ENGLISH FOR NON-BILINGUAL TEACHERS IN PRIMARY SCHOOL: A TEACHING TRAINING PROGRAM TO SUPPORT EFL

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Introduction

In Colombia primary school English education is established to be taught for five years, from first grade to fifth grade; this is set for every primary school in Colombia either public or private. In the case of public schools, at the end of the fifth academic year students must reach an A2.1 level corresponding to basic 1 of English mastery. To reach this level in a successful way, the government has been creating several projects, such as the Bilingual Colombia Program, which aims to encourage the use of English in all educational institutions according to the Ministerio de Educación Nacional (2016) from now on MEN.

Then, in 2016, the *Suggested English Curriculum* was created for primary school, to provide teachers with tools that contribute to the achievement of the learning goals (MEN, 2016). This document sets the objectives, topics and others that must be taught at school with the purpose of reaching the above-mentioned level of English. It divides the contents in four modules and includes previous knowledge and learning objectives that are useful to continue the process of teaching and learning, considering the different grades of primary school.

In current education, there is supreme significance of English in the Colombian educational system, where it is possible to find different features related to this, such as the *Suggested Curriculum* or the *guide No. 22* by the MEN along with national policies such as *Colombia Bilingüe.* Albeit, in the *Suggested Curriculum* and in *guide No. 22* are mentioned different modules, concepts, competences, sub-competences and others, in the real context it is possible to notice that non-bilingual primary school teachers usually focus on formal English with grammar emphasis (Ruíz, 2021), ruling out different emphasis and approaches, thus, it is possible to understand the lack of use regarding different approaches or methodologies.

Taking the aforementioned information into account, it is visible how different students after finishing their primary school studies, do not reach the level set in the Common European Framework of Reference (CEFR) and by the MEN in the *Suggested English Curriculum* and the *Basic Learning Rights* (Bohórquez et al. 2019). Thus, it will be more difficult for them to reach the expected levels of English, further in their academic process. In this sense, this project's main aim is the teachers that teach in second and third grade at public primary schools, specifically this project will be developed at Julio Cesar Turbay Ayala School. The need to create a tool that supports non-bilingual primary teachers arose due to the dynamics observed in the teaching practices carried out by the researchers during their career and their experiences as students of English as a Foreign Language in primary.

Considering what was mentioned above, the present research project is divided into 5 parts; the first one includes introduction to the study, problem statement, purpose, research question, and objectives. The second one covers the literature review, which is made up of the conceptual framework; *Suggested English Curriculum*, non-bilingual teachers, teaching materials, online course design and the final concept is Exelearning which was the software used to develop the virtual course, then the previous studies, addressing 12 of them. Then, the theoretical framework concerning constructivism, its sub-term, learning-by-doing, and e-learning will be the terminologies explained in this section of the paper, these terms will help to shape the research project. The third one consists of the instructional design and the implementation carried by the head teachers at Julio Cesar Turbay Ayala School. The fourth one is about the data analysis and the procedures made by the researchers. The last part of the paper is related to the conclusions based on the methodology of research involving the models used for the design of the proposal and the limitations.

Rationale

In Colombia, the educational system is divided into four levels, firstly, the pre-school education, secondly, primary education, thirdly, high-school education, and finally, higher education. This project will be developed considering the second level, which is primary education in a public context. The public primary school context is characterized by certain components that were the basis for this research proposal. Those components have an important impact in the educational system, such as requirements established in the decree No. 1278 issued on 19 June 2002 and the public policies, specifically the bilingual policies.

Those elements establish a problem that has therefore not only for the students but for teachers, because the national policies allow every person, with a degree diploma, to teach in any public school from pre-scholar to primary school, without considering the knowledge in different subjects, like English or Technology or even pedagogical knowledge or experience. Therefore, many of these teachers do not have preparation for teaching English as foreign language (Jabba, 2013), due to the requirements of the magisterium to become an associate teacher in accordance with the MEN. Hence, it is noticeable the presence of non-bilingual teachers in the area for primary school education.

For this reason, there is a need in the preparation of non-bilingual public primary teachers to strengthen the teaching processes of the foreign language to achieve the proficiency English level established by the MEN in the *Suggested English Curriculum,* in the different academic cycles. Consequently, this training program is aimed to be carried out based on the E-learning approach, allowing active teachers to learn from every part of the country. In the course, teachers will find different tools, online and analog[1], that will allow

[1] Analog: Relating to or using signals or information represented by a continuously variable physical quantity such as spatial position, voltage, etc.

them to apply their knowledge to create activities according to their educational context. Also, they will discover materials that will foster, in a dynamic way, the learning process of the students.

The creation material that was chosen for this project is an online course, this is based on the opportunities that are available thanks to the E-learning, both for learners and creators. Clarke (2008) mentions that there are some advantages for E-learning courses creators due to the possibility to expand the course with new material about the topic and to update the course with more lessons with different activities; finally, the author also claims that the option of having feedback from students and develop or correct the new possible needs that may appear while the course is still active.

Together with that, this training program is expected to help public primary school teachers, to convey it to students. However, it is important to clarify that this training program activities, information, data, and others, are aimed to teachers and students who do not have any special need, in other words, the course does not include any activities or information that could be used in special cases of education such as the “Planes Individuales de acuerdo a los ajustes razonables” (PIAR).

Statement of the Problem

In this chapter will be mentioned different important features to consider from now on, for the better understanding of this paper, firstly, it is the description of the research context, later there is the purpose statement for this project, finally, are mentioned the research objectives and the research question for this creation and interpretation proposal.

Description of Context of Research

In recent years, Latin American governments have created new policies with the aim of increasing the amount of English instruction in public schools, due to the adoption of neoliberal economic and educational policies aimed at allowing their countries to compete in the global marketplace (Correa, D., & González, A, 2016). Thus, it is possible to see how several countries have decided to adopt English as the official foreign language in order to obtain greater economic and scientific growth (Bonilla & Tejada-Sanchez, 2016). Nevertheless, in the Colombian context these policies for elementary schools are implemented by primary teachers who do not have a deep instruction in the language according to Bastidas & Muñoz (2011).

As a result, sometimes they ended up generating a traditional teaching of English, based on the Grammar Translation Method (GTM) and the Audiolingual Method (Maulina & Rusli, 2019). The mentioned authors notice that teachers avoid looking for different teaching strategies, such as the communicative approach, because translation represents their comfort zone. This represents the need to change the overlook of primary school English teaching, to improve it.

In Colombia, research has been carried out in relation to the implementation of the General Education Law, which has shown that primary school teachers in various regions of the country are not well prepared in English or in the methodology to teach it (Bastidas & Muñoz, 2011). That gives us an overview of the real state in the implementation of the

English curriculum where the authors can notice that students cannot achieve the English level proposed by the Basic Learning Rights (BLR).

According to the BLR students must have an A2 level proficiency in fifth grade, however, due to the lack of preparation of teachers in public primary schools about English teaching, students do not reach this proficiency level at the of elementary school. Nonetheless, it is better to forget that teachers have knowledge about children, about capabilities and limitations inherent to their stages of development, but that does not mean they possess knowledge to teach a foreign language, that is why it is necessary to think about a way to support these teaching processes because primary school teachers have to teach all the subjects (González & Montoya, 2010). Moreover, there is not a significant number of English or bilingual teachers in primary schools.

Considering what was said above, it is possible to highlight some problems. First, the lack of teachers prepared to teach English in primary schools; second, most of the primary school teachers have not taken courses or activities to update their knowledge both in language development and methodology (Correa, D., & González, A. 2016). These issues allow us to think of the real need Colombia primary education has in terms of English as a foreign language for teachers and students.

Therefore, having in mind the objective of fostering the use of the Suggested Curriculum, it was important to create a virtual course that was aligned with it and find a school that had, first, non-bilingual primary school teachers and second, that its curricular mesh included the topics proposed in the Suggested Curriculum, due to this the setting chosen for the development of this project was a school located in Soacha, Cundinamarca called Julio Cesar Turbay Ayala, where it was possible to noticed some dynamics that were relevant to our research project and that will be explain in the following sections of this paper.

Purpose Statement

Colombia has been promoting education and language reforms like the National Program of Bilingualism since primary school, however, this shortage is more evident at the primary school level where teachers who do not have an English language teaching (ELT) degree and do not know English, though they are demanded to teach the language as part of their workload (Cárdenas, quoted in Correa, 2016). Thus, show us a problem and a reality in the education system that must change.

Therefore, this project wants to cover the need of public primary teachers at Julio Cesar Turbay Ayala School of improving their methodologies to facilitate English class, making it easier and more interesting for children, by motivating them to learn English since that very young age, and avoid seeing the English class just as another subject which must be approved with a grade.

The methodology planned for this course is the E-learning, a term originated during the 1980's along with the term online learning (Moore et al. 2011), in which students will learn through a virtual methodology involving the use of a computer and internet, with this methodology, the course also seeks to give the teacher absolute control over the time dedicated to learn and the number of lessons taken every day (Almenara, 2006), in other words, they learn at their own pace, by this, the creators of this course want to offer the possibility to finish this course in one day or in the time needed by the student.

Research Objectives

General objective

- To create a course with academic tools for non-bilingual teachers in primary school according to the Primary School English Curriculum at Julio Cesar Turbay Ayala School based on the Suggested Curriculum by the Ministry of National Education (MEN)

Specific objectives

- To analyze the requirements for the development of an online course of English for non-bilingual second and third grade primary school teachers.

- To foster the use of the Suggested English Curriculum within non-bilingual primary school teachers through the virtual course, providing them with different pedagogical strategies and activities designed in the training program to improve their practicum.

Research Question

- What kind of features must be included in an online course proposal to support non-bilingual second and third grade primary school teachers?

Chapter I Literature Review

The purpose of this chapter is to set the main concepts for the development of this research proposal regarding previous studies of the theoretical field. This chapter will be divided into three parts. The first part will address the main concepts such as *Suggested English Curriculum*, non-bilingual teachers, teaching materials, online course design and the final concept is Exelearning. Afterwards, the second part will review 12 research studies related to the proposal. Finally, the third part will describe the theoretical framework which will establish the basis for the project.

Conceptual Framework

This research process requires reviewing the literature about the topic, in order to analyze variables or concepts, taking into account the research question and the objectives proposed in this paper, the researchers will describe the concepts attached to the study.

Suggested English Curriculum

To understand the suggested curriculum, it is essential to know what a curriculum is or its meaning based on official governmental information. In this case curriculum is understood as the "set of criteria, study plans, programs, methodology and processes that contribute to the integral formation and the construction of cultural identity also including the human, academic and physical resources to put policies into practice and carry out the institutional, educational project"[2] (Law 115, 1994, art. 76). Another definition is that the curriculum is conceived as a system made up of components that interrelate with each other and the context in which it is implemented (MEN, 2016). The articulation of those definitions is given by the MEN (2016), saying that "the curriculum is an integrating element of cultures,

[2] Translation made by the researchers.

knowledge, skills, practices, among others, that guarantee the development of the individual and the transformation of society."[3] (p.23)

[3] Translation made by the researchers.

Based on the aforementioned, the *Suggested Curriculum of English* is a product of the National Development Plan 2014-2018, *Everyone for a new country*[4], to establish quality and equity in the educational context. These guidelines aim to strengthen the teaching-learning processes of English in the Colombian public schools by establishing suggested thematic axes, learning sequences, and programmatic contents that might help both professors improve pedagogical practices in the classroom and students reach the level of English expected in each grade (MEN, 2016).

The development of **t**he Suggested English Curriculum (SEC) took into account the needs and characteristics of the teachers in the official sector as well as the Basic Learning Rights (BLR) from preschool to eleventh grade. The analysis of these elements turned to the need to create two separate documents, the *Suggested Curriculum for Secondary School* and the *Suggested Curriculum for Preschool and Primary School.* The design of these documents was based on three elements:

- Scope and sequence: It describes the learning goals, the language functions and the target level of English according to the Common European Framework of Reference for Language Learning (CEFR). It is articulated with the BLR, which indicates the minimum that students should learn in each grade.
- Learning meshes: These show a structure that articulates the learning goals, objectives and functions of the language (Suggested curriculum, 2016, p. 14). Additionally, the suggested contents for each topic and the general themes for each school term are specified.
- Suggested methodological and evaluative paths: The methodological pathways are based on Task-based learning (for primary) and Project-based learning (for

[4] Programa *Todos por un Nuevo País*

secondary), with some elements of the CLIL approach (Content and Language Integrated Learning) and Problem-based learning for eleventh and tenth graders.

As it was mentioned before in the learning meshes, the general themes of the suggested curriculum, also known as modules, are an important axis due to its adaptability and cross-cutting component. Therefore, the topics are: a) Module 1: Health and life, b) Module 2: Coexistence and peace, c) Module 3: Environment and society and d) Module 4: A Global Village. These are cross modules since they can embrace other contexts or a multidisciplinary approach in different areas. Another important feature of the modules has to do with their components. Each module provides information related to the learning goals, the language functions, the objectives, and the performance indicators, which are the following: To know, to know to do, to know be, to know to learn. These performance indicators allow teachers to identify and assess the state in which the student is regarding knowledge; they can even be used as evaluation criteria (MEN, 2016).

As is well known, every curriculum has a focus, which helps structure the content. In the case of the *Suggested Curriculum*, the instructional design articulates the action-oriented curricular approach and the contextual curricular approach.

- Action-oriented approach: This refers to the development of certain tasks through which learners will be able to develop the necessary skills to perform effectively in communicative environments different from their own (MEN, 2016).
- The Contextual or Ecological curricular approach: The approach states that the relationships of the actors and the environment interact and configure each other to complement and transform knowledge (Bronfenbrenner, 1979 cited in MEN, 2016). This type of approach allows the classroom to be a space for interaction focused on everyday life. Also, through this practice significant learning takes place and the

students work on their contextual systems, with the purpose of potentiating their learning opportunities.

Bearing in mind that, it is necessary to set the articulation of those approaches with the *Suggested Curriculum*. The Action-oriented Curricular Approach offers to the future student an authentic and motivating character, while the Contextual Curricular Approach places him from his own context for the knowledge and transformation of this context. In other words, it would start from the reality of the child to lead him to understand it and develop in it through interaction with his peers, promoting autonomy and cooperation in his learning (MEN, 2016).

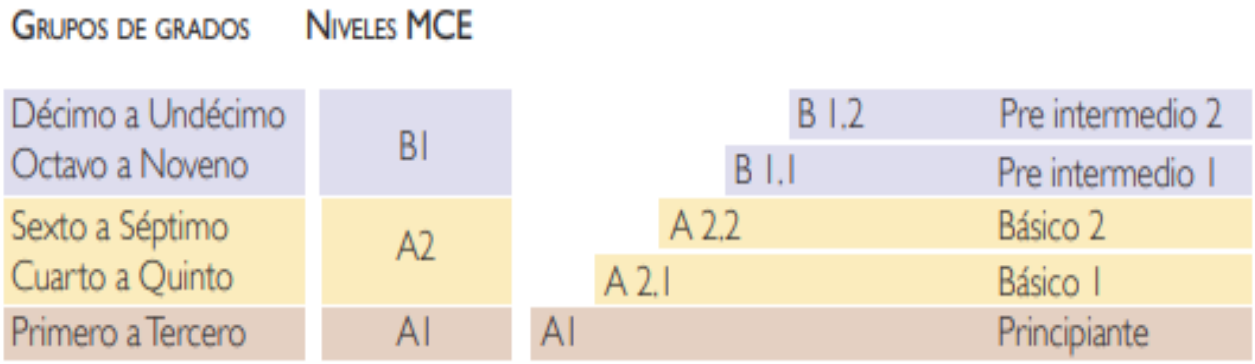
It is important to add that the Guide 22 by the MEN provides epistemological references about some definitions for English teachers, such as ***bilingualism***, that refers to the different levels of mastery an individual can achieve to communicate in two languages, according to the CEFR these are from A1 to C2; ***second language,*** is the one that is considered as essential to carry out different official, commercial, social or academic activities in a country that speaks two or more languages officially; and ***foreign language*** is the one that is not essential in an immediate context, and it is usually taught in specific and controlled scenarios. (Guía No. 22, 2006)

Moreover, the guide No. 22 establishes the basis of the foreign language skills for English teaching in the Colombian context, such as the different performance indicators depending on the students' grade (Table 1) and the communicative competence. This last includes three different sub-competencies: a) the linguistic competence which refers to the knowledge of the language, including word order, meanings, and pronunciation, among others; b) pragmatic competence which considers the use that is given to language in real situations and the use of linguistic resources; and c) the sociolinguistic competence that seeks to implement the non-written rules that exist in determined contexts, situations, and cultures,

for example, the use of courtesy words. All these sub-competencies look forward to increasing the knowledge of the foreign language in order to fulfill the established standards. (Guía No. 22, 2006). The established standards are based on the decree No. 3870 issued on 02 November 2006 that establishes the CEFR as the framework used to set up the English proficiency level of students in every academic stage, from preschoolers to high schoolers.

Figure 1

English level of public-school students depending on the grade of study



Note: This table shows the level students must master, in public schools, through the eleven years of study, this is applied to every public school in Colombia. This table was taken from the guide No. 22 of the MEN (2006).

Although it is established that students should reach A2.1 by the end of their academic process in elementary school, this does not actually occur and many only reach A1. This happens because, as it was mentioned above, there are some research articles that state there are no significant number of disciplinary teachers in the English area in primary schools, most of the teachers are non-bilingual. Therefore, they face difficulties regarding the teaching of the language, which leads them to focus on vocabulary and that students do not reach the level of English proficiency proposed by the CEFR.

Based on the aforementioned, it is necessary to incorporate different English Foreign Language Teaching strategies that help non-bilingual teachers and students to acquire the expected outcomes in the CEFR. This can be done through the development of multiple activities and exercises that foster English learning, from both, primary school teachers and

primary school students who are the indirect final target population of this training program, by doing this, it is possible to affirm that the students at the end of their primary school years will acquire the expected level settled in the *Suggested English Curriculum*.

Non-bilingual Teachers

Nieto (2017) affirms that many non-specialist teachers in the field of ELT, also called non-bilingual teachers, do not have the sufficient knowledge of their students learning processes in English, this can represent a big issue, considering that if teachers are not able to determine the extend students have learned something, they cannot continue a specific process of teaching and learning with them, besides that, non-bilingual teachers might consider that the process of learning a foreign language is only related to the fact of learning grammar, focusing on teaching them from a point of view in process of extinction, due the implementation of communicative approach more and more nowadays (Encabo & Pastor, 1999). In addition, it can be found that teachers who do not build "bridges" with their students will not be able to connect with them and start developing paths of learning a foreign language from a process in which the non-specialist teacher and the future bilingual students are involved according to Nieto (2017).

Although there is not a clear definition of a non-bilingual teacher, the general parameter established by MEN for primary context lead the researchers to conclude that a non-bilingual teacher is a person who has successfully graduated from a bachelor program, with any emphasis, and has to teach English as a foreign language, in this case in public primary schools, but does not have any experience teaching a subject in another language, and do not even have knowledge of the foreign language. The reality in this scenario is that primary school teachers have to face an educational system that is conceived to be implemented by teachers of different areas, this means, the same teacher must assume all the

basic areas, along with the little (or null) hourly intensity dedicated to English and the high number of students per classroom in some contexts (MEN, 2016).

Based on the aforementioned, the implementation of this course will benefit the professional teachers of primary in public schools that have to fulfill the functions and requirements established in the decree No. 1278 issued on 19 June 2002. It is important to say that the decree had a modification described in the determination No. 003842 issued on 18 March 2022 which states the new manual of functions for teachers, teaching directives and the academic requirements for teaching in primary schools. These requisites start from being in possession of one of the following academic titles: 1. bachelor's degree with emphasis in any subject 2. Superior normalista 3. Education technologist. In the case of high school, the conditions are different, because in that case, it is essential to be in possession of a degree related specifically to the subject that is going to be taught and must be a professional title equivalent to 9 to 10 semesters of education. Considering this fact, it is easier to understand the lack of bilingual teachers that belong to primary public education, due to the number of aspirants that exist for a vacancy.

Another important fact of public education is that many public primary school teachers are part of provisional jobs (EL TIEMPO, 2002), but in this case it is applied the same principle, if a person has any of the academic titles mentioned above, the professional will automatically be able and demanded to teach all subjects, independently of the knowledge and experience in those areas.

It is important to mention as well, the process and stages of selection, teachers have to overcome in order to teach in a public school, established in the decree No. 1278 (2002) in the article 9:

- Announcement
- Registration and presentation of documentation;

- Verification of requirements and publication of those admitted to the tests;
- Selection through aptitude and basic skills test. Its purpose is to choose the most suitable applicants who will be part of the corresponding list of eligible candidates;
- Publication of selection results by aptitude test and basic skills
- Application of the psychotechnical test, the interview, and background assessment;
- Classification: Its purpose is to establish the order in the list of eligible, according to the merit of each eligible contestant, assigning each one a place within the list for each type of position, level and area of knowledge or training, for which they will take into account counts the results of the basic skills and competencies test; the psychotechnical test; interview and background check.

