Phonics: A Didactic Adaptation for the Development of Communicative Skills in Preschool Children

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Abstract

Phonics research: a didactic adaptation for the development of communication skills in preschool children aims to design and describe the effectiveness of printed didactic material to teach English to children between 5 and 6 years old at the Melanie Klein Institution in Mosquera, considering its curriculum and institutional methodology. The methodology used under a mixed method, action research, with a descriptive documentary design. The population and sample are structured by 30 children from the Melanie Klein preschool in Mosquera, 15 of them were in the experimental group (transition 3), where the designed material was implemented, and the other 15 students (transition 1) did not use the material. The instruments used were a pre observation guide. Survey of teachers. Post observation guide. Comparison between the final scoresheet of each group. Data analysis of the information collected. The preliminary results show the need to generate and design pedagogical educational material with didactic adaptation for the teaching of English based on the Phonetic method as a teaching strategy at the preschool level. It is also of vital importance to emphasize that these materials can become a pedagogical tool of great value for the teaching of a foreign language within this institution, since it is proposed as an institutional contribution to the Learning of English for preschool children, which considers the Curriculum and the needs of children, developing original material and useful resources for the preschool level at the institution.

Keywords: phonetics, didactic adaptation, development of communication skills, preschool children

Introduction

This paper reports the development and implementation of a design material proposal focused on phonetic methodology to a preschool group of the Melanie Klein School in Mosquera and aims to analyze its effectiveness in terms of communicative skills.

During my teaching experience at the Melanie Klein School as an English teacher, I have noticed that the lack of stable material hinders the executive processes within the classroom, since there is no work material provided by the institution that focuses the content of the needs of the students and the methodology of the institution. This lack of pedagogical resources requires that the teacher is constantly designing work guides and templates in the notebooks to strengthen the processes of learning English, subject to the time of design, printing and execution of such tools, which sometimes delays planning and processes within the classroom.

For this reason, the proposal of this document is important to facilitate a pedagogical resource for the teaching of English that can solve the problems of lack of this didactic resource in the institution, as mentioned above and that can affect the teaching and the achievement of institutional goals in the students' learning process. It is necessary to design a pedagogical material focused precisely on the methodological and curricular needs, strengthening the process of teaching and learning English languages of the students by including a set of dynamics and playful principles that guide the activities, the relationship between the teacher and the students, the processes of participation and collaboration, and how children can appropriate knowledge-building processes.

In the first chapter the work will present a bibliographic and literary review of the Phonetic methodology and the implementation of the design material, as well as the identification of several case studies where it has been applied to indicate its theoretical

foundation. I will also define material design, effectiveness, phonetics and communicative processes of speaking and listening in terms of project objectives.

The second chapter will focus on the structural design of this research. I will describe the elements used for this work, as well as its pedagogical purpose. The third chapter I hope to show the articulation of the problematic issue, the objectives and the methodological framework of this work. The fourth chapter presents the analysis of the data collected and organized through the useful categories to present the design of pedagogical tools and their impact and chapter five will explain the conclusions of all the research. Finally, the sixth chapter presents the limitations and drawbacks presented during the research exercise, as well as the questions that remain behind, which may lead to future work.

Rationale

The research presented in this paper will allow me to achieve the title as an English teacher, while strengthening my professional development. In addition, predicting the implementation of the material designed in this work will not only have a theoretical but practical purpose for the learning of English teaching in preschool, as well as the development of executive skills that will be favored in the design of proven material that is in accordance with institutional needs.

For the elaboration and execution of this project, the approach of the research methodology called Action Research was considered, while seeking to transform a reality through the understanding and analysis of the sociocultural environment that frames the deficiencies in the levels of interpretation and production of stable material in the teaching of English for young children.

As for the possible impact that this research may have on the immediate environment, it is necessary to refer to the institution where it is carried out, the Melanie Klein Educational Institution, where the didactic materials for the teaching of English as a result of this research will be designed, implemented and applied. It is also of vital importance to emphasize that these materials can become a pedagogical tool of great value for the teaching of a foreign language within this institution, since it is proposed as an institutional contribution to the Learning of English for preschool children, which considers the Curriculum to meet the needs of children.

In the end, this research presents an opportunity to create new pedagogical and didactic tools in terms of learning foreign languages and developing communication skills for preschoolers. These tools open new spaces for academic research focused on didactic resources based on the methodology of Phonetics. That is, this document can be a reference for future research that seeks to provide a theoretical basis for the development of these language skills in an environment where activities with a focus such as phonetic awareness are applied.

Problem statement

The main difficulty that arises when approaching the planning of a foreign language class is to establish adequate resources and materials that contribute to the construction of the learning of the subject, additionally achieving the proposed objectives and orienting the learning to the methodology with which students are expected to learn in a class of a specific institution. This correlation is necessary to provide an effective teaching and learning process.

According to Morales (2012), the materials used in the classroom have the function of: "(...) arouse the student's interest; adapt to the physical and mental characteristics of

the student; facilitate teacher-student activity; consistency and simplicity; eliminate percentages of risk in its manipulation; adapt to the institutional content and methodology" (p. 6). Therefore, it was necessary to contextualize the institutional methodology through an interview in Spanish with the directors of the institution to know a little more about the origin of the institutional methodology adopted for the teaching of English.

Based on this evaluation instrument, it was determined that the institution achieved knowledge of this methodology from a training offered by the Pearson publishing house, which introduced the methodology of "phonological awareness" in the institution, also offering a printed didactic material to carry out said methodology. This material consisted of a book for the student and some illustrated stories to encourage them to read in English. In making an assessment of the effectiveness of this material, the coordinator stated that:

> Over time, we realized that the material we had been working with had a linguistic focus like ESL, progress was minimal as the vocabulary and grammatical structures of the material were too complex for our students who are not immersed in the language, and they learn it like an EFL. In the search for a material that would adapt to the needs of our student, we found "Star fall" (...) helps to improve reading comprehension by adding a kinesthetic contribution with the identification of the phoneme through sign language (Interview with the coordinator of the institution, 2019).

The coordinator acknowledges that this material was not adequate to achieve the communication objectives. Therefore, they began to use the Cambridge "super minds", which was specifically what they were looking for primary and secondary school

students. Unfortunately, a part of the population still did not have printed didactic materials to use, so it was finally decided to work on the notebooks and the design of worksheets for the work adapted to their methodology.

Based on this description, it became essential to evaluate the effectiveness of the use of current material (worksheets and notebook) in the teaching and learning process with the system adapted by the institution. For this reason, an observation session was carried out in which it was detected:

- The lack of practicality of the material in terms of design and printing time.
- Teachers should write the instruction and structure of some activities in each notebook (15), when this process is not ready beforehand, the activity should be postponed, making it difficult to execute the planning.
- Black and white guides unattractive to the student.
- Little motivation in the execution of this type of materials
- Failures in the integration of communication objectives.

Faced with this scenery and considering the importance of didactic materials in the process of learning and teaching a foreign language, the need arises for prior evaluation, to develop a new didactic material. The material I am designing and proposing will be taken as the student's book for Melanie Klein School. After the evaluation needs, I created the material focused on the practical and motivational requirements of the population, taking as a priority the established topics, the communicative approach proposed by the institution as the main methodology and the needs of the student. The book addresses the initial need for sufficient resources for students and seeks to make an institutional contribution that also strengthens each of the deficiencies evidenced in the observation.

Research question

The question that guides the development of this research is:

What is the effectiveness of the implementation of the designed book based on Phonics methodology to reinforce the communicative skills development of Kinder Students at the Melanie Klein institution in Mosquera?

Objectives of the research

General objective

Design printed material for the process of teaching and learning English in children between 5 and 6 years old at the Melanie Klein Mosquera institution, considering its curriculum and institutional methodology.

Specific objectives

- Establish a theoretical framework to determine the main academic indicators for designing a new printed material.
- Implement the material designed according to the guidelines established in the curriculum for English in the kindergarten grade.
- Analyze the impact of the implementation of the design material on the communicative learning process of kindergarten students.

Chapter I

Theoretical Framework

Literature Review

Studies on Effectiveness of material implementation. In the article: Using Adapted Material and its Impact on University Students' Motivation, Duarte & Escobar (2018) developed an action research project, implemented in a group of 15 English students from the National University of Colombia, in Bogotá. The objective of his research was to establish the effects on student motivation through the implementation of adapted material that responds to their profile and curricular needs. They analyzed students' perceptions of current and new material.

Through their research, they discovered the concept of local and global material, the first refers to textbooks published on a large scale by publishers, and the second covers those materials created by teachers and intended to be used only by their students in local contexts, (Tomlinson, 1998).

As a result, they claim that implementing adapted material has a positive influence on students' motivation. Additionally, they mention that the level of difficulty, vocabulary, recycling of grammar and realistic situations are important factors to consider in the design of an adaptation of the material, to maintain the interest of the students. These assumptions will support the design process of the new material.

Similarly, Jiménez Niño (2015) In the work Exploring the *reactions of students when working with didactic materials designed according to their interests,* a qualitative and descriptive case study *was* carried out, which aimed to explore the reactions of a group of fourteen students of English as a foreign language who began the fifth year, at the International Institute of Languages (IIDI) of the UPTC, after using didactic materials designed according to their interests. The findings show that teaching materials should

be designed according to the needs and interests of students, which will encourage and improve the teaching-learning process; however, it is claimed that this is not enough, because student engagement plays the main role.

Studies on the teaching process of phonetics. In Teaching phonics and phonemic awareness in English beginning reading, Daud, (2016) developed a bibliographic research study that investigates the roles of the use of phonetics and phonetic awareness, in the suggested stages in the learning of the mother tongue and another language, as well as to implement them considering the obstacles to using both phonetics and phonetic awareness in a reading classroom for beginners. During their research they argue that phonological awareness is distinct from phonetics. While phonological awareness is a measurable skill that every child can possess in greater or lesser quantity, phonetics is a method of reading instruction that focuses on the associations of letter sounds with printed letters or groups of letters applied to the learning of the mother tongue and English. Therefore, having strong phonological awareness skills will likely help children benefit from phonological instruction.

He establishes some stages in the implementation of phonetics, starting with vowel and consonant sounds in simple and familiar words and continuing with digraphs, suffixes, diphthongs, double personality letters, Schwab sounds, silent letter digraphs and some letters with complicated sounds. Phonetic awareness must be taught chronologically with rhymes, manipulations, blends, segmentations, and deletions.

In the results, he state that both methods show considerable advantages for early learning of reading and another language, instead of memorizing words, children can acquire decoding skills that can lead them to improve their confidence in reading ESL, so they can focus on the meaning of reading to enjoy it. Both methods can also help children understand that English has variations in spelling and pronunciation. Finally,

the irregularity of English spelling, the lack of phonological knowledge of people who work with children in early reading, the mood of children during learning, and the need to understand parents make it difficult to implement phonetics or phonetic awareness in this teaching.

Likewise, Meiqi Li (2019) in her study Application Study of Phonics in English Phonology and Vocabulary Teaching in Primary School conducted quantitative and qualitative research, aimed at analyzing the interest and effectiveness of the phonics method in terms of phonological and phonetic awareness, word pronunciation and spelling ability. This study was conducted at Qunxing Art Elementary School with eighty students from two different classes, (experimental class and control class). They have learned English for two years in a traditional way, memorizing words by alphabet and presenting a low command of reading and spelling. After the implementation of the methodology, the comparison of the groups argues the effectiveness of the implementation of Phonics so that elementary students learn pronunciation, vocabulary and reading in English. Meiqi Li, stated that the method adjusts to the cognitive development of students and strengthens their meaningful memorization skills, and can reinforce the positive transfer function and facilitate the learning of a second language.

In addition, Huanhuan & Chi (2016) contributed significant information in their article The Impact of Phonics Instruction on Pre-school Learners' Development in English Language Course, in this theoretical study they argued that phonetics is an important part of language learning, because it contributes to language literacy through sounds of letters more than their names. Finally, it was found that the impact of phonetic instruction on the development of preschool English language learners could be reflected in preschool students' pronunciation development, preschool students'

spelling development, preschool students' vocabulary development, and preschool students' reading development.

Study on communication skills in preschool. The research of Stoenescu (2018) *Didactic methods for correct grammatical expression in preschools*. He developed pedagogical research, the study included 50 children two preschool groups of the upper group (experimental and control group) and specific teaching methods were used to improve correct grammatical and communicational expression. The results show that proper methods to stimulate communication skills can lead to a significant improvement in correct grammatical expression in preschoolers.

Therefore, early language and communication skills are crucial to children's success in school and beyond. Language and communication skills include the ability to understand others (i.e., receptive language) and express oneself (i.e., expressive language) using words, gestures, or facial expressions. These communicative competences are linked to the relationship between student-teacher, student-couples, students- didactic materials, and the variables are determined by the age of the children.

Theoretical constructs

The theoretical constructs that underlying the study are the communicative learning process, material design, phonics, and effectiveness.

The communicative approach to learning a foreign language. To develop language in the learning of a foreign language, different language skills are applied, which acquire great relevance during the early childhood education stage since, thanks to these, children can get to participate in a certain community and carry out communicative exchanges. These are the foundations of the development of autonomy and fluid communication.

In general terms, the communicative approach can be defined as a set of theoretical principles unified to meet the goal of communicative teaching, which is to achieve children's ability to use language effectively to express themselves. This involves the development of different interpretations, leading to the diversified development of classroom activities, such as "functionality, theme, conceptual functionality, program procedures, skills, etc." (Gabbiani, 2007,) for this reason, it is considered an approach rather than a method, since it is a unified theory with broad conceptual bases on the nature, teaching and learning of the language.

From the point of view of Littlewood (1998) “One of the greatest characteristics of communicative language teaching is that it systematically focuses on the functional and structural aspects of language and combines them into a more global communicative perspective"(p. 1). In this way, the communicative approach opens a broader perspective on the process of teaching and learning the foreign language. Considering that language must be understood from its communicative functions and not only according to its structures (grammar and vocabulary): "we begin to take into account not only the linguistic forms but also what people do with those forms when they want to communicate" (Ibid, p. 10). In this sense, this perspective combines the functional and structural perspectives of language learning.

Therefore, this notion should be complemented from the postulates developed by Bachman (1995) who considers that linguistic or communicative capacity is composed of knowledge or competence and the ability to apply that competence using a foreign language within a given context. For this reason, what a student does when using these skills is to use the organized knowledge structures he has and some procedures that have been learned to solve a specific problem for which he does not have a previously

given solution. This means that communication processes consist of making use of structural and functional systems within a specific context that involves experience.

Additionally, in line with the author cited, it is essential first that children understand the communicative functions that English has so that, later, they can link them with structural functions. In fact, this can facilitate learning English in later stages and avoid the comprehension or motivation difficulties that are common among children in more advanced courses.

Continuing Littlewood's contribution (2004) It proposes two types of activities that function as techniques that relate the acquisition of linguistic structures and vocabulary with different components of communicative capacity (understanding of functional meanings, expression of functional meanings, understanding and expression of social meanings). The types of activities are pre-communicative and communicative activities.

As for the pre-communicative Activities, their purpose is to provide the student with the necessary skills to communicate in another language without engaging in communicative acts. This type of activity turns out to be preparatory for a communicative activity itself, so that children can gain knowledge of the linguistic forms necessary to communicate. In that same order of ideas, communicative activities have the purpose of integrating all the skills of students to communicate and solve a problem in its immediate context.

The types of communicative activities are divided between those of functional communication and those of social interaction. The main objective of functional communication activities is for students to use language to convey meanings as effectively as possible, therefore what is evaluated is the way in which they immediately face the communicative demands of the proposed situation. This type of situation can

be, for example, one in which they have to solve a problem or exchange information using the available linguistic resources (Littlewood, Ibid). On the other hand, social interaction activities seek to put into practice the ability of students to use the language in a functionally effective and appropriate way to the social situation in which they find themselves. These types of activities are those related to simulations and improvisations.

Following Bachman (1995), language competence is composed of two components: organizational competence and pragmatic competence. The first of these competencies, the organizational one, is formed by the skills that require the control of the formal structure of the language. (P.8) The second competence, pragmatics, involves the relationship between signs and language users within the communicative context. Therefore, in this area the student must be ready to recognize whether the expressions he will use are appropriate according to the situation he is being told. In addition, according to Gabbiani, (2007):

> This competence also includes, on the one hand, individual competence, which allows the use of language to express a variety of communicative functions and, on the other, sociolinguistic competence. This competence is sensitivity to language conventions that are determined by the characteristics of the specific context in which the language is used. (p. 54)

To consolidate this, it is convenient to reproduce the scheme of the components of linguistic competence proposed by Gabbiani (2007, p.53). By visualizing this scheme in Figure 1, it is possible to understand that this research will find the aspects corresponding to the right side of the scheme, corresponding to pragmatic competence. In fact, it is possible to affirm, as has been done previously, “that work on these

pragmatic aspects can guarantee a better development and concretion of organizational competence skills at later ages".

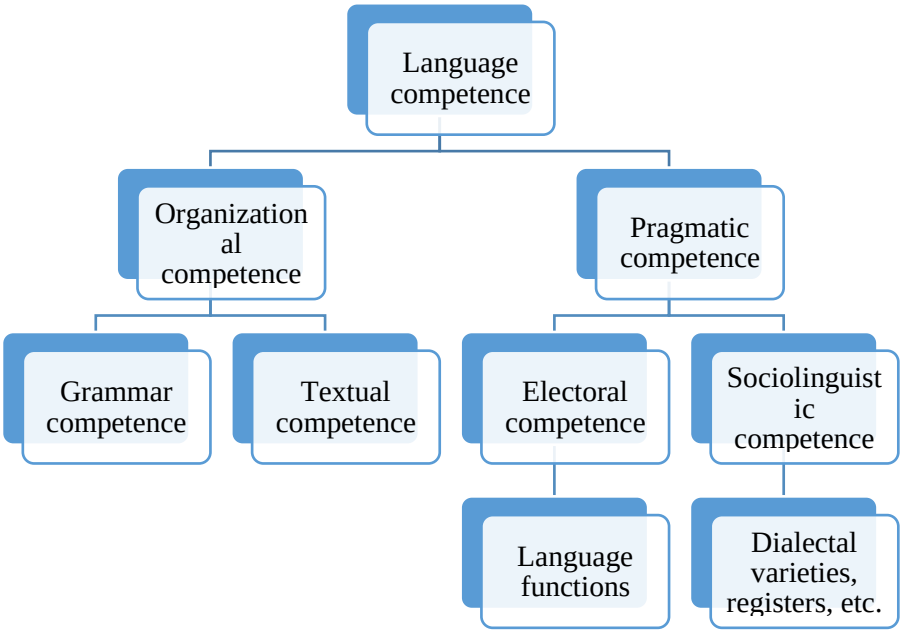


Figure 1. This graph shows the components of linguistic competence according to Bachman (1995), Own development with the information provided by Gabbiani (2007).

As has been proposed, this approach becomes important because it guides the development of activities that, without entering the level of reading and writing skills, allow students to recognize the possibilities that English offers them to express themselves. The teacher can take advantage of the benefits of this perspective so that, while it induces structural and functional elements that students must acquire later, it helps them experience the need and desire to speak in another language.

In this sense and following the orientation of the communicative approach, the role of the teacher is to create situations that stimulate children to communicate, because they feel the need and motivation to express themselves, make themselves understood and exchange ideas, thoughts, emotions, perceptions, among others. Since the present research focuses on working with children between 4 and 6 years old, it is considered

that the comprehension skills that should be emphasized correspond to the different communicative processes that do not involve reading and writing, but also the processes of speaking and listening.

According to the premise that language is a means of communication. It means that understanding a language does not indicate "understanding the rules or structures that control communication, but being able to use any resource or method that facilitates communication", (Gooding, 2020, p.3). In this sense, grammatical knowledge becomes less important, and the ability to use language effectively becomes the focus of this new methodological approach. Because learning a language includes knowing what to say and how to say it in a variety of situations, the focus is not only on grammar, but also on the situation and communicative context.

Material design. The materials used in the classroom represent an important element in the process of teaching and learning the language. Richards & Schmidt (2002) define the term materials as anything that can be used to facilitate the teaching and learning of a language.

In most language programs, schools use textbooks as the main source of teaching and learning. However, those materials are not always the most suitable for students' requirements. As a result, finding the content in the most accurate material becomes a serious process of choice, with the development or adaptation of the contents depending on what is best for the students. Likewise, Duarte and Escobar (2008) stated that the overall material "did not have a good connection with the needs of the students and suggested that the instructors should evaluate the current materials in order to design them and adapt them to the needs and circumstances of the students", (p.75), which will improve their interest and motivation.

Therefore, Tomlinson and Masuhara (2004) indicate that the ultimate purpose of evaluating a material is re-development. Identifying the potential strengths and weaknesses of materials allows teachers to design their own material to improve teaching practice and achieve the specific purposes of a course. This statement will encourage teachers to create their own material to increase the learning process of students, however, it is important to take into account a proper theoretical basis to design a suitable material that involves all the objectives of the English course.

In the same vein, Hutchinson and Waters (1987, quoted in McGrath, 2002, p. 175) established a method of creating materials that includes four components: input, content, language, and task. These models can be used as a basis and guide for the production of materials, despite the lack of consensus on material production methods.

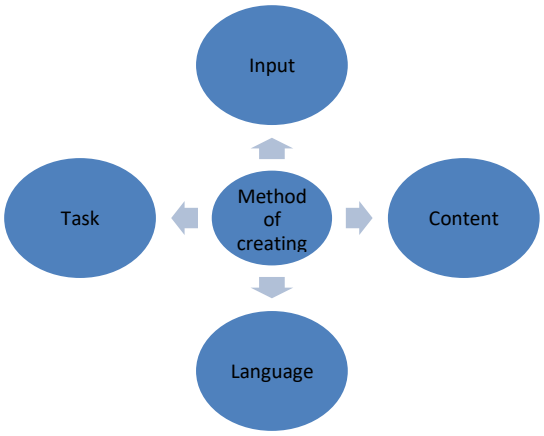


Figure 2. This figure summarizes the method of material creation according to Hutchinson and Waters (1987. Own development with the information provided by McGrath, 2002.

From this perspective, Tomlinson's chapter, (2004) on Principles of Effective Development of Materials (2003) also developed some principles to be used as the basis of the language of material design, considering the theoretical basis in the perspective of Flores (1995), these assumptions will be relevant in the design of the new material.

- The materials should have a clear relationship to the curriculum where they will be implemented.
- Materials must be authentic in terms of text and task.
- Materials should provide opportunities for interaction and communication.
- Materials should allow students to focus on the formal aspects of the language.
- Materials should encourage students to develop learning skills.
- Materials should encourage students to apply their developmental skills to the world beyond the classroom. (S/p).

Phonics method. The phonetic method is a popular methodology used to teach reading skills, considering elements of writing and pronunciation, through the development of students' phonological awareness. In linguistics, a phoneme is the smallest unit of speech that can be used to form a word. Therefore, the phonetic method involves working on listening skills and identifying and using sound patterns or phonemes. The goal of phonetics is to teach students the relationship between sounds and the written spelling patterns, or graphemes that represent them. The phonetic method focuses on the ability to decode new words through their pronunciation and the combination or fusion of phonological and orthographic patterns. (Concepción,2005).

