

THE USE OF NURSERY RHYMES TO ENHANCE THE SEVEN DOMAINS OF
EARLY CHILDHOOD DEVELOPMENT IN AN EFL CLASSROOM

Practices carried out at
I.E.D Prado Veraniego school

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BACHELOR'S DEGREE IN SPANISH AND FOREIGN LANGUAGES
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2. Descripción
<p>Trabajo de grado que se llevó a cabo en los grados primero (103-104) del colegio I.E.D Prado Veraniego en la jornada tarde, el cual surge al identificar una falta de motivación hacia el aprendizaje del inglés, ya que continuamente se realizaban las mismas actividades. Además, los estudiantes no tenían un acercamiento significativo a la lengua y en múltiples clases se dejaba atrás uno de los pilares más importantes para el desarrollo del ser humano, los siete dominios del desarrollo de la primera infancia.</p> <p>Dado lo anterior, se propuso una metodología en la cual los estudiantes tuvieran un acercamiento grato y significativo con la lengua extranjera, por lo que las canciones fueron el instrumento que guiaron las intervenciones y a través de las cuales, los siete dominios del desarrollo de la primera infancia fueron mejorados.</p>

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4. Contenidos

La presente investigación está conformada por seis capítulos. El primer capítulo denominado *The Problem*, presenta la caracterización del contexto, el planteamiento del problema, la justificación y finalmente tanto la pregunta como los objetivos de investigación. El segundo capítulo designado *Theoretical Framework And Literature Review*, contiene el marco teórico y el estado del arte. El tercer capítulo nombrado *Research Design* relata la metodología utilizada durante la investigación, el enfoque investigativo, los instrumentos de recolección de datos y el enfoque ético. El cuarto capítulo *Pedagogical Instruction* está compuesto por la visión que guió la propuesta pedagógica, así como la visión de currículo, de lenguaje, de aprendizaje y del aula de clase. Para terminar, se muestra una descripción de los ciclos llevados a cabo durante las intervenciones. El quinto capítulo *Data Analysis and Findings* muestra el análisis de los datos recopilados y los hallazgos del presente estudio de investigación. Para concluir, el sexto capítulo denominado *Conclusions and Implications* contiene las conclusiones del estudio basado en los hallazgos, las implicaciones del proyecto de investigación y algunas sugerencias para futuras investigaciones.

5. Metodología

El presente proyecto de investigación está basado en el método de investigación cualitativa, llevado a cabo en la Institución Educativa Distrital Prado Veraniego con estudiantes de 6 a 8 años de primer grado. Para el proceso de recolección de datos, se utilizaron: diarios de campo, entrevistas a las docentes titulares, cuestionarios a los estudiantes y registros fotográficos. Inicialmente, se realizó un diagnóstico de la población para identificar el problema de investigación. Posteriormente, se implementó la propuesta investigativa y los instrumentos de recolección de datos. Finalmente, se analizaron los resultados obtenidos durante las intervenciones.

6. Conclusiones

A partir de la investigación, se evidenció que las canciones infantiles se convirtieron en un eje motivacional para acercar a los estudiantes al inglés de forma significativa y enfocar su atención, así mismo, se convirtieron en el punto de partida para permitir a los estudiantes afianzar los siete dominios del desarrollo de la primera infancia. No obstante, es importante que las canciones sean apoyadas con otras actividades para que tengan el impacto que se busca en los estudiantes.

En cuanto a los siete dominios del desarrollo de la primera infancia, es importante aclarar que no se puede separar uno del otro, todos son un gran conjunto que se complementa entre sí, por lo que es de vital importancia que los estudiantes encuentren la oportunidad para interactuar con ellos.

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Revisado por:	Montaño Moreno, Johanna.

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TABLE OF CONTENTS

ABSTRACT	1
CHAPTER I	
THE PROBLEM	
Characterization of Context	2
Statement of The Problem	4
Rationale of the Study	5
Research Question and Research Objectives	8
CHAPTER II	
THEORETICAL FRAMEWORK AND LITERATURE REVIEW	
State of Art	9
Theoretical Framework	14
CHAPTER III	
RESEARCH DESIGN	
Research Paradigm	25
Type of Research	26
Data collection Instruments and procedures	26
Ethical issues	29
CHAPTER IV	
PEDAGOGICAL INSTRUCTION	
Curricular Vision	31
Vision of Language	32
Vision of Learning	32
Vision of Classroom	33
Instructional Design	34

CHAPTER V

DATA ANALYSIS AND FINDINGS

Data Analysis Procedures _____ 40

Categories of the Analysis _____ 42

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

Conclusions _____ 65

Implications _____ 68

Limitations _____ 69

Further research _____ 70

REFERENCES _____ 71

LIST OF FIGURES

Figure 1. Visual representation of the relation between the nursery rhymes, the seven domains of early childhood development and finally the EFL _____	23
Figure 2. Visual representation of the nursery rhymes and their links _____	35
Figure 3. Visual representation of the Instructional Design _____	36
Figure 4. Visual representation of the categories resulting from the analysis _____	43

