

The Effects of an Educational Material Guide for Preschool children and teachers, using the MITBOT environment, at la Presentación Cooperative School.

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Bogotá, Abril 2022

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A research report submitted in partial fulfillment of the requirements for the degree of Licenciado en Lengua Extranjera – Inglés

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Contextualization

La Presentación Cooperative School is a private institution located in Garzón, Huila. It was founded by La Presentación congregation sisters back in 1896 and it has experienced many changes throughout time. The institution seeks academic formation in values of leadership, responsibility, autonomy, honesty, tolerance, creativity, and cooperative working, emphasizing on human rights and social values. It also counts with two campuses (for primary and secondary levels) and plenty of scenarios built for a better educational environment. Its students belong to different social strata and cultural backgrounds, factors that create diversity and variety among educative community.

Both campuses share one mutual behavior guidelines manual but separated curriculums. In regards of that educative content, the school has its own *Institutional Learning and Teaching Project* (known in Spanish as P.E.I) that integrates not only principles and methods for excellent learning environment, but Standards of Competencies established by the National Ministry of Education (as a common framework of reference). Students from *La Presentación* Cooperative School have shown active participation with outstanding results in national standardized examination like ICFES, obtaining prestige and remarkable positions among institutions over centered-southern Huila.

Participants of this project are 47 students from Transition levels; those students are divided in two courses (25 and 22 students per classroom) and their ages go around 4 and 5 years. They are characterized by being very active children, who learn easily and quickly. They are children who respond appropriately to the different goals established for the different strategies in the area. They are also children who communicate in an assertive, clear, and precise manner, using

appropriated vocabulary for their ages. This population studies under a framework of four academic periods per year, having a final week in each section to present exams and workshops.

In the light of current educational needs in fields like globalization and foreign communication, *La Presentación* Cooperative School has designed an extra educational formation schedule; in which different transversal projects are managed, especially those related to second language acquisition. These are some of those projects that concern the promotion of the foreign language:

It's Magic Project: It is a space to show the articulated work carried out in the classroom, which stands out for being a creative exhibition that is shown to the entire educational community. This has been developed through an all-together exhibition and live musical presentation where the entire institution is involved.

Complementary educational days (known in Spanish as J.E.C): Playful space that is worked on the opposite day to the class, to deepen and strengthen the learning of students. The complementary educational schedule aims to improve children English learning skills by conducting games and developing some art mini projects.

PRAE MITBOT (known in Spanish as “Parque Mitológico y Jardín Botánico”) (MITBOT Environment): Natural external classroom. This environment facilitates children to create meaningful and practical learning experiences by having contact with nature. This natural location is part of *La Presentación* Cooperative School physical resources; it is found inside the institution.

Secondary and primary teachers of *La Presentación* Cooperative school are well-trained professionals. There are, at least, two teachers per subject and their performances at teaching have been assessed positively. At primary levels, all teachers have a degree of Bachelor of Education

and 85% of teachers are women and 15% are men. La Presentación Cooperative school is not a bilingual institution, so the focus on English language is witnessed during English classes per se. At primary levels, English classes take place since the first years of school.

Research Statement

As a current primary teacher at *La Presentación* Cooperative school, it was wanted to examine the processes in which students and teachers are involved in English language teaching and learning at preschool levels, so it was conducted some class observations during February and May 2021, when La Presentación Cooperative school allowed preschoolers to attend classes in person.

First, it was possible to identify that both preschool teachers in chief did apply few methods or strategies for teaching English; in fact, their English language levels were poor and almost non-existent. This was because teacher at preschool levels were not English language teachers as such; their academic construction has been focused on pedagogical foundation directly designed for children, their basic educational needs, and attention for their first infancy. This represents a huge problem for preschoolers and their English language acquisition; considering that those children are having their first steps into a new language, it is important to provide excellent input, to use the target language during the class, to pronounce words clearly and perfectly, to apply classroom vocabulary during the workshops and to encourage students to participate and interact each other in English.

It was identified that, due to lack of strategies and teachers' preparation, English language is taught by an empirical method that do not integrate dynamic and didactic functions required in a positive and enriching learning environment.

In addition, it was found that teachers in chief did not take into consideration the use of different places inside the school. There are labs and rooms for experiments and practices, parks, green zones and halls, sport fields and playgrounds and none of them are neither visited nor availed for English classes, thus, the use of physical resources like the MITBOT environment is crucial for improving academic skills in preschoolers, for facilitating collaborative work and for enhancing students' human and social values. The creation of designed materials can make a great effect in students and the institution, as a guide for better teaching strategy and as a complementary material in English language education, especially for those non-English language teachers.

Research Question

- What are the effects of an English Language Educational Material Guide for preschool children and teachers, using the MITBOT environment, at *La Presentación* cooperative school?

Research Objective

- To determine the effect of an English Language Educational Material Guide for preschool children and teachers, using the MITBOT environment, at *La Presentación* cooperative school.

Specific Objectives

- To examine English language basic skills in children before and after research intervention.
- To identify the advantages and disadvantages of implementing outdoors English classes using environmental resources.

- To analyze participants' opinions (students and teachers) regarding the implementation of English lessons in transversally with MITBOT environments.

Theoretical Framework

Main Constructs

Teaching English to preschoolers has some variables regarding institutional curriculum, so it is convenient to look for strategies in which first, preschool teachers can improve children listening and speaking skill using basic vocabulary, commands, greetings, and common expressions. To accomplish these goals, this project is based on the following constructs:

Content and Language Integrated Learning (CLIL)

It refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims. It also suggests a teaching process in which we use the second language as an instrument to teach a subject, to generate language, and to enhance a supportive role between teachers and students. This approach is suitable to be worked with children as Coyle (2006) declares that “CLIL is flexible and can be developed in different types of schools and with different learners” (p.5). Using CLIL for our project represents an opportunity at creating materials, around a specific subject or subjects, in which English language will be taught.

One of the main characteristics of CLIL is the 4C's framework, developed by Do Coyle (2008). This framework combines four different elements: **Content, Cognition, Communication and Culture**.

The element of *content* in CLIL indicates that students create their own knowledge while developing skills. This new knowledge includes concepts, procedures, and attitudes regarding

specific subjects (Math, Literature, Art, etc.) or cross-curricular topics as global citizenship. When we talk about *cognition*, we are referring to the creation of new knowledge and skills through a second language. When creating this new knowledge, we must consider Bloom's Taxonomy (Anderson & Krathwohl, 2001), which categorizes thinking skills progressing from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS). Lower Order Thinking Skills include verbs as remembering, understanding, and applying while High Order Thinking skills include mental processes like analyzing, evaluating, and creating.

Language needs to be learned through *communication*, reconstructing the content and its related cognitive processes. This language needs to be transparent and accessible; interaction in the learning context is fundamental to learning. This interaction has implications when the learning context operates through the medium of a foreign language. Lastly, the relationship between *culture* and languages is complicated. Culture is related to identity, citizenship, and the awareness of "self" and "other" to head for intercultural understanding and intercultural awareness which are fundamental to CLIL.

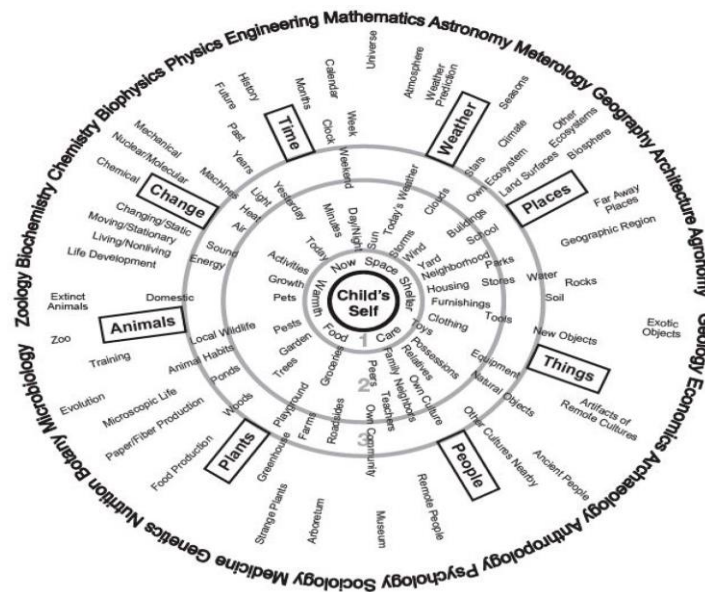
Project-based Learning (PBL)

It can be especially effective in early childhood settings. Children at this age are naturally curious and possess a desire to question, explore, and uncover answers by investigating their environment in an interactive way. The way PBL is performed in a preschool classroom has some specific characteristics to review. As we have mentioned before, projects are centered around a collective research effort that concentrates on a question about a topic that is relevant and worthwhile to the students. We have to consider that the knowledge and interest of early childhood students are limited, so the more connected the learning experience can be with the children'

immediate reality, the more successful it will be. To determine the selection of the topic, there is a diagram created by Holt (1989) where the concept of “distance from self” is clearly visible through three different circles that demonstrate what topics are most likely to engage children according to their developmental stage.

Figure 1

Distance from self – Holt 1989



The first and smaller circle includes relevant topics to young children (toddlers), the second one (which also includes the topics of the first one) shows the topics relevant for preschool children, and finally, the third circle includes the topics relevant for students in preschool and first grade. Additionally, teachers should gather as many different artifacts as possible for the students to engage with. When introducing PBL with early childhood students, it is especially important to find artifacts that engage multiple senses to ensure multisensory stimulation, further engaging the learner and further engraining the learning.

Total Physical Response (TPR)

It is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The method attempts:

To teach language through speech and physical activity at the same time, which it is just like the way children acquire their native language. Learners' role in TPR is to listen and perform what the teacher says, they monitor and evaluate their own progress.

They are encouraged to speak when they feel ready to speak. The teacher takes on the role of the parent; giving prompts, setting patterns, playing games, and the student then responds physically to the prompt. In giving feedback the teacher responds positively to the correct answer, much in the way that a parent would (Asher, 1977).

This reinforces the learning and encourages further steps. Although TPR is a powerful, it is most effective when it is followed by games, songs, stories, or demonstrations. One of the main goals of this investigation is immersing preschoolers into English language by showing and practicing vocabulary. Although constructing short sentences, in which children demonstrate communication, is a valuable achievement, enriching preschoolers with plenty of valuable repertoire of EFL vocabulary is also a huge benefit for their upcoming years of English language learning. TPR fits perfectly to achieve the goals and objectives during the research intervention by using MITBOT environment as scenario for English classes and research workplace.

Related Studies

Although Ministry of Education (MEN) created the Pedagogical Principles and Guidelines Suggested English Curriculum in 2016, there are still many doubts about how to teach English to

preschoolers properly; including those primary teachers who do not have professional preparation for teaching foreign languages. The need of effectiveness in teaching English at preschool levels is crucial to conduct this project, so it is important to cite previous studies, in which mine can lean on. Firstly, a study called “Proposal to teach English in preschool from the analysis carried out in two educational institutions of Santander” suggests that “although English is a compulsory subject at elementary and middle school education, at preschool levels its teaching is not regulated. Therefore, there are not guidelines in how to teach English language at that level” (Perez and Villamizar, 2018, p.8).