The method of phonetic teaching, also known as the method of phonetic literacy, is based on first learning simple sounds and then combining several sounds to progressively achieve the acquisition of reading and writing and is applicable to the teaching of a second language. It is based on phonemes, starting from much simpler sounds to gradually create much more complex structures. (Fernandez, 2020)

Likewise, according to Salazar (2003), this method "has three components: speech, because it is based on the study of sounds, living speech; analysis, because in learning, children must divide sentences into words, syllables, sounds and synthesis, because in

their developmental process, schoolchildren learn to reintegrate the different parts of the phonetic construction until they reassemble the whole word.

Therefore, these ideas of Salazar, (2003) continue to affirm:

> The phonological analysis of speech is the preparatory activity to learn to read and write. It remains the importance during and after learning, specifies the phonetic components of words and morphemes: accent, intonation and pause. The above scheme allows people to understand language Graphic systems are possible as students appreciate the possibility of expressing language graphically through drawing to represent elements of spoken language and while pronouncing. It must manifest in a simple and practical way the different elements involved in the articulation and pronunciation of sound. (p. 27).

There are two main strategies for teaching phonology: analytical phonetics and synthetic phonetics. Synthetic phonetics focuses on the development of phonological awareness as a key skill, to learn to decode written text into sounds, converting letters into sounds and then mixing these sounds to form words (Smith, 1999). Analytical phonetics, sometimes also known as the "word" method, involves the analysis of whole words to detect phonetic or spelling patterns (spelling), following the division into smaller parts, and pronunciation to help with the decoding process. Help students analyze letter-sound relationships in words that are already familiar to them (Alhumsi, 2020). In both cases, it is necessary for students to have a certain phonological awareness. From this perspective it is necessary to define what phonological awareness is and the patterns to consider developing an effective material for children.

Phonological awareness. Phonological awareness refers to the metalinguistic abilities of the individual to understand and assimilate the phonetic processes of spoken language. This ability is characterized by being able to perform different divisions and classifications within the language such as: separating words by phonemes or syllables, pronouncing each word by adding or omitting phonemes, accentuating any syllable in the word, or identifying phonetic sequences as rhymes in poems.

Now, phonological awareness develops at various cognitive levels that involve certain degrees of complexity, which can range from something simple such as the development of sensitivity to identify the sounds that make up each word, to being able to articulate the phonetic sequence of the words that are heard, where processes such as writing, and reading are already involved. In this way, Muñoz and Melengue, (2017) affirm that it is a "higher-order and structured cognitive process, mediated by various skills that at the same time must be matured and acquired so that the person achieves the use and manipulation of the basic elements of oral language in its phonological structure". (p. 17)

For Bravo (2004) he mentioned two forms of phonological consciousness: one analytical and one holistic. "The first is closely related to the decoding abilities of the individual, while the second consists of that ability to recognize the phonetic similarities of language that occurs in the first years of the child's learning". (p. 53).

Also, Mejía and Eslava (2008) synthesize the skills that the child must develop to acquire a phonological awareness efficiently and effectively to develop more complex processes such as writing and reading. These skills are:

- Identification of rhymes.
- Syllable pairing.

- Pairing of words by syllabic attack.
- Segmentation of sounds within the word.
- Manipulation of the order of the segments within the words.
- Elimination of sounds within the word. (p.59).

For the development of these specific skills, these two authors propose that learning be carried out sequentially first, and the following didactics should be carried out: works with word games such as rhymes, songs and games, poems, and verbal series (Ibid.). Phonetic awareness is directly significant for two processes that students must develop, phonetic synthesis (segmentation) and phonetic analysis (blending).

Effectiveness. According to the Encyclopedia of Information Science and Technology (2018), effectiveness is "the degree to which goals are achieved and the extent to which specific problems are solved." Therefore, it could be assumed that effectiveness could be determined from an analysis of the results, considering the objectives and their implications. In the words of Scheerens (2015) The concept of effectiveness depends on the establishment of means-objectives associations, which can be seen as formally analyzable or compared as analysis of cause (means) and effects (objectives achieved).

For Gatbonton, (2013) is stated that the most conventional method for evaluating the effectiveness of teaching materials is to compare two classes; one using the materials you want to test and another using different sets of instructional materials. This form will be used to test the effectiveness of the new material. Taking as a reference two groups of the same ages and grades, in group 1 the new material will be applied, and group 2 will use the current material.

Analyzing the effectiveness of a material should involve the evaluation process, Mukundan (2004, 2009) argues that there are two purposes for evaluation; the first purpose is to select the textbook and the other purpose is to determine the effectiveness of a textbook. From this perspective it is necessary to inquire into the process of evaluating a textbook in terms of achieving the purpose of the project.

Evaluations can be carried out at different stages; Cunningsworth (1995) proposed three approaches to evaluation in terms of period: pre-use, in-use and post-use evaluation. This model is supported by different authors, including Tomlinson (2003), who state that pre-use evaluation involves making predictions about materials, helps teachers select an appropriate course book for a particular group. In use or as Tomlinson, (2004) calls it while evaluation of use involves determining the usefulness of materials while using or observing their use. Finally, "post-use evaluation can help to comprehensively evaluate the short- and long-term implications of materials on users" (2000, p.18) the latter two are important in establishing the success of learning materials.

Most researchers use categories such as those suggested by Tomlinson, (2003) (texts, design, tasks, objectives, local needs, and pedagogical factors) to form the main control points for the evaluation of materials. In the case of this study, I will develop an analysis based on pedagogical factors in terms of revealing how communicative competence objectives were achieved.

Chapter II

Instructional Design

This part of the research will focus on presenting the pedagogical characteristics of my research project. It briefly describes the pedagogical intervention and the stages that were carried out.

Description of the intervention

For this research, the methodology consists of three stages: the first stage of diagnosis, a semi-structured interview was conducted with English teachers from the institution to know the current state of the methodologies implemented in the school. This phase also includes direct observation in English classes, which was recorded on a laptop, this tool was used to identify first-hand the weaknesses and strengths of the methodologies and represent the materials used.

In the analysis of interviews and field notes of observation, the problem arises as "the lack of stable material for the institution", precise to the institutional methodology and the needs of children. Subsequently, the second stage of the research focused on the design of the didactic material based on the Phonetic Method, after the diagnosis presented in the proposed theoretical framework. Finally, the third and final stage was an observation guide applied during the implementation of the didactic material and the analysis of the final scores of groups one (where the new material was applied) and group two (where the previous material with which they used to work was applied), to identify if the new material has a positive effect on the development of communicative skills competencies.

In the teaching of foreign languages, several theories are developed, managing to focus on the production of basic skills, listening, speaking, writing and understanding

the other language, where the materials meet an important stimulus and the knowledge acquired can be evidenced in terms of improving teaching skills, when learning a foreign language.

Consequently, this research seeks to analyze and evaluate institutional materials to see if they are effective in teaching English. Additionally, it is proposed to create new didactic material for this institution, a book that uses the contributions made by the Phonetic methodology.

Innovation in the creation of materials

Before going into detail about the reason for this choice, it is necessary to clarify that the didactic material refers to "anything that is used by teachers or apprentices to facilitate the learning of a language" Tomlinson (1998, p. 2). For the design of this didactic material, the booklet model was chosen because it is a resource that facilitates the work of the teacher, as well as the learning processes of the child, thanks to its simplicity and the creative aspects implicit in that material. With this in mind, it's also important to clarify that teachers have always needed tools that support their work and not just rely on their own creativity. In this sense, Baeza, Pazos and Roa (2018) cite the definition given by UNESCO (1989), which defines materials as:

> Those tangible instruments that use printed, oral or visual media to support the achievement of educational objectives and the development of curricular content, [...] interact with those who use them to support the learning of new concepts, the exercise and development of skills and the verification of elements (p. 9).

However, within the requirements found in the creation of these didactic materials it has been considered that they are striking, as interdisciplinary as possible, contextualized and flexible. In line with this last value of flexibility, it can be said that

there is a wide variety of teaching materials; therefore, there are several ways to classify them. In the first instance, UNESCO divides them into:

- Bound materials: textbooks, brochures, manuals, booklets, brochures among others.
- Unbound materials: murals, newspapers and audiovisual tools.

The second way to divide them according to the same institution is given by the way in which the information is transmitted:

- Visual materials: photographs, drawings, sculptures, maps, etc.
- Audiovisual materials: the written word is mixed with the spoken word and the image, as is the case with films and documentaries.
- Oral materials: those that use spoken language such as radio or recordings.
- Technological materials: those that use technology and that may include any of the above materials, such as the Internet.

Among all these materials, the booklet stands out thanks to the fact that it allows to present the content of the class from the teacher's own possibilities. According to Baeza et al. (2018) the booklet can be defined as a notebook with a simple and printed format, which facilitates its distribution and acquisition.

In the school context in which this research is presented, it should be noted that it is quite useful not only for what was said above, but also for its small size, since it makes the information concise and truthful. Therefore, Baeza (2018) states that:

Originally, the booklet were printed manuals for teaching the alphabetic code and were directly associated with the reading and writing processes of the early years of

> schooling. (...). At some point in its history, pamphlets became the most widely used text formats by professors of different disciplines because of the benefits they possessed (Ibid., p. 44).

Among the differences that can be found with similar materials such as guides and manuals, the booklet is distinguished by covering less content, but at the same time it is more forceful with the information it presents. In addition, it is less inductive as it is designed to guide debate, discussion, and participation in the classroom, so many of the questions posed are not answered within the classroom. They can pose during class and construction takes place with students.

Within the requirements given by UNESCO for the creation of written data material, the booklet must have, as part of its structural principles, the cognitive, affective or psychomotor objectives for which it is prepared, as well as clarity in the content to be realized. Teach and how this pedagogical tool will be developed.

Having these points clear, the booklet that is intended to be designed as a result of this research seeks to provide the teacher with contexts or situations where children can participate orally to develop a more elaborate phonetic awareness and better bases within the foreign language taught. Also, among the reasons why this model of didactic material was chosen are the following:

- Promotes situations of conversation and group integration in students.
- It promotes debate that encourages the creation of knowledge among the students themselves.
- It encourages the development of autonomous competences by the student since it can be managed by the latter without the constant advice of the teacher.

- It is appealing to children and helps them motivate them by the content they are learning.

This material tries to be the first contextualized with the phonetic methodology implemented in the Melanie Klein School. It was designed considering the principles proposed by Tomlinson (2003):

- Materials should have a clear relationship to the curriculum where they will be implemented- The content closely considers the requirements of the established curriculum.
- Materials must be authentic in terms of text and task. – The material includes genuine activities, adapting games, stories, communicative activities in a cheerful and attractive way.
- Materials should provide opportunities for interaction and communication. - There are activities that promote interaction between students with the teacher, the ultimate goal is to use the language acquired in real context.
- Materials should allow students to focus on the formal aspects of the language. - Activities promote the use and identification of basic structures, in order to acquire tools in communicative tasks.
- Materials should encourage students to develop learning skills. The activities are designed to improve the process of learning vocabulary, listening comprehension and reading comprehension.
- Materials should encourage students to apply their developmental skills to the world beyond the classroom. – The activities promote spontaneous communication, develop creativity and plasticity of spoken language; cultivate the potential for sensitivity and communication of thoughts, intentions and meanings produced by speaking language. (p.78).

The material also attempts to establish the reflections and perspectives of future teachers on the process of teaching and learning a second language. According to Avarzamani & Farahian (2019), "Reflection is often regarded as a skill of English as a foreign language", which especially requires a certain degree of reflection. Children use learning English and teaching phonetic work materials in daily classroom activities as one more activity of their training process.

Language theory

Communication is a fundamental process for the human being to the extent that it allows him to develop life in society because, from the exchange of personal meanings, collective meanings are constructed, which lead to the consolidation of pacts and agreements and to relate in different ways. In the early stages of life, therefore, the gesture occupies a fundamental place because it is the way in which children in their early stages of life express their needs, sensations and feelings; it's how they relate to other people and the world around them.

That is why Piaget (1980) and Vygotsky (2003) made fundamental contributions to explain the reasons why communicative processes are fundamental in cognitive development during the early stages of life, which extends throughout life. They also demonstrated that communicative interaction is a fundamental element in language development. Thus, a decade later, Krashen (1987) considers the importance of communicative and listening processes in the acquisition and development of a second language.

From this perspective, the didactic material presented here for the Melanie Klein School, is characterized by having a communicative approach, based on the phonological method, which means that it is composed of a series of theoretical

principles that guide the communicative teaching of English as a foreign language. It is important to make it clear that an approach is different from a method in that it is more of a theoretical position through which the methods, techniques, and instruments by which to carry out the teaching processes are decided. In this sense, this approach conceives the nature of language, the teaching and learning of languages according to specific criteria.

Therefore, the teaching of a second language from the communicative approach focuses on organizing "learning experiences in terms of relevant activities and tasks of interest and / or real need of the student, so that it is formed in the use of the object language to perform true actions in interaction with other speakers / users of that language". (Gabianni,2007, p. 52).

As it seems, this approach has a special practical character because, implemented from the early stages of learning, it connects children with the need for expression in another language to perform in everyday situations. While the designed activities involve making sounds, striving to identify how graphemes are associated with phonemes, and even performing movements and gestures to process these elements, learning is aimed at achieving successful and assertive communication.

The didactic material presented for the Melanie Klein School preschool is characterized by a communicative method based on phonetics, which means that it consists of a series of theoretical principles that guide the communicative teaching of English as a foreign language. It is important to be clear that the difference between method is that it is more a theoretical point of view through which the methods, techniques and tools are determined to implement the process of teaching and learning

English in this sense, this method conceives the essence of language according to specific standards, that is, the teaching and learning of languages.

Therefore, the teaching of a second language from the communicative approach is adjusted in organizing "learning experiences in relation to relevant activities and tasks of interest and / or that covers the real need of the student, so that it is formed in the use of language to perform true actions of interaction with other speakers / users of that language". (Gambian,2007, p. 52).

On the other hand, the Melanie Klein institution, located in Mosquera, Cundinamarca, has implemented the Phonics method as the main strategy for teaching English as a foreign language. This method has its origin in the phonetic technique, which was created for the teaching of reading and writing English as a foreign language. As Sanz, (2015) explains: "this is done through the development in students of phonological awareness, the ability to hear, identify and manipulate phonemes, in order to teach the correspondence between sounds and the graphemes that represent them." (p. 10).

In this sense, the basic exercises proposed by this method consist of connecting the sounds of the language being learned with the letters to which they are associated so that it is taught to join the sounds of the letters to form the words. The sounds are also accompanied by gestures and images that allow a greater amplitude in the possibilities of expression of ideas and feelings.

As you can see, this approach has a special practical character, since implemented from the early stages of learning, it connects children with the need for expression in another language to perform in everyday situations. While the designed activities involve making sounds, striving to identify how graphemes are associated with

phonemes, and even performing movements and gestures to process these elements, learning is aimed at achieving successful and assertive communication.

Determining some patterns to design the book and analyzing the institutional and individual needs of the students, the new material arises with the name of "Exploring a new world", see annex 7. Which it is expected to be the student`s book for the later years.

Instructional stages

Table 1.

Instructional Stages of the intervention

Stage 1: Diagnosis			
Interview with the teacher		Pre-observation guide	
Stage 2: Material Design			
Compilation of institutional standards (curriculum, Understanding goals, methodology)		Design of the material considering the analysis of the last stages and theoretical background. See annex 7.	
Stage 3- Implementation of the designed material			
	Session 1: Phonemes	Session 2: Reading	Session 3: Listen	Session 4: Talk
Week 1	The goal is to enter the phoneme /d/, hand signal and vocabulary, and then solve page 48. See annex 7 page 48	Students will remember vocabulary using flash cards, then the image reading activity will be developed on page 49. See annex 7 page 49.	The student will listen to a song to remember the vocabulary and identify the correct pronunciation of each word, then the listening activity will be developed on page 50, Listening to a story, and organizing the sequence of the images. See annex 7 page 50.	Students will develop the public speaking activity proposed on page 51 individually and then share their performance in front of the group. See annex 7-page 51

Week 2	The goal is to enter the phoneme /w/, the hand signal and vocabulary, then solve page 52 to identify the vocabulary. See annex 7-page 52.	Students will remember vocabulary using flash cards, then reading images in context will develop the activity on page 53, organizing the images into a story by context. See annex 7-page 53.	The student will listen to a song to remember the vocabulary and identify the correct pronunciation of each word, then the listening activity will be developed on page 54, Listening to the teacher's instructions. See annex 7-page 54.	Students will develop the oral activity proposed on page 55. It is a bingo game. See annex 7-page 55.
Week 3	The goal is to enter the phoneme /v/, hand signal and vocabulary, then solve page 56 to identify vocabulary. See annex 7-page 56.	Students will remember vocabulary using flash cards, then the image reading activity will be developed on page 59. See annex 7-page 59.	The student will listen to a song to remember the vocabulary and identify the correct pronunciation of each word, then the listening activity will be developed on page 57, Listen to a story, and answer some questions about it. See annex 7-page 55.	Students will develop the oral activity proposed on page 58. See annex 7-page 58.
Week 4	The goal is to enter the phoneme /q/, the hand signal and vocabulary, and then solve page 60 to identify the vocabulary. See annex 7-page 60.	Students will remember vocabulary using flash cards, then the simple sentence reading activity will be developed on page 61. See annex 7-page 61.	The student will listen to a song to remember the vocabulary and identify the correct pronunciation of each word, then the listening activity will be developed on page 62, Listening to some phrases to number the images in the correct sequence. See annex 7-page 62.	Students will develop the public speaking activity proposed on page 63 individually and then share their performance in front of the group. See annex 7-page 63.
Week 5	The goal is to enter the phoneme /w/, hand signal and vocabulary, then solve page 64 to identify vocabulary. See annex 7-page 64.	Students will remember vocabulary using flash cards, then the image reading activity will be developed on page 65. See annex 7-page 65.	The listening activity will take place on page 66, Listening, and following some instructions. See annex 7-page 66.	Students will develop the oral activity proposed on page 67 in pairs. See annex 7-page 67.

Week 6	The goal is to enter the phoneme /y/, hand signal and vocabulary, then solve page 68 to identify vocabulary. See annex 7-page 68.		The student will listen to a song to remember the vocabulary and identify the correct pronunciation of each word, then the listening activity will be developed on page 69, Listen to a story, and answer some questions about it. See annex 7-page 69.	Students will develop the oral activity proposed on page 70 in pairs. See annex 7-page 70.
Week 7	The goal is to enter the phoneme /z/, the hand signal and vocabulary, then solve page 71 to identify the vocabulary. See annex 7-page 71.	Students will remember vocabulary using flash cards, then the image reading activity will be developed on page 72. See annex 7-page 72.	The student will listen to a song to remember the vocabulary and identify the correct pronunciation of each word, then the listening activity will be developed on page 73, Listening to some phrases and drawing. See annex 7-page 73.	Students will develop the oral activity proposed on page 74. See annex 7-page 74.
Stage 4: Data Analysis Stage				
Post-observation guide			Description of the final results	

The table 1 presents the description of the stages throughout the intervention. It contains the themes and pages of the created material that were used to engage in a term. Own elaboration. (2020)

Topic Selection

The selection of the topic was based on supporting the curriculum of the course as well as the language in a direct and contextualized way with the aim of improving communicative development using the phonetic method. My supplementary material is divided into three units, each unit corresponding to the three terms that make up the school year. Due to time constraints, only one of the units was applied in the intervention, and corresponds to the third quarter of the year where students have the following comprehension objectives:

- Reading: The student describes images that involve vocabulary and expressions learned.
- Listening: The student identifies specific information about the stories they hear.
- Speaking: The student makes simple oral presentations about their context.
- Phonetics: Students recognize and classify vocabulary related to the phonemes: /d, v, w, x, y, z/.
- The student shows a positive attitude throughout participation, responsibility and behavior.

For the project, only the first four comprehension objectives will be taken into consideration during the data design, intervention and analysis stage.

Another document that was used in the design process was the curriculum of the institution, taking into account the perspective of Tomlinson (2003) who states that the materials must have a clear relationship with the curriculum where they will be implemented. According to this institutional archive, the topics that children should work on during the trimester are:

- Phonemes (d, v, w, x, y, z, q)
- Action verbs and grammatical structure: (eat, drive, whistle, jump, run, walk, dance, drink, climb, swim, fly, sing) (can - cannot)
- Body parts: (arms, legs, hands, eyes, mouth, nose)
- Pronouns: (she-he)

It is also important to mention that the skills developed through this didactic material are articulated with those objectives formulated in the national bilingualism plan, which

establish the basic points for Colombian children to reach the expected levels of English according to the degree in which they are. In accordance with this, in the Learning Principles of the National Bilingualism Program, a Suggested Curriculum is indicated for students of initial education, where the standards that must be integrated into the English Curriculum of the specific grades have been formulated. (MEN, 2016)

In this curriculum for transition to Primary, the development of a pre-A1 preparatory level is proposed in which the tasks and projects to be carried out "will allow the development of communicative bases (linguistic, pragmatic and sociolinguistic), with preparation processes in the four language skills". (MEN, 2016, p. 29) As no standards are proposed for initial education courses, the suggested skills to be developed for "TRANSITION DEGREE" will be considered which are:

- Listening skills
- Preparing for conversation

Considering that the Phonetic method is specially designed to provide fun, entertainment and stimulate creativity in the oral expression of children in their process of learning a foreign language, the forms of evaluation of the process carried out are established having as main proposal the enjoyment of children. According to the competencies to be followed, I formulated the goals to be achieved, to be evaluated and the corresponding standards for this evaluation.

Table 2.

Competences and evaluation of the proposed activities

Competence	Achievements to be evaluated	Evaluation
Listening	• I recognize when they speak to me in English, and I react nonverbally.	The student understands and responds to a greeting (or farewell in English).
	• I recognize that there are other people like me who communicate in English.	The student participates and enjoys the class without distrust of making mistakes.

	• I recognize the sounds of the letters D, W, V, Q, X, Y, Z. • I identify images, sounds and gestures associated with the letters D, W, V, Q, X, Y, Z.	Students respect each other and support each other in their learning process. The student completes the activities assigned by each axis in an appropriate way, reflecting effort and taste during the development of this. The student imitates sounds, gestures and reproduces the movements of sign language present in the Vocabulary axis.
Speaking	• I recite and place children's rounds in English that I understand, with the right rhythm and intonation. • Do not name animals, objects and things in English from images and sounds	The student strives and enjoys repeating the sentences he finds in the material. The student identifies, points his finger and pronounces names of objects, animals and things in the material.
Reading	• I follow the sequence of a simple story, from images. • I can make descriptions based on a story or an image. • I participate in games that involve recognizing the sound and shape of the letters D, W, V, Q, X, Y, Z	The student responds correctly in the activities proposed in the reading comprehension axis. The student remains attentive to the recordings and videos that make up the activities of the Listening axis; it also seeks to imitate the pronunciation of entire words and phrases. The student can name objects and things that belong to him. The student can write words in English and recognize their meaning.

Table 2 shows the goals to be achieve in each communicative competence, according to the understanding goals stablished in the institution and the standards to be evaluated in the activities proposed in the new material. Own elaboration. (2021)

Chapter III

Research Design

This chapter presents the research design of this project, the printed didactic material to teach English to children between 5 and 6 years old at the Melanie Klein Institution in Mosquera, considering its curriculum and institutional methodology. In addition, it describes the development of didactic pedagogical material for the teaching of English as a second language programmed in the research, the methods of data collection and the support for the implementation of the creation of materials. The purpose of creating support materials is to respond to the interest in seeking knowledge and improving the performance of the teacher of English as a foreign language in the training of young children in the learning of a second language. It is believed that this teaching material will help teachers through the phonetic method to facilitate the teaching process and improve the communicative skills of students.