In the requisites demanded by the magisterium it is possible to notice, the lack of evaluation towards different aspects, such as the proficiency level in English, the Master of Software like Microsoft Word, Excel or similar, neither, general knowledge of technology, for example, being able to use a projector or turning on a computer. That is why it is necessary to set a discussion about the need to give tools to non-bilingual teachers to support them in the process of teaching English in public primary schools.

Teaching materials

The use of teaching materials is of paramount importance in the process of teaching and learning (Garton and Graves, 2014 quoted by Augusto-Navarro, 2015), because when developing proper materials, based on the academic context and the possibilities given by the English curriculum of the institution, it is possible to have an excellent outcome in students' perception of learning while they are in class.

In addition, it is mandatory to consider the possibility of start developing or using online resources, such as interactive videos, web pages such as Kahoot or Quizlet, other interactive platforms as Prezi or even E-books, instead of maintaining the use of textbooks

when teaching English as foreign language (Ramos & Aguirre, 2014, quoted by Ruíz, 2021) this in order to step away from traditional teaching methods, such as textbooks or guides.

Continuing with what was previously stated, Howard and Major (2004) talk about the advantages and disadvantages of teaching materials creation, for example, teachers that develop their own teaching materials have a great advantage in comparison to the commercial material, this is the power of contextualization in which it is eradicated the generic content, changed for more suitable material aimed to the specific population the teacher needs. Another great advantage is the possibility of knowing what the available resources are for creating and using the teaching material according to the teacher possibilities in terms of budget, time, skills and technology. A supreme advantage is the one that allows teachers to design their material considering the skills already acquired from their mother tongue to help students using technology as an important learning tool. At last, but not least, the pinch of personalization that is given by every teacher to their own material is appreciated by students due to the recognition of their presence.

On the other hand, some disadvantages are, the possible disorder in the building of the materials made by teachers in comparison with the commercial ones, that are created and released by big editorials that have been in the market for many years, for example Richmond, this can be a problem for students, because they probably will not be able to feel the progression of their learning. Further, it is possible to affirm that the materials created by teachers are more likely to present different errors in their construction, more even if talking about English materials developed by non-bilingual teachers. Finally, one important disadvantage is the time required to develop the materials. This is important, because not all teachers can spend the same time on the creation of self-materials that is a reason why many teachers prefer to use traditional textbooks.

In addition, according to Howard and Major (2004), there are also important factors to consider when developing self-teaching material, the first and most important is the target population, that is why it is proposed to carry out a needs analysis in order to find what it is needed to be taught and applied in the classroom and in the materials. Next, it is the curriculum and context. It is mandatory to bear in mind what are the possibilities to explore and design new materials for a class, for example the real opportunities to design online materials like implementing videos or audios and fulfill the goals established in the curriculum based on the resources and possibilities teachers have themselves. Finally, there is self-confidence and competence, it is not possible to expect that a teacher who does not know how to turn on a computer, by any reason, implements technology materials in the classroom or a shy teacher implements kinesthetic activities.

Online course design

Johnson-Curiskis quoted by Onodipe (2016) recommends the use of a course template for instructors to get started in planning and creating course materials. A template brings clarity and simplicity to the online course design process.

According to the University of Rochester (2022), there are some design principles to online courses:

- Clear "how-to" guidance:
    - Course websites should be highly structured, organized, and easy to navigate.
    - Instructions for learning activities should be clear, plain, and unambiguous.
    - Identify how students can contact you and specify when students should expect a response.
- Clear "why" guidance:
    - Transparently articulate the purpose of each learning activity, including its relationship to learning outcomes.

The most central consideration in designing online learning courses is the same as that for programs intended for the classroom or presented as workbooks: the content. Taking that into account, course designers and developers must choose, sequence, and present content so learners can master it most effectively in the least amount of time. Many considerations need to be addressed when designing an online course:

- Learning goals: Consider whether the goal is to make the learning intentional, or to let it be a byproduct.
- Technology: There are three types of technologies that support online learning.
    - Technologies for managing learning courses: This type of technology performs the tasks of a registrar. It tracks the student's progress through the course.
    - Technologies for developing learning courses: Hardware and software are used to create the learning materials, prepare them for 'publication' and exchange materials with other learning courses.
    - Technologies for delivering the learning course: These refer to programs that let learners use the learning materials. It can be text, audio, images, animation, videos, etc.
- Project issues: It is necessary to think about how to adjust the content for developing and delivering learning materials. Some issues related to this are:
    - Project management
    - Strong needs analysis and well-defined objectives
    - Unique repertoire of teaching skills
    - Development for the computer screen
    - Launch, marketing, support, maintenance, and administration.

Exelearning

Exelearning is a free software, used in teaching and learning thanks to the different functions it offers, some of its features allow the course creators to implement different utilities and apply them in the development of multiple educational resources (García, F. J. N., & Piqueras, B. C. 2009). Along with that, it is possible to mention that exelearning offers different opportunities to develop courses of any kind, from Physics to English or even sign language, in other words, there is no limitation on creating courses on this platform.

According to García and Piqueras (2009) some important features and advantages of this software are:

- The opportunity to use the software without knowing anything about HTML nor XML.
- Possibility to use *idevices* (modules) that can incorporate different media such as MP3, images, and videos.
- The usage of Cascade Style Sheets (CSS) makes it easier to navigate through the software.
- The chance to use the standard system SCORM, that allows the developers to offer an open resource, which can be modified, complemented, or lessened in the future after the first release.

García and Piqueras (2009) also mention different standards that can be followed to develop the courses in the platform exelearning. The first standard the authors mentioned establish is the interoperability, this term refers to the possibility of using different resources and data from multiple sources and using it directly in various systems. The second standard that is mentioned is the reusability allowing developers and teachers to change the content and adapt it to other contexts and needs that the ones that first originated the course. The third standard that is mentioned is manageability, permitting to obtain and to trace valuable data

about users and about content. The fourth standard that is mentioned is accessibility, by allowing users to access content from different places and multiple devices when needed or required. The fifth standard that is mentioned is durability by allowing users to access the course during many years without having to maintain antique tech devices. Finally, scalability by allowing students to not invest excess of money to be able to do the course.

All these important features and possibilities, make easier for the authors of this training program, to choose exelearning as the platform/software to implement the course, taking into account as well as the characteristics, previously mentioned, exelearning offers, that make easier for developers, to build a course in this platform, without having to worry in excess regarding the design of the page or the possibility to update the course further in the future.

Previous Studies

In the following part of this paper, twelve different previous studies regarding E-learning and English teaching will be provided in the following table in a brief and comprehensive form, to establish and share worthy data gathered that was used in the construction of this document.

Table 1
Recent studies

Author (year)	Population	Research method	Results
Lozano, L. (2017)	Bilingual teachers in Cantabria, Spain.	Qualitative	It is important to count with the appropriate resources, such as tech devices or ICT tools, and the proper

			teacher's preparation to teach in a non-English country.
Mármol, G. (2017)	Primary School teachers	Qualitative	The descriptive analysis offered in this article shows a significant degree of heterogeneity both in the linguistic and methodological requirements of the teaching staff and in the subjects included in the bilingual curricula.
Crews et al., (2015)	Students of an undergraduate Computer Applications in Business course	Qualitative	1. The survey showed the course design strategies and what students valued matched well with the Seven Principles. 2. The study provides evidence that good course design embeds the seven principles (The principles of Chickering & Gamson) to ensure students are successful in the online

			learning environment.
Gómez et al., (2019)	Different teachers of bilingual programs.	Qualitative	Formulate focus questions that serve as a reference and starting point to generate opportunities for clarifying ideas in the examinees, helping them to structure their thinking based on the knowledge acquired and demanded in the test. Guide in the importance of visual organizers as a basis for giving well-defined answers in the preparation of concept maps in exams. Use the visual facilitators to establish the relationships and connections that make it possible to show the mastery of the student's knowledge in the summative evaluation.
Kocoglu et al., (2011)	901 learners from various secondary	Qualitative	This study indicates that a blended course provides a comprehensive

	schools		and comparable learning environment, because it reveals positive influences on student's performance, student's participation and motivation, increased access and flexibility, more active and deeper learning in comparison with traditional classes.
Khan, I. (2016)	Students	Qualitative (Quasi-experimental study)	Students and distance learners can benefit from e-resources/e-learning/online learning because it includes different tools.
Likitratta naporn, W. (2017)	Graduated students	Qualitative	The learning by doing approach was successfully used to teach different advantages and disadvantages of ALM, CCLT and CLT to graduated languages teachers.
Roussou, M. (2004).	Children	Qualitative	The results of this investigation showed that the use of technology for fostering and enhancing learning is public attractant, due to the interactivity it performs for learners.

Al-Malah et al., (2020)	Students	Mixed method research	1. Urging teachers and students to use technology by placing them in training workshops to get multiple skills in the basics of dealing with information and communication technology. 2. The need to pay more attention to the topic of eLearning, expansion of studies, and research related to it, and the need to develop cognitive and intellectual skills.
Almelhi, A. (2021)	College student	Quasi-experimental study	The e-learning environment of Blackboard blogs and discussion boards was effective in developing students' writing performance, gradually increasing their development of creative writing skills in English, as well as the ADDIE model applied in the e-learning

			environment proved to be effective for teaching creative writing.
Pastel et al., (2018)	-----	Mixed method research	Instructional design approaches such as ADDIE offer implementation scientists and practitioners a flexible and systematic approach for the development of e-learning modules as a single component or one strategy in a multifaceted approach.
Almaiah, M., & Alyoussef, I. (2019)	Students	Mixed method research	1. The results suggest that when the course content underlying the e-learning system supports different types of multimedia features to explain complex concepts in the course content, such as videos, animations and audio recordings, the learning process improves. 2. This study confirmed that course design, course

	content support, course assessment and instructor characteristics are influential in the adoption of e-learning systems.

Note: This table summarizes and presents the different studies taken into account to guide this research project.

In first place, the article entitled *Los docentes en los programas de educación bilingüe en Cantabria. Estudios de Lingüística Inglesa Aplicada,* Lozano, L. (2017). Is a paper focused on the paramount importance of using ICTs in the different bilingual education programs all along Spain, even though the article was developed in Cantabria, also, it is mentioned how technology can help English teachers in non-English speaking countries, to introduce, develop and depth in the English language teaching and learning.

In second place, the article entitled *Legislación en Enseñanza Bilingüe: Análisis en el Marco de la Educación Primaria en España,* Mármol, G. A. (2017). Is a paper focused on the heterogeneity in the linguistic and in the methodological of the teaching staff, in accordance with the curricular establishments for bilingual education in different schools of Spain in order to fulfill the objectives and aims of these curricula.

In third place, the article entitled, *Principles for Good Practice in Undergraduate Education: Effective Online Course Design to Assist Students' Success,* Crews T, Neill J, Wilkinson K. (2015). Is a paper focused on the different course design strategies that were shown to different undergraduate students, demonstrating how by using different principles established by Chickering & Gamson, it is possible to create and to ensure good and successful online courses/learning environments with positive results on students' learning.

In fourth place, the article entitled, *Evaluación, Mapas Conceptuales y Ego Académico en la Enseñanza Bilingüe en Educación Primaria,* Gómez et al. (2019). Is a paper focused on the preparation made to different examinees in order to observe their way of thinking based on the acquired knowledge, establishing how visual facilitators are really meaningful in exams, setting relationships that help teachers to look at the students' learning process and how it is accumulated and enhanced through the summative assessment.

The article *Blended learning: Investigating its Potential in an English Language Teacher Training Program* Kocoglu et al., (2011) researched the effectiveness of blended learning by comparing it with a face-to-face MA Program in English Language teaching. This study involved 39 in-service English language teachers, 27 of them were in a traditional classroom, while the other 12 took the blended course. For the development of this research the researchers used quasi-experimental study with a non-equivalent group design. The main independent variable was type of instruction: face to face versus blended instruction, and the dependent variable was content knowledge.

In order to analyze the data collection descriptive statistics were used. During the analysis it was shown that there was no significant difference between the content knowledge of the blended group and the face-to-face group at the beginning of the program which meant that the learners learned almost the same amount of material through blended instruction and face to face instruction. Therefore, the findings concluded that there is equivalence in student achievement between blended and traditional face to face instruction.

Following, the article *Effectiveness of E-learning for the Teaching of English: A Study of Comparative Strategies* Khan, I. (2016) explores the effectiveness of e-learning in general and Edu-gaming in particular on Saudi EFL preparatory students' performance. The population of this research are the students and the teachers of JCC. The objective of the study is to ascertain the perception of the students on e-learning, and how teachers feel

towards the e-learning mode of education using data collection, such as questionnaires and tests.

The analysis of the responses indicates that the learners enjoyed the e-resources and their implications in the class. On the other hand, the teachers also utilized most of the e-resources to make their teaching more effective. This study shows us how the educational set up of e-learning can be effective and useful and can generate learners' further involvement in their learning and the assessment process.

The study *The Development of English Language Teaching Skills for Graduate Students Through the Process of Learning by Doing* Likitrattanaporn, W. (2017) aims at examining the findings of effectiveness of the process of learning by doing having as a target population 5 linguistic graduate students at Srinakharinwirot University, Bangkok, Thailand and to find out the efficient format of learning by doing used for training the student teachers skill of teaching English. The researcher states the benefits of using learning by doing in the classroom because it focuses on problem solving and critical thinking rather than memorization and rote learning.

This research was conducted in the researcher's classroom to train the student teachers to construct the teaching materials focusing on teaching techniques of ALM, CCLT and CLT respectively and experiment them with their learners. At the end of the teaching the students were asked opinions towards learning by doing. They concluded that learning by doing can benefit students, also, they thought that helped to know how to solve the problems such as they adjust the level of their teaching materials to suit the learners' ability.

The article entitled *Learning by Doing and Learning Through Play: An Exploration of Interactivity in Virtual Environments for Children* Roussou, M. (2004) describes interactivity as an essential yet complex property of virtual reality environments, also its effects on leisure and learning. The author emphasizes constructivism and how this student-centered learning

approach can motivate and engage learners creating interactive and participatory environments incorporating games, virtual learning spaces, among others.

This research concludes that creating meaningful leisure and learning experiences generate a better understanding in the formal and informal education context, and it is helpful for children as it develops physical and cognitive skills by stimulating interest, initiative, experimentation, discovery, play, and imagination to develop a child's capacity to learn.

Following, *The Interactive Role Using the Mozabook Digital Education Application and its Effect on Enhancing the Performance of e-Learning* Al-Malah, D., Hamed, S & Alrikabi, H. (2020) is a research study that examines the impact of the use of the Mozabook[5] application for digital education on enhancing the performance of electronic-learning to ensure strategic educational success. Analyze the relationship between digital education and eLearning. Moreover, this paper highlights the role of eLearning and how it can help to ensure the educational process as an alternative to traditional education. Therefore, it provides opportunities for proper distance education that achieves equality among all groups of students.

The results of the research embrace the idea of using MozaBook in educational spaces and value its work due to its ease of use on tablets and smartphones. Besides, it emphasizes on the importance of urging teachers and students to use technology by placing them in training workshops to get multiple skills in the basics of dealing with information and communication technology.

The article *Effectiveness of the ADDIE Model within an E-Learning Environment in Developing Creative Writing in EFL Students* Almelhi, A. M. (2021) looks at the use of the ADDIE model in teaching online in the LMS of Blackboard and its facilities such as

[5] Mozabook is defined as a digital educational system designed specifically to facilitate the work of teachers according to their needs. (Al-Malah & Alrikabi, 2020)

discussion boards, forums and blogs for improving the creative writing skills of EFL college students. The focus of this study is on identifying the creative writing skills necessary for EFL college students, in this sense, the instruments used in the research were A Creative Writing Skills Checklist (CWSC) and A Pre-post Creative Writing Skills Test (developed and validated by the researcher).

The researcher uses a quasi-experimental method where sixty students were randomly selected from freshmen studying in the English department, they were divided into two groups, the experimental group the control group. The first group was exposed to the e-learning environment, which sought to develop the students' creative writing skills while the second one was exposed to the traditional teaching method.

Results of the study showed significant differences between the groups. The statistical analysis demonstrated that the experimental group trained to use an e-learning environment, achieved higher writing performance in terms of overall creative writing skills, therefore participants were able to improve their creative writing performance by the end of the study compared with their peers in the control group. Finally, considering the statistical results the ADDIE model applied in the e-learning environment proved to be effective for teaching creative writing.

Another study that enlightens this project is the one entitled *Using Instructional Design, Analyze, Design, Develop, Implement, and Evaluate, to Develop E-learning Modules to Disseminate Supported Employment for Community Behavioral Health Treatment Programs in New York State* Patel et al., (2018) this study provides one example of how an instructional design approach may be applied to the development of e-learning modules as one strategy in a multifaceted approach to the implementation of individual placement and support (IPS), a model of supported employment for community behavioral health treatment

programs, in New York State. For the development of this study quantitative and qualitative methods to develop and evaluate three IPS e-learning modules were applied.

In conclusion, the ADDIE model can be implemented in different areas for the creation of e-learning modules in an online program. The researchers provide some recommendations such as a scheduled monthly review of the evaluation data that is being collected as learners participate in the e-learning modules and establish an efficient process for the review of training content during the design and development stages.

The study *Analysis of the Effect of Course Design, Course Content Support, Course Assessment, and Instructor Characteristics on the Actual use of E-learning System* Almaiah, M. A., & Alyoussef, I. Y. (2019) had as the main purpose to investigate the main determinants that could play an important role in increasing the usage and acceptance of e-learning systems among Saudi students. Also, The Unified Theory of Acceptance and Use of Technology (e-UTAUT) model was used because the authors state that the e-UTAUT is suitable and provides valid results in information technology related studies.

Furthermore, for data collection, a questionnaire survey was carried out, in which a total of 507 undergraduate and postgraduate students at King Faisal University (KFU) participated. The conclusions showed that the factors of course design, course content support, course assessment and instructor characteristics had a significant effect on the actual use of e-learning systems. Also, through the development of the study, the researchers proposed new concepts in the e-UTAUT model with the most important factors that were obtained from the literature analysis results in this study.

The previous studies make multiple contributions to the understanding of the main and most important concepts for this research, creation and interpretation project, their relevance, their influence on the E-learning processes, and the creation of programs and courses implementing the ADDIE module, support the reasons why this project is worth

accomplishing. These studies showed the benefits that E-learning and ICTs methodologies use implies in the creation of online courses (Goméz et al,. 2019, Kocoglu et al,. 2011, Likitrattanaporn, 2017). Those studies were developed in order to see the effectiveness of e-learning in students, nonetheless, the lack of public primary school English teaching focused documents made the researchers of this project propose the idea of creating a course that will fill the need of training non-bilingual public primary school teachers in the Colombian context.

Moreover, the information obtained from the authors Almelhi, A. M. (2021) and Patel et al., (2018), permitted the researchers of this document to analyze the instructional design model applied to different kinds of online learning-based courses such as computer-based learning, blended learning, distributed learning, mobile or m-learning, among others, with the aim of adapting this model to the objectives proposed in this educational research project.

Chapter II Instructional Design

The following part of this research project will provide the methodology that is going to be used in order to develop this creative proposal, such as the type of online course design model and its articulation with the constructivist theory, followed by the instrument that will establish the scope and sequence of the online course. This online course is created with the purpose of helping non-bilingual primary school teachers in order to provide them with some strategies to improve their pedagogical interventions within the subject English as a foreign language. Moreover, the theoretical foundations of this research project are based on multiple constructs such as Constructivism, Learning by Doing and E-learning that are going to be articulated with the ADDIE method which is the model that will be followed in the creation of the online course proposal.

Forward will be expanded the Constructivism, learning-by-doing and the E-learning terms along with different cases in which this learning modality can be useful and meaningful. In addition will be expanded some theories that enrich E-learning courses development, to set the importance for the document and for the project.

Constructivism

Constructivism is a learning theory that asserts learners raise knowledge from their experiences, using the gained information after the development of different activities for future ones related to the acquired knowledge (Piaget, 1967).

This learning theory is usually addressed towards learning by doing, taking into account the judgements learners do of what they are experiencing through the course, due to the need applied in the program, in which professors are going to need to carry out multiple activities where it will be necessary to consider the evidence found and explore different varieties of resources, this new gained knowledge and experiences must be related to the existing knowledge and understanding of the students, considering the importance of learning

through students' self-effort and self-actions. (Clarke, 2008). Besides, Wendt (1996) quoted by Reinfried (2000) says that constructivism theory is established by different principles, these are action-oriented, learner-centered, process-related, and lastly, it is a holistic language experience.

Nardi (1996) quoted by Rousseau (2004) adds a social feature to constructivism, by affirming that everyday practice is full of different activities of dynamism appending new tools for different human-life needs. Taking this statement into account, it is possible to affirm that constructivism can be a useful approach to be used in order to develop the online course, based on the need to create similar activities for advancing and finishing the training program.

Learning by Doing

In accordance with Likitrattanaporn (2017) the term learning-by-doing was firstly coined by the American educational philosopher John Dewey, Dewey affirms that experience gained through learning is an essential part of the education process, thus learning-by-doing can refer to experiential learning, learning through action, or through discovery and exploration.