The target population for this research project was two transition level preschool teachers from two educational institutions of the city of Floridablanca (Santander), where English is taught at that level. After the analysis of 10 weeks of classroom observations and interviews, Perez and Villamizar (2018) concluded that:

Some of the proposals for teaching English to preschoolers should be based on the importance of constant mainstreaming in the teaching of English with other preschool subjects, as this allows the student to strengthen language learning and learn new topics.

[...] It is necessary to use different resources so children can have the opportunity to learn with a variety of materials, seeking that these materials can be attractive for them. (p.13)

Secondly, it is also important to set parameter for teaching English in outdoor spaces. The implementation of MITBOT environment requires lesson plans that include physical activities according to James Asher's method Total Physical Respond (TPR). An investigation called “The effect of outdoor learning activities on the development of preschool children” was focused on

revealing effects of outdoor activities on cognitive, motor, linguistic and social-emotional developments of preschool children. Yildirim and Özyilmaz (2017) indicated that:

Learning ought to be supported by both in class activities and outdoor activities contributing to structuring knowledge. Outdoor activities allow children to actively participate and to learn by doing [...] Children, especially preschoolers, can record things into their long-term memory in learning environments which stimulate all the senses (p.1)

Participants for this study were thirty-five preschool children. They live in disadvantageous districts in İzmir, Turkey; they were offered ten-week preschool education involving outdoor activities. The results showed improvement at the aspects mentioned before; it showed that “using outdoor learning environments ought to be given priority in preschool education. In addition, outdoor education should also be incorporated into teacher education curricula” (Yildirim and Özyilmaz, 2017, p. 6).

Also, a study called “Language Learning in Outdoor Environments: Perspectives of preschool staff” addressed the lack of research about language learning in outdoor environments and justified that children’s language learning is mostly based on indoor physical environments. The researchers aimed this study to “explore, analyze and describe how preschool staff perceives language learning in outdoor environments” (Norling and Sandberg, 2015, p. 1)

Investigators took 165 preschool staff members, whose experience of working in preschools varied from less than one year (4%) to 20 years or more (96%). Apart from two men, all participants were women. Results showed that outdoor environment comprises the preschool yard as well as the woods and playgrounds near the preschool. The data analysis highlighted five themes related

to language learning in outdoor environments: play, other activities, pedagogical dialogue, interaction (between children) and freedom. Norling and Sandberg (2015) also found that:

Outdoor environments can offer very powerful tools for creating language environments; but that depends on how aware preschool staff are of language learning in outdoor environments. Some preschool staff was not used to describing the outdoor environment as a learning environment, indicating that they may not have reflected on this possibility (p.11)

Addressing other topics during the dialogues enrich self-confident in preschoolers.

The contents of the dialogues mostly concerned phenomena in the surroundings, like plants, animals, water, and rocks. Furthermore, some preschool staff explained that they challenge preschool children with open-ended questions like, “look at the clouds...why are they so dark? [...] Play in outdoor environments enhances the learning environment, increasing children’s creativity and improving their problem solving and decision-making skills. Outdoor environments provide possibilities for more varied and less structured activities than indoor environments. Children can use more physical movement and have a feeling of freedom (Norling and Sandberg, 2015, p. 12)

Research Design

To carry out this research process it was important to establish some key elements, procedures, and actions such as the type of research, context, participants, and procedures for data collection and instruments for data. Then, this chapter presents information on these research elements used to achieve the purposes of the research.

Type of study

The project followed the principles and procedures of action research design. Kumar (2011) suggests that "most action research is concerned with improving the quality of service. It is carried out to identify areas of concern, develop and test alternatives, and experiment with new approaches" (p. 126).

Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. I also find action research connected with realities in our educational institution, conducting projects that provide groundbreaking changes at children and teachers' academic journeys that at the end are connected to the focus of action research; an existing programme or intervention is studied to identify possible areas of improvement in terms of enhanced efficacy and/or efficiency. The findings become the basis of bringing about changes (Kumar, 2011, p. 127).

Action research in schools concern action and transforming practices. Teachers who participate in this action research project focus on developing and improving their own practices, based on an educational material guide for English language. Kemmis (2006) and others have pointed out that an important aim of action research is to be a vehicle for educational critique. It must be critical and transformative; that is, it investigates reality to transform it. Action research also aims at empowering teachers and supporting them in transforming and rethinking their practices (Yelland, Lee, O'Rourke, & Harrison, 2008). The intention of the action research reported here was to address problems that were important to the teachers, especially those related to teaching English, at preschool levels. The fact preschool teacher are not English language teachers as such, has made them feel uncomfortable and kind of insecure by the way they teach a second language. The way action research works here helps us not only to identify the emerging flaws

during the teaching of a second language, but to guide those teachers to a better comfort zone; all this by observing, testing, collecting experiences and writing short journals.

Timetable and stages

During the application of this project, some stages took place for a better development of goals and activities. The project aimed to be developed in a total of five months (from July 12th to November 19th, 2021).

Figure 2

Timeframe for research development and data collection.

Tasks	May	June	July	August	September	October	November	December
	Stage 1		Stage 2		Stage 3		Stage 4	
Project Development, Instruments for data collection and Instructional Design								
Pedagogical Intervention 3° Term								
Data Collection								
Pedagogical Intervention 4° Term								
Data Collection								
Data Analysis								
Final Research Report								

The schedule of the project (Figure 2) reflects the organization for academic interventions and data collection through different stages. Stage 2 and 3 represented the utilized time to develop the project with children at La Presentación Cooperative School, it also represented third and fourth academic terms for 2021 scholar schedule. Both terms had 9 weeks of academic study, the project took 5 from the third term and 6 from fourth term. The schedule gave not only the enough time for teachers to know the material designed and the specific goals at each intervention, but also the

enough time for school to develop its own lessons and *Institutional Learning and Teaching Projects* (known in Spanish as P.E.I)

Role as a researcher

In this project, the role of the researcher was participant observer (Erlandson, Harris, Skipper, & Allen, 1993, cited by Kawulich, 2005). For Erlandson (1993) observation “enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study”. Other researchers named participant observation as a process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting. Participant observation was implemented in this project as a way in which the researcher could be able to witness the reality during interventions.

I participated in all the pedagogical interventions as an observer; I was able to conduct the instruments, to explain the main objectives to the teacher before classes, and witness students’ behavior, motivation, and development during the academic journey. It is worth to mention that students did not know my role during the classes.

Data Collection

Qualitative tools were applied in this project. The researcher conducted interviews and Class Observations while teachers conducted journals; those to record the children’s significant aspects during academic interventions. These three were the main instruments for data collection in regards of the method of data analysis, Content Analysis. For gathering information, I followed these steps.

As observer:

1. Use the laptop with digital instruments to complete - Class Observation. (Appendix A)
2. Fill the instrument with the information gathered during academic interventions.

For interviews with teachers:

1. Use the laptop with digital instruments to complete – Teacher Interview. (Appendix B)
2. Fill the instrument with the information gathered during interview.

Implementation and Data Analysis

Approach

Project Based Learning may be defined as a method of instruction based on using an engaging question, task, or problem, which is usually proposed by the students themselves, once the teacher has inductively presented a specific problem, to develop authentic and real-world projects. Therefore, academic content is taught by working cooperatively and relatively autonomously to solve this problem. This factor tends to increase a feeling of self-competence and self-confidence among the students and often results in high levels of engagement towards academic content, and, consequently, in higher levels of academic achievement (Barell, 2007; Bender, 2012; Chu, Chow & Tse, 2011; Chin Leong, 2009; David, 2008).

Together with this, some key features of PBL have to do with the fact that students learn by doing, which means that it supports the idea that learning is more effective when students put into practice what they have learnt. Following these authors, another feature has to do with the use of real-world problems; as has been mentioned before, this connection between the school and the real context (society and environment) seems to increase the interest and motivation among the students.

As this is a student-centered approach, the focal point of the learning process is on the students, who build their own learning while interacting and cooperating with their classmates. In fact, cooperative learning is also central to PBL, the process of teamwork and the skills involved form part of the expected outcomes. The teacher is seen as a guide, a coordinator, and a facilitator. In this sense, Stauffacher et al. (2006) explain that the teacher's role changes from a distributor of knowledge to a process manager, helping students in their process by initiating reflection processes and supporting them, if necessary, on substantive matters (p.262). Therefore, students have individual responsibilities and plan their own learning process by deciding the aspects they need to know about a given topic, choosing the methods they can apply and organizing their time and the structure of the project. And, consequently, as already stated, they have an individual responsibility that develops their autonomy.

It has been pointed out that there seems to be a clear relation between PBL and CLT (Communicative Language Teaching). Since students are engaged in purposeful communication to complete the authentic tasks within the project, they can use the language in real context. Language is not seen as the object of study but as a tool that allows them to participate in meaningful and relevant activities to achieve the minor outcomes along the project and complete the final product in the end. Dörnyei (2001) also indicates that PBL increases expectancy of success in the target language as reduces anxiety, and it also promotes effort-based attributions. In addition to this, this approach allows us to adapt to the different needs and intelligences in the classroom.

According to Harmer and Stokes (2014), the adoption of PBL develops work-based skills for the 21st century as it is based on practical tasks, real world problems and group work. The need for interdisciplinary skills such as critical thinking, cooperation, communication, project

management and lifelong learning abilities in different settings creates a bond between the school and the society, between the school and the real world.

The project applied the basic fundamentals of PBL (learn by actively engaging in real-world, group work and personally meaningful projects) into a classroom environment for preschoolers; at this level, conducting PBL can be risky; this largely depends on the age and the abilities of each learner. PBL is crucial for the project because it is one of those trends that has been at the forefront of research and design that is based upon the idea of children learning through hands on, meaningful experiences that center around their interests. The way these two approaches integrate each other, holds the steps towards a learning process in which individual and group work generate meaningful scenarios for children at early ages.

Design

To guide this project and develop its objectives in a good way, it was necessary to base the pedagogical plan of action by using *La Presentación* Cooperative School curricula design and syllabus. However, the discussion about teaching English in outdoor environments and the creation of an educational material guide that provide better ways to teach languages at preschool levels is one of the main goals of the project.

Pedagogical objectives

The project counted with some parameters in which the content, the classroom environment and the participants were into consideration for the pedagogical objectives, these were:

- Students will strengthen their capacity of working in groups, showing ownership at their behavior and treatment with others.

- Students will be able to understand the value natural environments have for educational community, families, and society.
- Students will enjoy the art of learning a second language by having contact with new learning environments. They also will be able to apply what they learned at individual situations out of the educational context.

