners:</b> 2-3	
<b>Date:</b> 10/06/2014		<b>Lesson number:</b> 4	
<b>Learning objective:</b> At the end of the lesson, students will be able to recognize and express some farm and wild animals and the sounds they make.			
Time	Stage	Procedure	Reflections and comments about students' reactions:
5 minutes	Warm up	<b>Let's sing.</b> The teacher will sing some greeting songs. She will have learners to sing along with her.	
10 minutes	Engage	<b>Let's watch a video.</b> T will show students a video of a song about animals. She will ask them some questions about it.	
15 minutes	Engage	<b>Let's stick.</b> T will divide the class into groups of five. She will provide students with big drawings about animals. They will stick pieces of paper on the drawings.	
10 minutes	Engage	T will present some new vocabulary about wild animals. She will show students flashcards of a, zebra, elephant, lion and a monkey. Ss will drill.	
15 minutes	Study	<b>Let's read.</b> T will read students a big book about wild animals. As she reads along, she will show students the animals in the book and will elicit vocabulary. They will practice.	
15 minutes	Study	<b>Let's listen and watch.</b> T will have students to listen to some sounds of wild animals. She will ask them to guess to whom the sounds belong. Then, they will watch the video.	
15 minutes	Study	<b>Let's play.</b> T will stick some flash cards on the wall. She will call out students in pairs or triads. She will say a word and students will run to touch the flash card.	
15 minutes	Activate	<b>Let's say.</b> T will divide the class into groups of 4. She will give a flash card to each group. She will pass around asking students what animal they have.	



*Extra class work or where to start next class:*

**Materials:**

Songs

Videos

Worksheets

Laptop and speakers

Flashcard

## Appendix VII: Lesson plan Juliana Giraldo G.



Universidad  
Tecnológica  
de Pereira



LESSON PLAN FORMAT  
CDC: COSECHANDO SUEÑOS  
BILINGUAL EARLY CHILDHOOD PROJECT

<b>INSTITUTION</b> : CDC Cosechando Sueños			
<b>Name of the facilitator</b> : Juliana Giraldo Gómez		<b>Group</b> : Jardín 1	
<b>Number of learners</b> : 23		<b>Average age of the learners</b> : 4-5	
<b>Date</b> : June 11 <sup>th</sup> , 2014		<b>Lesson number</b> : 5	
<b>Learning objective</b> : At the end of the lesson, students will be able to recognize themselves as boys or girls.			
<b>Time</b>	<b>Stage</b>	<b>Procedure</b>	<b>Reflections and comments about students' reactions:</b>
5 min.	Warm up	The teacher will sing the song "Hi, how are you?" to break the ice in this session.	
20 min.	Review	The T shows the slides used last class to review the previous classes' topics as well as the family finger song.	
20 min.	Presentati on.	Boys and girls song: The T will sing the song and have Ss repeating in order to memorize it. After several times doing that she will include some movements within the choreography. As boys listen to the word BOYS they will stand up and girls will do the same thing. Then, the T will play the audio and we will sing and dance. The T will propose Ss a competence between boys and girls to see who dances and sings better. She will draw on the board a boy and a girl and she will give points to the best ones. She will also take advantage of that strategy to control discipline.	
20 min.	Practice	The T walks around the classroom touching one Ss's head and she asks them "Boy or girl?" as they answer, she will introduce the new pattern "I'm a _____" and she will have them repeating until they can do it by themselves. Then, she will give them a bracelet made of paper tape. Boys will receive a blue one and girls will get a pink one. They will be organized in two lines in order to receive their bracelets. One by one they will be asked "are you a boy or a girl?" while the T shows the two colors and they have to answer correctly "I'm a _____" to get their bracelets, otherwise they will line up again.	
5 min.	Practice	We will sing the boys and girls song again but this time we will raise our hands to show the bracelet of the color that represents boys and girls. The best ones will receive extra points on the board. Local teachers and observer will be included in this activity.	