LIST OF ANNEXES

Annex 1: Informed Consents _____	77
Annex 2: Field Note Sample _____	78
Annex 3: Questionnaire 1 _____	79
Annex 4: Questionnaire 2 _____	82
Annex 5: Questionnaire 3 _____	84
Annex 6: First Semi-structured Interview _____	86
Annex 7: Second Semi-structured Interview _____	89
Annex 8: Third Semi-structured Interview _____	93
Annex 9: Lesson Plan _____	97
Annex 10: Lyrics of the nursery rhymes _____	101

ABSTRACT

This qualitative action research study sought to enhance the seven domains of early childhood development through the use of nursery rhymes in an EFL classroom. The population selected were the first grades at Prado Veraniego School, located in Suba-Bogotá. The students were between 6 and 8 years old. During the interventions the design of three cycles was followed and data were collected through field notes, surveys and interviews. Finally, the use of nursery rhymes revealed to have motivational and supportive responses for learning a foreign language, while the participants were enhancing the seven domains of early childhood development in a new and a fun way.

Key words: Nursery Rhymes, The Seven Domains of Early Childhood Development, EFL Classroom.

RESUMEN

Este estudio de investigación acción cualitativa, buscó mejorar los siete dominios del desarrollo de la primera infancia mediante el uso de rimas infantiles en un aula de EFL. La población seleccionada fueron los primeros grados en la Escuela Prado Veraniego, ubicada en Suba-Bogotá. Los alumnos tenían entre 6 y 8 años. Durante las intervenciones se siguió el diseño de tres ciclos y los datos se recopilaron a través de notas de campo, encuestas y entrevistas. Finalmente, el uso de rimas de guardería reveló tener respuestas motivadoras y de apoyo para aprender un idioma extranjero, mientras que los participantes mejoraban los siete dominios del desarrollo infantil temprano de una manera nueva y divertida.

Palabras Clave: Canciones Infantiles, Los siete dominios del desarrollo de la primera infancia, aula de EFL.

CHAPTER I THE PROBLEM

CHARACTERIZATION OF THE CONTEXT

The present research was carried out in the I.E.D Prado Veraniego school. It is located in Suba, locality 11 of Bogotá. The school has two branches which are situated at Carrera 46 # 130-65 (branch A) and Carrera 53 A # 128-51 (branch B). The institution offers two shifts for students: morning and afternoon, for primary and high school.

In relation to the history of the institution, the I.E.D Prado Veraniego school took its name from land, in where the grass grows and Veraniego is one of the seasons of the year that runs between spring and fall. The school was created as a result of the integration of the two branches Prado Veraniego A and Prado Veraniego B, by resolution 2722 of September 9 of 2002. The branch A started its functions with primary in 1960 and the branch B opened its doors with high school in 1979. To complement this, in 1999 the process to start the reconstruction of the high school branch and in 2000 this building was opened with a new PEI based on the communication with quality for the human development. Currently, the school has two hours per week for English classes in the schedule, but there are not English teachers; this is why, the school has the practitioners from National Pedagogical University.

The I.E.D Prado Veraniego School focuses all its actions on the human development. Whereby, the educational community assumes quality as a habitual way of proceeding and continuous improvement as the strategy to develop effectively the Institutional Educational Project. Besides, the mission of I.E.D Prado Veraniego School is to generate and strengthen, the cognitive, social and practical processes, oriented towards the formation of

human beings. This, to achieve a communicative interaction remarked by quality that allows students to appropriate values that will help them coexist with each other.

On the other hand, the vision of I.E.D Prado Veraniego School aims to position itself at the local, district and national levels by 2020, as an institution that prepares learners for life as people who continue their academic training, individuals who live their values and lead positive processes to empower social change in order to enable a harmonious coexistence that permits the construction of a fair and united country.

Finally, the institutional values that guide the school are love, respect, honesty and commitment. It should be noted that the model implemented by the institution is the Cognitive Social Pedagogical Model, which proposes the maximum development of the abilities of students influenced by the society and the community. Then, productive work and education are closely linked to guarantee students, not only the development of the collective spirit, but also the scientific - technical knowledge and the foundation of the practice for the technical education of the new generations. Lastly, Prado Veraniego school works with Students who have especial needs (SEN) which are: development disorders, autism, cognitive impairment and learning difficulties.