The fulfillment of these objectives was witnessed during the application of the project, the pedagogical interventions, and while instruments were applied. It is important to clarify that these objectives represented a general perspective of the project per se; in regards of what students, teachers and the researcher were going to develop during classes, it was set other goals that focus on what the class bring to the moment. These are the goals planned to be conducted during all pedagogical intervention:

- To develop a set of core vocabulary and expressions for use in simple conversation.
- To build confidence.
- To provide the motivation to learn English.
- To encourage ownership of language.
- To encourage children to communicate with whatever language they have at their disposal (mime, gesture, key word, drawings, etc.).
- To encourage children to treat English as a communication tool, not as a product.
- To show children that English is fun.
- To establish a trusting relationship with children and encourage them to do the same with their classmates.
- To give children an experience of a wide range of English language in a non-threatening environment.

The commitment with children was to offer them educational spaces in where English language plays an easy, funny, and interesting role. In terms of the teacher, the project looked for not an overloaded and over decorated way to teach but an effective one. Teachers at preschool levels needed a tool for having effectiveness in their teaching process with children; this involved constructing, deconstructing, and reconstructing constantly their own thoughts, perceptions, and estimations about teaching.

As it was mentioned before, the syllabus for this project was retrieved from the school itself; what I wanted was to be faithful to what the institutions offer to children, but adding differences at the methodology, the classroom environment, and the use of different approaches. Although La Presentación Cooperative School is a private institution, its syllabus is quite similar to public institutions, in addition, they assess children with basic standards of competence in a foreign language (Ministry of Education [MEN], 2016)

Table 1

Syllabus for Preschoolers at La Presentación Cooperative School 2021

ESTÁNDARES A DESARROLLAR	TRANSICIÓN			
	PERIODO 1	PERIODO 2	PERIODO 3	PERIODO 4
Menciona y entona canciones relacionadas con los colores, saludos y los miembros de la familia en inglés.	- Greetings: Hello, bye and good morning. - Commands: Listen to me, stand up, Sit down and silent.	- Colors. - Fruit: Apple, pear, grape and banana. - Geometric figures.	- Body Parts. - My family: mother, father, sister and brother. - Objects of the class: pencil case, pencil, eraser, pencil, book and sharpener. - The animals: pets/ farm and savage animals - Numbers: 1-20	- English Christmas carols - Vocabulary related to Christmas.
Menciona algunos animales, objetos del salón de clase y frutas en inglés.				
Se relaciona con sus compañeros al formar grupos para entonar villancicos				

The content from the syllabus showed the basic topics MEN suggested to teach at that age, these topics represent basic vocabulary about family, animals, numbers, colors, geometric shapes, and commands (see Table 1). Researcher suggested changing topics from fourth academic term, which was designed to teaching about Christmas carol and vocabulary related to Christmas. It is also important to mention that the contents from third and fourth academic terms were the topics the researcher selected to work with the children during the project.

Table 2

Suggested Syllabus for preschoolers (Implemented during the project).

JARDÍN Y TRANSICIÓN		
ESTÁNDARES A DESARROLLAR	TERCER PERIODO	CUARTO PERIODO
Menciona y entona canciones relacionadas con los colores, saludos y los miembros de la familia en inglés.	<ul style="list-style-type: none"> - Body Parts - My family: mother, father, sister and brother. - Objects of the class: pencil case, pencil, eraser, pencil, book and sharpener. - The animals: pets/ farm and savage animals - Numbers: 1-20 	<ul style="list-style-type: none"> - How to protect the environment: learn to recycle. - Ecosystems: animals and plants. - Save the world: children will save the planet.
Identifica mediante imágenes los animales, objetos del salón de clase y frutas en inglés.	Básico: Presenta dificultad al reconocer y pronunciar algunos miembros de la familia, objetos del salón de clase, animales y números.	Básico: Presenta dificultad al reconocer y pronunciar algunas palabras referentes a la conservación de los ecosistemas y el reciclaje.
Socializa e interactúa con otros compañeros de forma ordenada y respetuosa.	Alto: Reconoce y pronuncia la mayoría de los miembros de la familia, objetos del salón de clase, animales y números.	Alto: Reconoce y pronuncia la mayoría del vocabulario referente a la conservación de los ecosistemas y el reciclaje.
Reconoce los elementos del medio ambiente y los seres vivos que la componen en inglés.	Superior: Reconoce y pronuncia todos los miembros de la familia, objetos del salón de clase, animales y números.	Superior: Reconoce y pronuncia todo el vocabulario referente a la conservación de los ecosistemas y el reciclaje.

The new content suggested for the last period of academic activities (table 2) is related to protection and conservation of natural environment inside and outside the school. Although this topic sounds a little bit heavy or difficult to address with preschoolers, it is correct to clarify that the classes were designed to talk about the issue in both language (L1 and L2), the teacher showed students vocabulary related to the topic and the activities were developed in outdoor places. All

those aspects for the new suggested syllabus were completely correlated to the MITBOT Environment.

Procedure

For this specific section, it is precise to present small samples of the lessons planned for the interventions, this results in parts of the educational material guide designed for the project and developed by teachers.

Figure 3

Lesson 1 – English Language Educational Material Guide for Preschoolers.

Body Parts

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.
- Identifico palabras relacionadas entre sí sobre temas que me son familiares.



1 LISTENING

• Listen and repeat.

Escucha la canción con anterioridad. Una vez revisada, reproduce solo el audio a los niños. Intenta reproducirlo por partes e invita a los estudiantes a cantarla por secciones. Repite esta actividad las veces que sea necesaria.

Body Bop Bop Dance | Body Parts Song
https://www.youtube.com/watch?v=YGi3f_iHizg



WHAT PARTS OF THE BODY YOU MOVE?
 Identify the vocabulary

HEAD	SHOULDER	BOTTOM	TUMMY
(head)	(shoulder)	(bottom)	(tummy)
ARMS	LEGS	FINGERS	TOES
(arm)	(leg)	(finger)	(toe)
MOUTH	EYES	NOSE	ELBOWS
(mouth)	(eye)	(nose)	(elbow)
HANDS	KNEES		
(hand)	(knee)		

2 PHYSICAL RESPONSE



Una vez los estudiantes estén familiarizados con la canción, invítalos a que lo hagan de manera individual, pero ahora articulando movimientos donde ellos indiquen con las manos, las partes del cuerpo que la canción nombra.

NOTES

Realiza esta actividad hasta que los niños logren identificar por completo las partes del cuerpo humano. Recuerda que por el momento es necesario que los niños solo aprendan dicho vocabulario de forma oral y no de manera escrita. Para una buena pronunciación, revisa el recuadro con el vocabulario en inglés; bajo cada palabra se encuentra un aproximado de cómo debe pronunciarse cada palabra.



The sequence of activities planned in the material designed generally started with a song in which students were always asked to represent language through their bodies (TPR). When the teacher introduced the topic in L1 and L2, children were expected to work in pairs or individually, depending on the lesson. The classes always had skills focus (listening and speaking) and they always were developed at MITBOT Environment. The use of technological resources was not limited, but teachers tried to utilize those that focus on the basic language acquisition skills mentioned before.

While PBL was always noticed during the activities (by working in groups and giving small exercises to execute collaboratively) CLIL was addressed through the class topics and the related vocabulary. In figure 3, the main topic covered Body Parts Vocabulary, it was expected that students identify those body parts in English (CLIL) while they work in pairs and collaboratively by groups (PBL). This project was developed during complementary educational schedule at *La Presentación* Cooperative School, which represented two hour of classes per week. The interventions took place during Wednesdays and Thursdays and counted with two preschool teachers (non-English language teacher) and a researcher.

The assessment criteria was based on children's performances during the development of the lesson, in groups and individually. Once a lesson ended, teachers asked students for the previous one, the topic developed, and the vocabulary learned during the class, thus, students showed not only a learning progress during the lesson, but lasting knowledge days after the class by handing in artifacts and homework. I could witness the progress on children after a lesson was developed; students used to recall the information by exercises before entering a new class, giving clear samples of improvement at memorizing words and meaning throughout body languages, pointing out body parts in other students and by pronouncing words in a good way.

Teachers involved in the projects were asked to carry out one journal per lesson. Teachers handed in a digital journal a day after the intervention telling the experience working during the class, students' behavior, and perceptions about the educational material guide.

Data Analysis

For the analysis of collected data, I developed a relational content analysis (Crosley, 2021) focus on describing the relationships between different concepts, as well as how they are connected, and the context in which they appear. I also based the relationships on the strength and the signs of the concepts. For relational content analysis, the artefacts (class observations and interviews) were analyzed as explicit and implicit data (Crosley, 2021), both categories helped to interpret the significant experiences of teachers who participated during the project, and helped researchers to avoid bias, taking into consideration the proximity and friendship among them.

Additionally, the instruments were analyzed under two specific parameters set by the own method; there are three types of relational analysis: *Affect extraction*, *Proximity analysis* and *Cognitive Mapping*. Using the first two types, researchers assessed concepts according to emotional attributes (in the interviews) and analyzed explicit data, discounting any underlying meanings and implications of the text (Class Observations). The process of analyzing data is shown in a small proportion in Appendix D and E.

As it was set before, the project took two academic terms for developing the interventions and data gathering, however, in the light of some issues related to covid-19 pandemic, the timetable was reduced for 8 weeks of work, in which the instruments were applied, and the data was collected.

Opinions of implementing English lessons in transversally with MITBOT environments.

It was focused on describing data and characteristics from teachers' interviews, their responses and the relationship with the experience, the material designed and the effects for further implementations in class. In the interview (Appendix B) it was focused on determine the concepts and thoughts of teachers about the project, before and after it was developed, to specify the main change through the classes based on the material designed for the interventions. The data was fitted into categories and coded for better management. Their responses were organized (Appendix E) to conduct a relational content analysis based on three categories (Teaching experience, Didactic material, and Academic spaces), both teachers agreed on the excitement of material designed for English language at preschool levels:

These are some excerpts from teachers' interviews, they were coded according to the data analysis conducted on Appendix E.

Interview 1: Teacher 1 (FG) Interview Code: INT1-FG-2021

AR-21-FG-M-33-01-05

"I hope to find materials aim for children, not too complicated and enjoyable for kids. I hope they are easy to understand for teachers and very well explained."

"Espero encontrar materiales que estén diseñados para niños, que no sean tan difíciles y que les guste a los niños. Que sea fácil de entender para uno como profesor y que este bien explicado".

Interview 1: Teacher 2 (MC) Interview Code: INT1-MC-2021

AR-21-MC-F-38-01-05

“I hope to find topics that can be linked to what children are used to, like games, music, painting, and dancing; things they probably like it. At the same time, I hope there are materials applicable for outside the classroom which all this is about.”

“Espero encontrar temas que estén ligados a lo que los niños están acostumbrados, juegos, música, pintura, baile. Cosas que les pueda gustar. Al mismo tiempo, espero que haya materiales que ayuden a la clase fuera del aula de clase, pues de eso se trata”.

And they also expressed their positive thoughts about the implementation of that material after 8 weeks intervention.