In addition, "John Dewey instructed that learning through experience or learning-by-doing must focus on problem solving and critical thinking rather than memorization and rote learning. Rogers and Kolb defined learning-by-doing as cognitive learning or meaningful learning" (Likitrattanaporn, 2017, p. 2).

This approach has to do with constructivism learning, because it holds the idea that learners construct knowledge for themselves in an active way, as stated by Dewey (1966) quoted by Rousseau (2004), this can help the course students to continue their process in the training program by acquiring experience that will be useful for them in the development of future and similar exercises along the online course.

According to Roussou (2004) the learners of different learning activities construct their knowledge by testing ideas and concepts based on the prior knowledge and the experience gained through it, applying the new cognizance to a new, but similar situation integrating the awareness constructed to the pre-existing intellectual constructs.

Similar to what was previously stated, according to Schank, R. C., Berman, T. R., & Macpherson, K. A. (1999) learning-by-doing is an approach that is enhanced by our experiences after having done certain activities, which provide us with a handful of knowledge and skills, to carry out an activity, or similar ones, again in the future.

E-learning

Dar et al, (2019), define “E-Learning as an approach to instruction and learning that utilizes information and communication technologies to communicate and collaborate in an educational milieu” (p. 376). E-Learning provides faster learning at reduced costs, increased access to learning and clear accountability for all participants in the learning process. It is possible to see this kind of learning as a set of interactive lessons that are provided on digital devices, the content can be delivered in multiple formats and allows the student to get feedback through the learning activities (Lazo, 2022). The educational use of ICT has imposed fundamental challenges which require changes "in both what has to be learned and how this learning is to happen" (Voogt et al, 2013, p. 403 quoted by Rodrigues, 2020). That is why it is necessary to identify the key elements of an E-learning process, which are: technological infrastructure, e-learning platform, e-learning content and participants.

Besides, according to Clarke (2008) the term e-learning has implied several techniques and methods, including technology as the foremost part of the course, including online courses where students and teachers will never meet in a face-to-face environment. E-learning is a term that includes different types of educational approaches that have in

common the use of information and communication technologies (ICTs) and the relation to distance-learning. Some approaches that are related to e-learning (Clarke, 2008):

- Online learning
- Computer-based learning
- Blended learning
- Learning objects
- Learning resources
- Distributed learning
- Mobile or m-learning
- Interactive learning materials
- Computer mediated learning
- Computer mediated communication
- Web-based training
- Web 2.0

Furthermore, according to Nipper (1989), Clarke (1998), Pallof and Pratt (1999) quoted in Clarke (2008) it is important to understand, as online courses developer, what constitutes a successful e-learner, the first is the confidence to start learning from home considering the implications of non-human-guided learning, the second is the positive attitude towards learning, and third one is the self-motivation to keep learning. Moreover, there are some actual benefits an e-learner can bear in mind when deciding if taking the course, these are the place, students can start and finish the course in different without having to be in a specific place, the pace, students can complete the course at their own rhythm, with no implications of being delayed or similar, the third is the time, e-learning courses, usually are short, it is not necessary to spent more than a month by doing them (Clarke, 2008).

Besides, every online course developer is free to choose the kind of teaching strategy that wants to implement according to the target population. These styles can vary from visual preferences such as learning materials with plenty of images, graphics, videos, images that support text, etc. A learner who prefers auditory learning would like to see included sound effects, podcasts, videoclips, etc. Kinesthetic learners would like to see activities that approach physical activity, making notes, etc. (Clarke, 2008).

In accordance with Clarke (2008) for an e-learning course there are some learnings resources that are useful, for example: Interactive materials that students can access and interact online, other are traditional materials such as workbooks, open learning texts and lectures, besides, there is the self-content like presentations, wikis, blogs, etc. And finally, resources that can be found on the internet, like PDFs, webpages, downloadable files, podcasts, or online databases.

Clarke (2008) stated that e-Assessment has to be included within the e-learning courses, representing a fundamental part of the learning process, this can be applied in a variety of forms such as screen test with multiple choices, w-portfolios and simulation, besides that, there is the moment of implementation, the most suitable moment is at the end of the module, when the student feels ready and motivated to take the assessment.

E-learning theories

Some of the learning theories stated by Clarke (2008) will be explained, in order to develop a proper E-learning methodology in an online course.

- Cognitive theory: “The cognitive theory of learning is often the basis on which learning materials are developed. It covers how information gained through your senses is converted into knowledge and skills” (Clarke, 2008, p. 8).

- Constructivism: “Constructivist learning theory tends to emphasize learning by doing, it therefore stresses the need for learners to discover, explore and try out new ideas.” (Clarke, 2008, p. 8)
- Communities of practice: “Social networking, online communication, conferences and wikis are often related to the concept of a community of practice in that they bring groups of people together to allow them to form a group” (Clarke, 2008, p. 9).

It is important to note that the final pedagogical intervention will be made by head classroom teachers, as this course is designed to present and provide them multiple strategies, methodologies along with activities to be developed in English as foreign language classes in which they will be able to make use of their own pedagogical strategies. Moreover, each pedagogical intervention will be examined by the researchers through observations in order to see what problems or improvements can be noticed in the classroom for future enhancement of the course.

General Objective

- To create a course with academic tools for non-bilingual teachers in primary school according to the Primary School English Curriculum Julio Cesar Turbay Ayala School based on the Suggested Curriculum by the Ministry of National Education (MEN).

Specific objectives

- To analyze the requirements for the development of an online course of English for non-bilingual primary school teachers.
- To foster the use of the suggested English curriculum within non-bilingual primary school teachers through the training of the teachers providing them with different pedagogical strategies and activities designed in the training program in order to improve their practicum.

Taking into account what was mentioned above, this pedagogical research intervention proposes the creation of an online English course using Exelearning for primary school teachers who do not own foreign language skills, specifically in English. Thus, this intervention presents an innovation in the sense of creating strategies for teaching English as a foreign language to primary school teachers in their pedagogical implementation due the lack of preparation noticed by the researchers during the observation classes in their academic subject Teaching Practicum in Primary School (*see Annexe 3*) and the observations made at the Julio Cesar Turbay Ayala School in primary (*see Annexe 4*) Besides, this course is thought to be approachable and easy to follow, that is why it is based on the ADDIE method which lets the researchers create an online course that fits with the teacher's needs.

The design of the online course will be based on the *ADDIE* method in which each letter stands for a term (A for Analysis, the first D for Design, the second D for Development, the I for Implementation, and the E for Evaluation). This model provides a structured method of creation of training programs and facilitates universal guidelines that are structured in the five stages, these are the previously mentioned terms (Cuesta, 2010).

Cuesta (2010) also defines the five stages as the following:

Analysis: Its purpose is to identify the target audience and its characteristics. In this stage, designers need to bear in mind that the design of materials should target meeting the institutional needs (including both program and course) and requirements. Therefore, it is necessary to analyze the target audience and determine the instructional objectives that the students will learn at the end of the course, these can be formulated using Bloom's Taxonomy.

For this part, there will be used an interview (See Annexe 1) that will help the researchers to identify what are the most difficult topics, in the *English Curriculum of the School,* for non-bilingual primary school teachers, specifically teachers of second and third

grade. Based on the information provided by the teachers and the data gathered from the interviews, the course will be built with the most necessary and helpful topics for this population. Therefore, the content of the course will depend on the results of these, which will help the researchers to implement and apply proper elements in the different tabs of the course, thanks to this, the course will fulfill the needs conveyed by the teachers interviewed.

Continuing with what was stated before, in order to avoid any possible misunderstanding, the interview will be developed in Spanish, by doing this, would be much easier for all the non-bilingual teachers, at the institution, to understand the topics of the different modules and the questions of the interview that they are going to answer. Through this, the researchers expect to obtain information not only about the most difficult topics, but also, the teacher's mastery using ICTs.

Following the ADDIE stages, there is the *Design.* This stage aims to generate and validate the learning resources, also, it calls for joining what was encountered in the needs analysis stage with the structure of the instructional content. Designers should develop a design strategy document that contains the findings of the analysis stage.

The following are some core items to include in a design strategy document:

- What type of learning materials are we creating?
- What sections will our materials contain?
- What is the intended audience to use the materials? Who will benefit from them?
- What resources are available for us to design materials?
- Who will comprise our pilot group?
- How will we assess students while/ after they use the learning materials?
- How will we evaluate the effectiveness of the materials we designed?

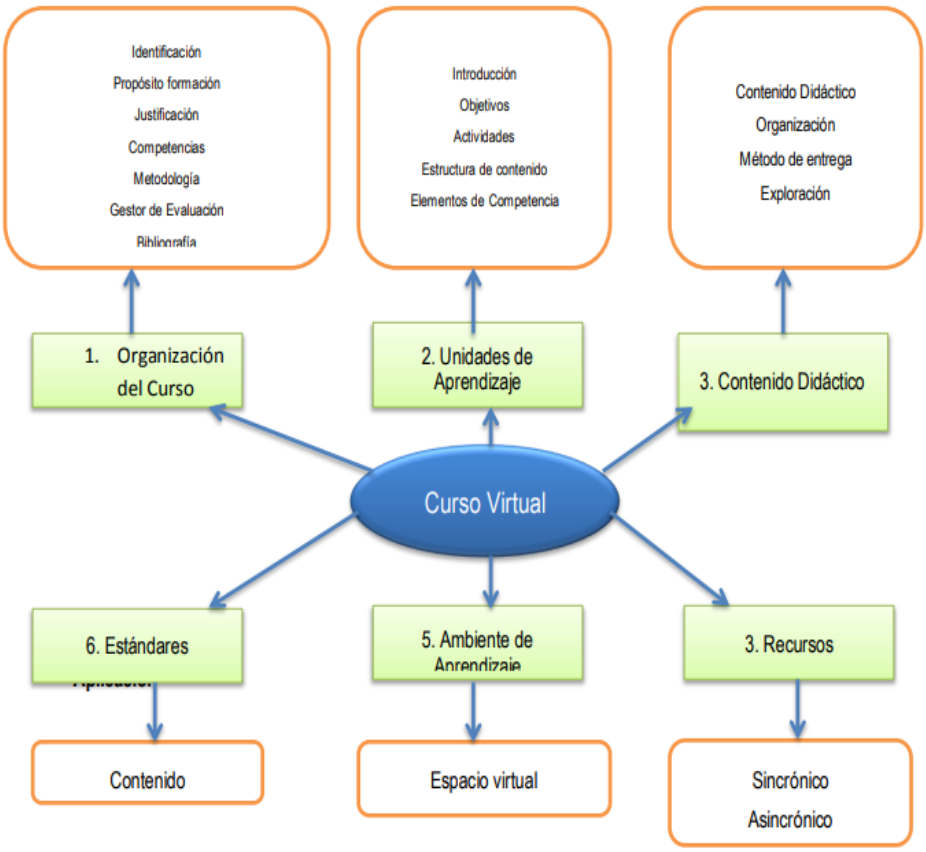
Considering the features of the free use software *Exelearning*, the course design will have an interface counting with 6 different main tabs which will be named after: *Home,*

Index, Content, About Us, Glossary and References (see annexe 2). By clicking in *Home* teachers will return to the main page of the course, in the *Index* tab they will find a welcoming part along with a short video about the authors and the course, in the *Content* section educators will check all the modules, units or paths, among others that the course contains, and in which they will find the materials and resources created by the authors. In the *About Us* part, it is possible to find important information about the creators of the course and data contact of the same, in the *Glossary* section appears important terms for the course and its building, finally, in the *References* tab viewers can find all the important information gathered and sources used to make the final version of the course.

Taking into account the aforementioned, this proposal will integrate the guidelines proposed by the ADDIE model and the proposed by Fonseca et al., (2017) (*See Figure 2*) for the design of the course.

Figure 2

Illustration programmatic content platform course



Note: This illustration shows the contents that should be implemented in the creation of a virtual course independently of the software or platform used (Fonseca et al., 2017).

The previous figure illustrates the suggested steps to be followed when creating online courses, independently of the topic of the course, these steps establish a path that includes all the most important features of each content for an E-learning course, from organization to standards, and this can allow every developer in the creation of a course, with understandable pace.

Development: The developers will start the development of the course by considering the hardware and software required for development. This phase also deals with the creation of authoring tools and products required to meet the instructional objectives planned in the earlier stages of the model. Moreover, according to (Carrillo & Roa, 2018), this stage has some steps:

- Create a learning plan that allows the construction of knowledge and skills during this period.
- Selection or development of multimedia tools.
- Develop a guide that explains how to navigate in the software and what the student has to achieve in each learning module.
- Determine the effectiveness of the products or materials (carry out a pilot test).

Implementation: It is the process of installing the project in the real-world context. The purpose of this phase is the effective and efficient delivery of instruction. This phase must promote the students' understanding of material, support the students' mastery of objectives (McGriff, 2000).

Finally, the last stage is Evaluation, this stage is the process of determining the adequacy of the instruction, in this sense, the evaluation determines if there was success in

planning/using the products created and/or if further improvements may be needed. In order to carry out this part, Carrillo and Roa (2018) state that there are three steps associated with this phase:

- Determine the evaluation criteria: There are three levels, first, the level of perception, in which it is possible to measure the student's perception of the content, resources, environment, among others. Then, there is the level of learning, which assesses the students in terms of their abilities to perform the tasks. Finally, the level of performance measures whether the students can apply what they have learned during the course.
- Select the evaluation tools: It can be designed surveys, questionnaires, open questions, etc.
- Carry out the evaluation: Using the three levels described above, determine the quality of the instructional program.

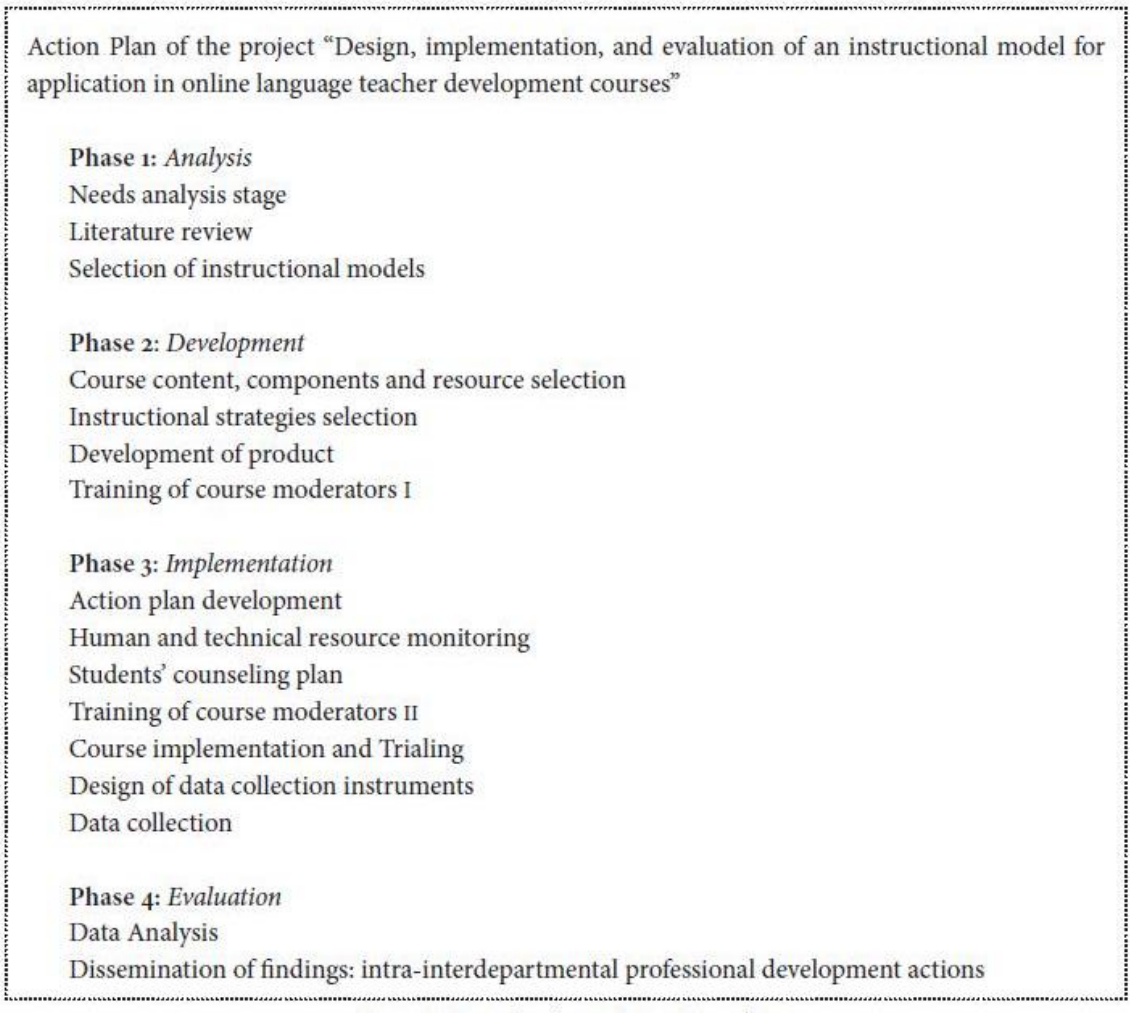
Another aspect to remark is that the evaluation in the ADDIE model is formative and summative (McGriff , 2000), therefore, the course will count with two different kinds of assessment, summative that is a judgment that assigns a score and formative that grants feedback to the student in order to help him/her to learn and review the different topics taught all along the course (Taras, 2005), this is due to the importance of giving students a score to measure their previous knowledge along with their new acquired knowledge including the acquisition of the foreign language in this case English.

For the formative assessment, students will develop different activities with a gaming focus, such as activities done in Quizlet, Educaplay or Kahoot, this is in order to make students to feel more comfortable while developing these formative assessment activities, in addition, students will count with unlimited time and tries to develop these exercises, the purpose of these features is to avoid pressure over students, due to the aim of this kind of

assessment, that is to review the different topics of the course, but with no penalization if the student fails in completing successfully one exercise.

For the summative assessment part, students are going to take different Google Forms, in this case, students are required to have completed all the exercises of the unit, and will only have one try per assess and limited time, due to the focus of this kind of assessment, finally, students will approve every one of the course summative assessments with the 70% or more of the score, if the grades are under this score, students will not be able to complete the course flawlessly. Cuesta summarizes all the stages of the ADDIE model in the following figure.

Image 1
Sample of a project action plan


Action Plan of the project "Design, implementation, and evaluation of an instructional model for application in online language teacher development courses"

Phase 1: *Analysis*
Needs analysis stage
Literature review
Selection of instructional models

Phase 2: *Development*
Course content, components and resource selection
Instructional strategies selection
Development of product
Training of course moderators I

Phase 3: *Implementation*
Action plan development
Human and technical resource monitoring
Students' counseling plan
Training of course moderators II
Course implementation and Trialing
Design of data collection instruments
Data collection

Phase 4: *Evaluation*
Data Analysis
Dissemination of findings: intra-interdepartmental professional development actions

Note: This table is a sample of a project action plan that summarizes the stages and its components of the ADDIE model. This was proposed by Cuesta (2010).

This image helps to summarize the most important information embraced in every stage of a course development and creation, using the ADDIE model as the point of reference, at the same time, can be used as a checklist for creators, in order to follow the pace during all the process of creation of an online course.

This module fits with the researchers' proposal because it can be used for the creation of an online course, and it is flexible to the extent of making all the necessary changes. Additionally, "it is a systematic and systemic model. Systematic because it establishes rules and procedures for its design and systemic due to its interaction between all its components or processes" (Maribe cited in Carrillo & Roa, 2018, p.16).

Continuing with the methodology Learning-by-doing based on constructivism theory, is the main learning approach this online course will use, this is determined by the target population for this online English training program, that is non-bilingual public primary teachers of second and third grade of Julio César Turbay Ayala. Learning by doing was the selected approach due to its emphasis aimed at adults learning, where they construct knowledge by themselves through experiences (Clarke, 2008), using the gained information for future activities or exercises, this approach is very useful when talking about online courses, due to the similarities the different learning activities may have along of the duration this online course has.

An important aspect to be mentioned as well, is the use of learning-by-doing as the teaching methodology instead of the andragogy or adult learning theory, this is due to the fact that andragogy is more focused on adults (Silva, F. D. J. C, 2018), considering, andragogy only takes into account adults and its concerns towards adult education and skills development granting adults with freedom to carry on their learning processes (Loeng, S, 2018) thus, this virtual course was developed using learning-by-doing considering the final

population of this training program, that is second and third grade public primary school children which can use learning-by-doing theory as well in order to enhance their English language acquisition. Instead of that, learning-by-doing allows teachers to put into practice what they have learnt during the course (Clarke, 2008) with children, while they use the acquired knowledge to follow the activities stated in the training program.

Furthermore, to establish the scope and sequence of the online course will use the *Suggested English Curriculum* considering the guidelines proposed by the MEN in that document. This document was selected because it is a tool that helps teachers to know what objectives and learning goals a student should achieve to get a certain English level proposed by the *Suggested English Curriculum* in articulation with the CEFR.