Participants

The population selected to develop the present research project in Prado Veraniego school were first graders: (103 and 104). There were children between 6 and 8 years old. Moreover, in 103 there were 27 students, 12 boys and 15 girls and in 104 there were 28 students, 10 boys and 18 girls. It is indispensable to recognize, that the majority of students live in Bogotá. Within the population, there were students and families who came from Medellin and some towns of the Colombian coast, as well as, students who came from

other countries such as Venezuela and Peru. In general, the families were made up by grandparents, parents and brothers.

STATEMENT OF THE PROBLEM

According to the data collected, it was possible to evidence how the first-grade students were immersed all time in the same activities in their English classes. They had to write information from the board to their notebooks which seemed to be very boring for them because they did not know how to write or read yet, even in Spanish.

In order to develop the activities, the students felt frustrated, since they needed to ask for help and in some cases, they did not receive all the support they needed. As a consequence, some of them took a lot of time to finish the assignments. In this way, they were wasting their creativity and their ability to absorb and retain knowledge as well as all the energy that they had.

On the other hand, taking into account the interest of the students we could identify important topics for them and focus their attention, which might allow them to understand better since they might create strong links with knowledge. Thus, showing a word with the image or using dynamics that involve some movements, sometimes, make the pupils feel attached to the class, keeping in mind their age. However, in general the students did not have the opportunity to interact with new exercises, that involved gross or fine motor and emotional domains in the English class.

Due to the previous information, it was evident how the first contact of these students with English as a foreign language was not being meaningful; wasting one of the most important periods of development in their lives. Therefore, they just repeated the same

activities continuously and they were not enhancing the domains that correspond to cognitive, language, gross motor, fine motor, social & emotional, spiritual & moral and self-help & adaptive.

In accordance with an international UNICEF report of 2012, which refers to the domains as "a good start in life, in a safe and supportive environment that allows children to survive and stay physically healthy, mentally alert and emotionally secure, socially competent and capable to learn "(p. 1); all children regardless of their cultural background, their family or the structure of their school, need to work in the development of the aspects previously mentioned to have a good life. The UNICEF report, affirms that school preparation is a "complicated product of the interaction between the child and the range of environmental and cultural experiences that maximize development outcomes for children" (p.2). As a conclusion, it is important to use new strategies in the EFL classrooms which take into account the interests and the needs of the students which allow them to learn integrally and meaningfully.

RATIONALE OF THE STUDY

The English language has taken more and more importance around the world as a tool for communication in all fields such as commerce, tourism, academy, technology or scientific research, which makes mandatory to learn it. Moreover, English has become a means to become familiarized with other cultures, providing an opportunity to be connected to what happens in other places. Mozihim (2010) affirms:

The first few years of human life after his or her birth are the most crucial time for language acquisition. Hence, this is the time wherein sufficient amount of stimuli should be made available to a child. If a child is unable to experience a

linguistically rich environment, he or she might not be able to gain full command of a particular language especially the grammatical system. This is greatly important in learning the English Language, a child would be able to acquire a mastery of the English Language if adequate linguistic inputs are provided during these critical periods. (p.1)

In this way, it is important for children to start learning English as soon as they get into school. Due to the early childhood is the most appropriate stage in life to learn English because it is the time when students not only absorb quickly and easily a lot of knowledge but also get involved in the language, children interact and adapt progressively in their environment at family, school and social levels, there are multiple motor, communicative, cognitive and affective functions for the construction of knowledge, due to the millions of synaptic connections that operate in the brain in the first years of life (Villaruel, 2012). Furthermore, learning EFL contributes to the integral development of the personality, since it increases self-esteem (Rehman, 2010, cited by Cordova et al 2010), accelerates the construction of formal thinking, get knowledge about other cultures and understand different ways of thinking (Feng, 2007, cited by Cordova et al 2010).

Besides, teaching and learning English in Primary Education should aim not only to teach a language, but also to learn to communicate with it. According to the previous information, as teachers, we need to work to ensure that students enjoy learning a new language, a tool that will be useful for their entire life. At the same time, although learning a new language with first graders is rewarding, we must remember that learning is connected with an integral development. In this case, English should not work with an isolated purpose, but as part of their complete childhood growth.

In addition to what was previously stated, to learn English in an effective and meaningful way, the seven domains of childhood development need to be also promoted. The seven domains constitute a transversal axis for the development of the human being. When the students cannot enhance them, they do not learn anything significant for them, in this case, the English language.

Then, the seven domains of early childhood development claim to be indicators of the child's ability to succeed in the school environment, Therefore, these skills in children should be developed simultaneously. The main statement that we must understand about these domains, is that they are all equally important. Running, jumping and climbing are just as important for a child as learning ABC or numbers.

As a consequence, it is vital, to let children live their childhood stage. After all, it is the only period of life when they can do it. Also, all these domains are interrelated. Since a child begins to crawl (gross motor), he will also begin to work on his cognitive abilities, by learning about the world around him. Thus, the students of first grade at Prado Veraniego School might strength their abilities in multiple ways due to these learners, are between 6 and 8 years old which is an age in which it is possible absorb a lot of knowledge. Due to that, it is mandatory to continue creating strategies that can help students grow both academically and healthily.