Interview 2: Teacher 1 (FG) Interview Code: INT2-FG-2021

AR-21-FG-M-33-02-02

“I liked the material a lot because it had many topics from the PEI that were adapted to the Complementary Educational Days. It came to my attention seeing how the materials were put together according with the MITBOT Environment, and it turned well thought out.”

“Me gustó mucho el material porque tiene muchos temas del PEI que fueron adaptados para las jornadas educativas. Me llamo la atención ver como se unían cosas del material con el espacio MITBOT del colegio y resulto que fue muy bueno”.

AR-21-FG-M-33-02-03

“I worked very well with the material I received because it was very well explained and it had many explanations in Spanish that were completely useful.”

“Trabajé bien con el material porque estaba bien explicado y tenía muchas explicaciones en español que fueron útiles”.

Interview 2: Teacher 2 (FG) Interview Code: INT2-MC-2021

AR-21-MC-F-38-02-02

“It was a practical material that let children to develop creativity and innovation. The material was very useful for as teacher because it explained everything what I have to do, what steps I must follow and what to expect from children. The material had well-explained non-complicated topics. I liked the material was focused on learning vocabulary using songs and physical exercises, as working in small groups outside the classroom; Those features gave the material a plus.”

“Es un material muy práctico, que permite que el niño desarrolle su creatividad y sea innovador. Para mí como profesora me ha servido mucho porque me explica que debo hacer, que pasos seguir y que esperar de los estudiantes. Tiene muchos temas bien explicados y no tan complicados. Me gustó que estuviera enfocado en aprender vocabulario mediante canciones y ejercicios físicos, así como trabajar en grupos pequeños y fuera del salón. Me gustó como se complementó con el ambiente natural del colegio, eso le da más valor como material”.

The implementation of material designed for the Complementary Educational days was well-received for non-English language teachers, not only because the material suggested activities in L1 and L2, but also because it was highly connected with the MITBOT environment, which represented the relationship between the natural setting and the academic field. Teachers expressed that the accuracy for those materials to be developed with children at preschool levels is on point

considering the surroundings and the environmental resources. The comments at the interview, before and after any intervention, shows me a favorable impact facing back the primary considerations for the project; it made a tangible improvement at teaching materials for teachers in teaching English.

Advantages and disadvantages of implementing English classes outdoors using environmental resources.

The collected data in Appendix B gave some clear ideas of how the interventions went during the weeks of implementation. The advantages suggested by the teachers about outdoor environments were also selected from the final interviews in which teachers responded about children noticeable changes in attitude and academic performance during classes at MITBOT environment.

These are some excerpts from final teachers' interviews, they were coded according to the data analysis conducted on Appendix E.

Interview 2: Teacher 1 (FG) Interview Code: INT1-FG-2021

AR-21-FG-M-33-02-04

“I think children have learned to participate more, to work more with others and That's what I liked. I also saw some students learned vocabulary during class, and that is also something very good.”

“Creo que han aprendido a participar más, a trabajar con otros niños y eso me gustó. También vi que algunos aprendieron más vocabulario durante las clases y eso es muy bueno”.

Interview 2: Teacher 2 (MC) Interview Code: INT1-FG-2021

AR-21-MC-F-38-02-04

“Students were used to do academic stuff during the complementary educational days and that made them get bored because they were studying in the morning and afternoon, so that was very tiring. Since the materials were developed during CED’s, they are more willing to work because it implies the MITBOT Environment, and they like it a lot. I also think they have improved their participation in class and working in groups.”

“Los estudiantes estaban acostumbrados a hacer cosas académicas durante las jornadas complementarias y eso los aburría porque estudiar en la mañana y en la tarde también, era muy agotador. Desde que se trabajó el material en las jornadas complementarias ellos tienen más ganas de trabajar porque está relacionado con el MITBOT y eso les gusta. También creo que han mejorado su participación y su trabajo en grupo”.

Although the teachers commented some positive children behavior during the development of the project, I could observe and analyze (Appendix D) that students couldn’t handle proper behavior during the whole class at MITBOT environment.

These are some excerpts from Class Observations.

AR-21-CO-1-MC-01-05

“Some students did not show interest for class because they were unwilling before it started. The others, a huge group, showed interest for the activities and English songs.”

“Algunos estudiantes no mostraron interés por la clase debido a que se encontraron indispueto desde antes de su inicio. El resto, que significó la mayoría, mostró interés por las actividades y la canción en inglés”.

AR-21-CO-2-FG-01-05

“Some students worked in groups in a calmy and organize way, however, some others did not want to share elements with others so there were some moments in which students misbehaved.”

“Algunos trabajaron en grupos de forma calmada y organizada, sin embargo, algunos otros no querían compartir elementos con otros, así que hubo momentos de indisciplina”.

AR-21-CO-4-FG-01-05

“Some students were again misbehaving during intervention at the MITBOT environment, once again, because they did not want to work with certain classmates, however it did not affect the development of the class and the fulfillment of the goals set for the class.”

“Algunos nuevamente fueron indisciplinados durante la estadía en el espacio MITBOT, siempre generado por no querer trabajar entre ciertos compañeros, pero no afectó el desarrollo de la clase ni el cumplimiento de los objetivos de esta”.

Students at MITBOT environment misbehaved at some points of the class, especially at the beginning, this did not really affect the class flow and the lesson objectives, however, showed a transition in which students had to accommodate their personality for a common goal, which was working in groups and participate in class actively. There is a noticeable advantage on implementing outdoor settings and environmental resources for English classes; it encourages

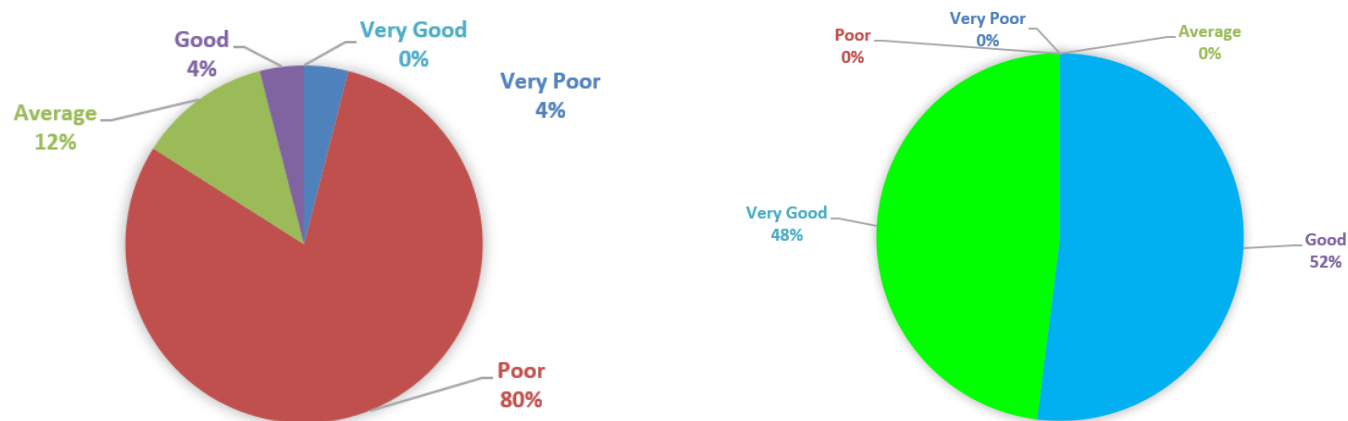
students to work collaboratively and generates spaces for teachers to accomplish new classroom methodologies. According to teachers' comments, students also learned to behave during classes inside the classroom, which seemed a difficult deal after coming back from any outdoor activity. This fact also represents a kind of improvement at children behavior before, during and after outdoor activities.

English language vocabulary skill in children before and after research intervention.

Quantitative data was not a focus for this research. The project worked on improving children oral and listening skills by learning through material designed in outdoor environments; neither students nor teachers were pressured to receive or assign a numerical grade. However, it was necessary to evidence how participants started and finished the project in terms of vocabulary improvement. Children were tested (Appendix C) before and after academic interventions; it was necessary to utilize a Likert scale for variation in quality. The analysis (Appendix F) showed variations in children after 8 weeks of academic interventions.

Figure 4

Children Oral Proficiency Before and After Intervention.



Before Academic intervention

After Academic Intervention

Children were asked to say the names of some different images (Appendix C) in English. The test was designed with information teachers provided about the topics from first and second terms 2021. Children were kind of shy by saying words in English, not only by watching the image itself, but also by doing without them. Most of the students were unable to say pictures' names or even pronounce a word in English related to the test. Once academic interventions ended up, children were asked one last time about the names of the images (the same from the first test) in order to collect some individual production of English vocabulary. The results (figure 4) were qualified within some variations (very poor, poor, average, good and very good). Children showed a great improvement by naming the images in English once they watched it, they also remembered part of the songs related to the images and the topics developed during the classes. Additionally, teachers commented that students showed more confident to use English vocabulary, even when it does not really sound as it should, the urge to participate and show progress made students more active and talkative. The improvement children had at the tests represents part of the effects of using materials completely designed for specific environments and population, it also represents an impact for the teachers, who have never worked with materials made specifically for them as non-English language teachers. According to teachers, children learned about vocabulary because of the use of the MITBOT environment, and how the materials fitted for the location. I also witnessed children participating more at outdoor features than at normal classrooms, so the fact that classes were implemented at different scenarios helped a lot at the improvement of some aspects in children behavior and learning progress.

Conclusions and implications

In order to determine the effects of an English Language Educational Material Guide for preschool children and teachers, using the MITBOT environment, at *La Presentación* cooperative school, it was necessary to analyze all the collected data and compare the outcomes in relationship with the main objective; There are four significant conclusions.

First, the improvement of English vocabulary on children after using materials designed. Children showed a better understanding of specific vocabulary when the material focused on not only the participants, but the teachers, and the intrinsic relation with the natural settings proposed by the project. The results placed students at some great position in contrast of their performance at the beginning of the project and, as I witnessed, improved children activeness in class at participating, integrating with others, and using the vocabulary in the target language constantly. Teachers also suggested that participants were free of fear at pronouncing words in English, their confidence was much better in comparison with regular classes, and their participation increased for good. Part of the effects of educational material guide for preschoolers is evidenced on children development in the class, at working in groups and having fun with it, so the complementary educational days became an academic space in which students found a way to channel their skills, improve or reinforce their capacities at learning, throughout group works and sharing with others.

Second, the pros and cons of implementing outdoors English classes using environmental resources. When the materials were designed, 50% of the information was taken from the *Institutional Learning and Teaching Projects* (known in Spanish as P.E.I), the other 50% was completely elaborated taking into consideration the institutional settings, so implementing a

natural environment in which students were able not only to learn about English but also to understand their surroundings as a kid and as part of a society, became an opportunity for students to experience other ways to interact with nature and education.

Part of the advantages of implementing natural settings as learning environments came from children behavior itself. According to the teachers, most of the participants enjoyed the place and took the best of it into their classes and tasks. Children related the information from materials designed with trees, animals, and natural resources; those who, at the same time, were part of the materials students utilized for the development of some learning activities. In the other hand, misbehavior showed at some moments of the classes at MITBOT environment, some of them represented indisposition from few participants and made teachers to lose time for the lessons. However, this issue did not represent a real obstacle for the project, for the class environment and for the learning processes.