30 min.	Production	<p>Ss will sit on their desks to color their Boy or Girl ID which is a small piece of paper with an image of a boy and a girl and the sentence "I'm a boy – I'm a girl". The T asks some students randomly if they are boys or girls, and as they answer she will show the image to see if they choose the correct one.</p> <p>As they finish, the teacher will use tape to stick their IDs in their chests.</p>	
---------	------------	--	--

*Extra class work or where to start next class:*

**Materials (For which purpose):**

**Computer and TV or Video beam:** To introduce the new vocabulary and review the previous one, to show the family song video.

**Song:** To break the ice at the very beginning of the class.

**Paper tape:** As bracelets to set the difference between boys and girls.

**Worksheet:** To do their IDs.

### 13. REFERENCES

- Ada, A. F., & Baker, C. (2001). Guía para padres y maestros de niños bilingües (No. 5). Multilingual Matters.
- Alfonzo, A. (2003). Estrategias instruccionales. Universidad Pedagógica Experimental Libertador. Venezuela. Taken from, Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies. Handbook of research on teaching, 3, 315-327.
- Armstrong, T. (2009). Multiple intelligences in the classroom. Ascd. P (18).
- Arnett, J. J., & Maynard, A. (2012). Child Development through Middle Childhood: A Cultural Approach. Pearson Higher Ed.
- Asher, J. (1960) Aprender otro idioma a través de acciones. Ciudad: San José. Editorial. Sky Oaks Productions, Incorporated.
- Baker, C. (2007). A parents' and teachers' guide to bilingualism. Multilingual Matters.
- Bialystok, E. (2001). Bilingualism in development: Language, literacy, and cognition. Cambridge University Press.
- Bilbao Costa, G.; Salgueiro, F. A., Cataldi, Z., García Martínez, R. y Lage, F. J. (2005). Sistemas inteligentes para el modelado del estudiante. Aceptado. GCETE'2005, Global Congress on Engineering and Technology Education. Marzo 13-15.
- Bonilla-Castro, E., & Sehk, P. R. (2005). Más allá del dilema de los métodos: la investigación en ciencias sociales. Editorial Norma.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn: Brain, mind, experience, and school. National Academy Press.
- Bredenkamp, S., & Rosegrant, T. (1992). Reaching Potentials: Appropriate Curriculum and Assessment for Young Children. Volume 1. National Association for the Education of Young Children, 1509 16th St., NW, Washington, DC 20036-1426.
- Brown, D. (2000). Principles of Language Learning and Teaching. Pearson Education. (p. 38-39)
- BROWN, H. Douglas; 吳一安. Principles of language learning and teaching. 2000.
- Bruner, J. (1960). The process of education. Cambridge, MA: Harvard University Press.

- Calderhead, J. (1981). Stimulated recall: A method for research on teaching. *British Journal of Educational Psychology*, 51, 211-217.
- Chomsky, Noam (1965). *Aspects of the Theory of Syntax*. MIT Press.
- Collier, V. P. (1987). The effect of age on acquisition of a second language for school. National Clearinghouse for Bilingual Education.
- Colombia, Very well! (2014). Programa Nacional de Inglés.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 57(3),402-423.
- Corbin, J., & Strauss, A. (Eds.). (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage.
- Criado, R. (2013). A critical review of the Presentation-Practice-Production Model(PPP) in Foreign Language Teaching. In R. Monroy (Ed.), *Homenaje a Francisco Gutiérrez Díez* (pp. 97-115). Murcia: Edit.um. ISBN: 978-84-15463-55-9
- Cross, C.T., T.A. Woods, & H.A. Schweingruber, eds. 2009. *Mathematics Learning in Early Childhood: Paths toward Excellence and Equity*. Washington, DC: National Academies Press.
- Crystal, D (2000). *The Cambridge Encyclopedia of language*. Cambridge University Press; 2 edition (13 Feb 1997). (p.365)
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire* (Vol. 23). Multilingual Matters.
- Cummins, J. (2005, September). Teaching for cross-language transfer in dual language education: Possibilities and pitfalls. In *TESOL Symposium on*
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy* (Vol. 6). Clevedon: Multilingual Matters.
- D. Kim, & A.D. Gilman, Effects of text, audio, graphic aids in multimedia instruction for vocabulary learning", *IFETS*, 11, (2008), 114-126.
- Davis, F. (2000), *La comunicación no verbal*, Madrid, Alianza Editorial.
- De Faroh, A. C. Cognition of the adolescent according to Piaget & Vygotski: two sides of the same coin?.Piaget (1931)