RESEARCH QUESTION

- What is the impact of nursery rhymes on the enhancement of the seven domains of early childhood development during a first approach of children to English learning in a first grade EFL classroom at Prado Veraniego School?

RESEARCH OBJECTIVES

General objective: To describe the impact of nursery rhymes on the enhancement of the seven domains of early childhood development during a first approach of children to English learning in a first grade EFL classroom at Prado Veraniego School.

Specific objectives:

- To describe the role of nursery rhymes to approach students to English as a foreign language.
- To identify the domains of early childhood development that are enhanced through the use of nursery rhymes.

CHAPTER II THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In order to support our research project, it was necessary to review some research carried out with similar characteristics to the present study. In the first part we present investigations that share strategies, tools or purposes which allowed us to have a wider view about the topic we were working on. These investigations were: *Development of communicative skills (speaking), through dialogues and songs (2009)*, *Songs: A tool to develop the speaking skills of third-grade students in the IED San José de Castilla (2015)*, *Las canciones como estrategia pedagógica para la enseñanza del inglés (2013)*, *La importancia del uso de canciones en el aprendizaje del vocabulario en inglés en alumnos de segundo de primaria (2014)* and finally, *Investigation of Nursery Rhymes According to The Classification of Semantic Fields and Values (2017)*.

STATE OF ART

Firstly, *developing communicative skills (Speaking) through dialogues and songs (2009)*, is a thesis degree developed by Maria Fernanda Cortés and Janeth Viviana Merchan. Its main objective was to develop the communication skills, especially the speaking, of the first and second grade students of Simon Rodríguez school. For this, they made two classroom projects (Exploring the universe and Blue planet), in which the tools used were: the songs and the dialogues. This action research was developed in three moments: thawing (diagnosis of the problem), change (transformation strategy), and refreezing (evaluation of the intervention). The data collection techniques used were field notes, a survey and an oral diagnosis of the language level of the students.

The conclusions that were obtained in this work emerged from four axes: efficiency, regarding, the oral production of the students; the motivation or interest of the population

towards learning a foreign language; the interaction, as a fundamental axis for the promotion of speaking; and, finally, the social and cultural aspects that influence the approach of the corresponding activities.

The relevance of this study in our research project is related to the implementation of songs connected with the interest of the students, giving them motivation for learning a foreign language. Finally, the interaction, the social and cultural aspects allow them to improve their abilities, in our case we considered these as a part of the seven domains development process, when students relate these aspects, they come closer to learning.

Secondly, the study entitled: *Songs: a tool for developing speaking skills of a group of third graders at San José de Castilla School* (2015), by Heidi Juliana Molina Romero at National Pedagogical University, was considered. This action research aimed to strengthen the development of English language skills in third grade students. The investigation arose through an observation process, focused on identifying the vocabulary known by the students and their ability for using it, where Molina found difficulties in oral production besides lack of confidence. The previous issues, due to the fact that the students had learned basically grammar and vocabulary through a text book.

Consequently, the investigator proposed songs in English as the instrument to develop the speaking skill of the students. The songs played an important role, as well as the activities focused on controlled oral procedures accompanied by various situational contexts and real elements that presented new words and structures to the students, who could adapt them during their oral performance. As a conclusion, it was found that the inclusion of songs in the development of speaking skills presented good results, especially, when visual aids and memory strategies were used. Although the students did not build complex discourses in the foreign language, they produced simple sentences, so they were

able to interact with other students pre, while and post listening song. However, the researcher mentions that although the songs presented the use of a fluent English, they needed activities that promoted a better understanding of the language. Nonetheless, it was established that the songs allowed the creation of different strategies for the acquisition of vocabulary and grammatical structures adaptable to oral discourse.

In this way, the importance of this research project in our study, relies on how through English songs, students acquired some tools to build simple sentences to interact with other people or express their feelings. In addition, this study allows us to understand how the isolated songs cannot develop the skills successfully. Therefore, it is necessary to support them with multiple strategies such as games which imply movements, allowing them to interact with real elements in order to create strong links with new knowledge.

Another important study in relation to the use of English songs was developed by Lombana, G. & Reyes, A. (2013) which is called: *Las canciones como estrategia pedagógica para la enseñanza del inglés* at Salle University, Bogotá, Colombia. This research was developed at Liceo Hermano Miguel de la Salle school for a year and a half, with first, sixth and eleventh grades. They followed a qualitative approach, collecting data, interviews and observations to teachers, managers and students, individually and in groups.