Instructional stages

Table 2

Instructional Stages of the Intervention

Stage 1: Diagnosis	
Interview with the teacher: Face to face interviews	
Stage 2: Material Design of the Online Course	
Design of the material according to the interview answers of the teachers and the *English Curriculum for Primary School*.	
Stage 3: Implementation of the Online Course	
Week 1	Feelings and Emotions (2^{nd} grade) and Numbers (3^{rd} grade).
Week 2	Body parts (2^{nd} grade) and Possessives (3^{rd} grade)
Week 3	Family members (2^{nd} grade) and Time (3^{rd} grade)
Week 4	Professions (2^{nd} grade) and Animals (3^{rd} grade)
Stage 4: Data Analysis	

Description of the results.

Note: Table 2 presents the stages throughout the intervention, which researchers will consider to carry out this pedagogical intervention at Julio Cesar Turbay Ayala school (researchers own elaboration, 2022).

Topic Selection

The selection of the topics for each week were selected based on the requests made by the head teachers and their needs according to the *English Curriculum* for Primary School developed by the English department teachers at the school, and these were implemented by the head teachers by making use of the elements included in the final English virtual course version.

Image 2

Preview of the virtual course



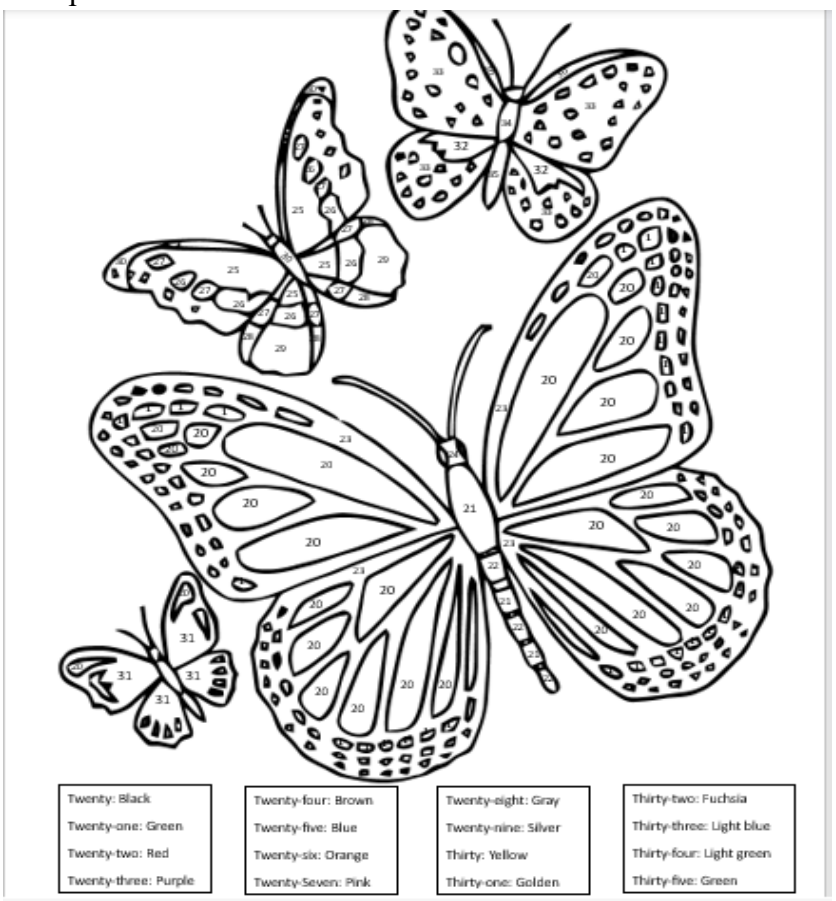
Note: This image presents all the labels considered to be included in the development of the online course.

Sample of workshop

The following image presents the sample of the workshop developed as the class activity related to the number's topic for second graders (from twenty to thirty-five).

Image 3

Numbers' Workshop



Note: This workshop was developed by the researchers to be applied during the implementation of the topic (numbers) in second grade.

Sample of the lesson planning chronogram

The lesson planning chronogram will depend on each head teacher, and their availability to introduce or apply these different topics during classes, due to the fact that it was possible to notice that sometimes they do not even complete lesson planning or reschedule existent lessons in order to fulfill their complete agenda of trimestral classes, based on the fact that the teach multiple subjects in the same scholar shift.

Chapter III Research Design

This chapter presents the research design of this research project, the type of research approach that will be used to establish the type of study and the data collection methods used during the investigation and the creation of this academic virtual English course.

Research Objectives

General Objective

- To create a course with academic tools for non-bilingual teachers in primary school according to the Primary School English Curriculum Julio Cesar Turbay Ayala School based on the Suggested Curriculum by the Ministry of National Education (MEN).

Specific objectives

- To analyze the requirements for the development of an online course of English for non-bilingual primary school teachers.
- To foster the use of the suggested English curriculum within non-bilingual primary school teachers through the training of the teachers providing them with different pedagogical strategies and activities designed in the training program in order to improve their practicum.

Research Question.

- What kind of features must be included in an online course proposal in order to support non-bilingual primary school teachers at Julio Cesar Turbay Ayala School?

Type of Research Approach

It is important to begin with the difference between qual and quan, as defined by Allan (2020) these two are usually put in opposite poles, qualitative work is expressed in a more natural way including minimal samples, also including specific and particular individuals, events and contexts, whereas quantitative is expressed in numbers and statistics,

using large analysis, random sampling and leaded to more generalized populations, events or contexts, hence, it is possible to notice how natural sciences like mathematics or chemistry have moved towards quantitative approach of research, whilst, humanities like languages or social sciences have moved towards the qualitative approach as stated by Platt (1992) quoted by Allan (2020).

Considering what was stated above it is possible to affirm that qualitative work is based on pieces of non-comparable observations that address different aspects of a research question or research problem, in addition, some data collection methods or strategies that are common for this kind of approach, are unstructured interviews, participant observation and archival work, considering these multiple data collection sources researches can head to different aspects of the research question or research problem (Allan, 2020).

This research project has a qualitative approach to understand the phenomena and the perspective of the participants in relation to their context (Hernández, Fernández and Baptista, 2014). It allows us to study things in their natural settings, attempting to make sense of that reality. Moreover, qualitative research involves the studied use and collection of a variety of empirical materials –case study, personal experience, introspective, life story, interview, etc–that describe routine and problematic moments and meanings in individuals' lives (Denzin and Lincoln, 2005).

Type of study

The research interest arises from the focus on training of Primary School teachers of second and third grade, and the desire to help their performance by the implementation of an English virtual course due to the lack of preparation in teaching English as a foreign language. Considering the main objective of this project, case study is developed, it is a term coined and developed by Mitchell in 1983, in which he states a case study as a "detailed examination of an event (or series of related events) which the analyst believes exhibits (or

exhibit) the operation of some identified general theoretical principles" (Mitchell, 1983, p. 192).

A case study is intensive research in which interpretations are given "based on observable concrete interconnections between actual properties and people within an actual concrete setting" (Stoecker, 1991, p. 95). Stoecker said a "case study is the best way by which we can refine general theory and apply effective interventions in complex situations" (p. 109). According to Gomm, Hammersley, and Foster (2000), in-depth research of specific instances in case studies can show causal processes in context, which allows researchers to see which theoretical perspectives provide the best explanations.

Most scholars agree that a case study is not a particular method but a strategy (Stoecker, 1991, Yin, 1994). Stake (2000) also argued that a case study is not so much a methodological choice but a choice of what is to be studied. That is why this type of study can be used in qualitative research projects. However, there are different types of case studies, Stake (1995) distinguished three types as follows: *An intrinsic case study* is carried out when one wants to understand a particular case. When one has a research question and wants to get insight into the question by studying a particular case, *instrumental case study* is conducted. *A collective case study* refers to extension of an instrumental study to several cases.

On the other hand, Yin (1994) suggested three different types of case studies. Depending on the type of research question, there are exploratory, descriptive, and explanatory case studies. He explained that if the research project is mainly focused on "what" questions, it may call for *exploratory study*. An *explanatory case* study deals with "how" or "why" questions. A *descriptive* study focuses on covering the background information and accurate description of the case in question.

In terms of this very research project, the authors consider this is an *exploratory* type of study, taking into account this thesis searches for answer a "What" that is *"What kind of features must be included in an online course proposal in order to support non-bilingual primary school teachers at Julio Cesar Turbay Ayala School?"* also looking forward to exploring the phenomenon of non-bilingual teachers that need assistance towards the development of foreign language English lessons and appliance of this knowledge. In addition, Cooper and Schindler (2006) quoted in Kelly (2008) defined that this kind of investigation studies (exploratory ones) are usually qualitative, because these researches often make reference to interpretive research and their main objective or goal is not to prove a theory but to construct the bridges that help investigators to understand an issue and its causes.

This type of study of research has paramount potential to provide any researcher with meaningful and useful data according to Cavana et al. (2001) quoted in Cooper and Schindler (2006) cited in Kelly (2008) and involucres increased levels of researcher involvement and interpretation. In these cases, the researchers must be interested in the insights and the beliefs of the project participants, in the case of this investigation project, non-bilingual second and third grade teachers and each student of these grades, and states the emphasis on their words and actions, with a main objective towards identifying patterns through observations, documentation and analysis, or in other words, using the data gathering tools.

Ticehurst and Veal (2006) cited in Cavana et al. (2006) quoted in Kelly (2008) suggest that this kind of research or investigation method, qualitative research, is valuable and important for gaining quality data from relatively few people, by allowing the researchers to elaborate and apply the research question and find the answer to it. While developing the research project, in terms of this project, an online virtual English course.

The context

Based on what Prommegger, B. et al (2021) stated, the context where an investigation is carried out is of paramount importance, considering that, continuous context variations during the development of the research might affect severally the outcomes of the same, this being said, an uninterrupted context will help both, researchers, and participants to finish the work successfully in most cases that is why the authors of this paper have selected the Julio Cesar Turbay Ayala School, as it provided all the tools, for example head teachers assistance for data collection and for final course implementation, along with the safety of having the permission to take as much time as needed in order to fulfilling all the goals and objectives of this research project

The context or setting established for this study, as mentioned above, is a public primary school, that is a school paid for by the government of a country according to Cambridge Dictionary, located in Soacha, Cundinamarca, its name is Julio Cesar Turbay Ayala, this school was selected by the authors of this investigation due to its location, in a point easy to access or reach for both the researchers without expending excessive time on it, the possibility to interview non-bilingual primary school teachers taking into account the fact that this school is not considered as a bilingual one and the possibility of having access to their own English Curriculum. All this contributed to creating and developing the final version of the virtual course aimed to foster English as foreign language at public schools.

Besides, there is the fact that this school offered the researchers to apply and develop the virtual course during the three academic trimesters, providing the researchers with the whole English curriculum for second and third grade, to elaborate and create the most accurate final version of the same to the head-non-bilingual English teachers, of these two grades.

The participants

The proper collaborators for this research project were the teachers themselves instead of students, this is because the main objective of this study is to create a training program that will help teachers with their English teaching, considering the teachers at this school are non-bilingual ones and have not received previous training in foreign languages teaching, being this the result, of fitting perfectly as the main population of study while conducting this research project, and of course the axis of the final product, that in the case of this paper is an online English course that will contribute to the topics, gathered from their English curriculum, that belong to the whole year, or the three academic terms.

The instruments for data gathering

For the data collection instruments, the authors of this investigation, considered mandatory to implement, interviews, along with class observations, these with the purpose and objective of collecting the most important, relevant, and appropriate information, that would contribute in a paramount way to the development of the final product. In addition, these instruments were selected based on the type of research used in the development of this paper. According to DiCicco and Crabtree (2006) interviews are the most used instruments for gathering qualitative data and can provide depth information about the perspective of the interviewee.

It is important to mention that exist different types of interviews in qualitative research based on DiCicco and Crabtree (2006) these have been categorized in three, such as *unstructured*, this one is equivalent to guided conversations in which the researcher choose a "key informant" to interview on an ongoing basis while the investigator is observing is also inquiring, then, s*emi-structured* interviews are organized in advance with the interviewee to select a place and time, also the researcher usually set a series of predeterminate open-ended questions to a group or individual and *structured* interviews that often produce quantitative

data. In this case, the researchers of this paper developed a semi-structured interview to the head teacher of each grade in a spoken way and were transcript at the end of this document in the annexes section.

Furthermore, the second data collection tool, class observation, was selected taking into account that this gathering instrument is very meaningful for education investigators (in-service as well for pre-service teachers) to find and recognize their students' learning potential, by recognizing and understanding their classroom behaviors, and noticing and taking action regarding key situations and learning opportunities indoors (in the classroom) that help or assist students' learning potential, but also researchers with their knowledge acquisition towards classroom management according to Tao. Y et al. (2023).

Chapter IV Data Analysis

The main aim for chapter four is to explain the tools the researchers utilized and took into account in order to develop the online course, based on the data collected from non-bilingual primary school teachers at Julio Cesar Turbay Ayala school in Soacha, along with the steps and stages done for analyzing the information and reducing while establishing patterns in order to create the most proper virtual learning course for these public sector teachers. Always in search of contributing as much as possible to the fostering of English as foreign language in public schools while training the educators through a course that is based on their needs.

Contributing to the relevance of observation data collection methods or tools, it is important to highlight the history of observation tools in research, according to DeWalt & Dewalt (2002) quoted by Kawulich (2005) one of the first instances where observation research is developed, was in 1879 by Frank Hamilton, during a study made by the Smithsonian Institution's Bureau of Ethnology. Not much later, in 1888, Beatrice Potter Webb, studied poor neighborhoods during the day, even taking jobs as rent collector or seamstress in order to gather data or information that allowed her to better understand their lives and living ways.

It is possible to highlight, as mentioned by Pope & Allen (2020) observational data collection methods can help different researchers to address and verify if the teachers observed actually perform what they say, because observation is a method that can be used to study a range of different features or characteristics and for different objectives such as establishing the way in which teachers develop their lessons, if they follow what they stated in the survey made previous to the observation of the different lessons, this can be seen as an advantage of observational data collection methods.

Demunck & Sobo (1998) quoted by Kawulich (2005) also mentioned as an advantage that observation collected data allows a better or more detailed definition of the goals taken from a survey or interview, also, provides opportunities for checking how the observed participant, in this case a primary school teacher, would act and react towards and unexpected or unscheduled sudden event.

Nonetheless, observational data collection methods have some limitations or central problems as mentioned by Barker (1980), these can be described in three different but main difficulties, the first one is the effect the observer creates in the observed, which usually can be diminished or directly be a minimal effect, but will always be there causing changes in the performance of the observed person, the second one is observer implication, which is of main importance when reaching the basis of the observed evidence or reasoning, finally, the behavior of the observed people while carrying out the observation can vary depending on the amount of observations or observers, thus, it is quite difficult to get the same behavior in each observation from the observed person or people.

Along with that, Schmuck (1997) quoted by Kawulich (2005) consider that observation data collection methods allow the researchers to get ways to check nonverbal behaviors such as body language, and permitting researchers to observe different facts such as the time spent in different activities, in the case of this paper, the time provided to the development of the class, besides, Marshall & Rossman (1995) quoted by Kawulich (2005) state that observation sessions permit the researchers to check if what they mention on interviews is properly develop in observation activities or if it stays as just talk and no walk. Helping researchers to identify inaccuracies and distortions between what is said and what is done provided by, in this case, non-bilingual primary school teachers. Furthermore, Dewalt & Dewalt (2002) quoted by Kawulich (2005) consider that observation data collection methods

or tools, can add extra validity to the information gathered through, questionnaires, surveys, interviews.

DeWalt & DeWalt (2002) quoted by Kawulich (2005) also consider that observation data collection tools have some limitations, for instance, depending on the gender of the observer, male or female, researchers will have access to different data from observed participants, as information provided will be conducted by a biased human who serves as the instrument for data collection. The observer or researcher must understand how the gender, sexuality, ethnicity, class, and theoretical approach may affect the observation carried out, in its analysis and interpretation. Schensul et al. (1999) quoted by Kawulich (2005) pointed out that researchers or observers at some point will feel the exclusion made by the observed participants, this feeling it most likely to be presented in the beginning of the study, and after the exclusion process finishes the researchers will start to be accepted in the "community" by the participants of the observation sessions.

Another limitation in observation research for data collection is the one noted by DeWalt et al. (1998) quoted by Kawulich (2005) in which the authors of the study must be forced to determine how much will be included or will participate in the different situations presented during the observation, in the case of this paper, how much will the researchers take part into the classroom and if they will participate in any way when something unexpected happens. Schensul et al. (1999) quoted by Kawulich (2005) also consider that the quality of participants' different observation sessions depends primarily on the ability or skill of observers to interpret, understand and document in order to gather the most qualitative data possible, as in the following quote "The degree to which the researcher involves himself/herself in participation in the culture under study makes a difference in the quality and amount of data he/she will be able to collect." (Kawulich, 2005, p. 8).

Merriam (1998) quoted by Kawulich (2005) considers that for determining what are the most important facts or features to be observed is in first place the willingness to conduct the study. On the other hand, DeWalt & DeWalt (1998) quoted by Kawulich (2005), suggested that the aim to find irregular activities or different variations during the development of the events observed, along with the behaviors by the observed people are excellent aims to be considered while doing observation. In addition, Wolcott (2001) quoted by Kawulich (2005) considers that making use of the opportunity of observing looking for contributing to an end, presents the best opportunity to the researchers to observe.

Whyte (1979) notes that, conducting observed research has no specific, established or mistake-proof way to be carried out, the most suitable and proper form to develop a study of this kind is to see participants or observed people as collaborators that will contribute to the final product or outcome of the research, in the case of this paper, participants will contribute to the creation and final version of a virtual course aimed to train non-bilingual primary school teachers, of the public sector, in their English knowledge and to foster English as foreign language. Whyte (1979) adds that an emphasis on the relationship between the researcher and collaborators as contributor researchers who, through building solid ties, improve the research processes.

"Conducting observations involves a variety of activities and considerations for the researcher, which include ethics, establishing rapport, selecting key informants, the processes for conducting observations, deciding what and when to observe, keeping field notes, and writing up one's findings. In this section, these aspects of the research activities are discussed in more detail". (Whyte, 1979, quoted by Kawulich, 2005, p. 11)

As mentioned by Kawulich (2005) the best way to carry out an observation study or research is to do it in an ethical manner, starting by having the permission of the future collaborators to be used as part of the research, also, by allowing the future participants to

know what is the main aim of the research or what is the same, the purpose of the researcher to be there with them, sharing the data collection tools that are going to be used. In addition, if possible, share the outcomes of the study or some data collected so far, furthermore, solving every possible doubt or question the collaborators may have about the study to be developed. Another ethical aim every researcher must consider is the anonymity of the participants during the development of the observation sessions and when publishing the final version of the document, paper, thesis, or article. This in order to avoid possible identifications from the local community towards the participants of the study.

DeWalt et al. (1998) quoted by Kawulich (2005) also consider that even though the researcher and the participants might develop close ties during the study to enhance the obtained data, it is important to always maintain distance by being as professional as the situation needs for avoiding possible biases or changes in the results of the study. Thus, it is important to build relationships with the participants, nonetheless, maintaining everything in professional terms is also mandatory.

Werner and Schoepfle (1987) quoted by Angrosino & de Perez (2000) mentioned that there exist three ways in which authors of observation studies can conduct this research.

1. The first is descriptive observation, in which researchers look for anything and everything, assuming that the researcher knows nothing. The disadvantage of this type is that it can lead to data collected that may not be relevant to the study.
2. The second type is focused observation, this one emphasizes observation supported by interviews, in which the participants' answers will lead the researcher to decide what to observe and what data to collect, because it is considered relevant.

3. The third type of observation, considered by Angrosino and de Perez (2000) to be the most appropriate, is selective observation, in which the researcher focuses on different types of activities to help create a frontier between those activities.

Taylor and Bogdan (1984) provided several tips for developing observation studies, some of them are:

- Become familiar with the setting before beginning to collect data.
- Keep the observations short at first to keep from becoming overwhelmed.
- Be honest, but not too technical or detailed, in explaining to participants what they are doing regarding the investigation.

Merriam (1998) quoted by Kawulich (2005) also adds that:

- To pay attention, moving from a "wide" to a "narrow" angle perspective, focusing on a single person, activity, interaction, then going back to the general situation.
- To look for keywords in conversations to aim at data collection obtained from this spoken interaction.
- "Concentrate on the first and last remarks of a conversation, as these are most easily remembered". (P. 18)
- "During breaks in the action, mentally replay remarks and scenes one has observed". (P. 18)

DeWalt and DeWalt (2002) quoted by Kaluwich (2005) make the following suggestions towards conducting observation research, these are:

- "Actively observe, attending to details one wants to record later". (P. 18)
- "Look at the interactions occurring in the setting, including who talks to whom, whose opinions are respected, how decisions are made. Also observe

where participants stand or sit, particularly those with power versus those with less power or men versus women". (P. 18)

- "Counting persons or incidents of observed activity is useful in helping one recollect the situation, especially when viewing complex events or events in which there are many participants". (P. 18)
- "Listen carefully to conversations, trying to remember as many verbatim conversations, nonverbal expressions, and gestures as possible. To assist in seeing events with "new eyes," turn detailed jottings into extensive field notes, including spatial maps and interaction maps. Look carefully to seek out new insights". (P. 18)
- "Keep a running observation record". (P. 18)

To begin with the data collection route, the researchers developed a *Methodological Route of Data Collection* (See Figure 2) where the authors of this paper show the different items to be considered to gather the most relevant information for the virtual course development.