Research question

What is the effectiveness of the implementation of the designed book based on Phonics methodology to reinforce the communicative skills development of Kinder Students at the Melanie Klein institution in Mosquera?

Objectives of the research

General objective. Design printed material for the process of teaching and learning English in children between 5 and 6 years old at the Melanie Klein Mosquera institution, considering its curriculum and institutional methodology

Specific objectives

- Identify the methodology in English classes of the preschool students at the Melanie Klein School.

- Establish the main academic indicators for designing a new printed material.
- Implement the material designed according to the guidelines established in the curriculum for English in the kindergarten grade.
- Analyze the impact of the implementation of the design material on the communicative learning process of kindergarten students.

Type of research approach

This research work has a Mixed method approach, which according to Creswell (2011) is defined as:

> A research design (or methodology) in which the researcher collects, analyzes, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry. (P. 119)

The same author proposed six types of mixed-method: The convergent parallel design, The explanatory sequential design, The exploratory sequential design, The embedded design, The transformative design, The multiphase design. In the case of this project the exploratory sequential design will be develop in terms that, this is the technique type that is used when quantitative and qualitative data are gathered consecutively. The qualitative data is obtained first, and then the quantitative data is acquired to explore the relation between the qualitative data. But both data support each other and give a deeper an provide a more elaborated understanding of the project. In this kind of research, the qualitative method is emphasized more than the quantitative method.

From this perspective, qualitative approach will have a priority, according to Hernández, Fernández and Baptista (2014) it is defined as:

> It focuses on understanding phenomena, exploring them from the perspective of participants in a natural environment and in relation to their context. The qualitative

> approach is selected when the purpose is to examine the way individuals perceive and experience the phenomena around them, delving into their views, interpretations, and meanings. (p. 358)

In particular, qualitative methodology is important in this research because it allows to describe a set of characteristics of a specific population, preschool children to guide the development of strategies to solve the problems identified in the teaching of a second language, (Quecedo & Castaño, 2000).

Qualitative studies attempt to systematically describe the characteristics of variables and phenomena (to generate and refine conceptual categories, discover, and validate associations between phenomena, or compare constructs and postulates generated from phenomena observed in different contexts), as well as the discovery of causal relationships, but avoid assuming a priori constructions or relationships. They try to discover theories that explain the data. Inductively created hypotheses, or causal propositions adjusted to the data and constructs generated, can be developed, and confirmed.

According to this definition, the qualitative approach is key to carry out observation, diagnosis, and analysis work on the effectiveness of the materials used in the Melanie Klein institution, as well as the formative process of the children and the class dynamics proposed by the English teachers within the preschool. This allows me as a researcher to obtain accurate information to see the shortcomings of these and design new materials to cover those weaknesses.

However, a quantitative analysis of the final scores of the groups involve in the project will provide veridic information to support the effectiveness of the implementation of the material in the students.

Type of study

The research interest arises from the focus on training, the linguistic and curricular performance of teachers of English as foreign languages, and the determination of how their performance is affected by the implementation of the material support program in Design of printed didactic materials to teach English to children between 5 and 6 years old at the Melanie Klein Institution in Mosquera, considering the curriculum and institutional methodology.

Considering the main objective of this project, action research is developed, it is a term coined and developed by Kurt Lewin in several of his books. Research (Lewin, 1973), currently used in various methods and perspectives, depends on the problem to be solved.

Action research is applied to projects where professionals seek to achieve transformation in their own practice. According to this position, follow the next path to identify and solve problems. The design and planning of programs and materials for the teaching of English in preschool children for their implementation, monitoring and subsequent evaluation of their effectiveness to obtain the conclusion of focusing on the teaching-learning process of the teacher in the training of the same.

The research process follows the natural way of conducting action research from the point of view of the preschool level cycle recommended by Harmer (2007). First of all, it is vital to understand the issues that affect children's and teachers' language learning processes; second, it is necessary to reflect on a problem and request information that will offer researchers with data to collect and analyze.

After collecting the information provided in the post-observation and the teachers interviews, I determine the main features to consider in the design of the new material,

taking into account the theoretical background provided by Tomlinson (2003) in the development of effective material, this procedure is developed to accomplish the main objective of this project. Finally, the post observation guide and the experimental and non-experimental group´s final scoresheets were analyzed and contrasted in order to determine the effectiveness of the implementation and give an answer to the project question.

It is interesting to note that the design of the creation and implementation of supporting materials will have a positive impact on the learning of a second language. The fundamental purpose of action research teaching is to explore how teaching/learning occurs to promote practice, and its dual objective is to modify practice and provide theoretical knowledge. By looking at the data collected after implementation, it will be possible to reflect the effectiveness of materials created for teaching a second language in preschool children.

Research scenario

This research was situated in a Colombian private school located in Mosquera, The Melanie Klein School is in the range of the 3 best schools in Mosquera according to the Ranking Col-Sapiens 2019, the school has levels from Kindergarten to secondary education, it is focuses in English as a second language and solid skills in business management, as well as principles and values.

The chosen population are the preschool children of the Melanie Klein educational institution who are between 5 and 6 years old, 30 children divided into two groups, group 1 (Group A) will intervene with the new designed material, and group 2 (group B) which will continue working with the old material (guides and notebook templates), all of them have received English classes under the method of phonetics. The sampling

was carried out for convenience, which according to Hernández, Fernández and Baptista (2014) is about prioritizing the criteria of the researcher and favoring the possibilities of access. Similarly, four professional professors were selected for the application of the semi-structured interview working in the institution.

Tools for data collection

Interview with the teacher. For this research, an interview will be used as the main instrument of the diagnostic phase, applied to four professors of the institution, in order to understand first-hand how the process of implementing the method is in the current material of the institution. And the main remains are presented inside the classroom. According to (Hernández, Fernandez and Baptista 2014) the interview:

> It is defined as a meeting to discuss and exchange information between one person (the interviewer) and another (the interviewee) or others (interviewees). In the latter case, perhaps it could be a couple or a small group, such as a family or a manufacturing team. In the interview, through the questions and answers, communication and the joint construction of meanings on a topic are achieved. (p.403)

It should be noted that, in order to deepen the findings, the interviews will allow a dialogical approach with the teacher of the area from which it is sought to extract the information that supports the research for the creation of didactic material. According to Blanchet (1989), the interview aims to acquire important information according to the purpose of the study, the resources available and the time of its completion. Thus, taking into account the objectives of this research, the interview script are designed, which will take into account the topics and subtopics that must be covered according to the categories of analysis. The type of questions will be asked openly, allowing for the most information informally.

Given this last feature, the interview will be semi-structured, so you have the flexibility to incorporate spontaneous questions or additional information as your development requires. The interview script (Table 3) will be divided into three sections according to the previously established categories, namely: Phonological Awareness, Communicative Processes and Pedagogical Material. These interviews will be developed individually and in Spanish, they will also be recorded and will take place to analyze and determine the main characteristics to be taken into account for the diagnostic stage. (See Annexes 2, 3, 4 and 5)

Table 3.

Script of the interview

The following guide will be used for the development of the interview with the teacher in charge of the English class of preschool children. Please note that this is a semi-structured interview, so it is flexible to incorporate additional questions and information.
Name:
Training (vocational, technical, etc.)
Experience time
Phonological awareness
1. Does the current material used in the classroom facilitate the acquisition of a phonological awareness in the student?
2. What teachings in relation to phonological awareness tend to have the best response from students in the classroom?
3. Do you think that with the current material and the didactics used, it is possible for students to acquire the skills of being able to segment words by syllables?
4. Do you consider that with the current material and the didactics used, it is possible for the student to acquire the skills of being able to match words according to their phonetic or auditory qualities?
Communicative processes
5. Do you consider that the student demonstrates motivation to participate, carry out the proposed activities and express themselves through the words of the foreign language they know?
6. Do you think that learning the words of the foreign language is learned with the same naturalness as the mother tongue?
7. What is the interaction like between you as a teacher and the students?
8. How do you identify each student's individual deficiencies within the class?
9. How do you prepare for each of your classes?
10. What aspects do you seek to highlight within the class outside the academic content?
11. Do you prefer to emphasize speaking, listening, reading, or writing in your classes?
12. Is there a high level of student participation in your class?
13. Do classroom teaching materials promote interpersonal relationships and teamwork within the classroom?
14. Do the teaching materials make use of audiovisual tools?

15. How involved does the foreign language become in carrying out activities in the classroom? Does the use of Spanish or English predominate in these?
16. Do students propose interactive activities to strengthen training processes? What have been these proposed activities?
17. In the evaluation processes, what has more weight, the process or the result of the exam?
18. Do you describe the methods you use to evaluate content viewed in class?
19. Does the student interact in the evaluation processes with the teacher or is he positioned as a passive actor in front of him?
Teaching materials
20. Do you think the current materials facilitate the content of the class?
21. Is the use and use of materials clear to you as a teacher?
22. Can materials be approached by students autonomously and independently without constant teacher guidance?
23. Do the materials correspond to national rules and regulations as proposed by the Ministry of Education?
24. Are the didactic materials explicit in the content that is intended to be taught without giving rise to doubt or confusion on the part of the student?
25. Do the materials correspond to the level of English of the students?
26. Do students respond optimally to taught speaking, listening, and literacy skills?
27. How do you describe and perceive the attitude of students in the classroom both interpersonally and towards the contents of the subject?

The table 3 is the guide to be used in the development of the interview with four teachers, who are in charge of the English class of preschool children. Keeping in mind that this is a semi-structured interview, so it is flexible to incorporate additional questions and information. Own elaboration (2019).

Pre-observation guide. In addition to semi-structured interviews with teachers, an observation was made of possible weaknesses that existed within the institution in relation to the material provided for the teaching of English as a foreign language and the findings were recorded in an observation guide. This instrument consists of a roadmap that defines a series of criteria to be analyzed in a given space. In the case of classrooms, observation guides are essential because they allow collecting first-hand information and understanding the ways of learning of students, the deficiencies of pedagogical methods and the didactics used by teachers. According to Lobera (2010), observation in the classroom requires the following elements:

- Reliable: the instructor will make sure that the observed fact is not the result of something fortuitous, but constant and true. It is an aspect of students' behavior and can also be detected by someone else.

- Valid: The observation acquires validity because it is applied to a situation in which the student's behavior is clearly appreciated.

- Precise: focuses exclusively on the fact that needs to be highlighted and separates it from all the actions that surround it.

- Objective: the observed behavior is recorded and described, without qualifying it as good or bad.

In the same way as the previous instrument, the observation guide will be structured according to the three categories of analysis established for the diagnostic phase, namely: Phonological awareness, communicative processes, and pedagogical material. Each of these categories will have their respective subcategories and indicators to determine the effectiveness of the material in terms of communicative competence, phonological awareness and material development, as follows:

Table 4.

Specific subcategories evaluated in the observation guide

Category	Subcategory
Phonological awareness	Metalinguistic skills Graphic-phonic recognition skills
Communicative processes	Student communication processes Teaching communication processes Communication processes in educational materials Communicative processes in the objectives of the class Communication processes in class activities Evaluation of communication processes in class
Teaching Material	Objectives or goals Content organization Instructional model Procedures Techniques of the activities used in the development of the units. Editorial design Type of evaluation Administration

Table 4 shows the categories and subcategories to be registered and evaluated in an observation session, to determine the methodology, weaknesses used in the English classes of the Melanie Klein School. Own elaboration (2021).

Post-observation guide. This last instrument is part of the evaluation phase, that is, it will be applied once the didactic material has been implemented, since its purpose is to evaluate if it has the expected effects.

Table 5.

Post-observation guide

Listening
1. Are children able to hear phoneme discrimination?
2. Can children follow the instructions given in the foreign language?
3. Do children make gestures corresponding to the letters or words the teacher is giving them?
4. Were the listening exercises accompanied by songs and other elements more or less effective? Did they have the expected reception in the students?
5. Do children accompany the letters they are learning with their representation through their hands? Do you understand what these symbols mean?
6. What was the phoneme that presented the greatest difficulty and the one that was most facilitated in the listening exercises?
Speaking
7. Are children able to reproduce the basic sounds proposed by the teacher?
8. Do children use the right gestures, pauses, and tone in their messages?
9. In addition to traditional sounds, are children able to reproduce sound aspects of rhythm, accent and intonation, characteristic of the foreign language?

10. Do children establish a dialogue with each other to discuss the answers? Do you use English words in this dialogue?
11. Can children use learned expressions ("I have," "this is," "I can," "like") in everyday contexts?
12. In addition to the class content, does the child accompany his or her interventions with expressions of feelings, experiences, and needs?
13. Do children show the use of everyday expressions in English such as greeting, apologizing, thanking, etc. and regulating their own behavior?
14. What was the phoneme that presented the greatest difficulty and the one that was most facilitated in the oral exercises?
Reading comprehension
1. Do all children follow the same reading rhythm in group exercises?
2. How many of them take longer to do so?
3. How many readings do students require before developing the activities associated with the texts?
4. Are children capable of interpreting images, posters, photographs and pictograms?
5. Do you have difficulties with any image or symbol?
6. Are children able to recognize the essential content of texts?
7. Can children reconstruct a story from simple sentences? Do these stories have a logical sequence?
Vocabulary
1. Do students have difficulty differentiating words with the same phoneme?
2. Do children have difficulty differentiating words with different phonemes?
3. Do children use additional strategies to identify the words that are requested in observation exercises?
4. Do technological tools improve or hinder vocabulary learning?
5. Do children tend to consult or debate with their peers about doubts about words?
6. How were the development of the tongue twister exercises, in terms of speed, accuracy, assertiveness?
7. Of the strategies used in the didactic unit, which do you think generated the best results (images, songs, collective participation, individual work, group discussions, and games)? Which one sparked more interest in the children or motivated them the most?

Table 5 shows the four categories and associated questions of the post-observation guide. As can be seen, unlike the instruments used in the diagnostic phase, at this stage the competences and skills that were the basis for the design of the didactic material are evaluated in a particular way. Own elaboration based on the objectives of the project. (2020)

Chapter IV

Data Analysis

This chapter corresponds to the process, techniques of collection, organization and categorization of the information collected through the tools mentioned in the last chapter. This section presents the results of the instruments applied, first, those corresponding to diagnostic instruments, teacher's interviews and pre- observation guide, which are fundamental for the development of didactic material based on the method of Phonetics. Once the data of this diagnosis has been analyzed, the material will be designed and, finally, its effectiveness will be applied and evaluated through a post-test (observation guide) and the analysis of the final scores of the two groups chosen for the project

Interview with teachers

This section presents the results of the interview with the teachers of the institution, which will serve as a diagnosis to understand the current state of English teaching in the school and determine the steps to follow.

To analyze these data, I have adopted the framework developed by Miles and Huberman (1994) to describe the major phases of data analysis: data reduction (simplifying the information), data display (organize the information in a chart, diagram, matrix) and conclusion drawing and verification (verify the information and summarize). From this perspective it was necessary to reduce the data, examining the findings with the pre-defined framework, which reflects the objectives of the project. The results were interpreted and described considering the categories and subcategories centered around accomplish the research objectives, constructs will take place here to enhance this research process and open new perspectives onto upcoming.

The procedure started by organizing the data collected from teacher`s interviews. These interviews were designed with open-ended questions as they allow the participants to share experiences, feelings and opinions that are important to them about the criteria selected. These questions allow me to know the procedures and weakness of the institutional methodology.

I focused on organize the questions and answers collected in each category that was presented (phonological awareness, communicative process, and pedagogical material), grouping them in a chart, including the number of participants that had similar ideas. though an extensive reading of the interviews' transcription I was able to reduce the information as follows:

Phonological awareness

The analysis came up with the next chart, focused on the phonological awareness questions and teachers` answers.

Table 6.

Teachers` interviews analysis, phonological awareness category

Questions	Teacher 1	Teacher 2	Teacher 3	Teacher 4
1. Does the current material used in the classroom facilitate the acquisition of a phonological awareness in the student?	No	No	No	No
2. What teachings in relation to phonological awareness tend to have the best response from students in the classroom?	Listening Activities	Listening and visual activities	Visual activities	Listening, interactive and visual activities
3. Do you think that with the current material and the didactics used, students acquire the skills of being able to segment words by syllables?	No	No	No	Yes
4. Do you think that with the current material and the didactics used, students acquire the skills of being able to match words according to their phonetic or auditory qualities?	Yes	Yes	Yes	No

Table 6 summarize the information provided by the English teachers in the interview about phonological awareness. Own elaboration (2021)

With this chart I was able to reduce the information provided by the teachers, however there were some specific information that is important to name, to understand the institutional methodology and determine the weaknesses and possible improvements in the design of the new material. So, it becomes necessary to describe and synthetize the information.

When asked if the current material used in the classroom facilitates the acquisition of phonological awareness in children, all the teachers claim that the worksheets used in school at the kindergarten level are not suitable for correct phonological practice. Two of the teachers argue that through the initiative they try to implement different materials that allow children to differentiate sounds and phonemes. The other two teachers maintain that the material used is proposed by them and focuses on the needs of the children, although they warn that it is a black and white material in which they spend a lot of time of design (including working from home).

Subsequently, the teachers were questioned about the didactics that usually have a better response from the children in relation to phonological awareness, among which the listening activities with association exercises and didactics with images through games, from the initial sound, considering the hand signal.

The next question sought to understand whether the current material and teaching methods used ensure that children acquire the skills to be able to learn words by syllables and see if it works for these purposes of starting in learning a second language. The responses in this case were negative; teachers stated that children learn words without matter the length of them. One of the teachers argues that these skills are

acquired, but only through material designed by the teachers themselves, as it is tailored to the needs of the children.

Another teacher points out that in school we do not work by syllables but through phonological awareness, identifying the initial sounds of a word and relating it to the signal with the corresponding hand. According to the teacher, the book used in the institution does not have exercises that allow children to acquire greater recognition of phonemes, since this only helps them acquire more vocabulary. It should be noted that one of the teachers claims that her children have not yet performed word segmentation.

Finally, the teachers were asked if they considered that with the current material and the didactics used it was possible for the children to acquire the linguistic and communication skills to be able to relate words according to their phonetic or auditory qualities. One of the teachers argues that the material does contribute in this regard since the children show skill in different activities of phonological awareness, developing auditory and visual skills. Also, another of the professors' states that the material helps to distinguish groups of words according to the initial phonemes.

For her part, another teacher points out that children can identify the initial sound of the word without writing it and recognize the image of that word just by seeing it on the IQ Board or on television. However, very few classrooms have whiteboards. This teacher states that the process that takes place is the teacher draws, says the word in English and the children respond by making the signal work in the moment with the hand. It is worth mentioning that one of the teachers stated that, although the didactics are very good, the current material is not visually striking for children.

Communicative process

The next chart corresponds to the analysis of the communicative process questions and teachers` answers, I followed the same procedure.

Table 7.

Teachers` interviews analysis, communicative process category

Questions	Teacher 01	Teacher 02	Teacher 03	Teacher 04
1. Do you consider that the student demonstrates motivation to participate, carry out the proposed activities and express themselves through the words of the foreign language they know?	Yes	yes	yes	Yes
2. Do you think that learning the words of the foreign language is learned with the same naturalness as the mother tongue?	No	No	No	Yes
3. What is the interaction like between you as a teacher and the students?	Constant and mainly communicative	Affective and permanent accompaniment	Ludic	Communicative in English
4. How do you identify each student's individual deficiencies within the class?	Diagnostic exercises	Personal accompaniment and observation	Progressive and playful evaluation	Personal accompaniment and observation
4. How do you prepare for each of your classes?	Warm up- main activity- closure	Advance planning, looking for recreational activities	Advance planning.	Advance planning taking into account the classroom project
5. What aspects do you seek to highlight within the class outside the academic content?	Student`s participation	Student`s English use and behavior	The confidence	The respect, teamwork and confidence.
6. Do you prefer to emphasize speaking, listening, reading, or writing in your classes?	Listening and speaking	Listening and speaking	Listening and speaking	Listening and speaking
7. Is there a high level of student participation in your class?	Yes	yes	yes	Yes
8. Do classroom teaching materials promote interpersonal relationships and teamwork within the classroom?	yes "the material created by my own"	No	No	No
9.-Do the teaching materials make use of audiovisual tools?	No	yes	yes	Yes
10. How involved does the foreign language become in carrying out activities in the classroom? Does the use of	The English predominates	The English predominates	The English predominates	The English predominates

Spanish or English predominate in these?				
11. Do students propose interactive activities to strengthen training processes? What have been these proposed activities?	Yes, Pictionary	yes, interactive activities	yes, games and videos	Yes, interactive games.
12.In the evaluation processes, what has more weight, the process or the result of the exam?	The process	The process	The process	The process
13. Can you describe the methods you use to evaluate content viewed in class?	Institutional criteria.	Students' participation and observation of the progress	Progressive assessment	Oral activities, games, worksheets
14. Does the student interact in the evaluation processes with the teacher or is he positioned as a passive actor in front of him?	Students interact in the evaluation through the feedback.	No	No	Students interact in the evaluation.

Table 7 summarize the information provided by the English teachers in the interview about communicative process, it allows me to determine the communicative process, strategies, and level of the students. Own elaboration (2021)

To summarize the students are motivated to use the second language, there are some activities that they really enjoy, like games, videos and interactive activities which could be included in the new material, and there is a marked focus on listening and speaking development in the classes.

Pedagogical material

The next chart corresponds to the analysis of the pedagogical material questions and teachers` answers, I follow the same procedure.

Table 8.

Teachers` interviews analysis, pedagogical material category

Questions	Teacher 01	Teacher 02	Teacher 03	Teacher 04
1. Do you think the current materials facilitate the content of the class?	No	No	No	No
2. Is the use and use of materials clear to you as a teacher?	Yes	Yes	No	Yes
3. Can materials be approached by students autonomously and independently without constant teacher guidance?	No	No	No	No
4. Do the materials correspond to national rules and regulations as proposed by the Ministry of Education?	Yes	Yes	Yes	Yes
5. Are the didactic materials explicit in the content that is intended to be taught without giving rise to doubt or confusion on the part of the student?	No	No	No	No
6. Do the materials correspond to the level of English of the students?	No	No	No	No
7. Do students respond optimally to taught speaking, listening, and literacy skills?	Yes, but Kids doesn`t develop literacy skills yet.	Yes, but Kids doesn`t develop literacy skills yet.	Yes, but Kids doesn`t develop literacy skills yet.	Yes, but Kids doesn`t develop literacy skills yet.
8. How do you describe and perceive the attitude of students in the classroom both interpersonally and towards the contents of the subject?	Positive attitude	Positive attitude	Positive attitude	Positive attitude

Table 8 summarize the information provided by the English teachers in the interview about pedagogical material. Own elaboration (2021).

From this chart I can determine that the material used for the institution is not useful for the academic procedures, first, teachers were asked if they consider that the current materials facilitate the content of the class, to which the majority responded negatively. The teachers argue that although they are an aid for the class, they do not cover all the contents of the syllabus, and since they do not cover all the contents, the teachers must spend much more time making guides to supplement them.

Subsequently, the teachers were asked if the materials could be approached by the students autonomously and independently without the constant guidance of the teacher.

All the interviewees answered in the negative, arguing that in most cases the teacher should be guiding the use of these materials since the students are very young and do not use them properly.