The third result came along with participants' opinions (teachers) regarding the implementation of English lessons in transversally with MITBOT environments. Teachers were fully aware about implementing outdoor spaces for preschoolers, considering that managing children at wide spaces represented a possible distraction for them, or even an obstacle for developing classes properly. However, the chance of bringing something new to the complementary educational days made them feel interested in the project and willing to contribute.

Teachers agreed that combining English language vocabulary classes and unconventional classrooms spaces contributed to consider other institutional resources as learning environments like playgrounds, grass fields and gardens. The improvement in children over their capacity of pronouncing English words correctly, made them feel comfortable at utilizing outdoor spaces as

classrooms. Including outdoor lessons from time to time enrich empathy and collaborative spirit among students, facilitate class tasks and prevent misbehavior, no matter age or grade.

Another effect taken from the implementation of material designed was the facility in which teachers could conduct English classes, despite of being non-English language teachers.

The material designed used during the lessons and included in the educational material guide for preschoolers took two perspectives to be created. The first one considered steps and progressive development of the content; teachers were able to work the content by following recommendations not only in English but in Spanish, the segments and the activities were clearly explained for teachers in both languages, and it meant an improvement at the use of materials for preschool levels. The second one, the inclusion of content related to nature and MITBOT environment. Teachers utilized the material designed to adequate lessons in which all the content and the surroundings had connected each other.

Putting the MITBOT environment into a material designed helped in the exploitation and consumption of own resources, investing 0% monetary budget, and highlighting the imagination and recursion from teachers to change children academic scope.

This project contributed to the academic research about the creation of a material designed into an educational material guide for preschool children and teachers. The data revealed that the material designed was developed successfully and it became truly productive, this since I worked with institutional resources, and it did not represent an external factor that might spoil that teaching and learning processes. For further research it is recommended to plan making use of tangible sources, permissions, and staff.

The data reported in this study shows that although students had an increase in the number of participation and classwork, the number of lessons and material designed for the implementation could be higher. The project was planned to be worked in 8 weeks during two academic terms, however the more time a material designed can be developed at school using outdoor environments, the better. The outcomes showed me progress in children's English vocabulary, but as teacher and researcher, I really hope the learning and the improvement to be lasting.

Finally, after conducting this research and experienced great moments with children, I highly recommend the implementation of material designed for upper grades that takes into consideration outdoor or natural environments. Although the application and design of material requires plenty of time and literature review, I am sure students will improve not only academic skills but their social ones; Material designed creates new perspectives of learning and teaching and generates a different outlook about the teaching process as we know it today.

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Appendix

Appendix A

Appendix A - Instrument #3 – Class Observations

Researcher: AURA MARIA RAMIREZ CRUZ

Date :

Class Observations.

The following questions were designed under parameters for collecting data on a specific research project. All the answers given by the researcher will be used for the purposes of the project only. The researcher accepts to take notes and grade children behaviour and participation during the observed class.

At the end of the observations, researcher should not only have the written notes on the instrument, but also collect the points obtained during the class observation.

Students' participation and motivation for English class.	Outstanding	Fair	Poor
Resources used for the session that facilitated children performance	Outstanding	Fair	Poor
How was the use of the material designed?	Outstanding	Fair	Poor
Teacher's performance	Outstanding	Fair	Poor
Students' performance	Outstanding	Fair	Poor
Assess the different situations with the scale given.			
Situations	Outstanding	Fair	Poor
Students keep on task once the instructions have been given			

Students express freely			
Students are not afraid of making mistakes			
Students help each other on activities			
Students have no problem on sharing resources for the class			
The class atmosphere is warm, open, and accepting			

SCORES FOR CHILDREN PERFORMANCE DURING INTERVENTION:

6 – 9	POOR
10 – 13	FAIR
14 – 18	OUTSTANDING

Appendix B

Appendix B - Instrument #1 - Interview

Researcher: AURA MARIA RAMIREZ CRUZ

Date: 12/07/21

Interviewee Name

Interview.

The following questions were designed under parameters for collecting data on a specific research project. All the answers given by the interviewees will be used for the purposes of the project only. The interviewee accepts researchers to gather his/her information for academic purposes.

1. Preguntas para docentes. (Antes de las intervenciones)
 - ¿Cómo ha sido tu experiencia como docente de preescolar al enseñar inglés?
 - ¿Has tomado algún curso de didáctica para la enseñanza del inglés en preescolar?
 - ¿Qué tan útil ha sido el PEI, propuesto por la institución, para la enseñanza del inglés en preescolar?
 - ¿Qué tan apropiado consideras hacer clases con niños de preescolar, en espacios abiertos al medio ambiente (fuera del aula de clase)?
 - En cuanto al proyecto investigativo en curso, ¿qué esperas encontrar en el material diseñado?

Appendix B - Instrument #1 - Interview

Researcher: AURA MARIA RAMIREZ CRUZ

Date: 23/11/21

Interview.

The following questions were designed under parameters for collecting data on a specific research project. All the answers given by the interviewees will be used for the purposes of the project only. The interviewee accepts researchers to gather his/her information for academic purposes.

2. Preguntas para docentes. (Después de las intervenciones)
 - ¿Cómo ha sido tu experiencia como docente de preescolar, al enseñar inglés, durante la realización del proyecto?
 - ¿Cómo ha sido tu experiencia utilizando este material diseñado con los niños?
 - ¿Qué opinión le merece trabajar el material diseñado en ambientes fuera del aula de clase?
 - ¿Qué clase de cambios has notado en los estudiantes desde que se utiliza el material diseñado?
 - ¿Continuarías trabajando el material diseñando con los niños de preescolar en los años venideros? Si, no, ¿por qué?

Appendix C

Appendix C - Instrument #2 - Children Oral Test.

Researcher: AURA MARIA RAMIREZ CRUZ

Date: July 12th and 13th 2021.

Oral Test.

The following test was designed under parameters for collecting data on a specific research project. All the answers given by the participants will be used for the purposes of the project only. The researcher accepts to grade children following the scale from 1 to 25 over 25 oral questions.

Rates:

De 0 a 5	VERY POOR
De 6 a 10	POOR
De 11 a 15	AVERAGE
De 16 a 20	GOOD
De 21 a 25	VERY GOOD

1. Ask students to name at least 5 animals in English.



2. Ask students to name the family members in English.



3. Ask students to name the body parts in English.



4. Ask students to name, at least 5 objects for the class, from the image in English.



5. Ask students to count from 1 to 10 in English. (One point of each two numbers).



Collected Data – Samples

Appendix D – Class Observation (AR-21-CO-4-FG)

Appendix D - Instrument #3 – Class Observations

AR-21-CO-4-FG

Researcher: AURA MARIA RAMIREZ CRUZ

Date : August 25th and 26th 2021.

Class Observations.

The following questions were designed under parameters for collecting data on a specific research project. All the answers given by the researcher will be used for the purposes of the project only. The researcher accepts to take notes and grade children behaviour and participation during the observed class.

At the end of the observations, researcher should not only have the written notes on the instrument, but also collect the points obtained during the class observation.

Students' participation and motivation for English class.	Outstanding	Fair	Poor
El profesor FG inició la clase a la hora establecida con la asistencia de 23 estudiantes. Los participantes presentaron interés constante por las actividades de la lección relacionadas con los animales, los nombres en inglés y su correspondiente sonido. Estuvieron muy entusiasmados participando y atendiendo a las indicaciones del profesor. Mostraron motivación cuando entendieron que aprenderían el nombre de algunos animales en inglés y que, mediante eso, harían ejercicios en el espacio MITBOT.			
Resources used for the session that facilitated children performance	Outstanding	Fair	Poor
El profesor usó un parlante bluetooth para reproducir los sonidos de los animales en inglés y también reproducir la correcta pronunciación de los nombres en inglés. De igual forma, llevo materiales para la realización de <u>mascaras</u> representativas a las abejas y colores para que los estudiantes lograsen trabajar en grupos y realizaran los ejercicios.			
How was the use of the material designed?	Outstanding	Fair	Poor
El docente completo en su totalidad los pasos sugeridos en el material diseñado para la lección. Tomó en cuenta las recomendaciones de la guía y llevó a los estudiantes no solo a la <u>práctica</u> oral de pronunciación de palabras en inglés, sino también al trabajo en grupo con la elaboración de máscaras.			
Teacher's performance	Outstanding	Fair	Poor
El profesor dispuso de buena energía durante la lección, mostró mucha dedicación y paciencia frente a ciertos momentos de indisciplina generado por los estudiantes durante la estadía en el espacio MITBOT. El profesor logró completar los pasos del material diseñado en menos tiempo, gracias a su destreza en la clase y a la dinámica que posee para controlar grupos de niños.			
Students' performance	Outstanding	Fair	Poor

Los estudiantes mostraron buena disposición durante la lección. Algunos nuevamente fueron indisciplinados durante la estadía en el espacio MITBOT, siempre generado por no querer trabajar entre ciertos compañeros, pero no afectó el desarrollo de la clase ni el cumplimiento de los objetivos de esta. Los estudiantes practicaron el vocabulario en inglés relacionado a los animales y lograron entender el rol de las abejas en el medio ambiente.

Assess the different situations with the scale given.			
Situations	Outstanding	Fair	Poor
Students keep on task once the instructions have been given	X		
Students express freely	X		
Students are not afraid of making mistakes	X		
Students help each other on activities		X	
Students have no problem on sharing resources for the class		X	
The class atmosphere is warm, open, and accepting	X		

SCORES FOR CHILDREN PERFORMANCE DURING INTERVENTION: 16

6 – 9	POOR
10 – 13	FAIR
14 – 18	OUTSTANDING

Appendix E - Data Analysis for Interviews (AR-21-MC-F-38)

Appendix E - ANALISIS DE CONTENIDO

- OBJETIVO
- CODIFICACIÓN
- CATEGORÍAS
- CONFIABILIDAD DEL SISTEMA CODIFICACION-CATEGORIAS
- INFERENCIA

- OBJETIVO
 - IMPACTO DEL USO DEL MATERIAL DISEÑADO EN PREESCOLAR

- CODIFICACIÓN
 - UNIDAD DE MUESTREO: ENTREVISTA
 - UNIDAD DE REGISTRO: VERBATUM
 - UNIDAD DE CONTEXTO: PARRAFO

La codificación permite rastrear la información del texto original.

En el caso de esta entrevista se usará la siguiente codificación.

Dos letras mayúsculas	Iniciales del entrevistador
Dos números	Año de la entrevista
Dos letras mayúsculas	Iniciales del entrevistado
F o M	Genero del entrevistado
Dos números	Edad del entrevistado
Dos números	Página de la transcripción de la entrevista
Dos números	Párrafo de la entrevista

Cada ítem separado por un guion.

Instrument #1 – Interview

MERCEDES CARDENAS

Researcher: AURA MARIA RAMIREZ CRUZ

Date: 12/07/21

Interview.