In the methodological route frame of reference, it is possible to notice the main objective of the data collection route, along with the number of sessions needed in order to gather the needed information from teachers, in addition there are the purposes of the encounters, the reasons for the same and the resources needed for collecting the data. This table was developed in Spanish in order to be sent to the directives of the Julio Cesar Turbay Ayala School for gaining the needed permissions to collect the data there from primary school teachers and having the authorization to use them with investigation purposes in this bachelor's degree thesis.

Figure 3

Data collection route

Cronograma asistencia para desarrollo del proyecto de investigación

Methodological route of data collection				
Objetivo	Identificar los resultados generados en los profesores de grado segundo y tercero del colegio Julio Cesar Turbay Ayala, respecto a la creación del curso virtual para promover la implementación del Currículo de Inglés desarrollado en el colegio basado en el *Currículo Sugerido de Inglés* hecho por el MEN y proponer algunas estrategias pedagógicas para la escuela primaria.			
Sesiones	**Sesión 1 y 2**	**Sesión 3 y 4**	**Sesión 5 y 6**	**Sesión 7 y 8**
Propósito del encuentro	Identificar el contexto donde los docentes imparten el conocimiento de la lengua extranjera, en este caso las aulas, estudiantes, recursos disponibles entre otros en el Colegio Julio Cesar Turbay	Recopilar información del cuerpo docente mediante la aplicación del modelo (preguntas) de entrevista presentado previamente, además contar con las mallas curriculares de inglés para segundo y tercero.	Realizar la observación de las clases de lengua extranjera inglés en los cursos de segundo y tercero en el colegio Julio Cesar Turbay Ayala siguiendo el formato de observación presentado en los anexos,	Presentar el curso a los docentes de primaria, recoger los datos relacionados con el mismo acerca de su relevancia y aporte a la educación de la lengua extranjera, en cuanto a las actividades, unidades y conocimientos

	Ayala, además de, recolectar los datos relacionados con el desarrollo de la primera unidad del curso virtual y las reflexiones de la planta docente de segundo y tercero docente al respecto.		específicamente el anexo 4	adquiridos y posibles actividades a implementar en un aula con alumnos de primaria.

Razón principal para el encuentro	El motivo del primer encuentro es establecer el camino a seguir en todas las sesiones junto con la identificación al completo del entorno de investigación.	El motivo del segundo encuentro es completar la entrevista con todos los docentes que hagan parte de grado segundo y tercero, que imparten la asignatura de inglés.	El motivo del tercer encuentro es completar el formato de observación, asistiendo de manera presencial a las clases permitidas por la institución.	El motivo del cuarto encuentro es conocer la opinión de las profesoras respecto al curso virtual y realizar los cambios que sean necesarios teniendo en cuenta las recomendaciones, temas y falencias encontradas.

Recursos	Colegio Julio Cesar Turbay Ayala, permiso escolar y docente.	Modelo de entrevista.	Formato de observación de clases de inglés en primaria, sesiones de inglés en segundo y tercero.	Curso virtual creado por los investigadores.

Note: In order to gather the data and analyze it for this academic research project, the researchers have developed this table in which are established all the needed sessions to gather the needed data for this virtual course.

During the development of the methodological route (see figure 3), that covers from session 1 to 8, it was possible to notice the context and space where the classes take place. The researchers observed that the classrooms present shortage of some technological tools, such as TV, internet connection, also the school had some tablets, but these were not enough and did not work due to the internet absence. Moreover, thanks to the interviews some aspects were recognizable in first instance, the head teachers mentioned that two of the biggest drawbacks were the time to plan the sessions and acquire further knowledge in English. In second instance, they highlighted the elements that a virtual should have so as to support non-bilingual primary school teachers and finally, those difficulties related to teaching English, such as the short time in classes, pronunciation and the lack of putting into

practice the vocabulary seen in class. Following, it will be explained the findings of the interviews in a more detailed way.

In addition to the previous table of data collection, the researchers have developed the questions for an interview (see annexe 5) based on the researchers most important considerations to develop the virtual course, in these it is possible to find, the bachelor degree title obtained by the primary school teacher, this is important due to the deed of teachers that did not received any preparation to teach a foreign language, in this case, the researchers have interviewed two different teachers from Julio Cesar Turbay Ayala school, primary school area (See annexe 5 and 6) the two of them do not have any degree related to foreign languages or philology.

Next to the degree obtained, the interview contains a section where the different educators answer how they feel regarding the level of preparation towards English teaching as foreign language in general terms, in order to check the level of comfortability and experience of them towards English teaching, based on this, the researchers could determine if these educators would be willing to take a course to foster the education of children in the English subject, as it is possible to notice in the annexes, both teachers have experience teaching multiple subjects, and thanks to the experience while educating and the easiness of the topics to give, they do feel mildly prepared to teach the subject.

As the third item to be considered in this interview, the researchers considered the fact of having taken or done previous online courses in order to find if the teachers have foregoing experience in this kind of education or teaching training programs, both teachers mentioned that they have taken virtual courses in the past, this opening the possibility to the authors of the virtual course to implement the course with these teachers without finding the drawback of lack of knowledge in this field of training from the educators.

Nonetheless, it is of foremost importance to take into account what teachers mentioned in the fourth item regarding the handling of technological tools, one of the teachers mentioning she has intermediate knowledge and the another mentioning has basic level. Albeit, she learnt a lot while pandemic because was forced to use and to acquire knowledge about how these tools work, because the virtual course can help them with the implementation of technological tools or activities to be used or applied in class with the students in order to convey the English language. Thus, tech savviness is of paramount relevance for the researches and for the appropriate development and completion of the virtual training program.

As fifth and sixth item of the interview, the researchers considered mandatory to ask if the educators from this institution are familiar to and make use of the *Suggested English Curriculum for Primary School* by the MEN, because of the topics and order this curriculum has to teach English as foreign language in public schools, can be really useful to be implemented and during the development of the virtual course to foster the teaching of this foreign language in the public primary school sector.

The next item considered of vital relevance for the researchers is if at Julio Cesar Turbay Ayala school, primary school teachers have or develop their own English curriculum, both interviewees mentioned that the academic meshes from the *Suggested English Curriculum for Primary School* by the MEN are really taken into account to develop the self-curriculum, however, is not taken exactly or literally as the one made by the MEN, it is highly applicable to mention that teachers made yearly adaptations based on the standards and guidelines of the MEN to be applied on their own curriculum in order to succeed in English Teaching.

On the other hand, the fact that these teachers have an adapted curriculum helps the researchers and authors of the course to create a more specific virtual training program that

can help the primary school teachers from Julio Cesar Turbay Ayala School. Nevertheless, it is important to consider the possible global implications of this that will be explained in chapter sixth as possible limitations the authors of this paper could find during this investigation made at a public School in Soacha, Cundinamarca.

The next consideration that was taken into account, because is thought as paramount importance from the perspective of the researchers that are pre-service English teachers is, the aspects these primary school multi-subject educators think are the most difficult for children students to learn. In this case, both teachers have different but at the same time similar perspectives towards the question, one of them considers is the aspect related to the reading and writing apprenticeship in their mother, because the process of writing words in a form but pronouncing them in a different way causes difficulties or drawbacks to these students on their foreign language acquisition processes, as it is possible to notice in the interview transcript in annexe 5.

In the interview transcript in annexe 6, it is possible to notice that for these students the most difficult part is to build sentences, due to the fact that, the teacher focuses most of the time to teach and review vocabulary, thus, when they are asked to construct a phrase they find difficulties to do this process, but they do not present too many drawbacks for acquiring the vocabulary based on the question made to the teacher of this grade.

The following item took into account for the interview was, the kind of materials teachers from this school use to develop or guide their classes, both teachers agree on the use of ludic materials such as sticks, clay, tips, cutting material such as paper and scissors, because it is the easiest material to carry out lessons with this population of students. In addition, one teacher mentioned that audiovisual material comes really handy in order to convey and strengthen knowledge in other areas in children, because it is easier for them to understand the topic in this way, then, this item is of paramount relevance for researchers in

order to develop or recommend possible activities for these teachers that can really help them in their ludic methodology towards English education.

Contributing to the previous question and data collected, the researchers gathered if the teachers use any materials and the kind of these, teachers usually utilize during their English classes, this is in order to check if this teaching help is aligned to the ones they use in the other classes, authors of this paper could find that one of the teachers uses different illustrations to help with visuals English teaching and that the another teacher adds to the previous materials recyclable ones in her English classes.

As the last item taken into consideration to be asked to collect important information for this investigation, from primary school teachers at Julio Cesar Turbay Ayala School, are the elements, these educators consider a virtual course that aims to support primary school teachers from the public sector in their English Teaching must have. The first teacher targeted a virtual course that has to be dynamic and ludic, that implements gamification, easy to understand for non-bilingual teachers, aimed as well towards a short course that will not take too much time to be completed considering the free time these teachers have, the second teacher asked a course that is more focused on pronunciation a basic topic that can help them during their lessons.

To summarize the data, the researchers made a table where the patterns of the interviews are evident to clarify the information.

Table 3

Summary of the interviews

Patterns	**Description**
Thematic content	To add relevant and appropriate topics according to the English level of the students

Materials	Create didactic materials and resources to engage and motivate teachers. Also, provide interactive activities that could be developed in classes.
Teaching strategies	Present different teaching strategies that can be used during an English class considering the population and the learning objectives of the class.
Challenges	Time: The course should be short and not take a lot of time. Vocabulary and pronunciation: The teachers do not feel confident with their pronunciation, and they lack vocabulary.
Accessibility	ICT: The navigation on the platform must be easy to follow and intuitive and according to their English level.

Note: The previous table shows the most relevant patterns during the interviews and a short description of them according to the researchers interpretation.

Another stage covered in the sessions previously mentioned was the class observations. The researchers have used an observation format taken from primary school teaching practicum (see annexe 3), which contains important information to be collected in class as observer, with pre-lesson questions to be asked to the head teacher, like the students population that is in class and if they are beginners or fluent learners, it is divided into six different modules of data collection, these are Preparation, Language use, Lesson preparation,

Classroom management, Classroom atmosphere and use of technology, each of these modules has four scoring frames to grade the performance of the head teachers during the development of the observed lesson, these go from outstanding, being the highest possible score, to poor, being the worst possible performance. Finally, this format has a section where the observers can add different comments, strengths and suggestions to the teachers.

Continuing with the description of the observation format, each module has sub-modules that are the ones being scored by the observers of the lesson, in the first module that is Preparation, has three sub-modules that are:

- The exercises and activities were introduced in context.
- The plan was geared toward real/authentic language use.
- Comments section

The first two sub-modules can be scored, comments section will never be scored. Some results of the format will be shown below in the following images.

Image 2
Observation format

Formato observación clases de inglés primaria

Foreign Language Classroom Observation

Pre-Observation Questions for the Instructor
(Please write your answers to the following questions and give them to the observer before class begins.)

1. What is the population for today's class?
   Students of 2nd grade
2. Is this lesson prepared for fluent students or for beginners?
   This lesson was prepared for beginners.

Class: English Class

Of Students: 29

Observers: Mónica Sierra and Jesús Motta

PREPARATION	4 Outstanding	3 Good	2 Fair	1 Poor
The exercises and activities were introduced in context		x		
The plan was geared toward real/authentic language use			x	
Comments: The students learned words that were familiar to them. Also, it helped that the teacher let the students use their own materials. So, it was easier for them understand the words. However, they were taught in an isolated way.				

Note: This first part of the format shows the preparation section, with the results obtained from the observation in second grade and the comments or aspects that caught the attention of the researchers while developing the observation exercise.

Image 3

Observation Format

Formato observación clases de inglés primaria

Foreign Language Classroom Observation

Class: English Class

Of Students: 35

Observers: Mónica Sierra and Jesús Motta

Pre-Observation Questions for the Instructor

(Please write your answers to the following questions and give them to the observer before class begins.)

1. What is the population for today's class?
   Students of 3rd grade
2. Is this lesson prepared for fluent students or for beginners?
   This lesson was prepared for beginners

PREPARATION	4 Outstanding	3 Good	2 Fair	1 Poor
The exercises and activities were introduced in context			x	
The plan was geared toward real/authentic language use			x	
Comments: The students learned the numbers without use them in context. They just wrote the numbers on their notebooks.				

Note: This first part of the format shows the preparation section, with the results obtained from the observation in third grade and the comments or aspects that caught the attention of the researchers while developing the observation exercise.

The preparation section is mandatory and of high relevance because it shows if the teacher uses the context when carrying on the lesson and considers the multiple aspects that students have already acquired in order to create a connection, since it is important to keep in mind that they are primary school students. So, creating spaces where they learn vocabulary that is used in their daily lives reflects the way it can be used in real life, therefore, it brings benefits in their learning processes in the foreign language. For that reason, the researchers found the need and importance to incorporate activities that foster a real language use in the course due to the scores obtained which were between good and fair.

The second module that is language use, has only two sub-modules and only the first one is scorable, and these are:

- The instructor used the target-language in the classroom appropriately and effectively.
- Comments section.

Image 4

Observation format

LANGUAGE USE				
The instructor used the target-language in the classroom appropriately and effectively.			x	
Comments: The teacher only used the target-language when was mentioning the words that the students were going to learn.				

Note: This image shows the language use part by the second grade teacher, and it shows as well the score obtained by her which was fair, along with the comments added by the observers.

Image 5

Observation format

LANGUAGE USE				
The instructor used the target-language in the classroom appropriately and effectively.			x	
Comments: The teacher only used the target-language when was mentioning the numbers.				

Note: This image shows the language use part by the third grade teacher, and it shows as well the score obtained by her which was fair, along with the comments added by the observers when the lesson finished.

These scores highlight how the target-language is used in the classroom and in which scenarios it is present. It also demonstrates the few situations in which the student is exposed to listening the target language and having the opportunity to interact and use it on their own. Another important aspect, is the fact of noticing both teachers using a piece of paper with the words in English while explaining the topic and writing the vocabulary on the board, this implies the lack of confidence when teaching and using English (the target language) in the classroom.

The third module that is lesson presentation has five different sub-modules, and only the first four can be scored by the observers, and these are:

- The lesson was presented effectively and clearly.
- The time allotted for activities was appropriate.

- The amount of teacher talk, and student talk was appropriate.
- Cultural instruction was integrated into class activities.
- Comments section.

Image 6

Observation format

LESSON PRESENTATION				
The lesson was presented effectively and clearly	x			
The time allotted for activities was appropriate.	x			
The amount of teacher talk, and student talk was appropriate				x
Cultural instruction was integrated into class activities			x	
Comments: The teacher prepared an effective lesson plan. The students were able to understand the meaning of the words. The class was about school supplies, so the teacher made the students use their own supplies to develop the activity. However, the students did not have the opportunity to talk too much in class.				

***Note*:** This part of the format shows the score of each item. The first two got an outstanding score, followed by a poor score in the third item and finally a good score. These were the results with second grade.

Image 7

Observation format

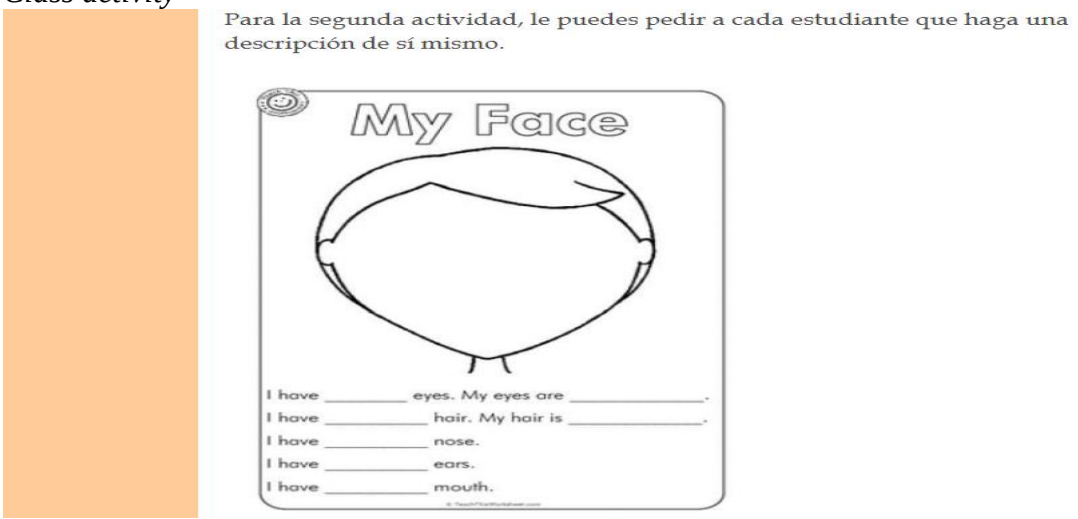
LESSON PRESENTATION				
The lesson was presented effectively and clearly	x			
The time allotted for activities was appropriate.		x		
The amount of teacher talk, and student talk was appropriate				x
Cultural instruction was integrated into class activities			x	
Comments: The teacher prepared an effective lesson plan. The students were able to know the numbers from 1 to 20. However, the students did not have the opportunity to talk too much in class, they only repeated the numbers when the teacher asked them.				

***Note*:** This part of the format shows the score of each item. The first one got and outstanding score, the second one a good score, the third one a poor score and the last one a good score. These were the results with third grade.

The results may conclude the preparation the teachers have to lead their classes and how well organized and divided the classes are. However, in the item of "amount of teacher speech, and student talk was appropriate" the researchers notice that the teachers follow a method in which the class is teacher-centered, and the students did not have the possibility to express something by themselves, only the repetition was used, and the words were pronounce in an isolated way. Therefore, to minimize those practices the researchers created a section in the virtual course presenting some activity class ideas that fulfill the purpose of

making the students practice the language a little bit more whether writing or speaking while using a guide (See image 8).

Image 8
Class activity



Note: This class activity idea is part of the topic adjectives. Here the students have to complete the sentences using adjectives in order to describe themselves with the purpose of avoiding using the target language in an isolated way.

The next module is Classroom management, and this one also has five different sub-modules, and only the four first ones are gradable, these sub-modules are:

- The use of small groups/pair work during each activity was appropriate.
- The seating arrangement facilitated learning.
- The instructor divided his or her attention among students appropriately.
- Student participation was on task.
- Comments section.

Image 9
Observation format

CLASSROOM MANAGEMENT				
The use of small groups/pair work during each activity was appropriate			x	
The seating arrangement facilitated learning	x			
The instructor divided his or her attention among students appropriately		x		
Student participation was on task.	x			
Comments: The students developed the activity alone so there was not possible to see teamwork during the class. However, all the students did the activity, and it was possible to notice the participation and how they enjoyed it.				

Note: This is the classroom management part in the observation format corresponding to second grade, along with the comments made by the researchers after the lesson was completed.

Image 10

Observation format

CLASSROOM MANAGEMENT				
The use of small groups/pair work during each activity was appropriate			x	
The seating arrangement facilitated learning	x			
The instructor divided his or her attention among students appropriately		x		
Student participation was on task.	x			
Comments: The students developed the activity alone so there was not possible to see teamwork during the class. However, all the students did the activity and if the had questions the teacher could help them.				

Note: This is the classroom management part in the observation format corresponding to third grade, along with the comments made by the researchers after the lesson was completed.

The classroom management items show that pair work is not used during the classes and the students have to develop the activities on their own, without interacting with their partners, however, it was possible to see how the majority of students were concentrated while developing the activities and the teachers paid attention to students when necessary or they needed, for instance when they had doubts or some of them were distracted.

The fifth module that is Classroom atmosphere has four different sub-modules and only the first three can be graded by the observers, these are:

- Student participation was active and lively.
- The class atmosphere was warm, open and accepting.
- The instructor was sensitive to students' difficulties and abilities.
- Comments section

Image 11

Observation format

CLASSROOM ATMOSPHERE				
Student participation was active and lively	x			
The class atmosphere was warm, open, and accepting.	x			
The instructor was sensitive to students' difficulties and abilities	x			
Comments: All the students wanted to participle because the activity was interesting.				

Note: This image shows the score obtained in the module of classroom atmosphere in second grade, with three gradable items and the comments made by the researchers when the class was finished.

Image 12

Observation format

CLASSROOM ATMOSPHERE				
Student participation was active and lively		x		
The class atmosphere was warm, open and accepting.	x			
The instructor was sensitive to students' difficulties and abilities	x			
Comments: All the students show participation while doing the worksheet about numbers				

Note: This image shows the score obtained in the module of classroom atmosphere in third grade, with three gradable items and the comments made by the researchers when the class was finished.