Through the previous strategies, the investigators found a lack of interest of students to learn English and a lack of interesting strategies to teach it. Then, after some semi-structured interviews with the students, the researchers proposed the use of songs taking into account the interests of the learners as well as the activities that could be developed through them. In a second stage, group tutorials were given to students who had difficulties in the language, later in the third stage of the study, internships were carried out in the different grades, what allowed them to have a personalized job.

The objective of this work, was to determine and analyze the relevance of the use of songs as a new pedagogical strategy for teaching English in order to create pleasant environments in the classroom, taking into account the theory of multiple intelligences proposed by Howard Gardner (1997). At the same time, through songs the researchers wanted to improve speaking and listening skills. The results showed that the use of songs have objectives and outcomes according to ages, the likes of the students and teacher's applications. Furthermore, the authors highlighted the importance of the songs when teaching another culture and not simply other language.

The previous project is remarkable for our research because it presents the importance of the songs not only for teaching a foreign language, but also to open the door to new cultures. Thus, the students can connect themselves with new strategies and a pleasant environment in the classroom, where they learn and enjoy their English classes.

On the other hand, the research: *La importancia del uso de canciones en el aprendizaje del vocabulario en inglés en alumnos de segundo de primaria* (2014) developed by Francisco Jose Coto Lobato at International Rioja University, Barcelona; showed the importance of using songs in the classroom. This investigation was based on memorization of vocabulary and meaningful learning through songs, accompanied by games, gestures and body expression to reinforce the learning of new words. Moreover, as a way to take advantage of the new technologies that currently students have, the researcher also emphasized on how the songs allow to maintain order in the classroom, favor creativity and participation, motivate the students in their English classes, they represent real use of the language, the chance of working on pronunciation and finally the possibility of approaching a new culture. Thus, the investigator selected two groups of 23 students each one; the first investigation group, worked with the traditional memorization methodology and the second

group, worked with the learning of new words through songs. In this research project, the results showed that: memorization should be used like a complement and not as a unique method for learning because the students present better results when they have the opportunity to relate to new methodologies, in this case, the songs contribute to create meaningful learning, provide motivation and creativity in each student.

In this regard, this research project has a close relation with our research project because it allows us to recognize the vitality of presenting new methodologies in the classroom. Due to this, students can pay attention for a longer time to teacher explanations, while they have the opportunity to develop meaningful learning by creating relations between words, images and movements using songs, which is better than simply memorizing single words.

Finally, in the study known as: *Investigation of Nursery Rhymes According to The Classification of Semantic Fields and Values* by Keray, D. (2017) available in European Journal of Education Studies, the investigator intended to develop children's language skills and fill the paucity of research with semantic fields and value regarding nursery rhymes, an important part of children's games. Nursery rhymes are poetic texts full of rhymes that entertain children. They can be easily memorized due to rhymes involved; they instill the sense of rhythm in children and enhance the imagination and linguistic skills of children. Nursery rhymes are a part of children's lives: before starting a game, during the game and after the game. With the words they include, nursery rhymes enhance the conceptual world of children. (Keray, 2017, pp. 233-234).

In this study, forty-eight nursery rhymes were investigated, using content analysis. According the results of the study, semantic domains of people, animals, vehicles, body parts, clothing, toys, etc., was expanded. Moreover, in fifteen out of the forty-five nursery rhymes, values were mentioned like punishment, mercy, violence, robbery, loyalty, respect,

love, breaking promise, cruelty to animals, lying and disloyalty. In conclusion, like all texts, the nursery rhymes should be examined as well in terms of their content on whether they affect children negatively or not. Whether they are nursery rhymes or samples of other genres, they should not include messages that can affect their feelings negatively.

Through this investigation we can demonstrate a strong relation between music, nursery rhymes, and some of the seven domains of early childhood development, spiritual/moral, social/emotional, cognitive and language. The learners can become critical human beings, when they have the opportunity to analyze the content of nursery rhymes in terms of values and words that can create negative feelings in their self. As a consequence, this project represents a relevant insight for our research project, since the investigator took into account the domains, the nursery rhymes and their relation with English.

THEORETICAL FRAMEWORK

In this section, the two main constructs that supported the present study and provided the theoretical foundations namely *Nursery Rhymes in an EFL classroom* and *the seven domains of early childhood development* will be defined and characterized.

Nursery Rhymes in an EFL classroom.

The first that needs to be addressed and developed is Foreign language context. According to Brown (2000), these environments are “those in which students do not have ready-made contexts for communication beyond their classroom.” (p. 116). In other words, English as a Foreign Language refers to students in a context where they speak other language, in this case Spanish and at the same time learn through school a new language: English.