The following questions were designed under parameters for collecting data on a specific research project. All the answers given by the interviewees will be used for the purposes of

the project only. The interviewee accepts researchers to gather his/her information for academic purposes.

Preguntas para docentes. (Antes de las intervenciones)

CODIGO	ENTREVISTA
AR-21-MC-F-38-01-01	¿Cómo ha sido tu experiencia como docente de preescolar al enseñar inglés? Ha sido muy gratificante pues para los niños en estas edades este aprendizaje es un mundo nuevo que los hace vivir un contraste con su lengua habitual. A los niños les gusta mucho trabajar con cosas nuevas, y el idioma inglés es algo que les llama mucho la atención. No todos son tan entusiastas con el tema, pero si la gran mayoría.
AR-21-MC-F-38-01-02	¿Has tomado algún curso de didáctica para la enseñanza del inglés en preescolar? No, utilizo herramientas de los años anteriores para la enseñanza del inglés. De hecho, no es tan difícil porque el inglés en este nivel educativo se basa solo en vocabulario. Así que no, no he tomado cursos para eso.
AR-21-MC-F-38-01-03	¿Qué tan útil ha sido el PEI, propuesto por la institución, para la enseñanza del inglés en preescolar? Muy útil ya que permite llevar una secuencia organizada con el ritmo y complejidad en la temática a impartir con los alumnos. Como herramientas se han utilizado, objetos, videos, canciones acordes al tema a enseñar.
AR-21-MC-F-38-01-04	¿Qué tan apropiado consideras hacer clases con niños de preescolar, en espacios abiertos al medio ambiente (fuera del aula de clase)? Me gusta mucho las clases al aire libre pues los niños se sienten más motivados, con recursos prácticos, a utilizar al momento de hacer las actividades.
AR-21-MC-F-38-01-05	En cuanto al proyecto investigativo en curso, ¿qué esperas encontrar en el material diseñado? Espero encontrar temas que estén ligados a lo que los niños están acostumbrados, insectos.

	música, pintura, baile. Cosas que les pueda gustar. Al mismo tiempo, espero que haya materiales que ayuden a la clase fuera del aula de clase, pues de eso se trata.
--	--

3. CATEGORIAS

CATEGORIA	SUBCATEGORIA
Experiencia Docente Bajo este apartado, se registran las referencias a la vida laboral actual del entrevistado.	Satisfacción. Se refiere a la opinión positiva que tiene el entrevistado sobre su labor en la docencia. Insatisfacción. Se refiere a la opinión negativa que tiene el entrevistado sobre su labor en la docencia.
Material Didáctico Bajo este apartado, se registra las referencias a la concepción que tiene el entrevistado sobre los materiales didácticos para su labor.	Innovación. Se refiere a la opinión positiva que tiene el entrevistado sobre el uso de materiales didácticos nuevos e innovadores. Reciclaje. Se refiere a la opinión que tiene el entrevistado sobre el uso de materiales didácticos usados con anterioridad.
Espacios Académicos Bajo este apartado, se registra las referencias a la concepción que tiene el entrevistado sobre los espacios para el desarrollo de clases con niños de preescolar.	Propicios. Se refiere a la opinión positiva que tiene el entrevistado sobre los espacios para la realización de actividades académicas. Inviabiles. Se refiere a la opinión negativa que tiene el entrevistado sobre los espacios para la realización de actividades académicas.

4. CONFIABILIDAD DEL SISTEMA CODIFICACION-CATEGORIAS.

CATEGORIA	SUBCATEGORIA
Experiencia Docente Bajo este apartado, se registran las referencias a la vida laboral actual del entrevistado.	Satisfacción. Se refiere a la opinión positiva que tiene el entrevistado sobre su labor en la docencia. AR-21-MC-F-38-01-01 "Ha sido muy gratificante pues para los niños en estas edades este aprendizaje es un mundo nuevo que los hace vivir un contraste con su lengua habitual". Insatisfacción. Se refiere a la opinión negativa que tiene el entrevistado sobre su labor en la docencia.

Material Didáctico Bajo este apartado, se registra las referencias a la concepción que tiene el entrevistado sobre los materiales didácticos para su labor.	Innovación. Se refiere a la opinión positiva que tiene el entrevistado sobre el uso de materiales didácticos nuevos e innovadores. AR-21-MC-F-38-01-05 "Espero encontrar temas que estén ligados a lo que los niños están acostumbrados, juegos, música, pintura, baile. Cosas que les pueda gustar. Al mismo tiempo, espero que haya materiales que ayuden a la clase fuera del aula de clase, pues de eso se trata". Reciclaje. Se refiere a la opinión que tiene el entrevistado sobre el uso de materiales didácticos usados con anterioridad. AR-21-MC-F-38-01-02 "utilizo herramientas de los años anteriores para la enseñanza del inglés". AR-21-MC-F-38-01-03 "Muy útil ya que permite llevar una secuencia organizada con el ritmo y complejidad en la temática a impartir con los alumnos. Como herramientas se han utilizado, objetos, videos, canciones acordes al tema a enseñar".
Espacios Académicos Bajo este apartado, se registra las referencias a la concepción que tiene el entrevistado sobre los espacios para el desarrollo de clases con niños de preescolar.	Propicios. Se refiere a la opinión positiva que tiene el entrevistado sobre los espacios para la realización de actividades académicas. AR-21-MC-F-38-01-04 "Me gusta mucho las clases al aire libre pues los niños se sienten más motivados, con recursos prácticos, a utilizar al momento de hacer las actividades". Inviabiles. Se refiere a la opinión negativa que tiene el entrevistado sobre los espacios para la realización de actividades académicas.

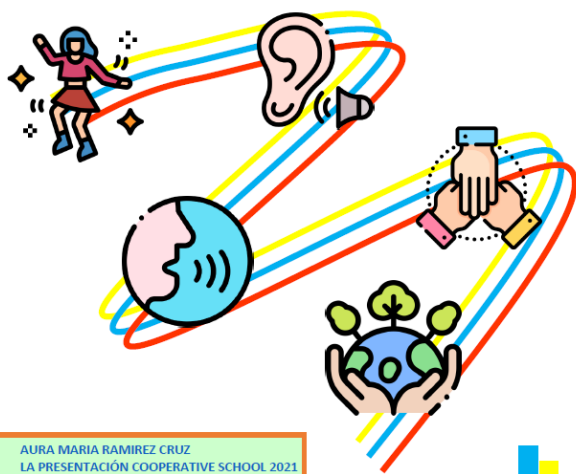
Appendix F

CODIGO	ANIMALES	FAMILIA	PARTES DEL CUERPO	UTILES ESCOLARES	NUMEROS	TOTAL	VALUES	
	20%	20%	20%	20%	20%	100%	De 0 a 5	VERY POOR
1ST-AR-21-F-BF	1	1	2	3	3	10	De 6 a 10	POOR
2ST-AR-21-F-BF	1	2	2	0	2	7	De 11 a 15	AVERAGE
3ST-AR-21-M-BF	2	2	2	0	2	8	De 16 a 20	GOOD
4ST-AR-21-M-BF	1	1	2	0	3	7	De 21 a 25	VERY GOOD
5ST-AR-21-M-BF	2	2	0	1	3	8	PERCENTS	
6ST-AR-21-F-BF	2	1	1	1	1	6	4%	VERY POOR
7ST-AR-21-F-BF	1	1	2	1	1	6	80%	POOR
8ST-AR-21-M-BF	0	1	0	1	3	5	12%	AVERAGE
9ST-AR-21-F-BF	2	1	2	2	1	8	4%	GOOD
10ST-AR-21-M-BF	1	2	0	1	2	6	0%	VERY GOOD
11ST-AR-21-F-BF	1	5	1	1	4	12		
12ST-AR-21-F-BF	1	2	1	1	3	8		
13ST-AR-21-F-BF	1	5	0	0	2	8		
14ST-AR-21-F-BF	3	1	0	1	2	7		
15ST-AR-21-M-BF	1	1	2	1	2	7		
16ST-AR-21-M-BF	0	5	2	0	5	12		
17ST-AR-21-F-BF	0	2	1	1	2	6		
18ST-AR-21-F-BF	1	2	2	1	3	9		
19ST-AR-21-F-BF	5	5	2	1	4	17		
20ST-AR-21-M-BF	2	1	0	1	3	7		
21ST-AR-21-F-BF	1	2	2	4	4	13		
22ST-AR-21-M-BF	1	1	1	0	4	7		
23ST-AR-21-F-BF	0	2	1	1	2	6		
24ST-AR-21-F-BF	0	1	2	1	3	7		
25ST-AR-21-M-BF	1	1	2	1	3	8		

CODIGO	ANIMALES	FAMILIA	PARTES DEL CUERPO	UTILES ESCOLARES	NUMEROS	TOTAL	GRADES	
	20%	20%	20%	20%	20%	100%	De 0 a 5	VERY POOR
1ST-AR-21-F-BF	5	5	4	3	4	21	De 6 a 10	POOR
2ST-AR-21-F-BF	5	5	4	3	4	21	De 11 a 15	AVERAGE
3ST-AR-21-M-BF	4	5	4	3	5	21	De 16 a 20	GOOD
4ST-AR-21-M-BF	4	5	5	3	4	21	De 21 a 25	VERY GOOD
5ST-AR-21-M-BF	4	5	4	4	4	21	PERCENTS	
6ST-AR-21-F-BF	5	5	4	3	4	21	0%	VERY POOR
7ST-AR-21-F-BF	4	5	4	3	4	20	0%	POOR
8ST-AR-21-M-BF	4	5	4	3	4	20	0%	AVERAGE
9ST-AR-21-F-BF	4	5	4	5	4	22	52%	GOOD
10ST-AR-21-M-BF	4	5	4	3	3	19	48%	VERY GOOD
11ST-AR-21-F-BF	4	5	4	3	5	21		
12ST-AR-21-F-BF	4	5	4	3	4	20		
13ST-AR-21-F-BF	4	5	4	3	4	20		
14ST-AR-21-F-BF	5	4	4	4	3	20		
15ST-AR-21-M-BF	4	5	5	3	3	20		
16ST-AR-21-M-BF	3	5	4	4	5	21		
17ST-AR-21-F-BF	4	4	5	3	4	20		
18ST-AR-21-F-BF	5	3	3	3	3	17		
19ST-AR-21-F-BF	5	5	5	3	4	22		
20ST-AR-21-M-BF	4	5	4	3	4	20		
21ST-AR-21-F-BF	5	5	4	4	4	22		
22ST-AR-21-M-BF	5	5	4	3	4	21		
23ST-AR-21-F-BF	4	5	3	3	4	19		
24ST-AR-21-F-BF	5	5	4	3	4	21		
25ST-AR-21-M-BF	4	5	4	4	3	20		

MATERIAL DESIGNED – ENGLISH LANGUAGE EDUCATIONAL MATERIAL GUIDE FOR COMPLEMENTARY SCHOOL DAYS. (SAMPLE)

ENGLISH LANGUAGE EDUCATIONAL MATERIAL GUIDE FOR COMPLEMENTARY SCHOOL DAYS



AURA MARIA RAMIREZ CRUZ
LA PRESENTACIÓN COOPERATIVE SCHOOL 2021

- Students will be able to understand the value natural environments have for educational community, families, and society.
- Students will enjoy the art of learning a second language by having contact with new learning environments. They also will be able to apply what they learned at individual situations out of the educational context.