Then the teachers were asked if the materials correspond to the national standards and regulations proposed by the Ministry of Education, to which all of them answered yes and one of them further stated that it is created in the same institution so it must respond to the regulations, however the notebook depends on the activities that the teacher freely proposes in her quarterly planning, avoiding proposing exercises outside the required methodology.

The next question sought to understand if the didactic materials are explicit in the content, they seek to teach without giving rise to doubts or confusion on the part of the student. This question had negative answers, one of the teachers said that they are not explicit because it uses structures and vocabulary that students do not work, another affirmed that they are confusing because they do not have a good content in the material being worked on, a third interviewee pointed out that they are not explicit enough because when they deal with phonemes, they tend to generate confusion in the students. This is the reason why they must design guides, which covered the vocabulary, phonemes and structures learnt during each term.

Afterwards, it was asked whether the materials correspond to the students' level of English, which again elicited different answers. One of the teachers said no without further argumentation, another said no because the images and the type of exercises are not appropriate for their age, another of the interviewees said that only in some cases, and the last one said no, since the teachers must make guides that are adjusted to the English level.

The next question asks whether students respond optimally to the skills taught in speaking, listening, and reading and writing. Three of the teachers argue that literacy is not a developed skill because of the young age of the students. One of the teachers maintains that at their young age the students already try to produce short sentences by describing images in which they take into account their daily life and also develop communicative skills.

Pre-observation guide

In second place, I decided to dig deeper into the teachers' opinions and amplify those ideas throughout the analysis of the observation guide, I looked forward to identifying similar thoughts on the second instrument, which would lead me to complement the information of the institutional methodology, the strategies, and weaknesses to be covered in the design of the new material.

The observation session was carried out during the development of the English class with an intensity of two hours, the results of the same are presented below according to the categories and sub variables presented in Table 5.

Phonological awareness

Table 9.

Observatin analysis, pedagogical material category

Skills	Indicators	
Metalinguistic skills	The student can identify the vocabulary.	✓
	Can the student identify words by initial position?	✓
Graph-phonemic recognition skills	Students can identify the grapheme of the sound.	✓
	Students can identify the hand signal of the phoneme	✓
	Students can identify the sound of a word when they see it.	✓

Table 9 presents the analysis of the phonological awareness section in the observation guide, see annex 1, which relates to sounds and word construction. The indicators arise from the theoretical framework of the construct, in terms of achieve the objective of analyze the methodology of the institution. I reduce the information, interpretating the data and simplifying it in a simple check list format. Based on Márquez & Osa, (2003)

It was determined that the children are receptive to the vocabulary repetition activities presented by the teacher, of the 10 words presented 8 were successfully internalized, making relationship with the phoneme and the corresponding hand signal /b/. Children identify the phoneme located in the initial part of the words in which emphasis is placed on the development of the class, there is identification of the grapheme of the letter, but the class does not focus on it because the children recognize the phoneme through the hand signal or sign language and no literacy process is evidenced in their methodology. Visual recognition of vocabulary is paramount, of the group of 15 children 13 identified vocabulary by viewing images.

Communicative Process. Since the children that make up the sample are preschool students, the communication processes are determined from categories in which it is possible to specifically observe their abilities according to their age range. As stated in the research formulation, the communicative approach developed by Littlewood (1998) is welcomed. Therefore, evaluation standards are established according to the components or sub variables of this approach: Student, Teacher, Educational Materials, Objectives, Activities and Evaluation.

Table 10.

Pre observation guide, Communicative process category

Category: Communicative processes		
Components/Sub variables	**Standards/Indicators**	
Child	• In the classroom, do the children integrate partial skills to perform specific tasks?	✓
	• Does the children demonstrate motivation to participate, carry out the proposed activities and express himself through the words of the foreign language they know?	✓
	• Is it evident that the children learns words with the same nature as other knowledge they learn in his mother tongue?	✓
	• Is it evident that the children have good relations with the teacher?	✓
Teacher	• Does the teacher present himself as a facilitator of communication and teaching of the foreign language?	✓
	• Is it evident that the teacher organizes the class and previously has the necessary resources, serves as a guide in the procedures and preparation of the activities?	✓
	• Does the teacher discuss each child's needs throughout the class?	✘
	• Does the teacher assume a position of supervisor of the development of the class, and not of owner of the same?	✓
	• Does the teacher give your children the opportunity to participate in the class?	✓
Educational Materials	• Are they used to influence the quality of interaction between children and the teacher?	✘
	• Do they promote the communicative use of language (speaking, writing, reading, listening)?	✘
	• Does it integrate awareness components?	✘
	• Does it contain audiovisual resources?	✓
	• Do you encourage the creation and formulation of materials designed by teachers?	✓
	• Do you make use of resources from the external context such as radio, television, or commercials?	✘
Objectives	• Are the classes designed based on a diagnosis?	✘
	• Are the processes through which we seek to solve the difficulties and problems identified in the communicative performance of students adequate?	✓
	• Are they based on children's communication needs?	✓
	• Do they reflect specific areas of communicative competence?	✓
	• Are they oriented towards the practical use of language?	✓
Activities	• Are they aimed at children and teachers who use the foreign language?	✓

	• Do you integrate activities in which it is necessary to share information?	✓
	• Are they aimed at the development of different communication skills?	✓
	• Do you encourage activities outside the classroom or in a different arrangement than the traditional one?	✓
	• Can they be suggested by children?	✓
Evaluation	• Is it aimed at determining children's performance in communication skills?	✓
	• Are they focused on the process and not the product or results?	✓
	• Is the child part of the evaluation process?	✓
	• Does it emphasize the child's enjoyment and assertive use of language?	✓

Table 10 presents the analysis of the communicative process section in the observation guide, I reduce the information, interpretating the data and simplifying it in a simple check list format. Own elaboration based on (Savignon, 1983).

About the students, it is evident that they integrate their previous knowledge in vocabulary and structures to express their ideas and participate in the development of the proposed activities, through repetition and games the students memorize part of the vocabulary related to the phoneme worked and its corresponding hand signal. They are motivated and participatory, although in some of them their attention is a little dispersed, which causes pauses and behavioral corrections in the development of the class. A good relationship between students and teacher is evident.

In relation to the teacher, the role of the teacher in the development of the class allows the interaction and constant participation of the students, asking questions in which the children can participate by raising their hands; the development of the class is 100% in English, which requires a great gestural support of the teacher in the development of the class, there is an established order in the development of the class established in a previous planning required and reviewed by the directors of the institution, there is a preparation of the materials and activities.

As for the playful material, it was found that it is adapted to develop the objectives of the class, in this case the game of tingo tango worked to make a reading of images in which each child participated and expressed orally the internalization of the vocabulary and the structure "I have". During the class, the teacher used a bubble support, the students counted bubbles and internalized the word "bubbles" relating the phoneme to learn. Though, the guide use to recognize the vocabulary, didn't contain communicative purposes and students just color the corresponding pictures.

Audiovisual resources take on great importance in the development of the class with songs projected on the screen where the image of the vocabulary is presented, and great emphasis is placed on the sound of the lyrics. There is no use of external context resources.

However, in terms of objectives, it was found that there is no prior diagnosis for the development of classes, the planning of activities is carried out based on the age of the children, emphasizing the fulfillment of the communicative and conceptual objectives established in the curriculum of the institution through playful activities. Special emphasis is placed on "speaking" and "listening", the "Reading" area is managed through the reading of images and the reading comprehension of short sentences only, since for the "writing" competence it is not developed at the kindergarten level, because they are beginning the process of reading and writing in their mother tongue.

On the other hand, the activities are proposed in a playful way, involving the use of vocabulary and structures learned in real contexts and outside the classroom, these are aimed at strengthening communication and interaction with the language from the area of speaking and listening. In general, the activities are proposed by the teacher.

Finally, the evaluation of the students is based on the communicative competences of the language "listening, speaking, reading" and attitudinal aspects such as the use and behavior of language, focused on the learning process, in the execution of oral activities, classification and identification of vocabulary and phonemes worked weekly.

Didactic material. This category, like the previous one, was evaluated with sub variables, namely, based in the guidelines postulated by Tomlinson (2003): Objectives, Content organization, Instruction model, Procedures, Techniques and the activities used in the development of the units, Editorial Design, Type of evaluation and Administration.

Table 11.

Pre observation guide, Didactic material category

Category: Didactic material		
Variables	**Indicators**	
Objectives	• Bring children closer to the practice of the components they want to teach.	✘
	• Does it facilitate the learning of concepts, the development of procedures and strategies, and the development of attitudes and values related to the components to be taught/learned?	✘
Content organization	• Is the content clearly presented to the teacher?	✓
	• Can the child understand it using his own means (without the help of the teacher)?	✘
Communicative purpose	• Are the tasks of the teaching material adequate and sensitive to the communicative needs of the children?	✘
Instructional model	• The project or topic associated with the communicative process of teaching/learning is clearly indicated	✘
	• There is articulation with standards established at the national level in the teaching of the second language	✘
Procedures	• There is adaptation to the level of English of the students and the model of learning a foreign language.	✓
Techniques and activities used in the development of the units	• The activities are collaborative and discovery in nature	✘
	• The sequence and organization of contents in the lessons of each unit is oriented to the development of communicative skills.	✘
Editorial design	• The design allows the teacher a versatile management	✓
	• The material is attractive to the student and its use is intuitive	✘

	• Materials are purchased in accordance with the educational criteria and purposes of the institution.	✘
Administration	• The exchange and use of the material apply	✘
	• It is used according to the communicative needs of the students	✘

Table 11 presents the analysis of the didactic material section in the observation guide, I reduce the information, interpretating the data and simplifying it in a simple check list format. Based on the categories of (Pamplón & Ramírez, 2018) and Tomlinson (2003)

On the objectives, it was found that the material used for the teaching of English with the Melanie Klein methodology is designed by the teachers, through guides or activity notebooks that are carried out weekly according to the planning and the phoneme to work establishing a relationship with the concepts, vocabulary and structures worked. It is common to use some videos and songs that strengthen the learning of phonemes and vocabulary. In general, it is sought to strengthen reading comprehension by making use of large books, however, they are books with vocabulary and structures a little more complex that do not contribute to the construction of the established components.

The work guides are made considering the skills of the students and the conceptual components to work, the teachers have a total mastery of the elaboration and design of the guides, most of them are easy to understand for the students, however, the instruction of the teacher is necessary for the correct execution of the activity.

Regarding the organization of the content, it was found that the content of the pedagogical material in terms of guides and notebooks is clear and simple adapted to the level of the students, however, it needs a general instruction to be understood and executed correctly by the students. As for large books, they are stories with advanced content for the age of children and it is not easy to understand because of their structure. In general, the guides are focused on vocabulary recognition, they do not fully respond to

the communicative needs of the student, however, playful activities are the support to achieve communication between students.

On the model of instruction, it was found that annually a project is chosen to work at the level, the guides are adapted to the topic worked integrating the related topics in the curricular mesh, the curricular mesh contains a level in English higher than that established in the standards referenced by the Ministry of National Education.

As for the procedures, it was found that the guides are fully adapted and there is adaptation to the learning processes of the children according to their age and abilities, in addition the age and abilities of the student are taken into account, although it is necessary to involve a little more the different learning styles.

Finally, in relation to the administration, it was found that it includes special material to guide the teacher. Although in general terms the preschool cycle does not have a specific material that allows it to develop the purposes, criteria and institutional methodology in the area of English, the adaptation and design of guides is a permanent work for teachers that generates wear and sometimes delays the processes due to administrative issues of printing.

Post-observation guide

The third instrument is part of the evaluation stage, it is a post observation guide applied in the group A, where the didactic material was implemented, since its purpose is to evaluate if it has the expected effects. It contains some evidences attached as annexes where the reader can see the implementation of the material and the process. See annexes 9.

Table 12.

Post observation guide

Category	Criterion	All of them	Most of them	Some of them	No one
Listening .	Are children able to hear phoneme discrimination to classify the vocabulary?		X		
	Can children follow the instructions given in the foreign language?		X		
	Do children make gestures corresponding to the letters or words the teacher is giving them?		X		
	Do children understand Listening audios and songs?		X		
	Do children accompany the letters they are learning with their representation through their hands? Do they understand what these symbols mean?	X			
	Are children able to reproduce the basic sounds that are raised by the teacher?	X			
Speaking	Do children use the right gestures, pauses, and tone in their messages?		X		
	In addition to traditional sounds, are children able to reproduce sound aspects of rhythm, accentuation and intonation, characteristic of the foreign language?			X	
	Do children establish a dialogue with each other to discuss the answers? Do you use English words in this dialogue?		X		
	Are children able to use learned expressions ("I have" "this is" "I can" "like") in everyday contexts?	X			

	In addition to the contents of the class, does the child accompany his or her interventions with expressions of feelings, experiences, and needs?		X
	Do children manifest the use of everyday expressions in English such as greeting, apologizing, thanking, etc., and regulating their own behavior?	X	
	Do children follow the same reading rhythm in group exercises?		X
	Are children capable of interpreting images, posters, photographs and pictograms?	X	
Reading comprehension	Are children able to recognize the essential content of a picture?	X	
	Are children able to reconstruct a story from images?		X
	Do students differentiate words with the same phoneme?		X.
	Do students describe pictures using the vocabulary learnt?	X	
	Do children use additional strategies to identify the words that are requested in observation exercises?		X
Vocabulary	Do children improve vocabulary learning through technological tools?	X	
	Do children tend to consult or debate with their peers about doubts about words?		X.

	Do children enjoy the vocabulary activities proposed in the material?	X
	Do children implement the vocabulary learnt in the activities proposed?	X
	Do students identify the vocabulary worked in real context?	X

Table 12 shows the competences and skills that were the basis for the design of the didactic material, evaluated in a check list way. Own elaboration, (2021)

Contrast between the final scores of the groups

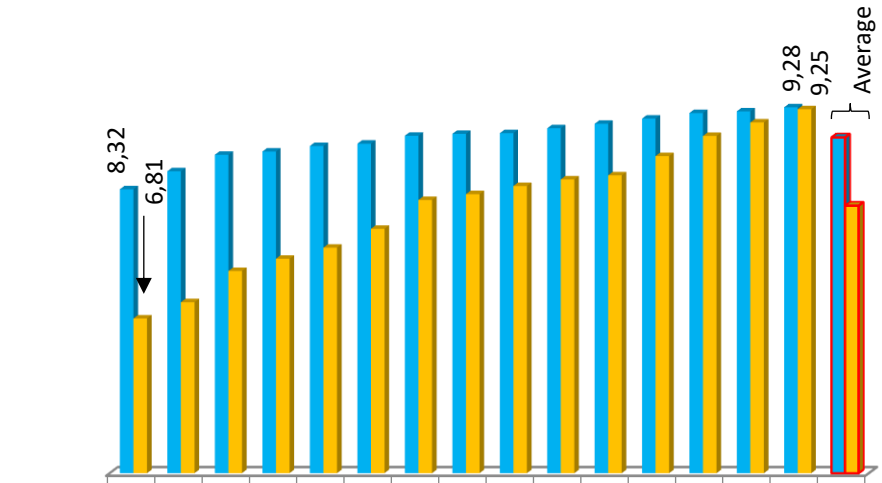
Finally, the analysis of the final scores to two groups of children of the Melanie Klein School of Mosquera, was carried out. An experimental course Kinder 3, group A of 15 children where the new material was applied, and Kinder 1 group B of 15 children where the previous material they used to work with was applied. The scores obtained by the two groups in the established comprehension goals of the communicative aspects (listening, speaking, reading, phonics), see annex 10, were used to identify the weaknesses and strengths of the methodology and the success of the new materials implemented.

First, participants scores were reviewed based on the communicative categories stablished in the project. This analysis will cover the question of the project,

Subsequently, the frequency with which the participating children expressed or responded to the activities proposed by the teacher was represented in a bar graph, this graph facilitates the researcher to visualize the most prevalent responses reflected in the data collected.

As a means of encoding the data and then grouping it into categories, data grouping and color coding were selected according to the yellow for group A (Kinder 3) and blue

for the group B (Kinder 1). According to Bianco, Gasparini and Schettini, (2014), The use of color to encode information can help researchers better comprehend and recall the data they're working with. This approach makes it easier for the researcher to recognize trends by allowing them to be visualized.



Kinder 3	8,32	8,53	8,72	8,76	8,82	8,85	8,94	8,97	8,97	9,03	9,08	9,14	9,21	9,23	9,28	8,92
Kinder 1	6,81	7,00	7,36	7,51	7,64	7,86	8,19	8,26	8,36	8,43	8,48	8,71	8,94	9,10	9,25	8,13

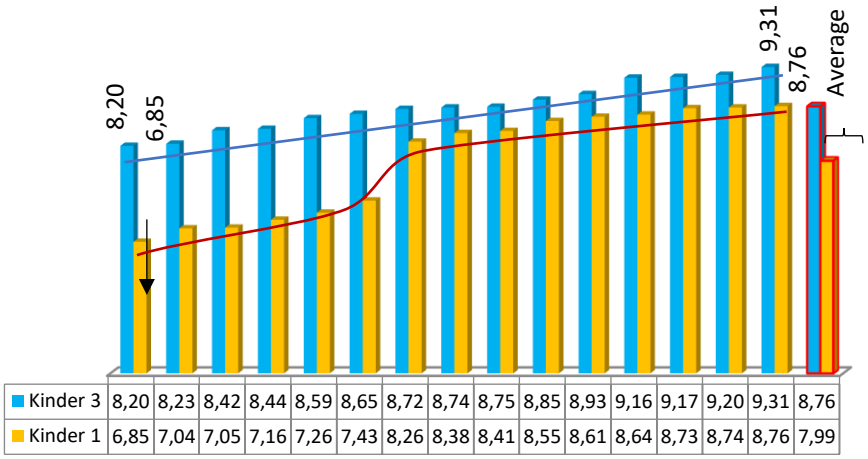
*Figure 3***.** This figure illustrates the distribution of the total average score of the understanding of the communicative aspects in the subject of English in the group of kindergarten children of the Melanie Klein School of Mosquera.

In general, the distribution of the "total average" assessment score of the group A group of children is more uniform with a difference between the highest and lowest flying of 0.96 points and for the group of children of kindergarten 1 of 2.45 points.

The group of children of group B presents score of the "total average" in the subject of English with a minimum score of 6.81 and a maximum of 9.25. The average score for this group was 8.13. When observing the group A, it has a minimum score of 8.32 and a maximum of 9.28. The average score for this group was 8.92.

In the distribution of a third of the children in compression in low, medium and high score it is obtained that for the group of children group B in low with 7.36 points, in average with 8.22 points and in high with 8.90 points. While for the group A group it is obtained in low with 8.67 points, in average with 8.95 points and in high with 9.19 points.

Then, analyses per communicative categories were developed, using the same strategy.



Kinder 3	8,20	8,23	8,42	8,44	8,59	8,65	8,72	8,74	8,75	8,85	8,93	9,16	9,17	9,20	9,31	8,76
Kinder 1	6,85	7,04	7,05	7,16	7,26	7,43	8,26	8,38	8,41	8,55	8,61	8,64	8,73	8,74	8,76	7,99

Figure 4. This figure shows the distribution of score of the understanding of the communicative aspect "Reading" in the subject English in the group of children of group A and B of the Melanie Klein School of Mosquera.

Scores were ordered from lowest to highest to better observe the behavior of "reading" comprehension. It is observed that the group of children of group B (School Material Group) presents a communicative compression "reading" in the subject of English with a minimum score of 6.85 and a maximum of 8.76. The average score for this group was 7.99. Looking at the Group A group (Experimental) has a minimum score of 8.20 and a maximum of 9.31. The average score for this group was 8.76. When dividing the evaluation of the reading comprehension of the children in three conditions

of one third of the members of the groups, in low, medium, and high (see figure 2) it is observed that there is more uniformity in the reading comprehension of the children of Group A with a 32% difference between the maximum and minimum values of the scores obtained. While in the children of group B the difference is 68% of the score values obtained.

This active Group A presents a constant pattern of "reading" compression, with 20% of children with low comprehension (8.38 points), 20% with medium compression (8.74 points) and 60% of high compression (9.15 points).

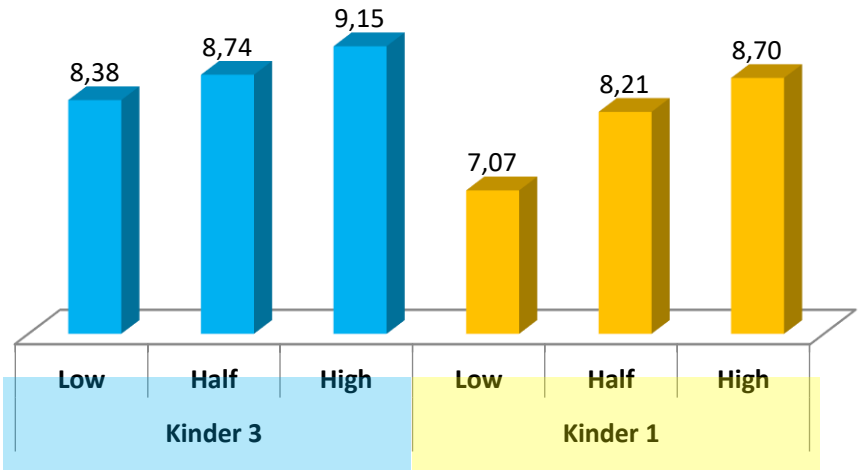
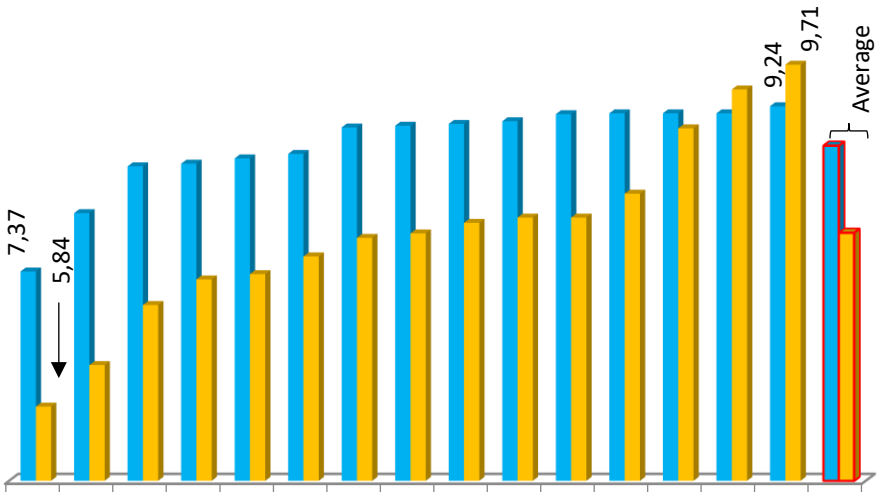


Figure 5. This graph contrasts the results obtained by the groups.

The next figure represents the distribution of score of the understanding of the communicative aspect "Listening" in the subject English in the group of children of group A and B of the Melanie Klein School of Mosquera.

Scores were ordered from lowest to highest to assess understanding of "listening." It is observed that the group of children of group B presents a "listening" comprehension in the subject of English with a minimum score of 5.84 and a maximum of 9.71. The

average score for this group was 7.81. When looking at the Group A group, it has a minimum score of 7.37 and a maximum of 9.24. The average score for this group was 8.79.