- Díaz Barriga Arceo Frida (2002). Estrategias docentes para un aprendizaje significativo una interpretación constructivista. Editorial McGraw-Hill Interamericana Editores, S. A. de C. V., México.
- Documento, N. (2011). 10, Desarrollo infantil y competencias en La primera infancia.
- Donovan, M. S., Bransford, J. D., & Pellegrino, J. W. (2000). How people learn: Brain, mind, experience, and school: Expanded edition.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, 31(03), 117-135.
- Dörnyei, Z. (Ed.). (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. Malden, MA: Blackwell. Dual language education: Teaching and learning two languages in the EFL setting (pp. 1-18).
- Espinosa, L. (2010). Second language acquisition in early childhood. *Early Childhood*
- Fandiño-Parra, Y. J., Bermúdez-Jiménez, J. R., Lugo-Vásquez, V. E. (2012). Retos del Programa Nacional de Bilingüismo. *Colombia Bilingüe. Educ. Educ.* Vol. 15, No. 3, 363-381.
- Feldman, R.S. (2007). Desarrollo de la psicología a través de la vida (4th Ed) Mexico. Pearson edition.
- Fowler, W. (1962). Cognitive learning in infancy and early childhood. *Psychological Bulletin*, 59(2), 116.
- Gardner, H. (2003). Multiple intelligences after twenty years. *American*
- Gardner, H., & Hatch, T. (1989). Educational implications of the theory of multiple intelligences. *Educational researcher*, 18(8), 4-10.
- Genesee, Elena Nicoladis and Johanne Paradis (1995). Language differentiation in early bilingual development. *Journal of Child Language*, 22, pp. 611-631.
- Genesee, F. H. (2009). Early childhood bilingualism: Perils and possibilities. *Journal of Applied Research on Learning*, 2(2), 1-21.
- Genesee, F. H. (2009). Early childhood bilingualism: Perils and possibilities. *Journal of Applied Research on Learning*, 2(Special Issue, Article 2), 1-21.

- Gregersen, T. S. (2007). Language learning beyond words: Incorporating body language into classroom activities. *Reflections on English Language Teaching*, 6(1), 51-64.
- Hansen, L. (2006). Strategies for ELL success. *Science and Children*, 43(4), 22-25.
- Harmer, J., (2007). *How to teach English. Teaching speaking.* Pearson Longman, 2007
- Hornberger, N. H., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 15(3), 261-278.
- Jimenez G.C (2010). Como captar la atención del alumnado en educación infantil. *Journal No. 37. Diciembre 2010. P(6)* taken from [http://www.csi-csif.es/andalucia/modules/mod\\_ense/revista/pdf/Numero\\_37/CONCEPCION\\_JIMENEZ\\_2.pdf](http://www.csi-csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_37/CONCEPCION_JIMENEZ_2.pdf)
- Judge, S., K. Puckett, & B. Cabuk. 2004. "Digital Equity: New Findings from the Early Childhood Longitudinal Study." *Journal of Research on Technology in Education* 36 (4): 383–96. [http://edinsanity.com/wp-content/uploads/2008/02/digital-equity\\_ecls.pdf](http://edinsanity.com/wp-content/uploads/2008/02/digital-equity_ecls.pdf)
- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal*, 10(7), 1-6.
- Kovács, Á. M., & Mehler, J. (2009). Cognitive gains in 7-month-old bilingual infants. *Proceedings of the National Academy of Sciences*, 106(16), 6556-6560.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning.* New York:Prentice-Hall. (Available at [www. sdkrashen.com](http://www.sdkrashen.com))
- Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom.*
- Krashen, S. D., (1982) . *Principles and practice in second language acquisition* Internet edition (2009) .University of Southern California. Pergamon: Oxford.
- Lenneberg EH (1967) *Biological Foundations of Language.* New York, NY: John Wiley
- Lin, C.-H. (2003). Literacy instruction through communicative and visual arts. *ERIC Digest*, No 186. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills.
- MARINOVA-TODD, S. H., Marshall, D. B., & Snow, C. E. (2000). Three misconceptions about age and L2 learning. *Tesol Quarterly*, 34(1), 9-34.