It was possible to notice how even though teachers do not have a high-English-level to teach, they do have the experience needed to handle the different grades, the authors of this paper could see the implementation of activities where the students feel free to ask the teachers regarding any doubt or question they have about the activities posed for the class, this fostered the participation creating a safe place where no one could feel afraid or ashamed of asking.

The last module that is Use of technology, has only two different sub-modules and only the first one can be gradable by the observers, these are.

- Use of technology (video, audio, web materials) was appropriate given the material being presented.
- Comments section.

Image 13

Observation format

USE OF TECHNOLOGY				
Use of technology (video, audio, web materials) was appropriate given the material being presented				x
Comments: The teacher did not use any type of technological material.				

Note: In the section of use of technology both grades showed the same feature and had a poor score.

None of the teachers used technological tools due to the classroom and institution conditions because it did not have internet, TV or even a video beam, therefore, the activity class ideas that were to be included in the virtual course should be analogous and not technological considering the lack of devices mentioned previously.

Based on all these modules and sub-modules, along with the first questions and final comments section, the researchers could carry out the observation of different English lessons at Julio Cesar Turbay Ayala primary school grades from second to third grade. The data collected through these formats contributed exceedingly to the development of the virtual course, because it added important information such as if the teachers use technological tools in their English lessons or if students participate actively during the class. As it was mentioned before, with this data the researchers could implement different activities in the virtual course that will foster teachers' learning development process, considering their real context and how they manage their English as foreign language classes.

Consequently, using the data collected in the observation format the researchers were able to stablish some characteristics, such as the English level, the use of technological tools during classes and the ways teachers addressed their classes, therefore, four patterns (See image 14) were considered meaningful to include in order to set and clarify the minimum requirements to start and successfully complete this virtual course.

Beginning with the specific knowledge in English to develop this course, the authors of it determined that Pre-A1 English level would be appropriate to start the virtual course, in second place, to have basic knowledge and handling of virtual tools or CITs like a computer

or cellphone is mandatory, considering this course must be completed for complete using one of these tools. In third place, considering the English level required to complete the course, the authors decided to implement the instructions in Spanish while implementing the activities using English only, to help trainees to get used to the foreign language (English), as four pattern, albeit the course is thought to be completed in less than a week, it is recommended to have the time and disposition to learn, complete the units, analyze its content and check the opportunities to apply the recommended class activities.

Image 14

Course introduction



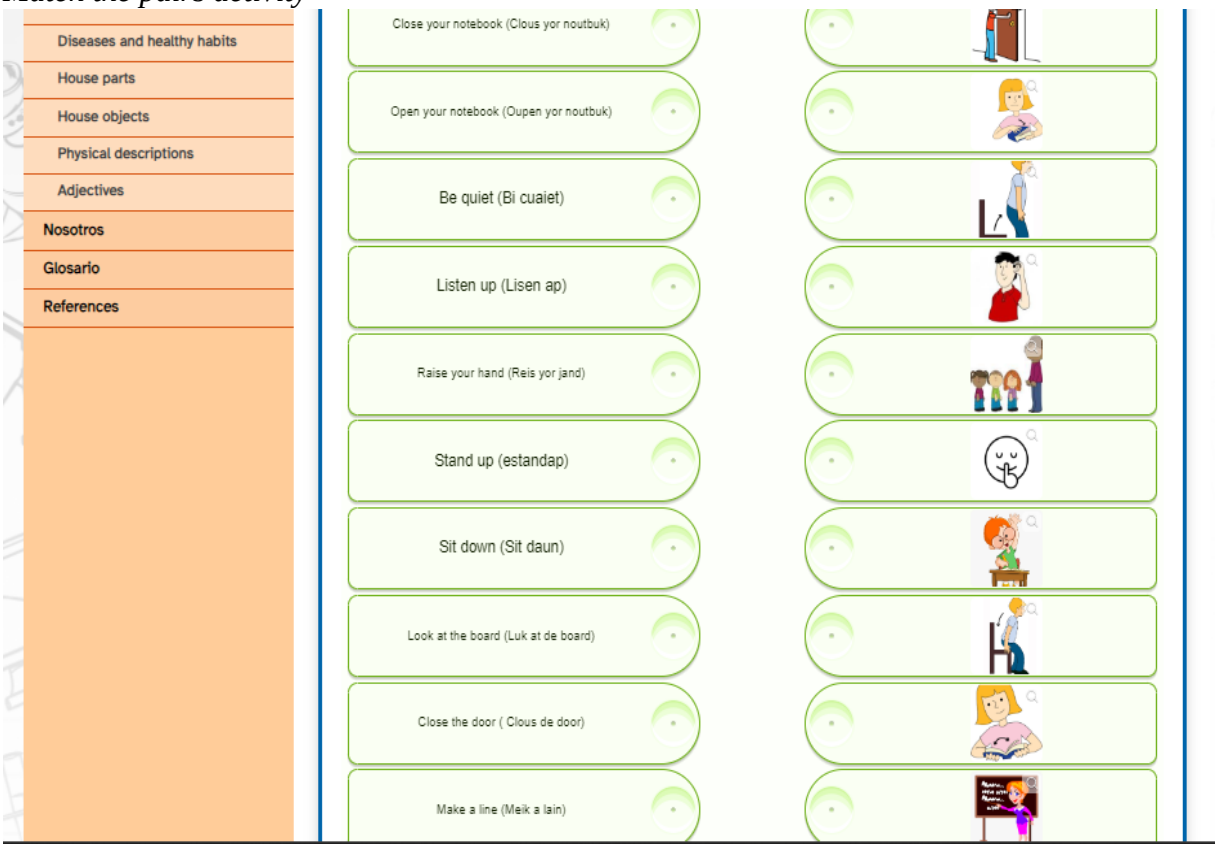
Note: In this welcome image to the course, it is possible to notice the requirements needed to carry out the virtual course. As it was mentioned before, these requisites were created considering the participants' characteristics of this research based on the observations.

Once, the observations finished the researchers noticed in these different spaces, second and third grade English classes at Julio Cesar Turbay Ayala School, some important features in the sessions related to the use of Spanish and English teaching. During almost all the class, the teachers only made use of foreign language English when saying specific words related to the class vocabulary and did not use certain commands and instructions in English.

For instance, the teachers used imperative and interrogative sentences in Spanish such as “Copien esto en sus cuadernos”, “¿Ya terminaron de escribir?” Those practices showed to the researchers the need to enhance the use of English in classes beginning with commands and instructions. With the purpose of improving these situations, the researchers added a section called “Commands and Instructions”, in which the trainees have the possibility to learn (See image 15).

Image 15

Match the pairs activity



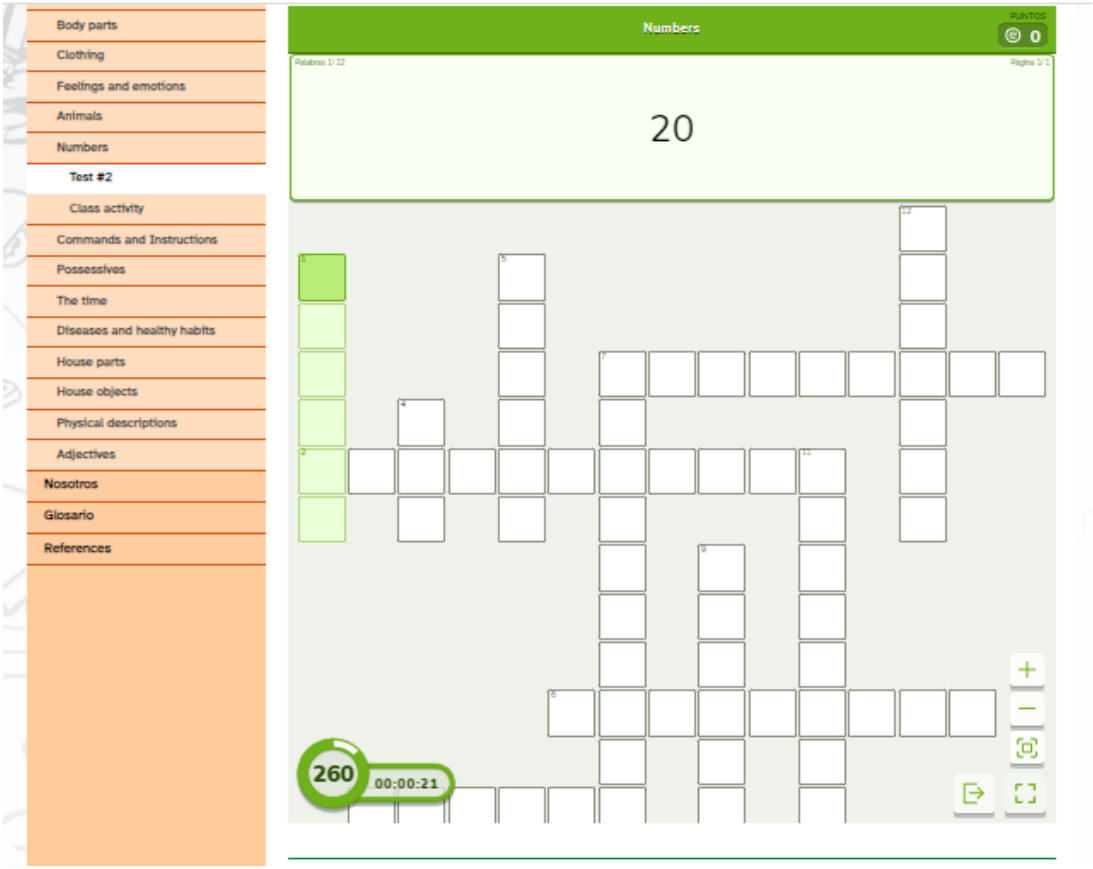
Note: This activity was created by the researchers and aims to familiarize the commands and instructions that can be used in a classroom. So, images and sentences were added with the pronunciation and the idea is to match the pairs (sentence-image).

Also, it was perceived that the teachers had a piece of paper where they could see the words in English and use it the whole class in order to be able to write those words on the board without making any mistake, therefore, it was noticeable a teacher’s lack of confident when writing and pronouncing the vocabulary that was going to be cover in the class.

Therefore, it was necessary to create activities within the course that the teacher could develop and have the opportunity to practice their writing (See image 16) and listening skills (See image 17)

Image 16

Crossword activity



Note: In this image it is possible to see a learning activity made by the researchers in which the teachers need to solve a crossword and to write the number that appears at the top of the screen. This activity was created in order to develop writing skills.

Image 17

Numbers video



Note: This video was created and uploaded to the course by the researchers explaining the numbers from 0 to 40, in this case the researchers did it to approach listening and reading skills from the target population (second and third grade teachers from Julio Cesar Turbay Ayala)

Furthermore, in the final stage, it was carried out the creation of the virtual course where, as it was stated before, it was considered the ADDIE model. However, only 3 stages were developed because before of doing the implementation, it was necessary to know what aspects the course should add or change according to the teachers (See figure 4). Additionally, in terms of presenting the teachers the development of the course, was considering their main inconveniences in terms of time and knowledge that is the reason why the researchers present a crash course along with the topics included in their curriculum in order to facilitate English acquisition and time saving.

Figure 4
Stages of the creation of the course

Virtual course development

STAGES	PROCEDURES
A: Analysis	1. The target population was defined, in this case the non-bilingual primary school

	teachers from one second and one third grade at Julio Cesar Turbay Ayala School. 2. The content that the course should have was analyzed according to the curricular meshes. 3. The objective of the creation of the course was stated, which is to provide tools to the primary teachers.
D: Design	1. The sections of the virtual course were proposed. 2. The academic topics of the course were selected, in other words, what periods of the curricular mesh the virtual course was going to have. 3. The strategies and tools were defined by considering the analysis made through the observations.
D: Development	1. The material, activities and strategies that were selected in the previous stages were developed and put it into the course. 2. Once, the course was finished, it was presented to the head teachers, and they gave some advice and comments in order to improve the course. 3. The researchers made the proposed corrections or changes and in the following sessions the implementation of the course is established.

Note: The previous table shows a summary of the descriptive analysis with the procedures that the researchers made during the creation of the virtual course. Two stages were missing, however these will be cover in the next sessions, because the implementations and evaluation will be carried out by the teachers.

Figure 5

Data collection route part II

Cronograma asistencia para desarrollo del proyecto de investigación

Methodological route of data collection

Objetivo	Analizar el efecto y el alcance del curso virtual desarrollado por los investigadores, en el grado segundo y tercero del colegio Julio Cesar Turbay Ayala, dirigido a las profesoras de primaria no bilingües encargadas de la asignatura de inglés.		
Sesiones	**Sesión 9 y 10**	**Sesión 11 y 12**	**Sesión 13 y 14**
Propósito del encuentro	Desarrollar los temas feelings and emotions junto con body parts para segundo grado, y el tema de numbers y possesives para tercer grado. Esta implementación la llevarán a cabo las docentes encargadas de cada grado, con el fin de observar los resultados mediante la aplicación del conocimiento que se encuentra en el curso y la actividad de clase propuesta por el equipo de investigadores.	Desarrollar los temas family memebers junto con professions para segundo grado, el tema de tiempo y animales para tercer grado. Esta implementación la llevarán a cabo las docentes encargadas de cada grado, con el fin de observar los resultados mediante la aplicación del conocimiento que se encuentra en el curso y la actividad de clase propuesta por el equipo de investigadores.	Desarrollar las últimas entrevistas después de la implementación final del curso virtual.

Razón principal para el encuentro	El motivo de estos encuentros es aplicar los temas que aparecen en el currículo de la institución mediante las unidades propuestas en el curso virtual. Además de, realizar la observación durante la aplicación para examinar las dinámicas que surgen en el salón, una vez las docentes comiencen con la implementación.	El motivo de estos encuentros es aplicar los temas que aparecen en el currículo de la institución mediante las unidades propuestas en el curso virtual. Además de, realizar la observación durante la aplicación para examinar las dinámicas que surgen en el salón, una vez las docentes comiencen con la implementación.	Finalizar con la recolección de información a través de entrevistas para obtener retroalimentación otorgada por las docentes respecto al contenido y aplicación del curso virtual.	

Recursos	Curso virtual, unidades y actividades en clase.	Curso virtual, unidades y actividades en clase.	Formato de entrevista final a las docentes.	

Note: In order to apply the developed virtual course, gather the final feedback data and analyze it for this academic research project, the researchers have developed this table in which are established all the needed sessions to gather the data for this virtual course.

As it was mentioned on the table, these sessions will cover the *implementation* and the *evaluation* (stages that are part of the ADDIE model) of the course. The following table will show the missing procedures of the stages:

Figure 6

Final stages of the creation of the course

Virtual course development

STAGE	PROCEDURES
I: Implementation	1. The implementation was carried out by the head teachers of each grade and the researchers did the class observations in each session in order to analyze if the course was helpful for the teachers and the material, strategies or activities that could be useful and developed in the classroom.
E: Evaluation	1. The researchers developed an interview (see anexxe 8) with the head teachers at the end of the implementation to know their

	perceptions and how they felt while using it to receive feedback for further development of the course. (see anexxe 9 and 10)

Note: This table shows the final stages of the development of the virtual course based on the ADDIE model and the procedures that were taking into account to the final two letters I and E, that stands for implementation and evaluation respective.

In these sessions the instrument to gather information was class observation. The head teachers were the ones who made the implementation of the course, and some dynamics caught the attention of the researchers by making a comparison between the first observations and the observations of the implementation. First, it was noticed that the teachers started to do a warm-up at the beginning of each class, also, it is important to highlight that the teachers used to have a piece of paper of the words they were going to teach and used it all the time in order to write the vocabulary of the class's topic and check the spelling of the words because they did not feel sure or confident while writing in English due to the possibility of making a mistake, however, after the sessions passed, the researchers observed that the teachers do not longer used the paper.

Second, the head teachers demonstrated commitment and vocation towards the English learning and course topics (Suggested School English Curriculum) for second and third grade. But also, they showed their will to make English class more dynamic and meaningful for students by making use of the suggestions offered in the virtual course, its contents (units) and the possibility of adding warm-ups and feedback when was possible in each class.

Furthermore, a big difference between the classes is that after the implementation it was possible to notice that the students had more participation in terms of using English as foreign language, and the teachers in some classes had the opportunity to put the class vocabulary in context, for example, in the jobs and professions class where the teacher used

her own profession and others that surround the students like the chef, the watchmen, cleaner, grocer, among others so that the students will use it and not simply learn it in isolation.

The researchers created a table to highlight the patters found in the second interviews.

Table 4

Key concepts of feedback interview

Patterns	Description
Clear and organized content	The topics and materials of the course should be structured and presented in a clear way to facilitate autonomous learning.
Educative technology	The use of technology must consider the way in which it benefits the participants. This implies to select and apply technological tools strategically.
Multimedia resources	Use a variety of multimedia resources such as videos, worksheets, images, to enrich the learning experiences to be adapted to several learning styles.
Target population	Non-bilingual primary school teachers of second and third grade.
Interactive activities	The activities should be interesting and catching to students, fostering their participation and enjoyment during their learning process.
Feedback	The virtual course must include opportunities to interact between course

	students and the learning activities where it is possible to receive feedback on the student's progress and performance.

Note: This table shows the key concepts found in the last interview made by the researchers to the head teachers of second and third grade of the Julio Cesar Turbay Ayala school where they mentioned the main features a virtual course must have in order to approach non-bilingual teachers.

Chapter V Conclusions and Implications

In this chapter the researchers are going to answer the research question posed in this thesis, based on the information gathered by making use of all the data collection tools such as the interview format, the observations through the observation format for English classes. It will also be included that the authors of this paper deem valuable from the information recovered in order to emphasize what this research project contributed to the context and teaching process of the researchers.

To begin with this chapter, in order to answer the research question of this document, What kind of features must be included in an online course proposal in order to support non-bilingual primary school teachers?, based on the data collected, the first characteristic that must be included in an online course proposal to support non-bilingual primary school teachers is the time that an educator will take to complete successfully the course, considering the free time teachers have to develop self-guided training or in other words, to educate themselves in an autonomous way, because their shift “will not end” when they are out of school, they have to continue planning, scoring activities, among other requirements of their profession, thus, a virtual course or virtual training program that will allow non-bilingual primary school teachers to complete it in less than two continue hours is the main feature a tool of these must need to be successful and useful for educators of this sector.

In addition to the previous feature, the second characteristic that must be included in a virtual course is the design of the material to implement in class, these must be really ludic, interactive and dynamic. This because for primary school educators, these kind of activities are easier to understand and complete, then, a virtual course able to implement this, will be actually useful for non-bilingual elementary school teachers, also this will add a possible feature of class implementation for the tasks they will have to develop during the English virtual course, in conclusion, the style of the activities that, any possible virtual course

developer, could add in an online training program, for this sector teachers, will be improved if these have the approaches mentioned at the beginning of this paragraph.

The third feature to be included in an online English course, based on the information gathered with the data collection instruments, is the focus on pronunciation in the foreign language, because teachers mentioned, that either for students or themselves it is difficult to achieve the correct pronunciation of English, taking into account that in this language the words are written in one way and pronounced in a different one, this causes drawbacks and difficulties while acquiring or conveying the foreign language, to both members of the academic environment, students and teachers, if a virtual course is able to implement pronunciation features on it, will be of paramount help to teachers that take or do this course in an autonomous way.