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Kinder 3	7,37	8,03	8,56	8,59	8,65	8,70	9,00	9,02	9,04	9,07	9,15	9,16	9,16	9,16	9,24	8,79
Kinder 1	5,84	6,31	6,99	7,28	7,34	7,54	7,75	7,80	7,92	7,98	7,98	8,25	8,99	9,43	9,71	7,81

Figure 6. This graph illustrates the distribution of score of the understanding of the communicative aspect "Listening" in the subject of English in the group of children of group A and B of the Melanie Klein School of Mosquera.

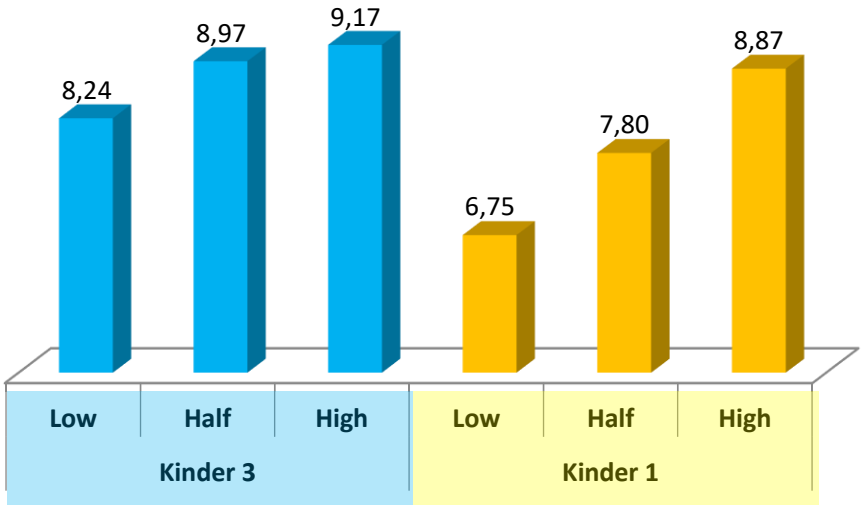


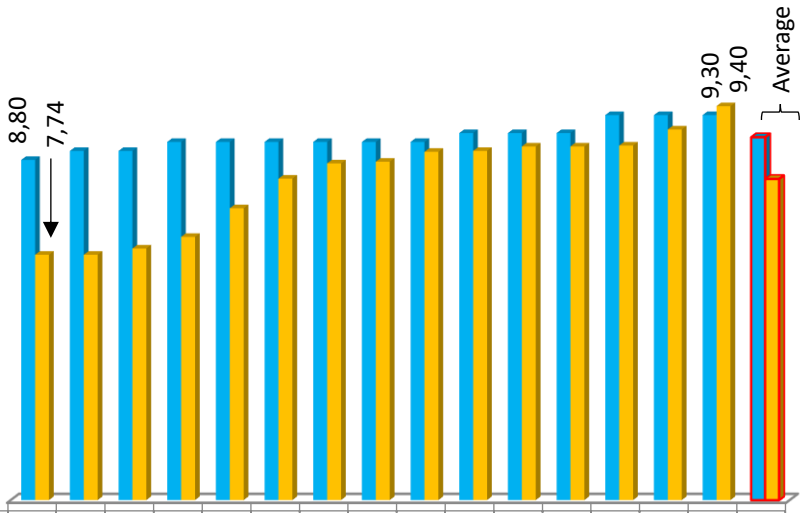
Figure 7. This is the distribution of low, medium and high score of the compression of "listening" in the subject of English in the group of children of group A and B of the Melanie Klein School of Mosquera.

When dividing the evaluation of the "listening" comprehension of the children into three conditions of one third of the members of the groups, in low, medium and high (see figure 4) it is observed that there is more uniformity in the reading comprehension of the children of Group A with a 31% difference between the maximum and minimum values of the scores obtained. While in kindergarten 1 child the difference is 69% of the score values obtained.

In the "listening" activity, a greater difference is observed in the evaluation of children in the group B group with a score difference of 2.12 and 0.93 for the score of the children in the Group A group. This active in the Group A group presents a more constant pattern in this activity, with 13% of children with low comprehension (7.7 points), 27% with medium compression (8.63 points) and 60% of high compression (9.11 points).

It should be noted that two of the children in the group B group have the highest score in the "listening" activity with 9.71 and 9.43 points, respectively. These evaluations are higher than the highest of the Group A group which is 9.24 points.

Figure 8 shows the distribution of score of the understanding of the communicative aspect "speaking" in the subject English in the group of children of group A and B of the Melanie Klein School of Mosquera.



Kinder 3	8,80	8,90	8,90	9,00	9,00	9,00	9,00	9,00	9,00	9,10	9,10	9,10	9,30	9,30	9,30	9,05
Kinder 1	7,74	7,74	7,81	7,94	8,26	8,59	8,76	8,78	8,89	8,90	8,95	8,95	8,96	9,14	9,40	8,59

Figure 8. Distribution of score of the understanding of the communicative aspect "Speaking" in the subject of English in the group of children of the group A and B of the Melanie Klein School of Mosquera.

Scores were ordered from lowest to highest to assess "speaking" comprehension. The group of children of group B presents a "speaking" comprehension in the subject of English with a minimum score of 7.74 and a maximum of 9.40. The average score for this group was 8.56. When observing the group A, it has a minimum score of 8.80 and a maximum of 9.30. The average score for this group was 9.05. When dividing the evaluation of the “speaking” comprehension of the children into three conditions of one

third of the members of the groups, in low, medium and high (see figure 6) it is observed that there is more uniformity in the speech compression of the children of Group A with a 20% difference between the maximum and minimum values of the scores obtained. While in the children of group B the difference is 80% of the score values obtained.

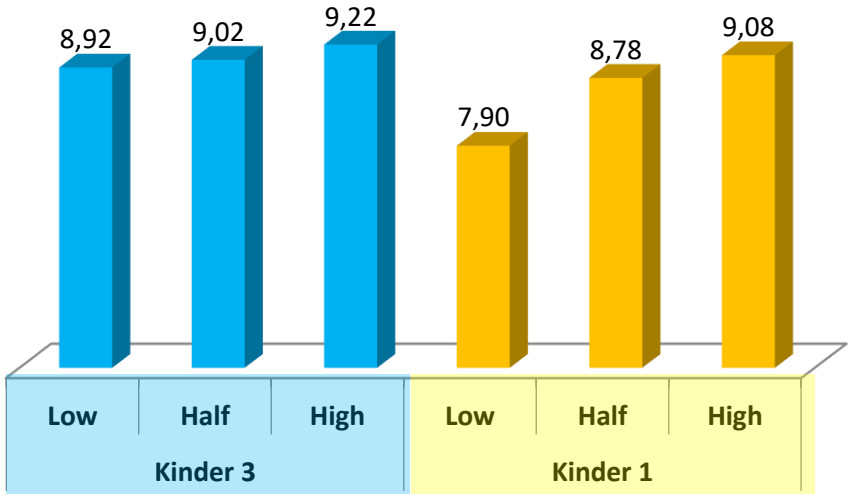
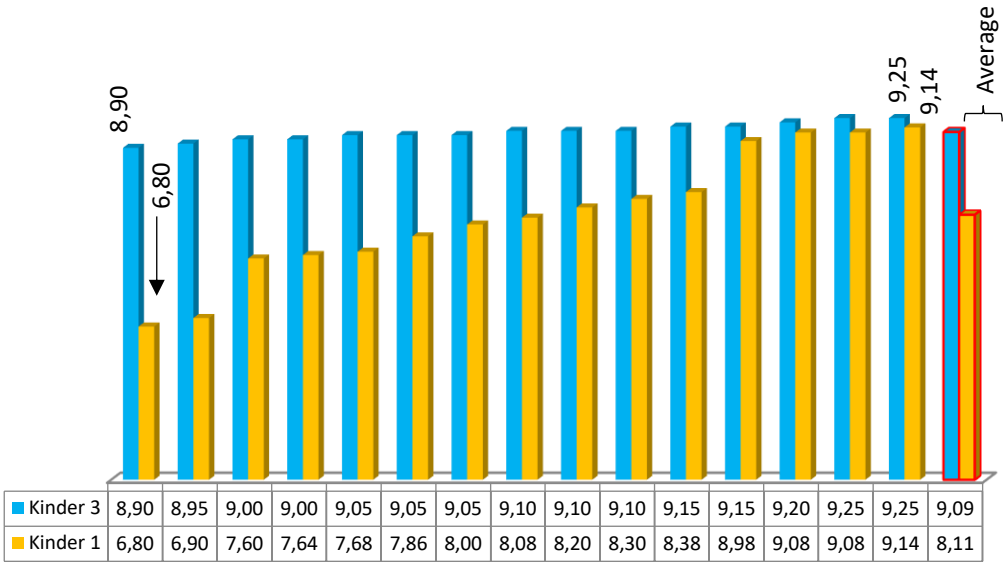


Figure 9. Distribution of low, medium and high score of the compression of "speaking" in the subject of English in the group of children of group A and B of the Melanie Klein School of Mosquera.

In the "speaking" activity there is a greater difference in the evaluation of children in group B with a difference in score of 1.18 and 0.30 for the score of children in group A. This active group A presents a constant pattern in this activity, with 20% of children with low comprehension (8.87 points), 40% with medium compression (9.0 points) and 40% of high compression (9.20 points). While the group B behaves with 27% of low compression (7.81 points), 40% of medium compression (8.7 points) and 33% of high compression (9.08 points).

One of the children in the group B has the highest score in the “speaking” activity with 9.40 points. This rating is higher than the highest in the group A which is 9.30 points.

Figure 10 presents the distribution of score of the compression of the communicative aspect "phonics" in the subject English in the group of children of group A and B of the Melanie Klein School of Mosquera.



Kinder 3	8,90	8,95	9,00	9,00	9,05	9,05	9,05	9,10	9,10	9,10	9,15	9,15	9,20	9,25	9,25	9,09
Kinder 1	6,80	6,90	7,60	7,64	7,68	7,86	8,00	8,08	8,20	8,30	8,38	8,98	9,08	9,08	9,14	8,11

Figure 10. Distribution of score of the understanding of the communicative aspect "Phonics" in the subject of English in the group of children of the Kindergarten of the Melanie Klein School of Mosquera.

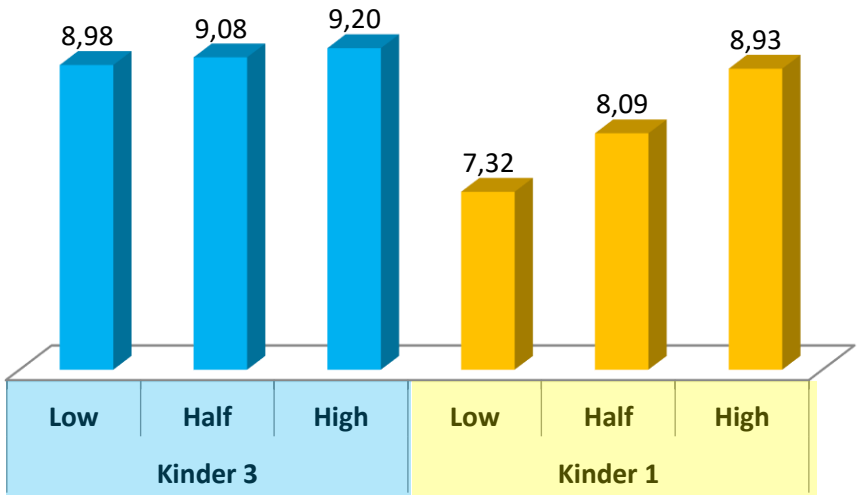


Figure 11. Distribution of low, medium and high score of the compression of "Phonics" in the subject of English in the group of children of group A and B of the Melanie Klein School of Mosquera.

Scores were ordered from lowest to highest to assess understanding of "phonics". The group of children of group B presents a "phonic" compression in the subject of English with a minimum score of 6.80 and a maximum of 9.14. The average score for this group was 8.11. When observing the group A, it presents a minimum score of 8.90 and a maximum of 9.25. The average score for this group was 9.09. When dividing the evaluation of the "phonic" compression of the children into three conditions of one third of the members of the groups, in low, medium and high (see figure 8) it is observed that there is more uniformity in the phonic compression of the children of Group A with a 14% difference between the maximum and minimum values of the scores obtained. While in the children of group B the difference is 86% of the score values obtained.

In the "phonics" activity, a greater difference is observed in the evaluation of children in the group B group with a score difference of 1.61 and 0.22 for the score of the children in the Group A group. This active Group A group presents a constant pattern in this

activity, with 13% of children with low comprehension (8.93 points), 53% with medium compression (9.06 points) and 33% of high compression (9.20 points). While the group B group behaves with 20% of low compression (7.10 points), 33% of medium compression (7.85 points) and 47% of high compression (8.74 points).

Figure 12 shows the distribution of the score "Understanding of Competences" of the communicative aspects (1. Listening,2. Speaking,3. Reading,4. Phonics and Total Average) in the subject of English in the group of kindergarten children of the Melanie Klein School in Mosquera.

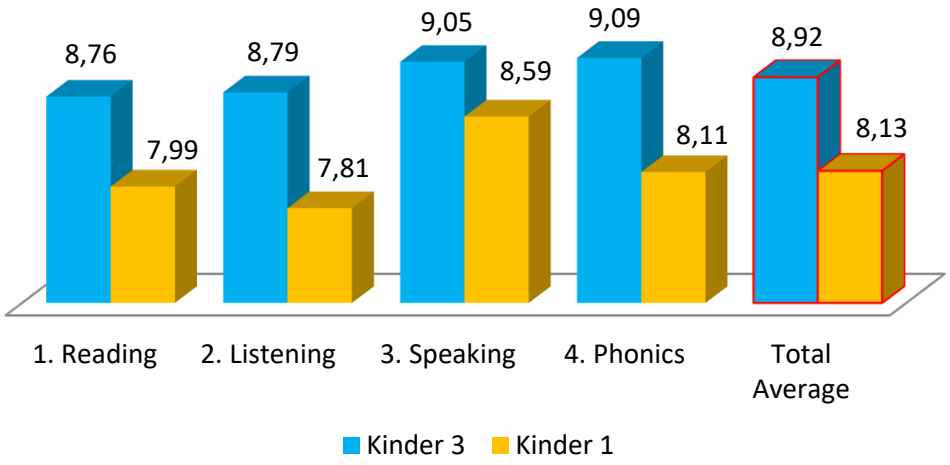
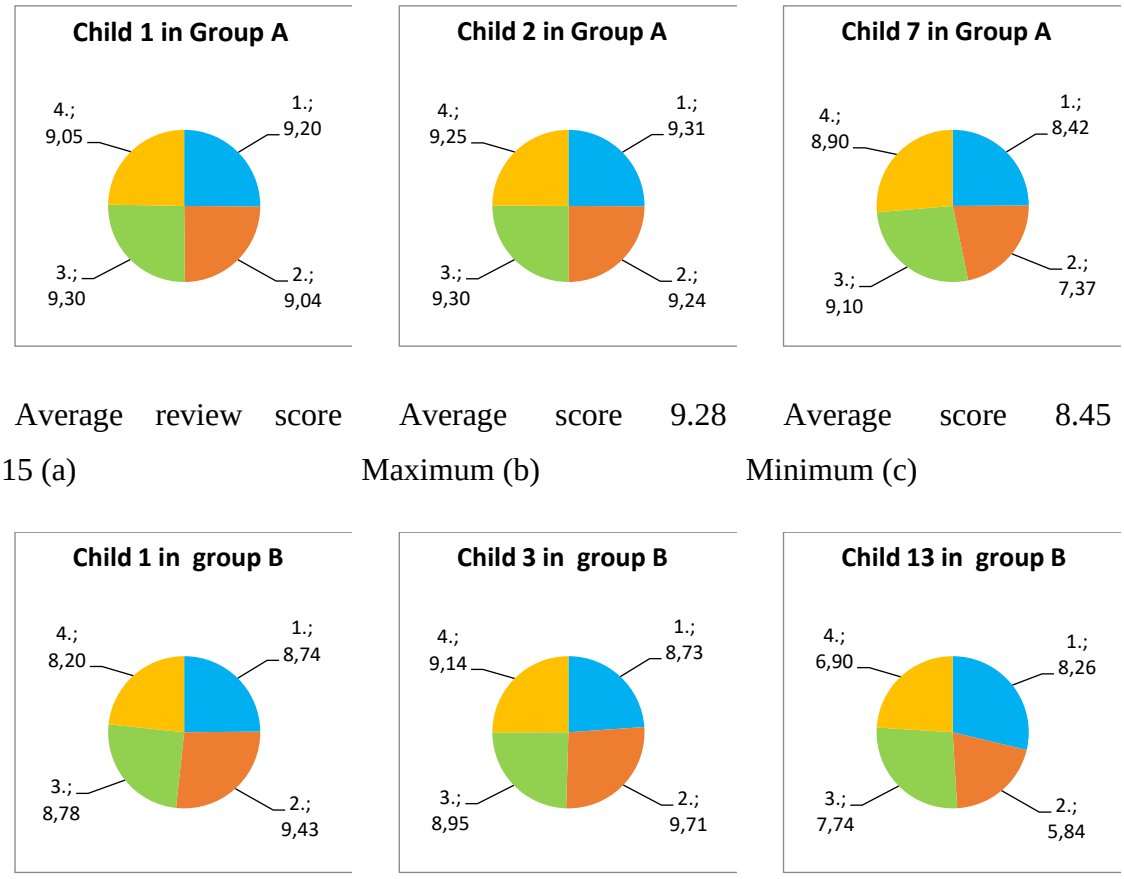


Figure 12. Distribution of score of the "Understanding of Competences" of the communicative aspects (listening, speaking, reading, phonics and total average) in the subject of English in the group of children of the Kindergarten of the Melanie Klein School of Mosquera.

In the group of children group B the evaluation of the "Understanding of Competences" is found that the average score of the communicative aspects Speaking (8.59) > Phonics (8.11) > Reading (7.99) > Listening (7.81), while for the group of

children Group A the sequence from highest to lowest "Understanding of Competences" is Phonics (9.09) > Speaking (9.05) > Listening (8.79) > Reading (8.76), which indicates the A favors phonic compression with the improvement of the recording of the voice or sound of a person, also improving the attention of the auditory sense the "listening" with respect to reading comprehension.



Average review score 9.15 (a) Average score 9.28 Maximum (b) Average score 8.45 Minimum (c)

Average review score 8.79 (d) Average score 9.13 Maximum (e) Average score 7.19 Minimum (f)

Figure 13. These figures represent the score distribution of the four skills assessed 1. Listening,2. Speaking,3. Reading and 4 Phonics. Example of 3 children from Kinder group 1 and 3 from Group A and B.

Figure 13 shows the score distribution of the four skills evaluated 1. Listening, 2. Speaking, 3. Reading and 4. Phonics 3 evaluations were taken as an example, the first child that appears in the evaluation, the child that presents the maximum score and the

child of minimum score of each group A and group B. Thus, it is observed that child 1 (fig 11a) of group A presents a score distribution of: 1. Listening = 9.20; 2. Speaking = 9.04; 3. Reading = 9.30 and 4. Phonics = 9.05 with a total assessment average of 9.15. Child 2 (Fig 11b), with the highest score, in group A has a score distribution of: 1. Listening = 9.31; 2. Speaking = 9.24; 3. Reading = 9.30 and 4. Phonics = 9.25 with a mean total evaluation of 9.28 and child 7 (Fig 11c), with a minimum score, in group A presents a score distribution of: 1. Listening = 8.42; 2. Speaking = 7.37; 3. Reading = 9.10 and 4. Phonics = 8.90 with a total assessment average of 8.45. It is observed that there is no uniform distribution in the ability to develop the communicational aspects in the learning of English for the group of children in the experimental activity (Group A).

For the group of children who used traditional school material, it is observed that child 1 (Fig. 11d) of group B has a score distribution of: 1. Listening = 8.74; 2. Speaking = 9.43; 3. Reading = 8.78 and 4. Phonics = 8.20 with a total assessment average of 8.79. Child 3 (Fig 11e), with the highest score, in group B has a score distribution of: 1. Listening = 8.73; 2. Speaking = 9.71; 3. Reading = 8.95 and 4. Phonics = 9.14 with a mean total assessment of 9.13 and child 13 (Fig 11f), with a minimum score, in group B presents a score distribution of: 1. Listening = 8.26; 2. Speaking = 5.84; 3. Reading = 7.74 and 4. Phonics = 6.90 with a total assessment average of 7.19. Like the analysis of the Group A group in this group B, there is no uniform distribution in the ability to develop the communicational aspects in learning English for the group of children in the activity.

Chapter V

Conclusions and Implications

When establishing an analysis on the institutional methodology of the MKS school, the first thing that can be observed is that the institution adapts phonetic method with a kinesthetic tool generate by the sign language, as being a different and unique method there was not a material which accomplish their needs.

Teachers should obtain a practical tool in the design of stable material; it is a good option to accomplish institutional and pedagogical goals. Taking into consideration the institutional methodology, institutional curriculum and students' interest and needs.

The relation between students and learning materials, must provide communication in real context, promoting the use of the vocabulary learnt. Because learning a language includes knowing what to say and how to say it in a variety of situations, the focus is not only on grammar, but also on the situation and communicative context.

Suitable relationships between students and teachers, allows students to give their opinion and contribute their knowledge on the topics. It is also evident that students are highly motivated to learn the second language, as it is done in a contextualized way and the vocabulary is selected to be very eye-catching for students.

Given this situation, a frame of reference has been proposed to determine the main indicators of acquisition of communication and listening skills within the learning of English in early childhood education from the Phonics method. Therefore, at this point it is important to determine the strengths and weaknesses of the activities carried out during the classes in relation to the implementation of the Phonics method. As well as, the needs that cannot be covered by this methodology

From the development of the activities proposed in the booklet and in the didactic material, it can be observed that children can develop different skills associated with the processes of understanding the foreign language, which is mainly evidenced in greater participation, interest in learning and construction of significant knowledge through class dynamics. For example, with regard to listening, it is observed that, on a general level, children as a whole have an adequate understanding of the English instructions provided by the teacher, which helps to improve the development of classes and save the time that teachers previously had to take to explain activities and objectives more than once.

On the other hand, it is observed that most of the children achieved greater discrimination in phonemes and words. This was key to promoting class participation and interaction with the material, as the more students understand, the more questions are generated, the more comments and explanations about learning situations. In addition, it is evident that the students mostly gesticulate the letters and words corresponding to the exercises, and in general had a very good auditory reception of the listening exercises proposed in the booklet.

An important element to keep in mind is that when students listen to conversational situations that are familiar and entertaining to them, they improve their attention levels and, therefore, their understanding. It then highlights the importance of a good understanding of students' likes, preferences and needs to adapt the selection of exercises, which is key to promoting more active and dynamic learning environments. On the other hand, in the proposed exercises it is observed that the children achieved recognition of the hand signal corresponding to each phoneme, identifying the sound and grouping it with the vocabulary learned.

In general, it is observed that for what has to do with listening, important listening and understanding skills of phonemes are generated, mainly due to the fact of having selected

attractive situations for students, and the development of playful and dynamic activities that accompanied the exercises. Undoubtedly, these benefits significantly improved class participation and test results were markedly better.

A similar situation occurred with speaking, since after the application of the proposed activities, the students were able to reproduce the sounds with good pronunciation and articulation. In addition, they mostly managed to build sentences orally in a leisurely manner and with an adequate pronunciation, and they also manage to articulate the traditional sounds presenting a good pronunciation.