The fulfillment of these objectives will be witnessed during the application of this material, during pedagogical interventions. It is important to clarify that these objectives represent a general perspective of the material per se, in regards of what students and teachers are going to develop during classes, there have been set other goals that focus on what the class bring to the moment. These are the goals teachers have planned to be conducted during any pedagogical intervention:

- To develop a set of core vocabulary and expressions for use in simple conversation.
- To build confidence.
- To provide the motivation to learn English.
- To encourage ownership of language.
- To encourage children to communicate with whatever language they have at their disposal (mime, gesture, key word, drawings, etc.).

- To encourage children to treat English as a communication tool, not as a product.
- To establish a trusting relationship with children and encourage them to do the same with their classmates.
- To give children an experience of a wide range of English language in a non-threatening environment.

The commitment with children is to offer them educational spaces in where English language plays an easy, funny, and interesting role. In terms of the teacher, the project looks for not an overloaded and over decorated way to teach but an effective one. Teachers at preschool levels need a tool for having effectiveness in their teaching process with children; this involves constructing, deconstructing, and reconstructing constantly their own thoughts, perceptions, and estimations about teaching, especially those who are NELT (Non-English language teachers).

Content

The syllabus for this material is retrieved from the school itself; what the teachers want is to be faithful to what the institutions offer to children, but adding differences at the methodology, the classroom environment, and the use of different approaches. Although La Presentación Cooperative School is a private institution, its syllabus is quite like public institutions, in addition, they assess children with basic standards of competence in a foreign language (Ministry of Education [MEN], 2016).

This is an English Language Educational Material Guide for pre-primary grades at La Presentación Cooperative School. This guide was designed thinking on the utilization and exploitation of physical resources like the MITBOT environment; a natural and pedagogical location that improves academic skills in pre-schoolers, that facilitates collaborative work and enhances students' human and social values.

The material works by applying four different skills during the lesson, each of them is clearly identified with their corresponding colour. The material is focus on improving listening and speaking skills in pre-schoolers, so the use of activities that encourage physical movement is crucial. The lessons contented in this guide are all designed by approaches and methods that motivate students to actively participate, to work collaborative with others and to focus on basic social values.

Listening

Physical Response

Speaking

Work Group

Although the use of English vocabulary is going to be seen frequently in the instructions, the material counts with an

own graphic communication system that guide teacher to identify the type of activity suggested on the pages. The material tries to simplify the use of words with images, a better access to content for those non-English language teachers.

This is the icons teacher are going to find in the lessons.



Objectives

The material counts with some parameters in which the content, the classroom environment and the participants are into consideration for the pedagogical objectives, these are:

- Students will strengthen their capacity of working in groups, showing ownership at their behaviour and treatment with others.

It is also important to highlight that the **Complementary Educational Schedule** is developed once a week, in two hours of activities related to English language learning for pre-schoolers so to fulfill the entire content, it is convenient to dedicate one single topic per week.

JARDÍN Y TRANSICIÓN. ESTÁNDARES A DESARROLLAR

- Menciona y entona canciones relacionadas con los colores, saludos y los miembros de la familia en inglés.
- Identifica mediante imágenes los animales, objetos del salón de clase y frutas en inglés.
- Socializa e interactúa con otros compañeros de forma ordenada y respetuosa.
- Reconoce los elementos del medio ambiente y los seres vivos que la componen en inglés.

TERCER PERIODO

- Body Parts
- My family: mother, father, sister and brother.
- Objects of the class: pencil case, pencil, eraser, pencil, book and sharpener.
- The animals: pets/ farm and savage animals
- Numbers: 1-20

INDICADORES

Básico: Presenta dificultad al reconocer y pronunciar algunos miembros de la familia, objetos del salón de clase, animales y números.

Alto: Reconoce y pronuncia la mayoría de los miembros de la familia, objetos del salón de clase, animales y números.

Superior: Reconoce y pronuncia todos los miembros de la familia, objetos del salón de clase, animales y números.

CUARTO PERIODO

- How to protect the environment: learn to recycle.
- Ecosystems: animals and plants.
- Save the world: children will save the planet.

INDICADORES

Básico: Presenta dificultad al reconocer y pronunciar algunas palabras referentes a la conservación de los ecosistemas y el reciclaje.

Alto: Reconoce y pronuncia la mayoría del vocabulario referente a la conservación de los ecosistemas y el reciclaje.

Superior: Reconoce y pronuncia todo el vocabulario referente a la conservación de los ecosistemas y el reciclaje.

The content suggested for the last two period of academic activities is related to protection and conservation of natural environment inside and outside the school. Although this topic sounds a

little bit heavy or difficult to address with preschoolers, it is correct to clarify that the classes are going to be designed to talk about the issue in both language (L1 and L2), the teacher will show students vocabulary related to the topic and the activities will be developed in outdoor places. All those aspects of the syllabus are completely correlated to the MITBOT Environment.

AURA MARIA RAMIREZ CRUZ.

The Impact of Making an English Language Educational Material Guide for 4–5-year-old children, using the MITBOT environment, at la Presentación Cooperative School.

La Presentación Cooperative School 2021

TERCER PERIODO

Body Parts

My family: mother, father, sister and brother.

Objects of the class: pencil case, pencil, eraser, pencil, book, and sharpener.

Animals

Numbers: 1-20

Body Parts

- Reconozco cuando me hablan en inglés y respondo de manera verbal y no verbal.
- Identifico palabras relacionadas entre sí sobre temas que me son familiares.

1 LISTENING

- Listen and repeat.

Escucha la canción con anterioridad. Una vez revisada, reproduce solo el audio a los niños. Intenta reproducirlo por partes e invita a los estudiantes a cantarla por secciones. Repite esta actividad las veces que sea necesaria.

Body Bop Bop Dance | Body Parts Song
https://www.youtube.com/watch?v=YG3f_RHtg



WHAT PARTS OF THE BODY YOU MOVE? Identify the vocabulary

HEAD	SHOULDERS	BOTTOM	TUMMY
(head)	(shoulders)	(bottom)	(tummy)
ARMS	LEGS	FINGERS	TOES
(arms)	(legs)	(fingers)	(toes)
MOUTH	EYES	NOSE	ELBOWS
(mouth)	(eyes)	(nose)	(elbows)
HANDS	FEET		
(hands)	(feet)		

2 PHYSICAL RESPONSE

Una vez los estudiantes estén familiarizados con la canción, invítalos a que la hagan de manera individual, pero ahora articulando movimientos donde ellos indiquen con las manos, las partes del cuerpo que la canción nombra.

NOTES

Realiza esta actividad hasta que los niños logren identificar por completo las partes del cuerpo humano. Recuerda que por el momento es necesario que los niños solo aprendan dicho vocabulario de forma oral y no de manera escrita. Para una buena pronunciación, revisa el recuadro con el vocabulario en inglés; bajo cada palabra se encuentra un aproximado de cómo debe pronunciarse cada palabra.

MitBot Environment

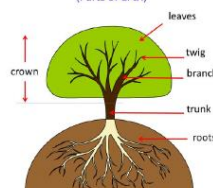
3 WORK GROUP

Estando en el Ambiente MITBOT, los estudiantes tendrán que identificar lo que ven (plantas, animales, flores, agua, etc.). En parejas (o grupos pequeños) los estudiantes tendrán que relacionar las partes del cuerpo humano con las partes de los árboles. Ayúdales a buscar árboles grandes y cercanos a ellos (puedes indicarle uno en específico).

NOTES

Invita a los estudiantes a identificar las mismas partes del cuerpo humano en las plantas. Procura que hagan comparaciones entre sus cuerpos con el de las plantas a su alrededor; pídeles que nombren las partes que el cuerpo humano tiene y las plantas no y viceversa.

PARTS OF THE TREE (Parts of di tri)



Vocabulary (Parts of the tree) Vocabulario (Partes del árbol)

CROWN	LEAVES
(craun)	(lifs)
TWIG	BRANCH
(tuig)	(branch)
TRUNK	ROOTS
(trunk)	(ruts)

En parejas, uno de los estudiantes jugará a ser un árbol, mientras el otro estudiante señalará las partes del árbol en su compañero. Este ejercicio debe hacerse frente a los demás integrantes de la clase.

Procura que los estudiantes sepan ubicar las partes del árbol en el cuerpo humano. Si la pronunciación no es la mejor, esperamos a que terminen la presentación y demos feedback. No hay problema si los niños olvidan el vocabulario en medio de la presentación, se puede reforzar más con la actividad final de esta unidad.

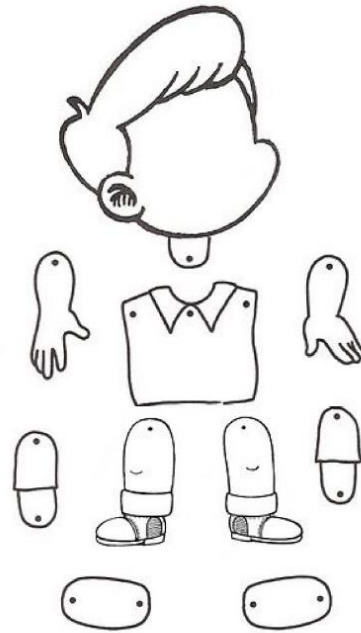
NOTES

El objetivo de este ejercicio es combinar tanto las partes del cuerpo como la de las plantas y crear una relación de cuidado mutuo. Es importante recordarles a los estudiantes sobre el cuidado de la naturaleza, de los seres que viven en ella, y el valor que representa para los seres humanos.

Art Section



Art Section



Art Section

Los estudiantes deberán colorear la muñeca completa. Luego, deberán recortar todas sus partes para así poder armarla. La muñeca debe ser llevada a la próxima clase, donde el profesor le preguntará directamente y de manera individual al estudiante sobre las partes del cuerpo humano, usando como ejemplo la muñeca completada en casa.

Procura hacer un “recorderis” del vocabulario sobre el cuerpo humano, antes de la presentación individual de los estudiantes con sus respectivas muñecas de papel. Hazlo de manera general, con el fin de que todos participen y practiquen la pronunciación.

Recuerda que, si el niño o niña presenta algún problema con la pronunciación, puedes ayudarlo hasta que lo logre.

My Family

- Reconoce y nombra los principales miembros de la familia: Father, mother, brother, sister, baby.

1 LISTENING



• Listen and repeat

Escucha la canción con anterioridad. Una vez revisada, reproduce solo el audio a los niños. Intenta reproducirlo por partes e invita a los estudiantes a cantarla por secciones. Repite esta actividad las veces que sea necesaria.