The previous information it is totally rewarding; since as teachers it is possible to help the students in multiple ways to become familiarized with a new world for them. However, as Brown (2000) affirms "communicative language teaching in what we might broadly categorize as an EFL context is clearly a greater challenge for students and teachers. Often, intrinsic motivation is a big issue, since students may have difficulty in seeing the relevance of learning English" (p. 117). Taking into account the previous aspect, the importance of the motivation to learn English is invaluable, because the students practice the foreign language only in the classroom, it is necessary that they feel joy and curiosity to learn it.

In complement to what was mentioned above, EFL students need to focus on three important activities. In the first tip, it is mandatory to have lots of practice using English, specially orally, they need to speak in the classroom as much as possible, but also, it is necessary to motivate and guide them to find opportunities to practice outside the classroom. Secondly, the students need to understand that English is not a set of rules and words to memorize, they need to live the language, the culture, and the communication (be part of the communication process). Finally, it is vital that the teacher gives to students different reasons and motivations for learning English; it can be useful to find students' passions to join it with English learning (Bell, 2011).

Due to what was previously mentioned, it is important to recognize in the present research project part of that intrinsic motivation. This through the use of nursery songs and activities to support this aspect, which represents a part of interests of first grade students, a fact that we became familiarized with in the diagnosis; it is also important to highlight how these strategies allowed the students to create strong links with knowledge which was seen when they can listen to an action and represent it, when they connect it with a specific

image or when they have the opportunity to hear a fluent use of English; since, most of them only practice the language in their English classes.

On the other hand, according to Galway (2013) "nursery rhymes, also known as Mother Goose rhymes, can be broadly defined as short songs and verses often read or sung to, or by, young children as part of a long oral tradition. Nursery rhymes vary in style, tone, and theme, although many are marked by a use of rhythm and rhyme that makes them easy to remember" (p.1). Bearing in mind the previous information, in the present research study nursery rhymes were used as a learning tool, since children began to learn and to become familiar with English language.

Nursery rhymes were an interesting way to have a first approach with the language, because for students, they were completely different to the traditional methods and they were part of their interests. In general, the learners were continually sitting in front of a desk learning multiple knowledge without taking into account their interests, restricting their need for movement and creativity. In this way, songs favored motivation and showed English as something fun and playful, which allows the pupils to express themselves and be themselves, eliminating fear of the unknown (Martinez, 2014). This reference allows us to corroborate the previous information, about the contribution of songs in the learning of a foreign language, being part of new methodologies, favoring meaningful learning, motivation and creativity.

Moreover, in consonance with Molina (2009) & Levitin (2006), (cited by Quintanilla & Cofré, 2015) classroom music is an effective method of learning grammar in English; Molina stands out as a motivational instrument, and Levitin as an accelerator vehicle. Due to this, we can note how the nursery rhymes are a motivational aspect through which the

students can learn quickly, even if they do not know or do not understand completely the lyrics of a song, they try to sing it truly enthusiastic.

Furthermore, the music is a means which people use to have with their mother tongue and a foreign language since their childhood all the time. In this way, music allows to work with different topics while the students are learning new words, expressions or sentences in an easier, funnier and unconscious way, which in the future the students can use for multiple interactions. In accordance with Keray (2017) "Nursery rhymes are quite important in terms of developing children's language skills. Nursery rhymes are an important part of children's games. They can be easily memorized due to rhymes involved; they instill the sense of rhythm in children and enhance the imagination and linguistic skills of children. With the words they include, nursery rhymes enhance the conceptual world of children" (pp.233-234). Moreover, it is important to mention, how the songs represent a real use of language, which allows to recognize a fluid use, correct pronunciation and intonation.

Finally, as part of nursery rhymes, it is important to notice how the songs have a strong relation with total physical response, since a lot of number of songs are accompanied by movements. For example, when we are talking about our body, "head, shoulders, knees and toes" is a good selection in terms of creating meaningful learning, when the students can establish a link between the word and the real part in their bodies. Thus, unconscious acquisition allows them internalize knowledge and the communicative skills will appear spontaneously.

The seven domains of early childhood development.

After defining the nursery rhymes, it is vital to define the seven domains of childhood development. According to UNICEF (2012), Early-childhood development (ECD) refers to a comprehensive approach to policies and programs for children from birth to eight years of age. The purpose of this approach is to defend child's rights to develop all their cognitive, emotional, social and physical potential. One of the most important aspects that ECD should include is the concerns about health, nutrition, education and home environment. Namely, it is of vital importance for ECD to meet the needs of infant, young children and analyze their context to ensure that they are growing up in an environment that allows the integral development of their childhood.

Then, since birth, children start to explore their world through the senses. Thanks to this constant exploration, children swiftly develop the domains of their physical and mental abilities. Even the simplest activity can promote stimulation and growth in children's cognitive, social, language, and physical (fine and gross motor) skills. (Becky L. Spivey, M.Ed, p.1). The proficiency of understanding how the context affects children is the key to know how to help their learning processes in an integrally way.