However, it can be observed that the achievements obtained in pronunciation, and the way in which they are evidenced in class also depend on the confidence that students have to speak. In general, when this confidence is lacking, the accuracy of pronunciation fails a lot, students become confused, and the results of activities are very limited. In these cases, it is necessary to strengthen the specific aspects of English accentuation and enunciation that help improve children's confidence to speak and express themselves in English in public.

Another key element that is recognized is that the activities proposed in the booklet allowed the children to interact with each other through the use of language, planting questions and using the structures and vocabulary worked. Undoubtedly, strengthening the interaction between children allows the development of different types of conversational situations in which children must use the resources learned to guide the development of the communicative process. In this way, due to the particular characteristics of the context, students express their needs by making use of the topics learned.

To respond to the objectives of the research, which pretended to create a designed material to improve the communicative skills in preschool students using the phonetic method. It was determined by the analysis of dates, a positive impact in the communicative skills, synthetized in the distribution of score of the "competencies and basic skills" of the communicative aspects (listening, speaking, reading pictures, phonics and total average) in the subject of English in two groups of children of the Kindergarten of the Melanie Klein School of Mosquera.

In the group of children group B the evaluation of the "Understanding of Competences" is found that the average score of the communicative aspects Speaking (8.59) > Phonics (8.11) > Reading (7.99) > Listening (7.81), while for the group of children Group A the sequence from highest to lowest "Understanding of Competences" is Phonics (9.09) > Speaking (9.05) > Listening (8.79) > Reading (8.76), which indicates the A favors phonic compression with the improvement of the recording of the voice or sound of a person, also improving the attention of the listening sense the "listening" with respect to reading comprehension.

Likewise, the general results are presented in the distribution of score of the four skills evaluated 1. Listening,2. Speaking, 3. Reading and 4 Phonics. Example of 3 children from kinder group 1 and 3 from Group A

Figure 12 of the overall results presents the distribution of score of the four skills evaluated 1. Listening,2. Speaking,3. Reading and 4. Phonics 3 evaluations were taken as an example, the first child that appears in the evaluation, the child that presents the maximum score and the child of minimum score of each group A and group B. Thus, it is observed that child 1 (fig 11a) of group A presents a score distribution of: 1. Listening = 9.20; 2. Speaking = 9.04; 3. Reading = 9.30 and 4. Phonics = 9.05 with a total assessment average of 9.15. Child 2 (Fig 11b), with the highest score, in group A has a

score distribution of: 1. Listening = 9.31; 2. Speaking = 9.24; 3. Reading = 9.30 and 4. Phonics = 9.25 with a mean total evaluation of 9.28 and child 7 (Fig 12c), with a minimum score, in group A presents a score distribution of: 1. Listening = 8.42; 2. Speaking = 7.37; 3. Reading = 9.10 and 4. Phonics = 8.90 with a total assessment average of 8.45. It is observed that there is no uniform distribution in the ability to develop the communicational aspects in the learning of English for the group of children in the experimental activity (Group A).

For the group of children who used traditional school material, it is observed that child 1 (Fig. 11d) of group B has a score distribution of: 1. Listening = 8.74; 2. Speaking = 9.43; 3. Reading = 8.78 and 4. Phonics = 8.20 with a total assessment average of 8.79. Child 3 (Fig 11e), with the highest score, in group B has a score distribution of: 1. Listening = 8.73; 2. Speaking = 9.71; 3. Reading = 8.95 and 4. Phonics = 9.14 with a mean total assessment of 9.13 and child 13 (Fig 11f), with a minimum score, in group B presents a score distribution of: 1. Listening = 8.26; 2. Speaking = 5.84; 3. Reading = 7.74 and 4. Phonics = 6.90 with a total assessment average of 7.19. Like the analysis of the Group A group in this group B, there is no uniform distribution in the ability to develop the communicational aspects in learning English for the group of children in the activity.

The results determine a better communicative development results in the group A, which were using the new material, while the kids of group B obtain lower scores in the evaluation of the communicative competences.

Recommendations

- It is key to continue promoting a communicative and participatory relationship between students and teachers, in order to contribute their experiences and knowledge in the development of the learning process, in addition to promoting greater confidence in the classroom.
- It is important to continue generating stimuli for participation, which can occur through contests or competitions between students, thus limiting those situations in which students prefer not to speak out of shyness.
- Reading exercises should be eye-catching for students, through texts that relate to their daily experiences, whether at school or at home.
- Likewise, the conversation situations that are heard should be entertaining and striking for the students, using characters that they are used to hearing in their daily lives, such as parents, siblings, teachers and friends.
- The most important thing to learn to understand a text is to learn to manufacture meaning, which involves going far beyond the literal content of sentences, grammatical structures or characters, situations and spaces.
- Play should be included as a central element that guides the development of learning processes, since when playing children focus all their attention and considerably improve their participation. The game as a didactic strategy helps the student to improve their communication skills in a fun way. In this way, play helps to improve attention, motivation and concentration in activities.
- Students' ideas and preferences should be heard to guide activities. This is key, as at an early age student learn to the extent that the contents are engaging, dynamic and fun.

- The Phonics method helps to promote precisely dynamic activities that focus on students' interests to promote learning and a good development of literacy skills, so it is key to guide these types of processes with students.
- The Phonics method offers an attractive and multisensory structure that can be worked through the use and implementation of technological tools, which help promote student motivation.
- The use of technological tools in the institution should be strengthened, as it helps to significantly promote interaction between students, which is key to obtaining better results in learning and understanding activities.
- Through all the activities it is key to enhance interaction and the development of communicative activities, in order for students to naturalize the expression of English and learn to use different resources in their conversations and socialization processes.
- Extracurricular activities should be developed in the learning of English, such as fairs, competitions and exhibitions of the culture of other countries, in order to continue improving the processes of appropriation of the language in each of the students.

Chapter VI

Limitations and Further Research

To start it is important to mention that fortunately I applied the material designed for the project, before the contingence produced by covid 19, so I was able to have direct contact with the population to evidence the results. My initial thought about this project was to design a supportive material to improve the communicative skills of Melanie Klein`s children of kindergarten, and at the same time support the teaching process for English teachers of the institution.

The process to design this new material has enriched my process as English teachers and consequently, this project. The results were successfully appreciated in the analysis the data, determining an increase in the understanding of English in the group where the material was used. The material had a great impact in the institution, as a result they decided to use my material as a established material for kindergarten, and they have been using it during the last years.

Within the observed achievements it can be recognized that all the children were able to interpret and describe images by naming the vocabulary and using simple sentences in English without any difficulty, and that the slow reading by the teacher and the monitoring of the same by the allows students to understand specific information from the text. In this way, the children were able to construct short stories with very simple phrases in the language, however some of them had difficulty and needed support from the teacher to communicate their ideas and conclude the exercise.

In what has to do with vocabulary, it is observed that students manage to identify the vocabulary by relating it to movements and images, and that they recognize the vocabulary separately. Some make association of the words in English with words in their

mother tongue that have a similar sound and allow them to memorize more easily, another strategy they use is the association with images. Regarding the use of tongue twister exercises, it is observed that for most of the students the process was successful, because they previously had clarity of the vocabulary separately. In addition, the contribution of the group activities proposed in the booklet allowed the students to interact with each other and share their knowledge and doubts.

It is also observed that the use of technological tools greatly helps to improve listening and comprehension skills. This is due, in the first place, to the fact that students show a greater interest when they can use multimedia-based tools, through which they can relate texts with images and with sounds. It is difficult, however, to achieve that technology enhances new spaces for interaction between students, since criteria must be established focused on the development of processes of appropriation of ICT in English classes, which should be an issue that is analyzed in later research.

Finally, in the process I realized that the phonic method has a positive impact in the communicative development of the students, and the methodology adopted by the institution, where kids recognize each phoneme with a “hand signal” and classify the vocabulary according to this recognition; improve the phonological awareness of students. It would be value to analyze this methodology in detail analyzing the future impact in the literacy process in English of the students in comparison with other methodologies.

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Annexes

Annex 1. Pre - Observation guide

Guía de observación		
Date	Agosto 6 del 2019	
Researcher	Quely Milena Alarcón	
Habilidades	**Indicadores**	**Observación**
Habilidades metalingüísticas	• ¿el estudiante alcanza a identifica el vocabulario trabajado?	La sesión de observación fue realizada durante el desarrollo de clase de inglés con una intensidad de una hora y media en el que se determinó que los estudiantes son receptivos al vocabulario presentado por el docente, de las 10 palabras presentadas 8 fueron interiorizadas con éxito, haciendo relación al fonema y señal de mano correspondiente /b/. Los estudiantes identifican el fonema ubicado en la parte inicial de las palabras en el cual se hace énfasis en el desarrollo de la clase, hay identificación del grafema de la letra, pero la clase no se centra en ello debido a que los estudiantes reconocen el fonema a través de la señal de mano o lenguaje de señas y no se evidencia ningún proceso lecto escrito en su metodología. El reconocimiento visual del vocabulario es primordial, del grupo de 15 estudiantes 13 identificaron el vocabulario al ver las imágenes.
	¿el estudiante alcanza a identificar palabras por la posición que ocupa (inicial o final)?	
Habilidades de reconocimiento gráfico-fónico:	¿El estudiante identifica el grafema del sonido trabajado?	
	¿El estudiante identifica la señal de mano del fonema?	
	¿El estudiante puede identificar el sonido de una palabra cuando la ve?	

Category: Communicative processes		
Components/Sub variables	**Standards/Indicators**	
Estudiante	• En el aula, ¿el estudiante integra destrezas parciales para llevar a cabo tareas específicas?	Se evidencia que los estudiantes integran sus conocimientos previos en vocabulario y estructuras para expresar sus ideas y participar en el desarrollo de las actividades propuestas, a través de la repetición y el juego los estudiantes memorizan gran parte del vocabulario haciendo relación al fonema trabajado y su señal de mano correspondiente. Se muestran motivados y participativos, aunque en algunos la atención es un poco dispersa lo que ocasiona pausas y llamados de atención en el desarrollo de la clase.
	• ¿El estudiante demuestra motivación para participar, realizar las actividades propuestas y expresarse por medio de las palabras de la lengua extranjera que sabe?	
	• ¿Se evidencia que el estudiante aprende las palabras con la misma naturaleza que otros conocimientos que aprende en su lengua nativa?	

	• ¿Se evidencia que el estudiante tiene buenas relaciones con el docente?	Se evidencia una buena relación entre estudiantes y maestro.
Maestro	• ¿El docente se presenta como un facilitador de la comunicación y la enseñanza de la lengua extranjera?	El rol del docente en el desarrollo de la clase, permite que haya una interacción y participación constante de los estudiantes, realizando preguntas en la que los niños puedan participar levantando su mano; el desarrollo de la clase es 100% en inglés lo que demanda un gran apoyo gestual del docente en el desarrollo de la clase, hay un orden establecido en el desarrollo de la clase establecido en una planeación previa exigida y revisada por los directivos de la institución, hay una preparación de los materiales y actividades.
	• ¿Se evidencia que el docente organiza la clase y dispone previamente de los recursos necesarios, sigue guías de procedimientos y prepara actividades?	
	• ¿El docente analiza las necesidades de cada estudiante a lo largo de la clase?	
	• ¿El docente asume una posición de supervisor del desarrollo de la clase, y no de dueño de ella?	
	• ¿El docente brinda a sus estudiantes la posibilidad de participar en la clase?	
Materiales educativos	•¿Son utilizados como medios para influenciar la calidad de la interacción entre los estudiantes y el docente?	El material lúdico es adaptado para desarrollar los objetivos de la clase, en este caso el juego de tingo tango funciono para hacer una lectura de imágenes en el que cada niño participo y expreso oralmente la interiorización del vocabulario y la estructura “I have”, se evidencian actividades de sensibilización donde se presenta un elemento relacionado con el fonema que capte la atención del estudiante, durante la clase el docente utilizo un burbujero, los estudiantes contaron burbujas e interiorizaron la palabra “bubbles” relacionando el fonema a aprender. Los recursos audiovisuales toman gran importancia en el desarrollo de la clase con canciones proyectadas en la pantalla donde se presenta la imagen del vocabulario y se hace gran énfasis en el sonido de la letra. No hay uso de recursos de contexto externo.
	• ¿Promueven el uso comunicativo del lenguaje (habla, escritura, lectura, escucha)?	
	•¿Integra componentes de sensibilización	
	• ¿Contiene recursos audiovisuales?	
	• ¿Estimula la creación y formulación de materiales diseñados por los estudiantes o docentes?	
	•¿Se hace uso de recursos del contexto externo como programas de radio, televisivos o anuncios?	
Objectivos	• ¿Las clases están diseñadas con base en un diagnóstico?	No hay un diagnóstico previo para el desarrollo de las clases, la planeación de las actividades se realiza con base a la edad de los niños, haciendo énfasis en cumplir los objetivos comunicativos y conceptuales establecidos en la malla curricular de la institución a través de actividades lúdicas. Se hace especial énfasis en el “speaking” y “listening” , el área de “Reading” se maneja a través de la lectura de imágenes y la comprensión de lectura de frases cortas solamente, en cuanto a la competencia de “writing” no se desarrolla en el nivel de kínder, debido a que están iniciando procesos lecto escritos en su lengua materna.
	• ¿Los procesos por medio de los que se busca solucionar las dificultades y problemáticas identificadas en el desempeño comunicativo de los estudiantes son adecuados?	
	• ¿Están basados en las necesidades comunicativas de los estudiantes?	
	• ¿Reflejan áreas específicas de competencia comunicativa?	
	•¿Están orientados hacia el uso práctico del lenguaje?	
Actividades	• ¿Están dirigidas a que los estudiantes y el docente hagan uso de la lengua extranjera?	Las actividades son planteadas de manera lúdica, involucrando el uso del vocabulario y las estructuras aprendidas en contextos reales y fuera del aula, están dirigidas a fortalecer la comunicación e interacción con el idioma desde
	• ¿Integran actividades en la que resulta necesario compartir información?	

	•¿Están dirigidas al desarrollo de las diferentes competencias comunicativas? •¿Estimulan a desarrollar actividades fuera del aula o en una disposición diferente a la tradicional? •¿Pueden ser sugeridas por los estudiantes?	el área del habla y escucha. Por lo general las actividades son propuestas por el docente.
Evaluación	•¿Está orientada a determinar el desempeño de los estudiantes en las competencias comunicativas? • ¿Están enfocada en el proceso y no en el producto o los resultados? • ¿El estudiante forma parte del proceso de evaluación? • ¿Hace énfasis en el disfrute del niño y en que haga uso asertivo del lenguaje?	La evaluación de los estudiantes se establece a partir de competencias comunicativas del lenguaje "listening, speaking, Reading" y aspectos actitudinales como uso del idioma y comportamiento, está enfocado en el proceso del aprendizaje, en la ejecución de actividades orales, de clasificación e identificación del vocabulario y fonema trabajado semanalmente.
	Category: Didactic material	
Variables	**Indicators**	
Objetivos	• ¿Aproxima a los alumnos a la práctica de los componentes que se quieren enseñar? • ¿Facilita el aprendizaje de conceptos, el desarrollo de procedimientos y de estrategias, y el desarrollo de actitudes y valores relacionados con los componentes a enseñar/aprender?	El material utilizado para la enseñanza del inglés con la metodología Melanie Klein es diseñado por los docentes, a través de guías o actividades de cuaderno que se realizan semanalmente de acuerdo con la planeación y el fonema a trabajar estableciendo una relación con los conceptos, vocabulario y estructuras trabajadas. Es usual utilizar algunos videos y canciones que fortalecen el aprendizaje de los fonemas y vocabulario. Usualmente se busca fortalecer la comprensión de lectura haciendo uso de los big books, sin embargo, son libros con vocabulario y estructuras un poco más complejas que no aportan a la construcción de los componentes establecidos. Las guías de trabajo se realizan teniendo en cuenta las habilidades de los estudiantes y los componentes conceptuales a trabajar, los docentes tienen total dominio de la elaboración y diseño de las guías, en su mayoría son fáciles de comprender para los alumnos, sin embargo, se hace necesaria la instrucción del docente para la correcta ejecución de la actividad.
Organización del contenido	• ¿El contenido se presenta de manera clara para el docente? • ¿El estudiante puede comprenderla utilizando sus propios medios (sin ayuda del docente)?	El contenido del material pedagógico en cuanto a guías y cuadernos es claro y sencillo adaptado al nivel de los estudiantes, sin embargo, necesita de una instrucción general para ser comprendida y ejecutada correctamente por los estudiantes. En cuanto a los big books son historias con contenido avanzado para la edad de los niños y no es fácil de entender para ellos por su estructura.
Propósito comunicativo	• ¿Las tareas del material didáctico son idóneas y responden a las necesidades comunicativas de los niños?	Por lo general las guías son enfocadas al reconocimiento del vocabulario, no responden en su totalidad a las necesidades comunicativas del alumno, sin embargo, las actividades lúdicas son el soporte para lograr comunicación entre los estudiantes.

Modelo de instrucción	• Se indica claramente el proyecto o temática asociada con el proceso comunicativo a enseñar/aprender • Existe articulación con estándares establecidos a nivel nacional	Anualmente se elige un proyecto a trabajar en el nivel, las guías se adaptan a la temática trabajada integrando las temáticas relacionadas en la malla curricular, la malla curricular contiene un nivel más elevado en inglés de lo establecido en los estándares referenciados por el ministerio de educación nacional.
Procedimientos	• Existe adecuación al nivel de inglés de los estudiantes y al modelo de aprendizaje de lengua extranjera.	Si, las guías son totalmente adaptadas. Existe adecuación a los procesos de aprendizaje de los niños de acuerdo con su edad y habilidades Si, se tiene en cuenta la edad y habilidades del estudiante, falta involucrar un poco más los diferentes estilos de aprendizaje.
Técnicas y las actividades empleadas en el desarrollo de las unidades	• Las actividades son de carácter colaborativo y de descubrimiento • La secuencia y la organización de contenidos en las lecciones de cada unidad está orientada al desarrollo de las habilidades comunicativas.	Si, la institución se enfoca en el habla, escucha y la comprensión de lecturas cortas. Propone variedad de recursos audiovisuales, digitales, y actividades fuera del aula o en una organización distinta a la tradicional. Si, afortunadamente la institución cuenta con herramientas audiovisuales y tecnológicas como televisores y iq boards que permiten una mayor interacción en el aula.
Editorial design	• El diseño permite al docente manejo versátil por parte del docente El material es atractivo para el estudiante y su uso es intuitivo	El diseño es sencillo, los docentes logran tener el manejo del material, ya que ellos mismos lo proponen en el desarrollo de las clases, sin embargo, tardan mucho tiempo en su desarrollo. El material no es muy atractivo para los estudiantes, no demuestran mayor interés en su desarrollo y algunos de los niños, se distraen realizando otras actividades. La presentación final del desarrollo de las guías por parte de los niños no es el apropiado, algunas hojas están manchadas, mal coloreadas y arrugadas.
Administration	• Los materiales son adquiridos de acuerdo con los criterios y propósitos educativos de la institución • Se aplica el intercambio y utilización del material • Se utiliza según las necesidades comunicativas de los estudiantes	No, en términos generales el ciclo de prescolar no tiene un material concreto que le permita desarrollar los propósitos, criterios y metodología institucional en el área de inglés, la adaptación y diseño de guías es un trabajo permanente para los docentes que genera desgaste y en ocasiones atrasa los procesos por temas administrativos de impresión.

Annex 2. Teacher interview script - 01

Entrevista sobre el material actual de la institución Melanie Klein School de Mosquera La siguiente guía se empleará para el desarrollo de la entrevista al docente encargado de la clase de inglés de los niños de preescolar. Tener en cuenta que se trata de una entrevista semiestructurada, por lo que se encuentra flexible a incorporación de preguntas e información adicional.
Nombre: Karoline Núñez Ariza
Formación (profesional, técnica, etc.) Profesional (Licenciada en lenguas modernas)
Tiempo de experiencia 3 años

Q1. ¿El material actual empleado en el aula de clase facilita la adquisición de una conciencia fonológica en el estudiante?

P: El material que se tiene en la institución no aporta a cabalidad para generar una conciencia fonológica, sin embargo, se tratan de implementar diferentes materiales que permitan en los niños diferenciar sonidos y fonemas.

Q2. ¿Cuáles didácticas en relación a la conciencia fonológica tienden a tener mejor respuesta por parte de los estudiantes en el aula de clase?

P: En el caso de kínder el material que más disfrutan son las actividades de "listening" con ejercicios de asociación.

Q3. ¿Considera que con el material actual y las didácticas empleadas se logra que los estudiantes adquieran las competencias de poder segmentar palabras por silabas?

P: Considero que si bien el material ayuda a distinguir algunos fonemas no permite segmentar palabras por medio de silabas.

Q4. ¿Considera que con el material actual y las didácticas empleadas se logra que el estudiante adquiera las competencias de poder emparejar palabras de acuerdo a sus cualidades fonéticas o auditivas?

P: El material ayuda a distinguir grupos de palabras de acuerdo a fonemas iniciales

Procesos comunicativos

Q5. Considera usted que ¿el estudiante demuestra motivación para participar, realizar las actividades propuestas y expresarse por medio de las palabras de la lengua extranjera que sabe?

P: Los estudiantes siempre se muestran motivados a participar de las distintas actividades, y de igual manera presentan curiosidad en conocer nuevas palabras en la lengua extranjera.

Q6. Considera usted que ¿el aprendizaje de las palabras de la lengua extranjera se aprende con la misma naturalidad con la del idioma nativo?

P: Considero que no se pueden aprender con la misma naturalidad del idioma nativo dado que no nos encontramos inmersos en un contexto de lengua extranjera.

Q7. ¿Cómo es la interacción entre usted como docente con los alumnos?

P: Es una interacción constante y principalmente comunicativa, permitiendo que los alumnos opinen y den sus conocimientos sobre el tema.

Q8. ¿cómo logra identificar las falencias individuales de cada alumno dentro de la clase?

P: Por medio de ejercicios de diagnóstico al inicio de las clases y determinando los estilos de aprendizaje de cada uno

Q9. ¿Cómo usted realiza la preparación de cada una de sus clases?

P: Preparo mis clases teniendo en cuenta los tres pasos principales: el inicio o ***warm up*** donde se da una actividad que motive a los estudiantes y que sea un abre bocas del tema a tratar***, actividad principal*** donde se abarca el tema de la sesión por medio de distintos ejemplos y ejercicios que permitan facilitar la adquisición del conocimiento. ***Closure*** donde por medio de un ejercicio se hace una retroalimentación de los conocimientos aprendidos durante la clase.

Q10. ¿Qué aspectos usted busca destacar dentro de la clase fuera de los contenidos académicos?

P: La participación activa de los estudiantes, que los estudiantes pierdan la timidez y puedan expresar sus ideas abiertamente sin temor a equivocarse, ideas que aporten en cada sesión

Q11. ¿En sus clases prefiere hacer énfasis en el habla, la escucha, la lectura o la escritura?

P: Me gusta hacer énfasis en el habla y la escucha

Q12. ¿En su clase se da una alta participación por parte de los estudiantes?

P: Siempre se da una participación activa pues se trata que las clases sean de interacción constante entre estudiante y docente.

Q13. ¿Los materiales didácticos de la clase promueven las relaciones interpersonales y el trabajo en equipo dentro del aula?

P: Considero que los materiales que preparo para las clases si permiten que los estudiantes puedan compartir con sus compañeros.