Finger Family Song - Children Song with Lyrics
<https://www.youtube.com/watch?v=G6k7dChBaj8>



Vocabulary (Family Stuff)
 Vocabulario (Cosas de la Familia)

HOUSE (jaus)	YARD (iard)	GAMES (geims)
CAR (car)	KITCHEN (kitchen)	BEDROOM (bedrum)
TOYS (toys)	BATHROOM (balfrum)	

2 PHYSICAL RESPONSE



Cada actividad que requiera movimiento es buena para recordar vocabulario. Haz un pequeño repaso de las partes del cuerpo en inglés. Una vez terminado, haz que los niños canten la canción solos, usando los dedos de las manos. Acompáñalos en la pronunciación de la letra de la canción.



NOTES

Los niños encontrarán fácil asimilar el vocabulario referente a la familia pues es el núcleo social al que pertenecen, con el que mas tiempo pasan y con quienes tienen lazos afectivos directos. Trata de usar esa relación familiar para hablar del tema, de presentarles el vocabulario y procura que entiendan la pronunciación. La canción debe ser practicada con los dedos, donde cada miembro familiar ocupa un lugar en la mano.



Members of the Family



Presenta a los estudiantes el significado de cada miembro de la familia en inglés. Haz que reconozcan su rol y relación con su propia familia.

GUIDE



Materiales necesarios:

Platos de plástico (para torta y que sean muchos!)
Marcadores.
Hilo precortado de diferentes colores.
Botones o ojos saltones.
Pegamento.
Palitos para manualidades.



Los niños usan los materiales para hacer las caras de los miembros de sus familias. Haga preguntas para ayudarlos, como "¿De qué color de ojos tiene tu mamá? ¿De qué color de cabello? ¿Tu papá tiene barba?"

Procura que los estudiantes practiquen el vocabulario de la familia mientras hacen la actividad. Recuerda darles la mayoría del material cortado. Al finalizar, pregúntale de forma individual por los miembros de la familia de otro estudiante en inglés, para evidenciar si logran diferenciar por medio de la decoración quien es quien.



MitBot Environment

3 WORK GROUP



Family Puppets

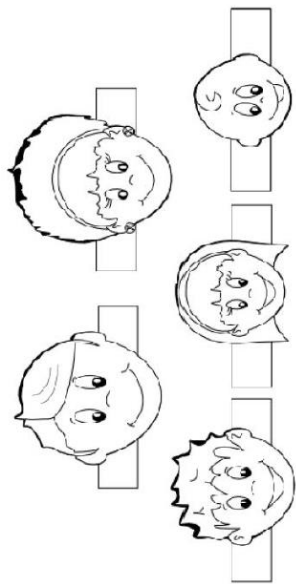
Lleva al espacio MITBOT unos pequeños títeres de dedo. Cada uno representa los miembros de la familia. Interactúa con una puesta en escena donde se hable de las cosas que hace la familia normalmente. Utiliza todo el entorno y repasa todo el vocabulario aprendido en clase (de las clases anteriores también). Mezcla las palabras en inglés, con tu puesta en escena en español.

OUR FAMILY (DIY)

Esta actividad requiere de colores y tijeras. Procura que todos tengan estas herramientas. Los estudiantes recibirán un material para la creación de sus propios títeres de dedo. Cuando estos estén coloreados, procederán a recortarlos, pegarlos y utilizarlos en las manos. Haz que cada niño indique cual es cual usando las palabras en inglés referentes al vocabulario.



Art Section



Objects of the Class

1 LISTENING



Observa el video con anticipación. Debes proyectar el video frente a los estudiantes, así que empieza la clase dentro del salón y eventualmente después al espacio MITBOT. Practica el vocabulario presentado en el video y trabajo con REALIA. Procura que cada estudiante pronuncie las palabras correctamente y que puedan relacionarlas con los objetos dentro del aula.

• listen and Repeat

My Classroom Vocabulary - Things Inside the Classroom
<https://www.youtube.com/watch?v=4n2grysc0>



VOCABULARY OBJECTS OF THE CLASS

CHAIR	BOOK	PENCIL
(cher)	(buk)	(pensel)
COMPUTER	BAG	SHARPENER
(computer)	(bag)	(sharpeners)
TABLE	BLACKBOARD	NOTEBOOK
(teibol)	(blakbord)	(notbuk)
RULER	PEN	WINDOW
(ruler)	(pen)	(gwindou)
ERASER	DOOR	
(eraser)	(dor)	

2 PHYSICAL RESPONSE



Al finalizar el video, se espera que el estudiante reconozca parte del vocabulario dentro de sus propios útiles escolares. Para este ejercicio de movimiento los estudiantes reaccionarán al vocabulario visto en el video. Cada que la profesora nombre una de las palabras aprendidas, el estudiante deberá mostrar el objeto correcto. Si este no posee todos los elementos escolares, pueden trabajar en parejas.



Mitbot Environment

3 WORK GROUP



En este espacio, los niños aprenderán más vocabulario. El ejercicio trata de poder explicarle a los estudiantes, de donde salen los elementos básicos con los que se hacen los objetos de clase. Es importante recalcar el valor de conservar los bosques, por eso es bueno utilizar de manera consciente el papel, los lápices y fomentar el hábito de reciclar.



VOCABULARY

LATEX	WOOD
(latex)	(wud)
SHEETS	TREE
(shiits)	(tri)
MINE	COAL
(main)	(cool)



Se debe plantear la relación CONSUMO – MEDIO AMBIENTE. Los niños deben aprender un poco sobre como los recursos naturales vienen del planeta y como el hombre lo transforma en elementos de consumo diario. La importancia de cuidar los árboles y el agua es la consigna más importante para trabajar en el ambiente MITBOT.



Animals

1

LISTENING



Reproduce el audio del siguiente video en una grabadora o parlante portátil. La idea es que los estudiantes identifiquen el animal correspondiente a su sonido, primero en español, y progresivamente en inglés. Luego, los estudiantes deberán hacer el sonido del animal cuando el docente pronuncie el nombre en inglés.

Animal Sounds for Children (20 Amazing Animals)
<https://www.youtube.com/watch?v=YCvzPBUPZ9w>



En el audio del video, se encuentra la pronunciación de cada animal en inglés. Revisalo las veces que sean necesarias antes de reproducirlo con los estudiantes.

Cuando los estudiantes logren hacer el sonido del animal en inglés, el docente deberá invertir el ejercicio. Para este nuevo caso, el docente deberá hacer el sonido del animal con la idea de que sea el estudiante quien diga el nombre de dicho animal en inglés. Haz correcciones en pronunciación si es necesario, procura que todos los niños participen y se colaboren entre sí.

JUMP TO IT!

2

PHYSICAL RESPONSE



Cada estudiante recibirá el nombre de un animal y mediante una actividad en círculo (tomados de las manos) los estudiantes deberán dar vueltas mientras cantan una canción. Cuando el docente diga el nombre de un animal, los estudiantes con dicho nombre deberán correr hacia el centro. SE FACILITA EL TRABAJO HACIENDO ESCARAPELAS CON EL NOMBRE DE CADA ANIMAL.

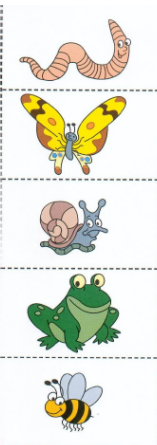


Mitbot Environment

3 WORK GROUP



En este espacio, el docente presentará cinco animales nuevos (con su respectivo nombre en inglés y sonido). Estos animales pertenecen a espacios más específicos (como el MitBot) y viven en este tipo de ecosistemas.



WORM (UORM)

BUTTERFLY (BUTERFLAI)

SNAIL (ESNEIL)

TOAD (TOUD)

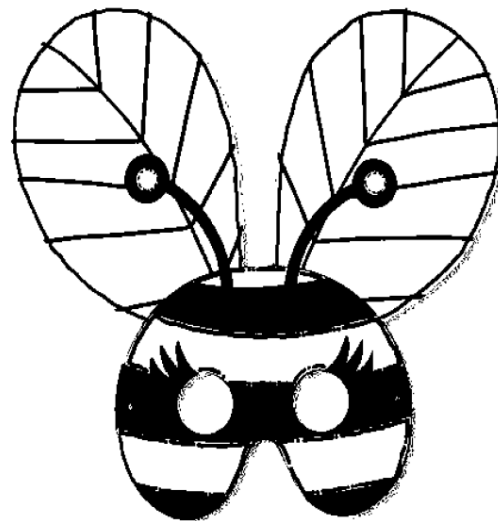
BEE (BI)



La idea es que los estudiantes, logren entender que estos animales pequeños hacen mucho por nosotros y que debemos cuidarlos y no destruir sus hogares. El espacio MitBot es propicio para avistar este tipo de animales, así que hablamos un poco de esta relación espacio-aula donde se evidencia la vida natural de los animales vistos en clase.



Art Section



Art Section



Como trabajo artístico en clase, haremos Bee Mask (máscara de abejas) donde todos los estudiantes serán una abejita dentro de un panal. Imprime la máscara a blanco y negro del tamaño correspondiente a los estudiantes.

Deberán colorearlo primero y luego recortarlo. Mientras se cumple la actividad, habla sobre las abejas y su importante labor en la naturaleza.



Numbers: 1-20

1

LISTENING



En esta sección vamos a presentar los números del 1 al 20 en inglés. Primero, empezaremos recordando los números en español y verificar si los saben hasta el 20. Antes de reproducir el audio, trabajemos en el habla de los estudiantes, haciendo que repitan nuestra pronunciación. Usa los dedos de las manos o fichas con los números.

Number song 1-20 for children | Counting numbers | The Singing Walrus

<https://www.youtube.com/watch?v=D0Alo682vzA>



Quick Activity

Utilizando los animales vistos en la sección anterior, trabajaremos con Flash Cards en la que los estudiantes puedan ver tanto los animales vistos en clase, como el número relacionado en la imagen. Los estudiantes deben pronunciar el nombre de los animales relacionados en el material y la cantidad de estos en la Flash Card.



Mitbot Environment

3 WORK GROUP



ROCKS



STICKS



FALL LEAVES

Trabajaremos los números vistos en clase haciendo uso de los recursos naturales que ofrece el espacio MitBot. Materiales como piedritas, ramitas y hojas secas serán de ayuda para comprender los números. Los niños deberán trabajar en grupo para reunir estos materiales. Buscarán la cantidad exacta dicha por el docente PARA FORMAR LOS NUMEROS VISTOS EN CLASE.



Art Section



Comparte el siguiente dibujo con los estudiantes (y anéxalo al cuaderno para que lo vean los padres de familia). Los estudiantes deberán hacer en clase, especialmente durante la estadía en el ambiente MitBot, un arco con hojas como en el dibujo sobre un octavo de cartulina. Cada hoja debe llevar un número que el estudiante, deberá decir en inglés al inicio de la siguiente clase.

Solo deben usar hojas secas, pegamento y colores para escribir sus nombres y los números. La creatividad es lo mas importante en este trabajo.