In order to understand children's development, there are the seven domains of early-childhood development. The domains join up the most important concepts that involve the growth of children which according to Miller (2014) are:

Gross motor. In this domain children are learning how to use the muscles of their bodies. This is important since children can gain strength and confidence in his/her body, to have a healthy lifestyle, to help a child to do more complex future activities, such as playing soccer with a team, etc.

In this regard, some activities that we can find in gross motor are: Locomotor activity (movement from one spot to another) like walking, climbing or galloping; Non locomotor activity (movement in a stationary place) like pushing, turning or stretching; and finally, Manipulative skills (moving objects in a variety of ways) like: throwing, catching or kicking (Thayer, 2018).

Fine motor. Taking into account the contributions of Miller (2014), this domain refers to movements that involve precision and control of smaller muscles in the hands, fingers, and wrists with hand-eye coordination. Fine motor skills develop after gross motor skills. These activities require the child to learn to control precisely the muscles in the hands, then activities like coloring, writing or cutting help build fine motor skills.

Through this domain, children learn and prepare to perform academic activities such as writing, drawing, coloring, cutting, etc., activities that involve the game such as assembling puzzles, using didactic cards, etc., or self-care activities such as tying shoes, feeding oneself, brushing teeth, etc. Bearing in mind the previous information, child's self-esteem, their academic performance, their play options and an appropriate independence are related to the enhancement of this domain.

Language. This domain centers on the child's ability to speak, read, and write, involving alphabetic and phonetic awareness. Reading and talking to children is very important. Learning the ABC's, and words like "please", "thank you" and "I'm sorry", are all prime examples.

As an important aspect about EFL classroom, Illés & Akcan (2006) affirm that EFL classroom should focus not in the language which is correct and appropriate in reference to native-speaker norms, but in the actual process of communication. They cite from Seidlhofer (2001) that "What really matter is that the language should engage learners'

reality and activate the learning process”. This is reflected on the practice of English Language teaching, but, mostly in teaching language as communication, where learners are involved in their own terms and create their own meaning, involving their reality, rather than learning a language only for communication with native speakers. In fact, this focus on the process of communication seems to be better to reflect on how language is acquired: “is not that you learn something and then you use it; neither is it that you use something and learn it. Instead, it is in using that you learn—they are inseparable” (Larsen-Freeman 2007: 783)

Cognitive. In this domain children learn the relation of cause-effect, they start reasoning, as well as early-math skills. Cognitive development refers to the progressive and continuous growth of perception, memory, imagination, conception, judgment, and reason (Nicolosi, Harryman, & Kresheck, 1989). Cognition also involves the mental activities of comprehending information and the processes of acquiring, organizing, remembering, and using knowledge (Owens, 2008).

Piaget (cited by Bartolotta & Shulman, 2013), viewed the child as an active participant in the learning process. He considered that new learning took place as the child interacted with the environment and with other people. According to Piaget, cognitive development is based primarily on four factors: maturation, physical experience, social interaction, and a general progression toward equilibrium. (p.36)

According to the authors previously cited and our research project, it is important for children to be aware of their learning process and how they learn, to finally use new knowledge in different contexts and relate it to what has been learned. Also, we need to emphasize the idea of the child being an active participant in their learning process, through singing, dancing, sharing with their peers, using multiple materials, drawing, coloring,

making a recognition of values, etc., all this allows a lasting learning or in other words a meaningful learning.

Social/emotional. Arens, T., Carmody, R. (2011) refer that the social-emotional development is a child's ability to understand the feelings of others, control their own feelings and behaviors, and get along with peers. Through this domain a child can recognize itself as a social human being; then children have to socialize, feel safe and nurtured. An example of this are manners and using kind words.

A child's social-emotional development is as important as their cognitive and physical development; this domain provides them with a sense of who they are in the world, how they learn and helps them establish quality relationships with others. Also, exposure to social situations in the early years helps them develop essential skills of communication and collaboration, it is what drives an individual to connect with others, and more importantly, helps resolve conflicts, gain confidence and reach goals.

Self-help/adaptive. According to Miller (2014) in this domain children begin to show a little independence, responsibility, they learn how to take care of themselves. This is the moment for children to learn about how to dress oneself, brushing teeth or tying shoes, etc., everything that a child needs to know to start being more independent could be included in this domain.

Like all other domains, the successful development of self-help and adaptive skills relies heavily on the successful development of other skills, such as fine and gross motor activities. In this way, it is important to allow children to figure things out on their own, give them the freedom and the opportunity to learn and do things by themselves (Boskic, 2010).

Spiritual/Moral. In this domain it is possible to teach about different religions, love and general values like honesty, tolerance or respect; in order to recognize the difference between right and wrong.