To conclude with the research question given in this paper, the features a virtual course or online training program, aimed to help non-bilingual elementary school teachers, must include are:

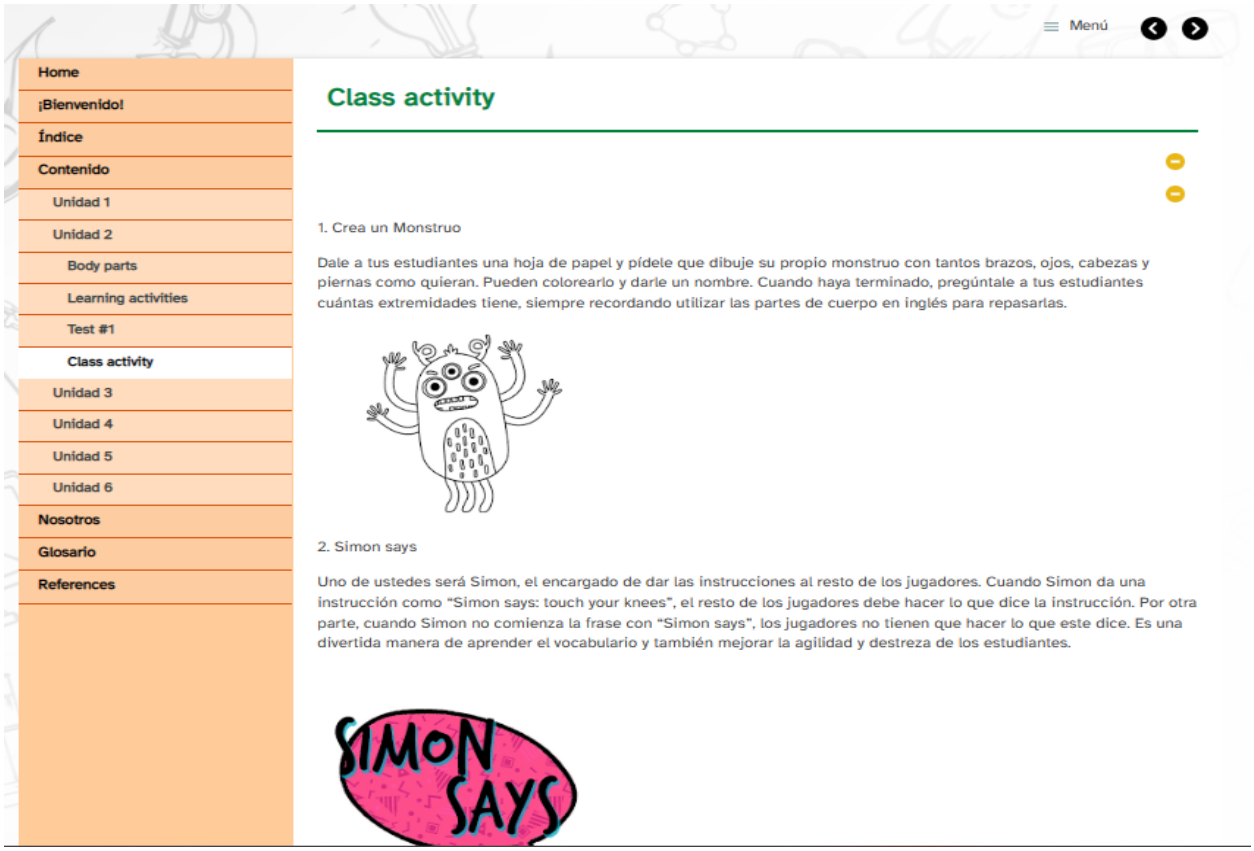
- Short periods of time to be completed at 100% that allow teachers to do while they are in their free time and will not consume or affect their time focused to develop their job properly.
- Ludic, dynamic and interactive activities, in order to help teachers to develop in an easier way, it means, will not ask them to construct or make activities that will consume too much time, like writing an essay or editing videos, with this, this characteristic relates directly with the previous one.
- Pronunciation focus, at last but not least a virtual course that helps teachers with this characteristic of foreign languages learning will be more useful for non-bilingual primary school teachers that do not have previous training in English teaching. As they mentioned, the fact that English is written in one

form and said in another, might cause difficulties, hence, training teachers in this feature will be of main relevance for a virtual course.

In addition to the previous features mentioned, the researchers also considered of paramount importance to include different activities, for these non-bilingual primary school teachers, for many of the topics included in this virtual training program, these materials were considered to be developed in an analogue way in order to avoid possible drawbacks of technological resources, such as use of internet or proper devices like computers or tablets. In this way, some of the exercises for the students included mandalas to review numbers and colors, drawing activities for reviewing body parts or speaking ones to review parts of the house.

Image 18

Inclusion of analogue activities to be developed in class



Note: These class exercises will not take more than two lessons to be completed, also require very simple materials for their creation and development that is the reason why they were included in the virtual course.

Moreover, it is important to notice that the description of all these activities was made in Spanish, this in order to facilitate the understanding by teachers, nonetheless, some of these have instructions in English either for the teachers or the students, as it is possible to see in Simon Says activity, where Simon says the instruction completely in English aiming to review and strengthen vocabulary. Furthermore, it is mandatory to mention that these activities have multiple uses based on teacher's needs, this means that the exercises will not be only useful for the topics included in the virtual course but can work in future English topics based on the fact that the virtual course will only cover first term topics considering their own English curriculum.

Furthermore, it is of high relevance to mention that, not all the topics have class activities, as in the case of *Commands and Instructions* along with *Pronouns*, this due to the fact that is vocabulary that could be used in multiple English lessons, for instance, commands and instructions to maintain order in class, and pronouns to develop any topic related to verbs.

In addition, based on the conclusions of this research, the bridges teachers must construct in order to implement proper communication with their students are:

- Further use of communicative approach.
- Implementation of commands and instructions in English as the foundations of the language development and acquisition.
- Application of different and ludic activities that draw students attention and interest towards foreign language.

As an extra aspect to be mentioned in this paper, it is mandatory to exemplify how resources and preparation in non-bilingual teachers are important in search of having the more adequate classes in English for children in second and third grade. Considering the outcomes of this paper, resources like multiple activities in English, which have as main subject the topics approached in the suggested curriculum, could be of paramount relevance by allowing teachers to implement them without spending too much time doing research about it, the preparation is important as well, considering the difficulties found in this research when non-bilingual teachers try to teach the subject, thus, the virtual course posed multiple activities aimed to adults which will help these teachers to prepare in an easy and fast way to teach the foreign language without having to take an long-term extended course or training program.

Chapter VI Limitations and Further Research

To begin with this final chapter, the main issues the researchers presented are going to be expanded along all this chapter.

First, the limited possibilities to share the virtual course with all the people interested, because the software creates a .zip file that is not possible to share in high scales, for instance, when using a web link from a virtual platform like Coursera, Udemy, NextU, among others. It is completely necessary to be shared either via drive, cloud, flash drive or creating a web link after uploading the virtual course to Google Drive, nonetheless the issue remains, by doing this, and then export it to a link generator page, it will create an exclusive link to give access only to the people that possess the link, it will not create a web page that could be found using Google or another browser.

To continue what was mentioned above, the creators or teachers that already have access to it, are the only ones that can share or "give" access to the person keened on, this actually presents a limitation to this final project, because it will not be possible to reach as many primary school teachers from the public sector as it was thought at the beginning of the investigation, depending on the interest of elementary school teachers on reaching the creators or other educators with the course in order to have access to it. Along with the word of mouth to reach more educators the project will stay as very niche one.

Secondly, the lack of time the researchers had in order to develop a virtual course that would cover all the English Curriculum from Julio Cesar Turbay Ayala school for primary school. In order to present a high-quality product instead of a product with excessive content and with lack of development, the researchers decided to create a course with the topics a teacher would embrace in just a term, in this case the first term. In addition to the previous statement, based on the interviews made, this finished on being the most appropriate focus in order to allow teachers to take this course at a fast pace.

In third place, there is a high possibility of topics in the virtual course that are not the same in different public institutions, albeit, there is the chance that some topics are the same, taking into account that the curriculum from Julio Cesar Turbay Ayala school is adapted from the *Suggested English Curriculum* made by MEN. Nonetheless, the first possibility mentioned, increases the chances for different school teachers to avoid taking the course based on considerations towards the topics, because they might think these subject-matters will not help them on their actual needs of English teaching.

As future research problems, the investigators could notice some of them that will be explained beyond, these are:

First, to create a virtual course with very general topics for primary school teachers and students in order to contribute in as many schools as possible, this is the biggest research problem based on the amount of public schools that exist not only in Soacha but in Bogota, Cundinamarca and Colombia, thus, developing a course able to solve this problem is such a challenge for future researchers.

In second place, to develop a course that fosters and helps primary school English teachers, with enough length and topics with high quality, and able to cover multiple grades, for instance, first, second and third grade in a school, to implement different activities or acquire knowledge regarding these grades topics.

Finally, developing the course using a different software or online tool, this with the purpose of sharing it in an easier and faster way, avoiding “intermediaries” like the authors or other teachers, in this case would be only needed a web link or even the ability to use the search bar in an online-courses platform to reach this course.

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Annexes

Annexe 1
Interview

1. Indique el título de pregrado obtenido:

_____

2. ¿Qué tan preparado se siente a la hora de enseñar inglés?

   Completamente preparado

   Adecuadamente preparado

   Medianamente preparado

   Parcialmente preparado

   Nulamente preparado

3. ¿Ha tomado o realizado cursos de inglés anteriormente?

   Sí

   No

4. En una escala del 1 al 3, siendo 1 nulo, 2 intermedio y 3 avanzado, ¿Qué dominio posee en el uso de herramientas tecnológicas?, indique porqué se considera en ese nivel.

5. En una escala del 1 al 5, siendo 1 nada familiarizado, 2 poco familiarizado, 3 algo familiarizado, 4 familiarizado, 5 muy familiarizado, ¿Qué tan familiarizado esta con el Currículo Sugerido de inglés para primaria?

6. ¿Actualmente utiliza el Currículo Sugerido de inglés?

Sí

No

7. En caso que la respuesta anterior haya sido “no”, ¿En su institución educativa cuentan con un currículo establecido para la enseñanza del inglés en primaria?

Sí

No

8. ¿Qué temas o aspectos considera que se le dificulta más a los estudiantes aprender en inglés?

9. ¿Qué tipo de materiales le es más fácil a los profesores de primaria presentar o usar en las clases?

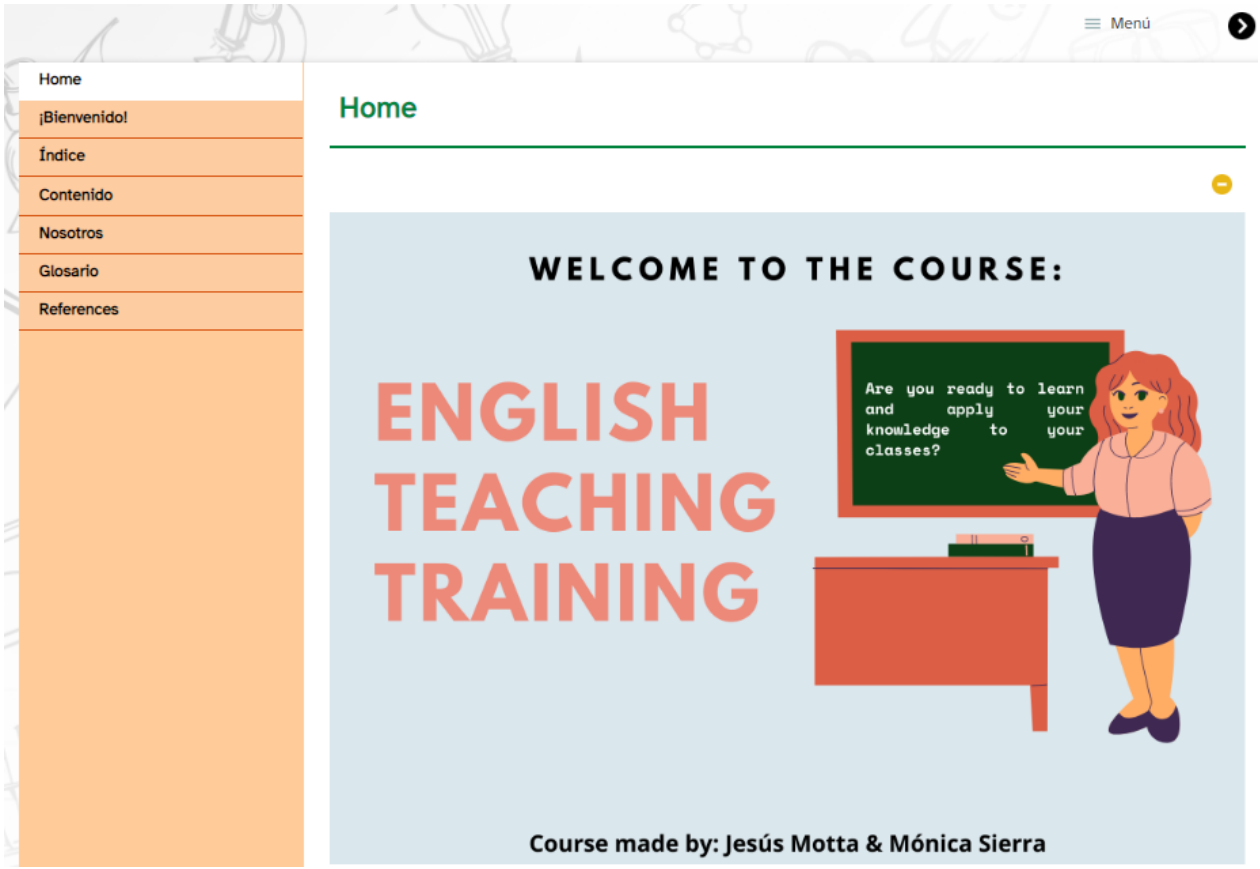
10. ¿Usa algún tipo de material durante las clases de inglés?

11. De ser así, ¿Qué tipo de materiales usa usted y qué elementos tiene en cuenta para la creación o uso de los mismos?

12. ¿Alguna vez ha tomado o realizado un curso virtual?

13. ¿Qué elementos considera que un curso virtual que busca apoyar a los profesores de primaria en la enseñanza del inglés debe tener?

Annexe 2



Annexe 3

Template proposed by Teaching Practicum Teacher at Silveria Espinosa de Rendón School

Foreign Language Classroom Observation

Class: Basic English

Instructor: Elsa Cabrera

Of Students: 28

Observers: Mónica Sierra and Jesús Motta

Date: 09-03-2022

Pre-Observation Questions for the Instructor
(Please write your answers to the following questions and give them to the observer before class begins.)

1. What is the population for today's class?

   The population is 1st graders

2. Is this lesson prepared for fluent students or for beginners?

   The lesson is prepared for beginners

PREPARATION	**4 Outstanding**	**3 Good**	**2 Fair**	**1 Poor**
The instructor had a clearly discernible lesson plan		X		
There was an appropriate balance of structured and open-ended/communicative activities			X	
The exercises and activities were introduced in context			X	
The plan was geared toward real/authentic language use				X
Comments: Everything was really focused towards vocabulary learning, it is possible to notice a lack of context and communicative approach.				
LANGUAGE USE				
The instructor used the target-language in the classroom appropriately and effectively.			X	
Comments: Teacher uses English only for basic instructions like sit down or stand up.				

LESSON PRESENTATION				
The lesson was presented effectively and clearly		X		
The activities/exercises chosen to achieve the objectives were effective		X		
There were smooth transitions between activities		X		
The time allotted for activities was appropriate.	X			
The amount of teacher talk, and student talk was appropriate				X
The type and amount of teacher feedback was effective		X		
Cultural instruction was integrated into class activities				X

1 Adapted from: http://ccat.sas.upenn.edu/~haroldfs/pedagog/evaluation/evaluate.html

Comments: There were not enough activities for making the students use the learnt vocabulary in real context.				
CLASSROOM MANAGEMENT				
The use of small groups/pair work during each activity was appropriate				X
The seating arrangement facilitated learning		X		
The instructor divided his or her attention among students appropriately	X			
Student participation was on task.			X	
Comments: Most of the activities were performed individually and the participation was not very active.				

CLASSROOM ATMOSPHERE				
Student participation was active and lively			X	
The class atmosphere was warm, open and accepting.	X			
The instructor was sensitive to students' difficulties and abilities	X			
Comments: It was possible to see that students do not participate too much on their own, but when the teacher asks them, the students participate without hesitating.				
USE OF TECHNOLOGY				
Use of technology (video, audio, web materials) was appropriate given the material being presented				X
Comments: Teacher did not use any tech device, it was supported by the use of guides or the board.				

Other Comments:

Strengths: It is possible to notice the desire of the teacher to convey the information in the best way possible to this population, thus, it is noticeable the experience the teacher has with 1st graders.

Suggestions for Improvements: I suggest using more online resources such as videos, songs, or virtual platforms like kahoot, besides, contextualized teaching in which students can use their learning in real context.

2 Adapted from: http://ccat.sas.upenn.edu/~haroldfs/pedagog/evaluation/evaluate.html

Annexe 4

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 302

Preservice teachers: Jesús Motta y Mónica Sierra

In-service teacher: Claudia

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same. Then, she proceeded to ask the students the numbers from 1 to 10, while the students answered, she wrote the numbers on the board. After counting the numbers, the students proceeded to write the same information in their notebooks. Once the students finished writing, the teacher wrote the numbers from 10 to 20. When the students finished writing the numbers from 1 to 20, they began to pronounce them. The second activity that the students carried out was to solve a worksheet about numbers.
What called my attention?	The children were excited for the class and most of them had an active participation. The teacher only used English when was mentioned the numbers. The teacher had a piece of paper with the numbers so that she could see how to write them.
What can I interpret from it?	Children were willing to learn and explore new knowledge. The teacher might have felt some insecurity with the spelling of the numbers or with the pronunciation
What can I suggest for tackling it in next sessions?	Try to use English to give instructions for example, write this on your notebook, etc. Try to create activities where the students can put in practice the vocabulary in a real context.

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 203

Preservice teachers: Jesús Motta y Mónica Sierra

In-service teacher: Katherine

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same.

	The topic of the class was school supplies. The teacher began to show images of some school supplies, she pasted each image and wrote in Spanish and English the name of the object. Then, she proceeded to repeat all the objects along with the students. In addition, the teacher asked the students to draw and write the objects they had seen. Once this activity was finished, the teacher removed the images that she had pasted, and she began to name the school supplies and the students had to show their own supplies.
What called my attention?	The kids really enjoyed the last activity. It was possible to notice their participation and their energy. The teacher only used English when was mentioning the school supplies. The used a piece of paper that had the name of the school supplies she was going to work
What can I interpret from it?	Children enjoy active activities. Probably the teacher was insecure about the spelling of the words, so that is why she used a piece of paper.
What can I suggest for tackling it in next sessions?	Try to use English to give instructions for example, write this on your notebook. Try to use bigger images because it was a little bit difficult see them well

Annexe 5

Interview Primary School Teacher

Mónica: ¿me podría indicar el título de pregrado obtenido?

Profesora: Soy licenciada en educación infantil

M: ¿qué tan preparada se siente a la hora de enseñar inglés?

P: pues estoy como en el nivel inicial en el ciclo uno, es con el grado segundo entonces considero que las temáticas que se ven son básicas y la formación que tengo me sirve.

M: ¿sumercé ha tomado o realizado cursos de inglés anteriormente?

P: Sí, señora.

M: En una escala del uno al tres siendo uno nulo, dos intermedio y tres avanzado ¿qué dominio posee en el uso de herramientas tecnológicas?

P: Intermedio

M: ¿Por qué considera que tiene un dominio intermedio?

P: Me gusta aprender, a veces digamos busco aplicaciones y puedo incrementarla así en mi trabajo durante la pandemia hice cursos, los profesores adquirimos muchas de las herramientas entonces también aprendí.

M: En una escala del uno al cinco siendo uno nada familiarizado, 2 poco familiarizado, 3 algo familiarizado, cuatro familiarizado y 5 muy familiarizado ¿qué tan familiarizado está con el currículo sugerido inglés para primaria?

P: Algo familiarizado

M: ¿actualmente utiliza el currículo sugerido de inglés?

P: El del colegio, aunque la malla curricular para el área de inglés, cada año se hace el ajuste con base al currículo del ministerio, cada año se hace la revisión, incluyendo los estándares del ministerio, se actualiza, se hace una revisión y adecuación, de acuerdo a los estándares, a los lineamientos, a las mallas de aprendizaje del ministerio.

M: ¿qué temas o aspectos considera que se les dificulta más a los estudiantes aprender en inglés?

P: La pronunciación, y tanto para los adultos como para los niños, en el caso del ciclo uno, pienso que es un choque porque ellos están aprendiendo el proceso lecto-escritor, entonces cuando vamos a ver en inglés, una palabra que la escribimos de una manera, pero no la leemos, no la pronunciamos de acuerdo a lo que está escrito, lo que estamos aprendiendo en nuestro idioma, pienso que ahí es, como el choque.

M: ¿Qué tipo de materiales le es más fácil a los profesores de primaria presentar o usar en las clases?

P: Pues considero que es relativo de acuerdo a las prácticas de cada docente, por ejemplo en matemáticas es más útil el uso de material concreto, tapitas, palitos, bolitas de plastilina, no sé, bueno, con los niños es muy útil utilizar herramientas audiovisuales para ayudarles a ellos a fortalecer los aprendizajes.

M: ¿Usa algún tipo de material durante las clases de inglés**?**

P: No siempre, pero sí, nos gusta utilizar canciones o imágenes ilustrativas.

M: ¿Qué elementos tiene en cuenta para la creación o uso de estos materiales?

P: Pues lo primero es el tema y su intención a ser desarrollado en cada clase para preparar cada lección, trabajamos mucho con dibujos.

M: ¿Alguna vez ha tomado o realizado un curso virtual?

P: Sí

M: ¿Qué elementos considera que un curso virtual que busca apoyar a los profesores de primaria en la enseñanza del inglés debe tener?

P: Creo que debe ser muy dinámico, o sea muchas herramientas de gamificación, para que sea más entendible y accesible para los adultos, pienso que puede como facilitar ese aprendizaje, porque muchos con escuchar "inglés" son como apáticos totalmente, entonces, pienso que se puede cómo utilizar herramientas de las que se pueden utilizar con los niños pero ya con un nivel de complejidad diferente, entonces cosas que sean muy dinámicas para los profes y pues de pronto que no sean cosas como tan saturadas, porque realmente la carga de un docente es pesada, en la casa tenemos que realizar planeación de las clases, revisión de las actividades, y muchos a veces pienso que no les gusta capacitarse, porque lo ven más como una carga, acá hay otros que nos gusta aprender, entonces pues igual lo hacemos, un curso que sea muy dinámico e interactivo, que no represente una carga para el docente.