Mayer, R. E., & Sims, V. K. (1998). For whom is a picture worth a thousand words? Extensions of a dual-coding theory of multimedia learning. *Journal of educational psychology*, 86(3), 389.

McKibbin, C., & Brice, A. (2000). Acquiring English as a second language. *The ASHA Leader*, 5(12), 4-7.

McLaughlin, B. (1987). *Second Language Acquisition in early childhood: Vol.1.*  
Meijer, P.C., Beijaard, D. & Verloop, N. (2002). Examining teachers' interactive cognitions using insights from research on teachers' practical knowledge.

Meisel, J. (2008). *The handbook of bilingualism: The Bilingual Child.* University of Hamburg. Department of romance languages & research center on multilingualism.

Merriam, S. B. (2009). *Qualitative Research. A guide to Design and Implementation (Revised and Expanded from Qualitative Research and Case Study Applications in Education).*

Ministerio de Educación Nacional. (2009): "Desarrollo Infantil y Competencias en la Primera Infancia". Santafé de Bogotá Colombia, D.C.

NAEYC & Fred Rogers Center for Early Learning and Children's Media. 2012. "Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8." Joint position statement. Washington, DC:

NAEYC; Latrobe, PA: Fred Rogers Center for Early Learning at Saint Vincent College.

Nemeth, K.N. 2009. *Many Languages, One Classroom: Teaching Dual and English Language Learners.* Silver Spring, MD: Gryphon House.

PEREZ VILLA Jorge, *Constitución Política de Colombia (Comentada y anotada).* Editorial Leyer, Bogotá, 2003. Pág.21

Piaget, J. (1969). *Biología y conocimiento.*

Pinker, S. (1999). *El instinto del lenguaje: cómo crea el lenguaje la mente.* Alianza Editorial.

Puche Navarro, R., Orozco Hormaza, M., Orozco Hormaza, B., Correa Restrepo, M., & Otálora Sevilla, Y. (2009). Documento No. 10. *Desarrollo Infantil y Competencias en la Primera Infancia.*

Rahman, M, M.(2010). Teaching oral communication skills: a task-based approach. *ESP World*, Issue 1(27). 9, 2010, retrieved from <http://www.esp-world.info>.

Richard E. Mayer (2004), *Psicología de la educación. Enseñar para un aprendizaje significativo.* Ed Pearson. Pp.25



Richert, R. A., Robb, M. B., Fender, J. G., & Wartella, E. (2010). Word learning from baby videos. *Archives of pediatrics & adolescent medicine*, 164(5), 432-437.

Santos, M & Osorio, A.J. (2008). Las TICS en la primera infancia valoración e integración en la educación inicial. Recuperado el 24 de Noviembre de 2009 de <http://rieoei.org>

Scrivener, J. (2002). *Learning Teaching: A guidebook for English language teacher*. Shanghai Foreign Language Education Press, Shanghai.

Scrivener, J. (2002). *Learning Teaching: A guidebook for English language teacher*. Shanghai Foreign Language Education Press, Shanghai.

Stages of Growth Child Development - Early Childhood (Birth to Eight Years), Middle Childhood (Eight to Twelve Years) - [StateUniversity.com](http://StateUniversity.com)

Stahl, S., & Nagy, W. (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum.

Stringer, E. T. (2007). *Action research*. Sage.

Stuart, M., Masterson, J., & Dixon, M. (2000). Spongelike acquisition of sight vocabulary in beginning readers?. *Journal of Research in Reading*, 23(1), 12-27.

Tomlinson, B. (Ed.). (2011). *Materials development in language teaching*. Cambridge University Press.

Unicef. (2008). *Estado Mundial de la Infancia 2008*. Unicef.

Vygotsky, L. S. (1995). *Pensamiento y lenguaje*. A. Kozulin (Ed.). Barcelona: Paidós.

Young, S., Glover, J., & Glover, J. (1998). *Music in the early years*. London: Falmer Press.