Q14. ¿Los materiales didácticos hacen empleo de herramientas audiovisuales?

P: Los materiales didácticos otorgados por la institución no hacen empleo de muchas herramientas audiovisuales, considero que se pueden abarcar más

Q15. ¿Qué tan involucrado llega a estar la lengua extranjera en la realización de las actividades en clase? ¿predomina el uso del español o de inglés en éstas?

P: Considero que las actividades de clase tienen un alto nivel de lengua extranjera y el factor principal de las clases es el inglés.

Q16. ¿Los estudiantes proponen actividades interactivas para el fortalecimiento de los procesos formativos? ¿cuáles ha sido esas actividades propuestas?

P: Si a los estudiantes les gusta proponer distintos juegos para facilitar el aprendizaje de vocabulario. Ejemplo: jugar pictionary para repasar vocabulario visto en relación a un fonema.

Q17. ¿En los procesos evaluativos qué tiene más peso, el proceso o el resultado de examen?

P: El proceso y avance de los estudiantes tienen más peso en los procesos evaluativos.

Q18. ¿Describa cuáles son los métodos que emplea para la evaluación de los contenidos vistos en clase?

P: Por medio de criterios: preparación, cumplimiento del objetivo propuesto y seguimiento de instrucciones

Q19. ¿el alumno interactúa en los procesos evaluativos con el docente o se sitúa como un actor pasivo frente a éste?

P: Se genera interacción en los procesos evaluativos pues se da una retroalimentación donde se reconocen los errores y aciertos del estudiante.

Materiales pedagógicos

Q20. ¿Considera que los materiales actuales facilitan el contenido de la clase?

P: Son una ayuda para la clase, pero no abarcan todos los contenidos del syllabus

Q21. ¿el uso y empleo de los materiales es claro para usted como docente?

P: Si es claro

Q22. ¿los materiales pueden ser abordados por los estudiantes de manera autónoma e independiente sin la orientación constante del maestro?

P: No, es necesario que el maestro este orientando al estudiante pues las actividades no son del todo claras para ellos

Q23. ¿Los materiales corresponden a los estándares y normativas nacionales dentro de lo propuesto por el ministerio de educación?

P: Considero que si cumplen con las normativas.

Q24. ¿Los materiales didácticos son explícitos en el contenido que se busca enseñar sin dar pie a dudas o confusiones por parte del estudiante?

P: Considero que no son lo suficientemente explícitos, pues cuando se tratan de los fonemas tienden a generarse confusiones en los estudiantes.

Q25. ¿los materiales corresponden con el nivel de inglés de los estudiantes?

P: No corresponden.

Q26. ¿los estudiantes responden de manera óptima a las competencias enseñadas de habla, escucha, y lectoescritura?

P: Responden de manera positiva, sin embargo, el material no cubre las necesidades de todas las habilidades.

Q27. ¿cómo describe y percibe usted la actitud de los estudiantes en el aula de clase tanto a nivel interpersonal como frente a los contenidos de la materia?

P: Considero que la actitud de los estudiantes es positiva frente a los contenidos de la asignatura, además cada vez se muestran más motivados y perciben con facilidad nuevo vocabulario.

Annex 3. Teacher interview script – 02

Entrevista sobre el material actual de la institución Melanie Klein School de Mosquera La siguiente guía se empleará para el desarrollo de la entrevista al docente encargado de la clase de inglés de los niños de preescolar. Tener en cuenta que se trata de una entrevista semiestructurada, por lo que se encuentra flexible a incorporación de preguntas e información adicional.
Nombre: Diana Fuentes Parra
Formación (profesional, técnica, etc.): Licenciatura en Inglés
Tiempo de experiencia: 6 años

Conciencia fonológica

Q1: ¿El material actual empleado en el aula de clase facilita la adquisición de una conciencia fonológica en el estudiante?

P: El libro que se utiliza en el colegio en el nivel de kínder no está adecuado para la práctica correcta de la conciencia fonológica que según la metodología del colegio exige, por este motivo se están creando unas guías a manera de propuesta a cargo de los docentes para que este proceso pueda mejorar en pro de los niños.

Q2: ¿Cuáles didácticas en relación a la conciencia fonológica tienden a tener mejor respuesta por parte de los estudiantes en el aula de clase?

P: Este año se ha trabajado mucho la habilidad de escucha “listening” y se continúan realizando ejercicios de manera visual; mostrándoles imágenes del vocabulario trabajado y exigiéndoles que a través del sonido del fonema ellos logren relacionarlo. Todo esto nos ha permitido ver mejores resultados en el avance de los niños.

Q3: ¿Considera que con el material actual y las didácticas empleadas se logra que los estudiantes adquieran las competencias de poder segmentar palabras por silabas?

P: En el colegio no trabajamos por sílabas, se hace a través de la conciencia fonológica identificando los sonidos iniciales de una palabra y relacionándola con la señal de la mano correspondiente. En cuanto al material el libro que se utiliza no tiene ejercicios que le permitan al estudiante adquirir mayor

reconocimiento en los fonemas, solamente les ayuda a adquirir más vocabulario.

Q4: ¿Considera que con el material actual y las didácticas empleadas se logra que los estudiantes adquieran las competencias de poder emparejar palabras de acuerdo a sus cualidades fonéticas o auditivas?

P: Ellos logran identificar el sonido inicial de la palabra sin escribirla y reconocen la imagen de esa palabra con sólo verla en el IQ Board o en el televisor, son muy pocos los salones que tienen tablero y si lo tienen la docente dibuja y ellos están en la capacidad de decir su nombre en inglés y de hacer con su manito la señal de la mano trabajada en el momento.

Procesos comunicativos

Q5: Considera usted que ¿el estudiante demuestra motivación para participar, realizar las actividades propuestas y expresarse por medio de las palabras de la lengua extranjera que sabe?

P: Claro que lo hacen, a diario ellos se motivan aún más por comunicarse en inglés con su docente y compañeritos con los que interactúa a través de los comandos trabajados en todas las clases de la sede no sólo en la clase de inglés. Ya en cuanto al vocabulario trabajado en clases de los fonemas planteados si los utilizan, pero no tanto en su contexto de juego, más en clases por su participación y por la exigencia de la docente para que aparte de que hagan uso de ese vocabulario lo puedan lograr con algún conector el cual les permite crear frases cortas y fáciles para ellos de memorizar.

Q6: Considera usted que ¿el aprendizaje de las palabras de la lengua extranjera se aprende con la misma naturalidad con la del idioma nativo?

P: En ocasiones para un niño de la edad de 3 o 4 años no es fácil adquirir una serie de vocabulario en una lengua extranjera cuando no ha desarrollado bien la lengua materna, así que se requiere de mucho más trabajo de práctica y que la memoria actúe en pro de ese aprendizaje requerido para el nivel en el que se encuentra. Para los niños que tienen su lengua materna bien desarrollada a esa edad es más fácil adquirir y practicar a diario ese vocabulario aprendido. En cuanto a la naturalidad con que se aprende no es la misma pues el bebé desde el vientre de mamá escucha la voy y las palabras que ella dice así que para que fuese igual se necesitaría hablarle al bebé en las dos lenguas: materna y extranjera.

Q7: ¿Cómo es la interacción entre usted como docente con los alumnos?

P: Es muy linda, esa conexión que se logra con los niños de esta edad se hace muy fácilmente, pero es importante seguir con el mismo ritmo todo el año escolar para lograr ver en ellos ese proceso con el que uno comienza al conocerlos e imaginar lo que espera de ellos. Siempre los apoyo y los acompaño en la realización de algún ejercicio o en el desarrollo de una guía de la cual estoy

segura de que lo necesitan para que ellos sientan más seguridad y apoyo de mi parte y lograr que les guste el inglés.

Q8: ¿cómo logra identificar las falencias individuales de cada alumno dentro de la clase?

P: Realizando un acompañamiento casi que individual me doy cuenta quien necesita más apoyo, observando constantemente su manera de trabajar e identificando sus habilidades antes de ver sus falencias. De esta manera sabré que si a ese estudiante que no le gusta colorear, por ejemplo, el día que el ejercicio planteado lo requiera le pediré que lo haga de una manera diferente pero logrando que cumpla con el objetivo.

Q9: ¿Cómo usted realiza la preparación de cada una de sus clases?

P: Esta preparación se hace cada tres meses (trimestre) como la institución lo requiere. Si se planean guías, quizes, talleres, páginas del libro, etc, lo que se hace es cada semana crearlas y poder tener las copias listas para realizarlas con los niños en las clases correspondientes.

Q10: ¿Qué aspectos usted busca destacar dentro de la clase fuera de los contenidos académicos?

P: Que mis niños hablen en inglés, así no sea del tema de la clase, les permito hablar por momentos, pero exigiéndoles que lo hagan en inglés, algunos lo hacen arriesgándose a preguntar como se dice tal palabra, pero la mayoría no se atreve a hacerlo así que prefieren hacer silencio. La disciplina también es vital que quiero que se evidencie en cada clase, me parece un aspecto importante para que la concentración y atención de los niños se vea reflejada en cada ejercicio hecho.

Q11: ¿En sus clases prefiere hacer énfasis en el habla, la escucha, la lectura o la escritura?

P: Definitivamente en el habla, la comunicación es para mí la clave para que mis niños aprendan el inglés, también estamos implementando muchos ejercicios de escucha lo cuál ha sido para ellos algo novedoso y les ha gustado que es lo importante.

Q12: ¿En su clase se da una alta participación por parte de los estudiantes?

P: Si siempre, pero depende del tema trabajado y del interés de los niños por comunicarse en inglés. Son muy pocas las clases en las cuales debo insistir haciendo preguntas para incentivar la participación.

Q13: ¿Los materiales didácticos de la clase promueven las relaciones interpersonales y el trabajo en equipo dentro del aula?

P: En clases se utiliza el cuaderno, las guías y las páginas del libro, éste trabajo es siempre individual, así que el trabajo en equipo no se ve reflejado. Se evidencia cuando se proponen ejercicios de trabajo en grupo especialmente en el primer trimestre en el cual no podemos hacer uso del material físico mencionado.

Q14: ¿Los materiales didácticos hacen empleo de herramientas audiovisuales?

P: Si se hace cuando se comienza la clase, la mayoría de los salones cuentan con un televisor que funciona como computador donde se pueden escuchar canciones interactivas que permiten a estudiante concentrarse para la clase, hay dos salones que tienen IQ Boards, en ellos se pueden trabajar aparte de éstas canciones iniciales para cada clase, ejercicios donde los niños interactúan con un marcador que se puede utilizar como lápiz en la pantalla gigante de ésta maravillosa herramienta.

Q15: ¿Qué tan involucrado llega a estar la lengua extranjera en la realización de las actividades en clase? ¿predomina el uso del español o de inglés en éstas?

P: La docente debe dictar toda la clase en inglés, pues es la idea para que los niños desarrollen su oído, pero existen situaciones en las cuales se requiere hacer uso del español para llamarle la atención a algún niño o si la explicación del ejercicio lo requiere para que los niños comprendan el objetivo de la clase, por parte de los niños pienso que la lengua extranjera puede estar muy involucrada desde que llegan al colegio no solamente en clases de inglés y todo esto depende de la docente titular.

Q16: ¿Los estudiantes proponen actividades interactivas para el fortalecimiento de los procesos formativos? ¿cuáles ha sido esas actividades propuestas?

P: Como a su edad les encanta el juego, su memoria no les falla. Así que cada vez que terminamos alguna actividad de cuaderno o de guía ellos piden aquellos ejercicios que de manera interactiva se puede hacer, como por ejemplo juegos de memoria, de puzles, páginas interactivas o simplemente esos ejercicios de dibujo en el IQ Board que les permite participar, aprender y divertirse a la vez.

Q17: ¿En los procesos evaluativos qué tiene más peso, el proceso o el resultado de examen?

P: El proceso del niño en el trimestre, el examen se hace escrito, pero es mucho más importante lo que la docente puede observar en cada clase no sólo en los ejercicios a evaluar sino en los que se hacen en cada uno de los espacios compartidos con ellos.

Q18: ¿Describa cuáles son los métodos que emplea para la evaluación de los contenidos vistos en clase?

P: Para mí la participación es realmente importante, aparte de ver a los niños muy concentrados en cada actividad, en las que debo evaluar me concentro bien observando a cada uno de ellos, revisando si su postura es correcta, si realiza el ejercicio y si le llama la atención la metodología de la clase. Nunca les cuento que la actividad de la clase a evaluar es para sacar nota porque ellos aún eso no lo comprenden, pero si los motivo mucho más para que ese día especial den lo mejor de ellos por obtener los mejores resultados.

Q19: ¿el alumno interactúa en los procesos evaluativos con el docente o se sitúa como un actor pasivo frente a éste?

P: La interacción de ellos conmigo es preguntar todo el tiempo, si bien se les hace acompañamiento en aplicaciones de quizes y de examen no se requiere responderle a estudiante y darle la solución sino tratar de que se acuerde por sí

solo de la respuesta a su duda. Ellos son aún pequeños, pero comprenden que cuando no pueden preguntar simplemente no lo hacen.

Materiales pedagógicos

Q20: ¿Considera que los materiales actuales facilitan el contenido de la clase?

P: No todo el tiempo, porque hablando del libro integral hay algunas actividades que no ayudan a desarrollar el contenido necesario en cada estudiante y las clases se convierten sólo en colorear y ya pero no se evidencia un aprendizaje significativo en su proceso.

Q21: ¿el uso y empleo de los materiales es claro para usted como docente?

P: Sí claro, he trabajado con éste material por 6 años y esto me ayuda a que ese uso que se le debe dar sea el más adecuado en cada una de las clases.

Q22: ¿los materiales pueden ser abordados por los estudiantes de manera autónoma e independiente sin la orientación constante del maestro?

P: No es posible, simplemente por su corta edad de 4 años, lo cual requiere el acompañamiento constante de su docente para la explicación, realización y finalización del ejercicio propuesto.

Q23: ¿Los materiales corresponden a los estándares y normativas nacionales dentro de lo propuesto por el ministerio de educación?

P: A mi modo de ver si cumplen, pues el libro es integral creado en la misma institución. En cuanto al cuaderno ya depende de las actividades que la docente libremente propone en su planeación trimestral evitando plantear ejercicios fuera de la metodología requerida.

Q24: ¿Los materiales didácticos son explícitos en el contenido que se busca enseñar sin dar pie a dudas o confusiones por parte del estudiante?

P: Estos ejercicios deben ser revisados inicialmente por la docente, los niños no saben leer ni mucho menos escribir, así que los planteados en el cuaderno, en las guías o en el libro no pueden desarrollarse por ellos mismos sin el apoyo constante de la docente a cargo.

Q25: ¿los materiales corresponden con el nivel de inglés de los estudiantes?

P: No, el vocabulario y el tipo de ejercicios no son acordes para su edad, exigen el uso de vocabulario en inglés muy avanzado para su edad.

Q26: ¿los estudiantes responden de manera óptima a las competencias enseñadas de habla, escucha, y lectoescritura?

P: En el nivel de kinder los niños no escriben ni leen, así que sólo desarrollan las habilidades de speaking, listening y Reading (imágenes) a manera de descripción. Pienso que el nivel del colegio hace que los niños tengan una alta exigencia y que sean competentes en estas habilidades.

Q27: ¿cómo describe y percibe usted la actitud de los estudiantes en el aula de clase tanto a nivel interpersonal como frente a los contenidos de la materia?

P: Les encanta, son felices en las clases, a mi modo de ver, siento que los niños disfrutan de cada clase realizada por los espacios con los que contamos y porque siempre hacemos cosas diferentes a través del juego lo que les permite tener la mejor actitud en el desarrollo de cada una de las actividades propuestas.

Annex 4. Teacher interview script – 03

Entrevista sobre el material actual de la institución Melanie Klein School de Mosquera La siguiente guía se empleará para el desarrollo de la entrevista al docente encargado de la clase de inglés de los niños de preescolar. Tener en cuenta que se trata de una entrevista semiestructurada, por lo que se encuentra flexible a incorporación de preguntas e información adicional.
Nombre: Adriana Edith Peláez Lugo
Formación: Universitaria
Tiempo de experiencia: 7 años

Conciencia fonológica

Q1: ¿El material actual empleado en el aula de clase facilita la adquisición de una conciencia fonológica en el estudiante?

P: El material propuesto por el colegio no se centra en la conciencia fonológica de los estudiantes, pero normalmente utilizo guías propuestas por mí misma y se enfoca en las necesidades de mis estudiantes, pero es a blanco y negro y se dispone de mucho tiempo para realizar un buen material, incluso mi trabajo desde casa

Q2: ¿Cuáles didácticas en relación a la conciencia fonológica tienden a tener mejor respuesta por parte de los estudiantes en el aula de clase?

P: Pienso que el reconocimiento y clasificación de imágenes es el primordial en edad de preescolar

Q3: ¿Considera que con el material actual y las didácticas empleadas se logra que los estudiantes adquieran las competencias de poder segmentar palabras por silabas?

P: Mis estudiantes aun no realizan segmentación de palabras

Q4: ¿Considera que con el material actual y las didácticas empleadas se logra que los estudiantes adquieran las competencias de poder emparejar palabras de acuerdo a sus cualidades fonéticas o auditivas?

P: Aunque las didácticas son muy buenas, el material actual no es llamativo visualmente

Procesos comunicativos

Q5: Considera usted que ¿el estudiante demuestra motivación para participar, realizar las actividades propuestas y expresarse por medio de las palabras de la lengua extranjera que sabe?

P: Si, los estudiantes en la mayoría de las veces poseen una participación activa en diferentes actividades y se comunican por medio de lo que saben en diferentes contextos

Q6: Considera usted que ¿el aprendizaje de las palabras de la lengua extranjera se aprende con la misma naturalidad con la del idioma nativo?

P: Pienso que es mucho más factible que en edad preescolar aprendan mucho más, aunque su lenguaje en ocasiones no sea claro y eso dificulte un poco la pronunciación

Q7: ¿Cómo es la interacción entre usted como docente con los alumnos?

P: Trato de mantener siempre dentro de mi interacción diaria la lúdica y el juego, esto me permite que mis estudiantes tengan mucha más confianza en sí mismos a la hora de expresar lo que sienten

Q8: ¿cómo logra identificar las falencias individuales de cada alumno dentro de la clase?

P: Trabajo mucho la participación por medio de diferentes juegos y realizo una avaluación progresiva, la cual me permite identificar si realmente mis estudiantes aprenden lo que les enseño, con el fin de potenciar mucho más sus dificultades

Q9: ¿Cómo usted realiza la preparación de cada una de sus clases?

P: Inicialmente con una planeación, luego preparo una semana antes lo que enseñare en la próxima, documentándome bien y realizando una investigación acerca de las mejores lúdicas que pueda llevar al aula para un mejor aprendizaje

Q10: ¿Qué aspectos usted busca destacar dentro de la clase fuera de los contenidos académicos?

P: La seguridad en mis estudiantes para una mejor expresión oral

Q11: ¿En sus clases prefiere hacer énfasis en el habla, la escucha, la lectura o la escritura?

P: En la escucha, ya que mis estudiantes inician un proceso de primera interacción con el idioma

Q12: ¿En su clase se da una alta participación por parte de los estudiantes?

P: Realmente trato de que mis clases sean muy lúdicas, para que de esta manera mis estudiantes se diviertan y se sientan libres de expresar lo que sienten y piensan

Q13: ¿Los materiales didácticos de la clase promueven las relaciones interpersonales y el trabajo en equipo dentro del aula?

P: El material didáctico es muy poco llamativo y en ocasiones se debe pintar por mi parte, ya que las impresiones son a blanco y negro

Q14: ¿Los materiales didácticos hacen empleo de herramientas audiovisuales?

P: Si, se hace uso de herramientas que puedan fortalecer el aprendizaje

Q15: ¿Qué tan involucrado llega a estar la lengua extranjera en la realización de las actividades en clase? ¿predomina el uso del español o de inglés en éstas?

P: Todas las actividades tienen un mínimo requerido de inglés, incluso en actividades no académicas

Q16: ¿Los estudiantes proponen actividades interactivas para el fortalecimiento de los procesos formativos? ¿cuáles ha sido esas actividades propuestas?

P: En ocasiones cuando tengo dos actividades propuestas para explicar un tema, pregunto a mis estudiantes que desearían que hiciéramos (Actividades lúdicas)

Q17: ¿En los procesos evaluativos qué tiene más peso, el proceso o el resultado de examen?

P: El proceso, ya que poco a poco los estudiantes irán adquiriendo un aprendizaje

Q18: ¿Describa cuáles son los métodos que emplea para la evaluación de los contenidos vistos en clase?

P: Hago uso de la evaluación progresiva, ya que esta me ayuda a potenciar en el camino las falencias de mis estudiantes

Q19: ¿el alumno interactúa en los procesos evaluativos con el docente o se sitúa como un actor pasivo frente a éste?

P: Aunque se realizan por medio de actividades lúdicas, no advierto a mis estudiantes cuando hago una evaluación

Materiales pedagógicos

Q20: ¿Considera que los materiales actuales facilitan el contenido de la clase?

P: No cubren todos los contenidos y las docentes deben emplear mucho mas tiempo para realizar guías que los suplan

Q21: ¿el uso y empleo de los materiales es claro para usted como docente?

P: Se han tenido que realizar varios ajustes a los libros y estos tienen paginas poco acordes a la temática

Q22: ¿los materiales pueden ser abordados por los estudiantes de manera autónoma e independiente sin la orientación constante del maestro?

P: No, de hecho, se tiene que poner en algunas páginas la instrucción de la actividad

Q23: ¿Los materiales corresponden a los estándares y normativas nacionales dentro de lo propuesto por el ministerio de educación?

P: Si

Q24: ¿Los materiales didácticos son explícitos en el contenido que se busca enseñar sin dar pie a dudas o confusiones por parte del estudiante?

P: Es confuso al no tener un buen contenido en el material que se trabaja

Q25: ¿los materiales corresponden con el nivel de inglés de los estudiantes?

P: No, las docentes deben realizar guías que se ajusten al nivel de ingles

Q26: ¿los estudiantes responden de manera óptima a las competencias enseñadas de habla, escucha, y lectoescritura?

P: Afortunadamente las docentes tienen maravillosas estrategias que permiten fortalecer diferentes habilidades en los estudiantes

Q27: ¿cómo describe y percibe usted la actitud de los estudiantes en el aula de clase tanto a nivel interpersonal como frente a los contenidos de la materia?

P: Son estudiantes que se divierten, se alegran de aprender algo nuevo por medio de la lúdica y diferentes actividades que les permitan interactuar en su diario vivir

Annex 5. Teacher interview script - 04

Encuesta sobre el material actual de la institución Melanie Klein School de Mosquera La siguiente guía se empleará para el desarrollo de la entrevista al docente encargado de la clase de inglés de los niños de preescolar. Tener en cuenta que se trata de una entrevista semiestructurada, por lo que se encuentra flexible a incorporación de preguntas e información adicional.
Nombre Carolina Garzón.
Formación (profesional, técnica, etc.) Profesional.
Tiempo de experiencia 9 años.

Conciencia fonológica

Q1: ¿El material actual empleado en el aula de clase facilita la adquisición de una conciencia fonológica en el estudiante?

P: Actualmente no tenemos un material establecido en el aula de clase ya que para la enseñanza de las temáticas debemos diseñar las propias guías que deben estar relacionadas con los fonemas que se están trabajando.