M: Esas serían todas las preguntas, gracias por responder.

Annexe 6

Interview 2 Primary School Teacher

Mónica: La primera pregunta es, indique el título de pregrado obtenido.

Docente: Licenciada en básica primaria con énfasis en informática y tecnología

M: ¿Qué tan preparada se siente a la hora de enseñar inglés**?**

D: Creo que medianamente preparada, pues porque de pronto por los años de experiencia, ya llevo 30 años de maestra, y siempre he dictado todas las áreas, me baso mucho en dictar como lo básico, para que los niños aprendan, aunque sé que me falta mucho, ahí me defiendo.

M: ¿Ha tomado o realizado curso de inglés anteriormente**?**
D: De inglés específicamente no.

M: En una escala del uno al tres siendo uno nulo y tres avanzado, ¿qué dominio posee en el uso de herramientas tecnológicas? Y por qué

D: Yo considero que estoy en un nivel uno, aunque en la pandemia uno aprendió mucho, casi no las uso, después de pandemia, y a veces me atropella la tecnología.

M: En una escala del uno al cinco, siendo uno nada familiarizado y cinco muy familiarizado ¿qué tan relacionado está con el currículo sugerido de inglés para primaria?

D: Yo creería que un tres, porque igual las mallas curriculares que se hacen aquí en el colegio de pronto son basadas u orientadas por los docentes de inglés aunque nosotros tomamos lo más básico

M: ¿Usan el currículo sugerido**?**

D: Las mallas sí se tienen muy en cuenta.

M: ¿Qué temas o aspectos considera que se le dificultan más a los estudiantes aprender en inglés**?**

D: Cosas como hacer frases es más complejo, porque casi siempre vemos es vocabulario, sin embargo, eso se les dificulta.

M: ¿Qué tipo de materiales les es más fácil a los profesores de primaria utilizar en las clases**?**

D: Materiales lúdicos, como recortar, pegar, plastilina, todo tipo de material lúdico.

M: ¿Utiliza algún tipo de material en las clases de inglés?

D: Sí, usamos por lo general, como material reciclable, papel, plastilina, marcadores.

M: ¿Qué elementos considera que un curso virtual que busca apoyar a los docentes de primaria en la enseñanza del inglés debe tener?

D: La verdad creería que tener estrategias, que nos capaciten en pronunciación, pero toca en cosas básicas, la verdad.

Annexe 7

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 203

Pre-service teachers: Jesús Motta y Mónica Sierra

Topic: Feelings and emotions

In-service teacher: Katherine

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same. Then, she proceeded to ask the students what feelings or emotions they have felt during the week. The students start to participate by mentioning how they felt, so the teacher writes on the board the words that the students mentioned in English. Once she finished, she asked the students to repeat the words in English. Then, she developed an activity, where she was mimicking a feeling or emotion and the students had to guess which one she was performing. When they finished, the students wrote in their notebooks the words they had learnt during the class. The second activity that the students carried out was a wordsearch about feelings and emotions. At the end of the class, as an activity for feedback, some students were selected randomly, and they had to draw a face that expressed an emotion of feeling and their partners had to guess what emotion was.
What called my attention?	The children were excited for the class and most of them had an active participation. In the previous observation classes, the teacher used to use a paper of the words she was going to teach during the class, but in today's class she used it less. It was a dynamic class, where the students didn't spend the whole time writing in their notebooks, it was possible to notice a warm-up at the beginning of the class and the application of the physical response methodology
What can I interpret from it?	Children enjoyed the class and they liked to draw and mimic during the class. The teacher might have felt more confident with the topic and the spelling of the words because she didn't use the paper too much.

What can I suggest for tackling it in next sessions?	Try to create activities where the students can practice the vocabulary and not just learn isolated words.

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 302

Preservice teachers: Jesús Motta y Mónica Sierra

Topic: Numbers

In-service teacher: Claudia

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same. Then, she proceeded to ask the students what numbers they remember of the previous class. The students start to participate by mentioning some of them, so the teacher writes on the board the numbers that the students mentioned in English. Once she finished, she introduced the numbers from 20 to 40. Then, she developed a worksheet where the students had to paint a drawing taking into account the colors that the number mentioned in the worksheet. When they finished, the students wrote in their notebooks the numbers they had learnt during the class. At the end of the class, as an activity for feedback, the teacher asked the following question: How many *garbage cans* are there in the classroom? The teacher changed the noun according to the objects that could be found in the classroom, and the students mentioned the amount they could count.

What called my attention?	The children were excited for the class and most of them had an active participation. In the previous observation classes, the teacher used to use a paper of the words she was going to teach during the class, but in today's class she used it less. It was a dynamic class, where the students didn't spend the whole time writing the vocabulary in their notebooks.
What can I interpret from it?	Children enjoyed the class and they liked to paint and during the class. The teacher might have felt more confident with the topic and the spelling of the words because she didn't use the paper too much.
What can I suggest for tackling it in next sessions?	Try to do more active warm-ups, not just ask some questions to the students. .

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 203

Preservice teachers: Jesús Motta y Mónica Sierra

Topic: Body parts

In-service teacher: Katherine

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same. Then, she proceeded to play a song where the students will learn some body parts. They started to touch some body parts according to the song. Once the song finished, the teacher drew a body and started to label some parts in English and Spanish. Then, the teacher and the students started to pronounce the words and their meanings. The teacher asked the students to draw and copy what she had done on the board. When the students finished, they developed another activity. In this activity the students had to create their own monster with the amount of body parts they wanted. Then, they had to complete the following sentences: My monster has _____ arm(s). My monster has _____ nose(s). My monster has _____ eye(s), etc. At the end of the class, as an activity for feedback, some students shared their draws and read some characteristics of their monsters by mentioning how many body parts they had.
What called my attention?	The children were too concentrated on the warm-up and enjoyed it. In the previous observation classes, the teacher used to use a paper of the words she was going to teach during the class, but in today's class she used it less. In this class the vocabulary was not taught in isolation, rather it was used in sentences.
What can I interpret from it?	Children enjoyed the classes where they had to be creative. The teacher is implementing a warm-up at the beginning of the class and feedback at the end.
What can I suggest for tackling it in next sessions?	The classroom didn't have the necessary implementation to put songs or to use ICT, and the teacher had to use their own elements.

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 302

Preservice teachers: Jesús Motta y Mónica Sierra

Topic: Possessives

In-service teacher: Claudia

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same. The topic of the class was possessives. The teacher started asking different students for things they own, like a house, a toy, a pet, among others. While doing this was drawing a table on the board as the students were doing the same on their notebooks. Finally explained the activity they were going to develop in class. This activity was like hide and seek.
What called my attention?	The children showed a lot of interest towards the final activity, were they had to run across the school and find different objects.
What can I interpret from it?	Participants of these grades appreciate these kinds of activities where they have to use all the possible energy, in and have to play to learn.
What can I suggest for tackling it in next sessions?	Try to make a bit more of English written use exercises, not only focus on spoken vocabulary.

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 203

Preservice teachers: Jesús Motta y Mónica Sierra

Topic: Family members

In-service teacher: Katherine

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same. The topic of the class was family members. The teacher started with the images of the Madrigal Family from Encanto movie. By making use of the family tree then began to let the students know about the different family members that exist in English while mentioning them in Spanish as well. After this, she gave each student a workshop where they have to link each character of the movie to their relative adjective.
What called my attention?	The kids really had a good time with the activity. It was possible to notice their interest when they first saw the Madrigal family, all of them recognized the characters from the movie. The teacher only used English when was talking about the family members.
What can I interpret from it?	Children enjoy activities where they can relate and have help from well-known characters from movies or cartoon series, it helps them to get familiar with the vocabulary.
What can I suggest for tackling it in next sessions?	Try to use English to give instructions for example, write this in your notebook. Try to use more pop-culture characters that can help students to acquire vocabulary easily and draw their attention faster.

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 302

Preservice teachers: Jesús Motta y Mónica Sierra

Topic: Time

In-service teacher: Claudia

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same. Then, she proceeded to stick a clock and asked the students what type of object was on the board and what it was used for. Once, the students answered the questions, the teacher introduced the topic and explained how to say the time in English, wrote some examples and taught the parts of the clock. When she finished, the students started to write the information that was on the board. Then, they developed another activity. In this activity she asked the students "what time is it?", She moved the minute hand and the hour hand in order to create some examples and the students selected had to write on the board the time according to the clock. After that, the students had to move the minute hand and the hour time because the teacher was saying the time and they had to put the clock on the right time. At the end of the class, as an activity for feedback, the students made their own clocks and chose a random time to represent.
What called my attention?	The children liked to see a clock on the board and the fact that it was possible to change the time. In today's class the teacher did not use the paper with the vocabulary. It is necessary that the students have the opportunity to practice the pronunciation of the words a little bit more. Some students had some difficulties with the topic.
What can I interpret from it?	The use of didactic material helps students to be more interested in the class. The teacher is implementing a warm-up at the beginning of the class and feedback at the end, but they still need to be more active.

What can I suggest for tackling it in next sessions?	Sometimes it is necessary to divide the topic into two sessions because some students did not understand or still had problems with the topic.

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 203

Preservice teachers: Jesús Motta y Mónica Sierra

Topic: Professions

In-service teacher: Katherine

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same. The topic of the class was jobs and professions. The teacher started asking the students what they wanted to be when they grow up, in Spanish, nonetheless after they mentioned their dream job or profession, teacher tried to say it in English as well. Finally provided each student with different images to paste them on their notebooks and color them after it.
What called my attention?	The students were excited when teacher asked them to talk about their dream job, also when they come to talk about their relatives' jobs and professions, this even lasted to recess where some of them were still talking about professions.
What can I interpret from it?	Students of these grades like to talk a lot about the future, and their dreams, thus, this topic is really catching for them.
What can I suggest for tackling it in next sessions?	Make the students that do not commonly participate to talk, even more to try to do it in English.

Teacher's journal

Institution: Julio Cesar Turbay Ayala

Grade: 302

Preservice teachers: Jesús Motta y Mónica Sierra

Topic: Animals

In-service teacher: Claudia

Description of the class	The teacher started the class by writing the name of the class topic and asked the students to do the same. Then, she proceeded to ask the students what animals they knew in English. Once, the students answered the question, the teacher introduced the warm-up. In the warm-up she divided the classroom in two groups, and they had to compete and guess the animal. She played the sound of the animal, and the student had to run and touch the board and say the name of the animal, and if it was right, they won a point. When the warm-up finished, the teacher wrote the name of the animals that were part of the warm-up and added some others. Then, the students developed a second activity. In this activity the students had to, individually, mark the name of the animal and then mark whether they liked the animal or not, then according to the grid they had to ask their classmates whether they like the animal found in the table. At the end of the class, as an activity for feedback, the students share some answers their partners gave them.
What called my attention?	The teacher did an active warm-up and the students enjoyed competing with their classmates. The students had the opportunity to practice the pronunciation and make questions using the vocabulary.

	Some students got distracted in the second activity.
What can I interpret from it?	Music can be helpful for warm-ups. The warm-up was active, and the students had the opportunity to practice their pronunciation and the words they learnt in the class. .
What can I suggest for tackling it in next sessions?	It is necessary to be more specific when giving some instructions in order to not confuse the children and avoid to get distracted.

Anexxe 8

Final Interview Format – Feedback

1. ¿Cómo se sintió al llevar a cabo la implementación de algunas unidades del curso?

2. ¿Cuál fue la parte más difícil durante la implementación?

3. ¿Considera que la versión final del curso cumplió con sus expectativas o con los elementos que debería tener para apoyar a los profesores no bilingües?

4. ¿Cree que hay aspectos por mejorar en el curso?

5. ¿Se imagina usando el curso a futuro?

6. ¿Fue posible para usted reforzar el aprendizaje de algunos temas en inglés?

7. ¿Hay algo que le llamó la atención o le gustó dentro del curso?

8. ¿Considera que hubo una mejora en la enseñanza del inglés?

9. ¿Recomendaría el curso a sus compañeros y/o amigos docentes?

10. ¿Cree que las actividades y estrategias propuestas dentro del curso se ajustan a las necesidades de los estudiantes?

11. ¿Cree que los cursos de inglés deberían ser solo para los estudiantes o para los docentes también?

12. ¿Qué cambiaría del curso?

13. ¿Qué ventajas o desventajas tiene el tomar un curso virtual?

Anexxe 9

1 Final Interview - Feedback

Interview

1. ¿Cómo se sintió al llevar a cabo la implementación de algunas unidades del curso?
   Bien, al principio fue un poco raro y complejo, pero creo que en general me sentí bien, fue interesante aplicar algunas de las actividades qué ustedes proponen en el curso y pues al final ver como en la clase a los chicos les gustaba o estaban concentrados en desarrollarlas fue bueno.

2. ¿Cuál fue la parte más difícil durante la implementación?
   A veces consideraba qué era difícil añadir una actividad de calentamiento y también una actividad para cerrar el tema ya qué pues el tiempo es muy reducido, solo contamos con una hora de clase en toda la semana, entonces sentía qué tocaba como correr con los tiempos y eso para alcanzar a cubrir todo durante la clase.

3. ¿Considera que la versión final del curso cumplió con sus expectativas o con los elementos que debería tener para apoyar a los profesores no bilingües?
   Diría qué sí, debido a qué fue posible usarlo para las clases y creo que hubo una buena respuesta por parte de los estudiantes. Además, me gusto qué contarán con actividades para nosotros los profesores para mejorar en el idioma ya qué no tenemos una formación muy profunda sobre eso y muchas veces por tiempo y eso, no es posible qué los profesores nos pongamos a estudiar en sí un tema, sino solo buscamos como el vocabulario qué tenemos qué enseñar y ya.

4. ¿Cree que hay aspectos por mejorar en el curso?
   Tal vez el añadir más unidades qué tengan todos los contenidos de la malla qué tenemos porque solo cuenta con algunos y así solo podemos usar el curso en ciertas clases y no todas, entonces sería bueno eso para garantizar como una ayuda constante, o sea, si tenemos dudas sobre algún tema, independientemente de cuál sea, poder ir al curso y saber qué hay vamos a encontrar información. También, qué sean más explícitos o claros con las instrucciones de algunas actividades qué proponen. Creo que eso sería todo, en general todo estuvo bien para mi

5. ¿Se imagina usando el curso a futuro?
Si la verdad, pues para mí se me hizo un buen curso qué puede apoyar a los profesores y de paso nosotros aprender, lo único seria qué no lo podríamos usar todo el tiempo debido a qué no cuenta con todos los temas qué están en la malla curricular.

6. ¿Fue posible para usted reforzar el aprendizaje de algunos temas en inglés?
Sí, como dije anteriormente el curso tiene actividades para nosotros, para qué podamos aprender lo qué tenemos qué enseñar, y pues las actividades qué nosotros podíamos desarrollar se me hicieron dinámicas y tal vez diferentes a lo qué uno estaba acostumbrado, ya que normalmente uno ve qué al final, en páginas de internet o cosas así, solo ponen ejercicios en donde le dan opciones y uno solo tiene qué completar oraciones y así, pero en eso uno no puede practicar como la escritura o la pronunciación.

7. ¿Hay algo que le llamó la atención o le gustó dentro del curso?
El hecho de qué también incluyeran actividades para nosotros poder practicar el idioma.

8. ¿Considera que hubo una mejora en la enseñanza del inglés?
Pues es difícil saberlo, ya qué no ha pasado mucho tiempo desde la implementación, sin embargo, si pude notar algunas diferencias respecto a las clases anteriores y es qué ya los estudiantes veían el vocabulario es frases qué pueden usar y así, entonces creo que es una mejor forma de aprender el inglés para ellos, qué sepan cómo usar las palabras qué vieron, así que yo resaltaría eso como una mejora en la enseñanza del inglés.

9. ¿Recomendaría el curso a sus compañeros y/o amigos docentes?
Claro que sí, pues compartimos los mismos temas y tal vez ellos también tengan algunos problemas o dificultades cuando enseñan inglés, así que pienso qué sería bueno la verdad qué ellos vieran el curso como una herramienta qué les puede ayudar en sus clases y sacarle provecho.

10. ¿Cree que las actividades y estrategias propuestas dentro del curso se ajustan a las necesidades de los estudiantes?
Si, de alguna forma a todos los estudiantes les gusto las clases, y pues eso se nota por cómo se compartan en clase, qué uno los ve más participativos. Digamos qué algo qué yo mencionaba, es qué era difícil para ellos formar frases en inglés, pero durante la implementación en las clases se trató de implementar un poco más eso, así qué diría qué se ajusta a las necesidades qué tienen ellos ahorita, y es como tratar de usar más el idioma.

11. ¿Cree que los cursos de inglés deberían ser solo para los estudiantes o para los docentes también?

Diría qué ambos necesitan formación en cuanto al idioma, a nosotros los profesores nos ayuda mucho tomar cursos y aprender porque así mejoramos y les podemos brindar algo mejor a los estudiantes, pero a ellos también les sirve tomarlos pues el inglés es algo qué ahorita es importante y últimamente en el colegio se planea incentivar más eso, así qué les podría servir a futuro a ellos.

12. ¿Qué cambiaría del curso?
Nada en general, pues a parte de lo que he mencionado, cómo añadir más temas y eso, nada más.

13. ¿Qué ventajas o desventajas tiene el tomar un curso virtual?
Ventajas, diría qué aprender más, tener la oportunidad de seguir formándome, porque eso es importante en esta profesión, además qué el curso no toma mucho tiempo y uno lo puede hacer a cualquier hora, cuando tenga un tiempo libre, así qué se puede adaptar a uno. La desventaja qué le vería sería qué si a uno le surgen dudas respecto a algo pues no tiene directamente a quien preguntarle y no va a tener una respuesta inmediata, ya tal vez uno por aparte tendría qué buscar y así.

Anexxe 10
2 Final Interview – Feedback

Interview

1. ¿Cómo se sintió al llevar a cabo la implementación de algunas unidades del curso?
Yo me sentí muy bien, creo que lo que ustedes hicieron, fue un gran aporte para mí como profesora.
2. ¿Cuál fue la parte más difícil durante la implementación?
Realmente, fue la parte intentar hablar en inglés la mayor parte del tiempo, pero creo que también que los niños lo entiendan a uno, porque ellos ni uno está acostumbrado a hablar o entender el inglés.

3. ¿Considera que la versión final del curso cumplió con sus expectativas o con los elementos que debería tener para apoyar a los profesores no bilingües?
La verdad yo creo que sí. porque cuando nos dijeron que iban a implementar los temas de inglés me pregunté como lo iban a hacer, pero ahora al ver el final del curso me parece que sí cumple.

4. ¿Cree que hay aspectos por mejorar en el curso?
Pues personalmente, no veo algo que se pueda como mejorar, me parece que es un muy buen curso, y no tengo mucha experiencia con estas herramientas entonces no considero que haya mucho más que agregarle.

5. ¿Se imagina usando el curso a futuro?
La verdad sí, los temas que tiene se acomodan directamente a los temas del currículo que tenemos aquí en el colegio, y creo que el resto del año y el próximo sin dudas le podré sacar provecho.

6. ¿Fue posible para usted reforzar el aprendizaje de algunos temas en inglés?
Sin duda, me permitió aprender muchas cosas, más que incluso reforzar porque como les he dicho durante las sesiones el inglés no es mi fuerte.

7. ¿Hay algo que le llamó la atención o le gustó dentro del curso?
Las actividades para los niños, porque muchas veces uno no tiene el tiempo para repasar o aprender, entonces a veces menos para planear una clase en inglés y más cuando uno no sabe mucho.

8. ¿Considera que hubo una mejora en la enseñanza del inglés?
Sí, la hubo, siento que los niños han aprendido bastante y disfrutado más las clases.

9. ¿Recomendaría el curso a sus compañeros y/o amigos docentes?
Jaja sí ya lo he hecho, como les dije la última clase, ya se lo compartí a algunas de mis compañeras.

10. ¿Cree que las actividades y estrategias propuestas dentro del curso se ajustan a las necesidades de los estudiantes?
Sin dudas, los niños creo que han disfrutado mucho más estás clases con las actividades que ustedes nos propusieron en el curso.

11. ¿Cree que los cursos de inglés deberían ser solo para los estudiantes o para los docentes también?
Yo creo que deberían ser para todos, pero a veces pasa que aquí ofrecen cursos de inglés, pero son o para profesores que ya hablan inglés, o para profesores del bachillerato, a nosotras nos dejan muy por fuera de esos cursos.

12. ¿Qué cambiaría del curso?
Como dije antes, no tengo mucha experiencia en este tipo de cursos, realmente no le agregaría nada, para mí está muy bien.

13. ¿Qué ventajas o desventajas tiene el curso?
Lo primordial yo creo que fue el tiempo del curso, es bastante corto pero tiene todo lo que un profesor necesita, y como les he dicho en otras ocasiones uno en este trabajo muchas veces no tiene tiempo ni para planear, entonces pues con este curso la verdad uno ahorra bastante tiempo y aprende.