Q2: ¿Cuáles didácticas en relación a la conciencia fonológica tienden a tener mejor respuesta por parte de los estudiantes en el aula de clase?

P: Para trabajar conciencia fonológica con los estudiantes y generar un aprendizaje significativo en ellos trabajamos a través de actividades de listening, canciones, videos, juegos de clasificación de imágenes por medio del sonido inicial teniendo en cuenta la señal de la mano.

Q3: ¿Considera que con el material actual y las didácticas empleadas se logra que los estudiantes adquieran las competencias de poder segmentar palabras por silabas?

P: Sí, debido a que este material es diseñado por las mismas docentes y esto hace que se ajuste a las necesidades de los estudiantes apuntando a los objetivos propuestos.

Q4: ¿Considera que con el material actual y las didácticas empleadas se logra que los estudiantes adquieran las competencias de poder emparejar palabras de acuerdo a sus cualidades fonéticas o auditivas?

P: Sí, ya que con ellos se desarrollan diferentes actividades de conciencia fonológica desarrollando habilidades auditivas y visuales las cuales fortalecen las competencias establecidas.

Procesos comunicativos

Q5: Considera usted que ¿el estudiante demuestra motivación para participar, realizar las actividades propuestas y expresarse por medio de las palabras de la lengua extranjera que sabe?

P: Sí. Siempre cuando se presenta un fonema a los estudiantes tratamos que sea contextualizado y con actividades muy lúdicas y llamativas a ellos. Cada actividad tiene un propósito y un objetivo el cual ayuda a que los estudiantes puedan expresar oraciones cortas por medio de expresiones establecidas.

Q6: Considera usted que ¿el aprendizaje de las palabras de la lengua extranjera se aprenden con la misma naturalidad con la del idioma nativo?

P: En muchos casos de pende de las docentes en la manera como enseñan las palabras. Pienso que si se sigue trabajando de una manera contextualizada con escenarios llamativos a los estudiantes si se puede llegar a aprender de la misma naturalidad del idioma nativo.

Q7: ¿Cómo es la interacción entre usted como docente con los alumnos?

P: Es buena. Siempre trato de hablar con los estudiantes en Inglés para que ellos así aprendan más expresiones y palabras teniendo en cuenta el contexto en el que nos encontramos. Ellos se muestran muy motivados por el aprendizaje de la segunda lengua.

Q8: ¿cómo logra identificar las falencias individuales de cada alumno dentro de la clase?

P: En el colegio los grupos de estudiantes no son muy grandes. Esto ayuda a que en ocasiones podamos realizar un trabajo más uno a uno con los estudiantes pudiendo así evidenciar las falencias que pueden presentar en la adquisición de la segunda lengua.

Q9: ¿Cómo usted realiza la preparación de cada una de sus clases?

P: La clase se planea de acuerdo al proyecto de aula. De ahí teniendo en cuenta el fonema que se trabaja en la semana se desarrollan diferentes actividades en las cuales se involucre el proyecto de aula y el fonema a trabajar.

Q10: ¿Qué aspectos usted busca destacar dentro de la clase fuera de los contenidos académicos?

P: Siempre trabajamos el respeto a los demás y el trabajo en equipo. No importa si nos equivocamos cuando estamos dando una respuesta lo importante es intentar y aprender.

Q11: ¿En sus clases prefiere hacer énfasis en el habla, la escucha, la lectura o la escritura?

P: En grado kínder se hace énfasis en los procesos comunicativos y de escucha. La parte de lectura se realiza por medio de la lectura sólo de imágenes más no de fonemas. No trabajamos procesos lecto- escrito ya que no se quiere afectar el proceso lecto escrito en el área de español.

Q12: ¿En su clase se da una alta participación por parte de los estudiantes?

P: Sí. Ellos se ven muy motivados frente al aprendizaje de la segunda lengua ya que se realiza en forma contextualizada y el vocabulario se selecciona para que sea muy llamativo a los estudiantes.

Q13: ¿Los materiales didácticos de la clase promueven las relaciones interpersonales y el trabajo en equipo dentro del aula?

P: Claro que sí. Durante el desarrollo de las actividades los estudiantes establecen trabajo en equipo y hábitos de autonomía e independencia . Aprenden a respetar la opinión de los demás compañeros y a generar un pensamiento crítico.

Q14: ¿Los materiales didácticos hacen empleo de herramientas audiovisuales?

P: Sí, ya que la institución cuenta con Smart board los cuales favorecen el aprendizaje de los estudiantes y hace que el aprendizaje sea más didáctico.

Q15: ¿Qué tan involucrado llega a estar la lengua extranjera en la realización de las actividades en clase? ¿predomina el uso del español o de inglés en éstas?

P: La idea es desarrollar habilidades comunicativas con los estudiantes, por esa razón casi toda la clase se debe dar en Inglés. Sin embargo en ocasiones se hace excepciones con aquellos estudiantes que se les dificulta aprender la instrucción, se les explica en español.

Q16: ¿Los estudiantes proponen actividades interactivas para el fortalecimiento de los procesos formativos? ¿cuáles ha sido esas actividades propuestas?

P: Si, juegos y videos.

Q17: ¿En los procesos evaluativos qué tiene más peso, el proceso o el resultado de examen?

P: En la institución para preescolar el examen sólo vale un 20 % de una meta de comprensión. Para nosotros es más importante el proceso de cada estudiante.

Q18: ¿Describa cuáles son los métodos que emplea para la evaluación de los contenidos vistos en clase?

P: Por medio de actividades orales, en las que los estudiantes deben describir imágenes con expresiones vistas. También por medio de juegos en los que los

estudiantes evidencien las temáticas vistas. En otras ocasiones trabajamos guías y pocas veces quizes

Q19: ¿el alumno interactúa en los procesos evaluativos con el docente o se sitúa como un actor pasivo frente a éste?

P: Siempre está en constante interacción con el docente.

Materiales pedagógicos

Q20: ¿Considera que los materiales actuales facilitan el contenido de la clase?

P: A pesar de que la institución cuenta con buenos materiales, se ve la necesidad de seguir implementando con nuevos libros y otros materiales lúdicos.

Q21: ¿el uso y empleo de los materiales es claro para usted como docente?

P: Sí.

Q22: ¿los materiales pueden ser abordados por los estudiantes de manera autónoma e independiente sin la orientación constante del maestro?

P: En la mayoría de los casos el docente debe estar guiando el uso de estos materiales ya que los estudiantes son muy pequeños y no le dan el uso adecuado.

Q23: ¿Los materiales corresponden a los estándares y normativas nacionales dentro de lo propuesto por el ministerio de educación?

P: Sí.

Q24: ¿Los materiales didácticos son explícitos en el contenido que se busca enseñar sin dar pie a dudas o confusiones por parte del estudiante?

P: No.

Q25: ¿los materiales corresponden con el nivel de inglés de los estudiantes?

P: No, contamos con algunos libros que de cierta manera cuentan con lecturas muy extensas para los estudiantes.

Q26: ¿los estudiantes responden de manera óptima a las competencias enseñadas de habla, escucha, y lectoescritura?

P: Sí. A su corta edad ya tratan de producir oraciones cortas por medio de la descripción de imágenes en las cuales tienen en cuenta su diario vivir. En grado kinder no trabajamos el proceso lecto escrito. Sólo se desarrollan habilidades comunicativas.

Q27: ¿cómo describe y percibe usted la actitud de los estudiantes en el aula de clase tanto a nivel interpersonal como frente a los contenidos de la materia?

P: Es buena. Ellos se ven muy motivados a aprender cada día cosas nuevas y se ven motivados por las diferentes actividades que se planean.

Annex 6. Curriculum of Melanie Klein School for Kinder Garden Third term

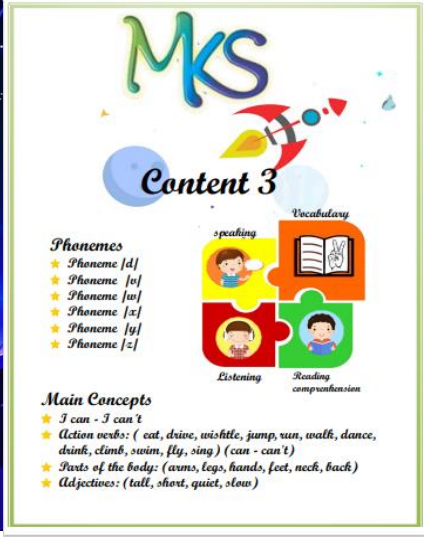
GRADO	III PERIODO METAS DE COMPRENSIÓN		III PERIODO CONTENIDOS	OBSERVACIONES
KINDER	1. Listening: Student identifies specific information about the stories they hear./Identifica información específica de historias que escucha. (20%) 2. Speaking: Student elaborates simple oral presentations about their context./Elabora presentaciones orales acerca de su contexto.(20%) 3. Reading: Student describes pictures involving the vocabulary and expressions learned./Describe imágenes incluyendo vocabulario y expresiones aprendidas.(25%) 4. Phonics: Students recognize and classify the vocabulary related to the phonemes: /d,v,w,x,y,z/ . / Reconoce y clasifica el vocabulario relacionado a los fonemas /d,v,w,x,y,z/. (20%) 5.Student shows a positive attitude throughout participation, responsibility and behaviour./Muestra una actitud positiva al desarrollo de la clase a través de la participación, responsabilidad y disciplina.(15%) 6.Student uses English as the communication resource in the interaction with people at school in different contexts and situations/Utiliza la segunda lengua inglés como herramienta de comunicación en la interacción de diferentes contextos y situaciones.	* What can you do? * What are the parts of the body? * How do you descrbe a boy or a girl?	1. Phonemes (d, v, w, x, y, z, q) 2. Action verbs : (eat, drive, wear, wishtle, jump, run, walk, dance, drink, climb, swim, fly, sing) (can - can't) Vocabulary: My body: arms, legs, hands, feet, neck, back, elbow, tongue At the shop clothes: Vest, shorts, skirt, gloves, glasses, scarf. Black, brown, white, grey. My street: Helicopter, drive a car, boat, train	CLASS TIME DISTRIBUTION 1h Reading aloud 1h Phonics/Vocabulary 1h Speaking 2h Communivative skills

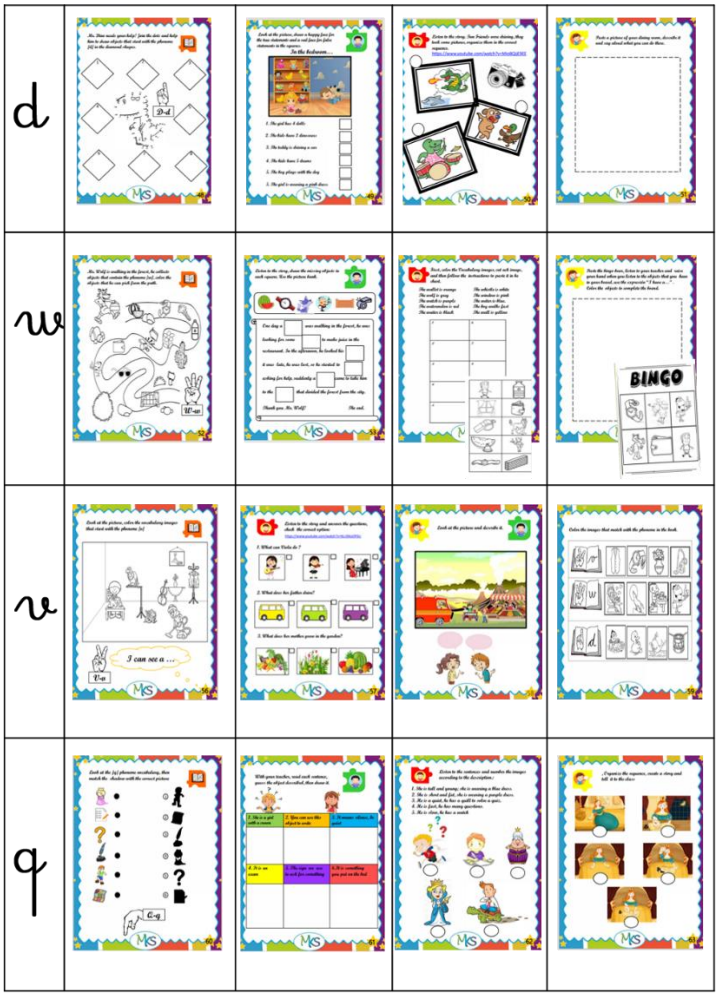
Annex 7. New Material design book

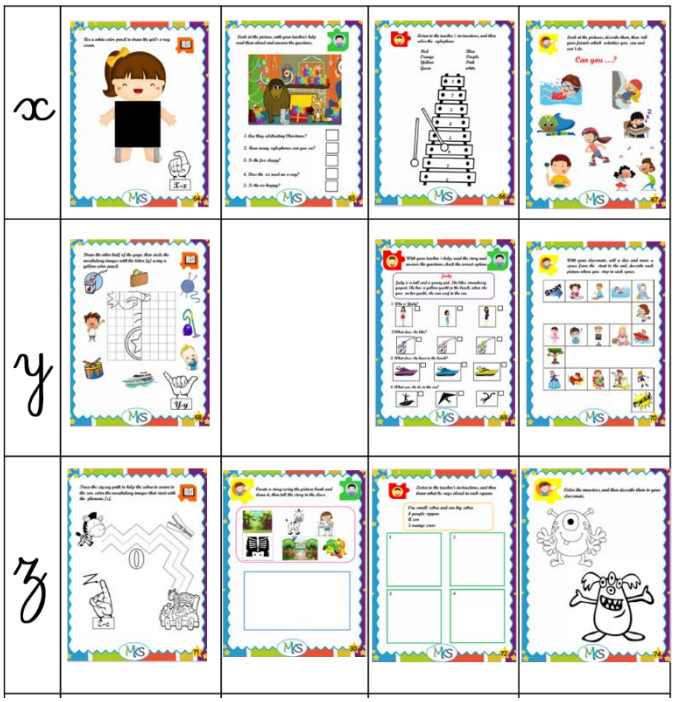
https://drive.google.com/file/d/1MGuGf36NwrbKrM-NZe_WRGfyHu3e_D4s/view?usp=sharing

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Annex 8. Post observation guide

Here are some questions that can guide the understanding of the activities implemented. The objective is not to point out exactly what happens in the classroom, but to interpret, based on the experience of the teacher, whether the competence that is mentioned is effectively fulfilled in the classroom, in general terms, but highlighting the specific anomalies that are relevant.

During the sessions of application of the pedagogical material it is evident that:

Listening
1.- Are children able to discriminate phonemes aurally? *Most of the children achieved greater phoneme discrimination (q, w, v, d, x, y, z) reflected in their participation and interaction with the new material, and in the results of the final exam of the year.* 2.- Can children follow the instructions given in the foreign language? *All children understood and followed the English instructions provided by the teacher.* 3. Do the children make the gesture corresponding to the letters or words that the teacher is proposing? *They mostly gesticulate the corresponding letters and words, except for some children who are in speech therapy.* 4.- Were the listening exercises accompanied by songs and other elements more or less effective? Did they have the expected reception in the children? *The children had a very good auditory reception of the listening exercises proposed in the booklet and most of them managed to solve the exercises correctly, they were effective, attractive and entertaining for them.* 5.- Do the children accompany the letters they are knowing with their representation through their hands? Do you understand what these symbols mean? *In its entirety, the children achieved a recognition of the hand signal corresponding to each phoneme, identifying the sound and linking it with the vocabulary learned.* 6.- What was the phoneme that presented the greatest difficulty and the one that was most facilitated in the listening exercises? The phoneme with which they had the greatest difficulty was /x/ they had a hard time recognizing the sound in the vocabulary worked, and in general they had a good reception and recognition of the other phonemes worked.
Speaking
7.- Are children able to reproduce the basic sounds that are raised by the teacher?

They are mostly able to reproduce sounds with good pronunciation and articulation.

8.- Do children use the correct gestures, pauses and tones in their messages?
If they mostly managed to construct sentences orally in a leisurely manner and with proper pronunciation, some should strengthen their tone and confidence to make their articulation more accurate.

In addition to traditional sounds, are children able to reproduce sound aspects of rhythm, accentuation and intonation, characteristic of the foreign language?
Children manage to articulate traditional sounds by presenting a good pronunciation, however it is necessary to strengthen aspects of accentuation and intonation specific to English.

9.- Do the children establish a dialogue between them to discuss the answers? Do you use English words in this dialogue?
The activities proposed in the booklet allowed the children to interact with each other with the language, asking simple questions and using the structures and vocabulary worked.

10.- Are children able to use the learned expressions ("I have" "this is" "I can" "like") in everyday contexts?
Yes, in their entirety they identified the expressions and used them in different contexts, not just within the classroom.

11.- In addition to the contents of the class, does the child accompany his interventions with expressions of feelings, experiences and needs?
Occasionally and by context they express their needs using the topics learned.

12.- Do children manifest the use of everyday expressions in English such as greeting, apologizing, thanking, etc., and regulating their own behavior?
Yes, much of the group uses common expressions to express their needs and interact with people in the community (teaching, administrative, and general service staff).

13.- What was the phoneme that presented the greatest difficulty and the one that was most facilitated in the speech exercises?
The phoneme that made it more difficult for them to reproduce fuel /x/ with initial sound words, in general had great facility to articulate the other phonemes.

Reading comprehension

14.- Do all children follow the same reading rhythm in the group exercises? How long are they delayed?
In general, most children follow the same reading rhythm and understand the essence of short texts, there are three children who need a more personalized accompaniment to understand the text due to their attention and concentration.

15.- How many readings do students require before developing the activities associated with the texts?

At least 3, one for general reading, one for paused reading and one for specific reading to extract the required information.

16.- Are children capable of interpreting images, posters, photographs and pictograms? Do you have difficulties with any image or symbol?

All children were able to interpret and describe images by naming vocabulary and using simple sentences in English without any difficulty.

17.- Are children able to recognize the essential content of texts?

Taking into account that the children have not started their reading process in the language, it is evident that the slow reading by the teacher and the follow-up of it by the students allows them to understand specific information of the text.

18.- Are children capable of reconstructing a story from simple phrases? Do those stories handle a logical sequence?

The children were able to construct short stories with very simple phrases in the language, however, most of them presented difficulty and needed support from the teacher to communicate their ideas and conclude the exercise.

Vocabulary

19.- Do students manifest difficulties when differentiating between words with the same phoneme?

No, students are able to identify vocabulary by relating it to movements and images.

20.- Do students have difficulties in differentiating between words with different phonemes?

Students do not have greater difficulty in identifying vocabulary separately, they perform image classification taking into account the phoneme without difficulty.

Do children use additional strategies to identify the words that are requested in observation exercises?

Yes, some make association of words in English with words from their mother tongue that have a similar sound and allow them to memorize more easily, another strategy they use is the association with images.

21.- Do technological tools improve or hinder vocabulary learning?

The technological tools were a great support in the learning process of the students for their audiovisual contribution, which allowed to strengthen the listening and comprehension skills.

22.- Do children tend to consult or debate with their peers about doubts regarding words?

Yes, the contribution of the group activities proposed in the brochure allowed students to interact with each other and share their knowledge and doubts.

23.- How was the development of the tongue twister exercises, in terms of speed, precision, assertive capacity?

For most of the students the process was successful, as they previously had clarity of the vocabulary separately, so by joining the vocabulary in meaningful sentences

they could easily articulate it slowly and clearly, however 5 students required the support of the teacher to complete the activity.

24.- Of the strategies used in the didactic unit, which do you consider to have generated the best results (images, songs, collective participation, individual work, group debates, games)? What aroused the most interest in the children or motivated them to a greater extent?

- *Color images were key in students' motivation, as well as providing more features for students to describe. The different activities and games had a great result in motivating and strengthening the safety of the students when interacting with the language, they were more participatory and with a greater willingness to develop the class.*

Source: Own elaboration, (2021)

Annexe 9. Evidences of the material implementation

https://youtu.be/on0sew-FA6A

Ctrl + click



Annex 10. English scores GRUPO 1 y GRUPO 2

SUBJECT: English					
GRADE: Kinder 3 (Grupo experimental, donde se aplico el materi					
TERM: III					
UNDERSTANDING GOALS		1.reading	2.listening	3.speaking	4. phonics
STUDENTS' NAME					
1	Barinas Bermudez Luciana	9,20	9,04	9,30	9,05
2	Becerra Gonzalez Lina Gabriela	9,31	9,24	9,30	9,25
3	Botero Toro Luciana	8,75	9,15	9,30	9,20
4	Cardenas Geraldino Salome	9,16	9,02	9,00	9,15
5	Carmona Pescador Maria Victoria	8,44	8,56	9,00	9,05
6	Cruz Rojas Salome	8,59	8,03	8,90	9,10
7	Duran Risso Mia Isabella	8,42	7,37	9,10	8,90
8	Gomez Morera Luciana	8,23	8,65	8,90	9,25
9	Gutierrez Hinestrosa Alejandro	8,72	8,70	9,00	8,95
10	Morales Abella David Santiago	8,93	9,16	9,10	9,00
11	Rodriguez Andrade Maria Paula	8,20	9,07	9,10	9,05
12	Sandoval Puentes Samuel	9,17	9,16	9,00	9,15
13	Torres Criado Jeronimo	8,74	9,00	8,80	9,10
14	Urrego Guiot Angel Leonardo	8,65	8,59	9,00	9,10
15	Veloza Forero Santiago Andres	8,85	9,16	9,00	9,00

SUBJECT: English					
GRADE: Kinder 1					
TERM: III					
UNDERSTANDING GOALS		1.reading	2.listening	3.speaking	4. phonics
STUDENTS' NAME					
1	Abarca Vanegas Luisa Andrea	8,74	9,43	8,78	8,20
2	Aguirre Melo Carolina	8,76	8,99	9,40	9,08
3	Amaya Rios Emily Antonia	8,73	9,71	8,95	9,14
4	Bohorquez Rodriguez Edwin Santiago	7,05	6,31	8,90	7,86
5	Camacho Vargas Samuel Andres	8,61	7,75	8,26	7,64
6	Cespedes Jimenez Veronica	8,41	7,54	8,95	8,08
7	Coronado Mujica Santiago	7,43	6,99	7,74	7,68
8	Florez Contreras Camilo Andres	8,55	7,28	8,89	7,60
9	Martinez Castro Nicolas	6,85	7,80	8,59	8,00
10	Mendieta Aponte Martin	7,04	7,92	9,14	8,30
11	Molina Sanchez Samuel Eduardo	7,26	7,98	8,96	8,98
12	Ortiz Rodriguez Manuela	7,16	7,34	7,94	6,80
13	Perez Ballen Dana Sofia	8,26	5,84	7,74	6,90
14	Pinilla Velandia Maria Fernanda	8,64	7,98	8,76	9,08
15	Virviescas Real Isabella	8,38	8,25	7,81	8,38

METAS DE COMPRENSION POR COMPETENCIAS SEGÚN EL COLEGIO MELANIE KLEIN
1. Reading: Student describes pictures involving the vocabulary and expressions learned./Describe imágenes
2. Listening: Student identifies specific information about the stories they hear./Identifica información específica de historias que escucha
3. Speaking: Student elaborates simple oral presentations about their context./Elabora presentaciones orales acerca de su contexto
4. Phonics: Students recognize and classify the vocabulary related to the phonemes: /d,v,w,x,y,z/ . / Reconoce y clasifica el vocabulario relacionado a los fonemas /d,v,w,x,y,z/.