Teaching children to love and respect themselves. Respecting oneself includes respecting others, this means that although we are all different, we are all human beings who respect everything that surround us (Miller, 2014).

A considerable point with the seven domains of early childhood development, is to have in mind that all of them are equally important for the kids; as it is relevant to run, jump or climb, it is also vital to learn the alphabet or the numbers. The better way to make them function as one is by linking all the domains in different activities in order to teach them integrally. Additionally, each of these domains are interrelated. For example, when a kid starts crawling (a gross motor milestone), he will also be enhancing his cognitive abilities by learning about the world around him, which means that he will need to know how to communicate with others. Then, learning new words will encourage him to participate more in social situations.

In the present research study, we wanted to develop classes in which beyond teaching a foreign language, children could have the possibility to be guided in an integrated learning process which help them to strengthen their capabilities. It is important to remark through the same class, multiples domains can be developed, since these are closely related. In order to explain the previous information, we create the next visual representation where it is possible to observe the relation between the nursery rhymes, the seven domains of early childhood development and finally the EFL.

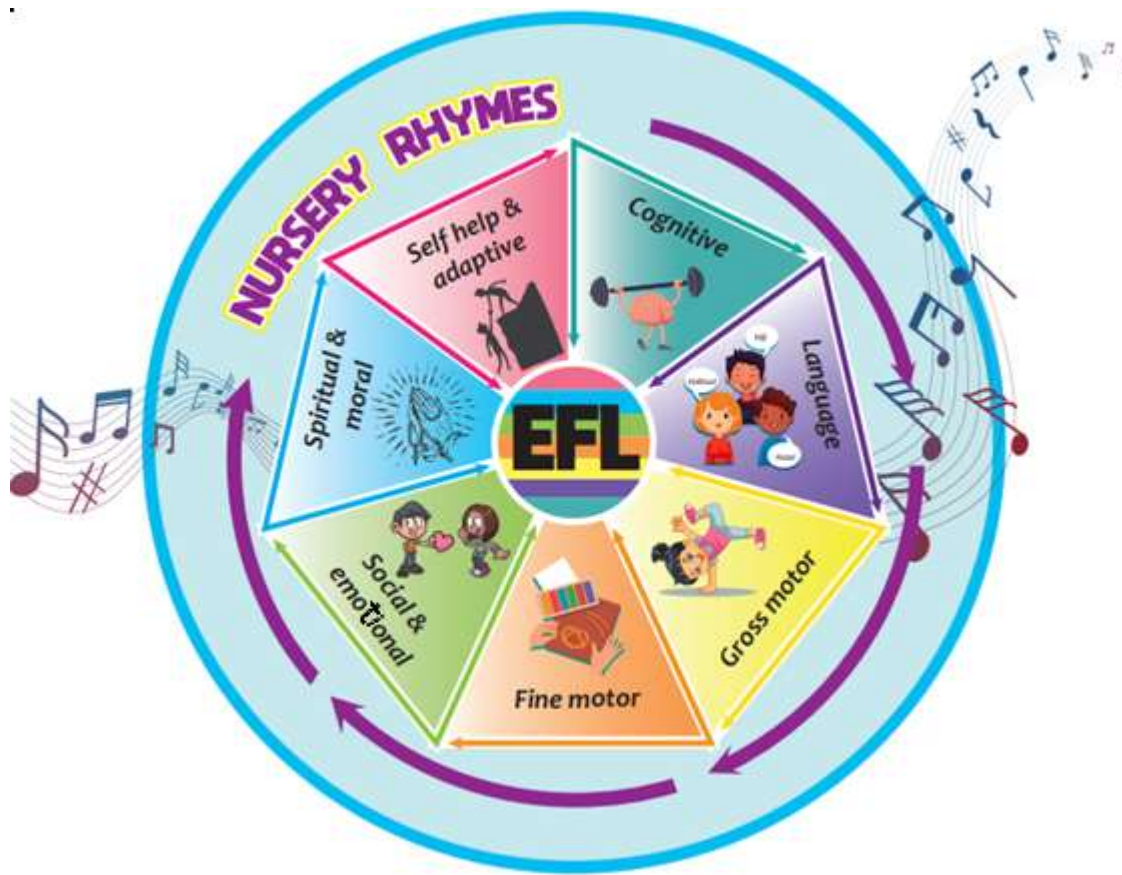


Figure 1. Visual representation of the relation between the nursery rhymes, the seven domains of early childhood development and finally the EFL. Source: Own elaboration.

To understand the visual representation, we are going to explain it from outside to inside. The nursery rhymes were permeating all our lesson plans, they were the motivational axis for students, and worked as a new and fun way to learn a foreign language. After this, we identify the seven domains of early childhood development, remember that they are: cognitive, language, gross motor, fine motor, social, & emotional, spiritual & moral, self-help & adaptive. These seven domains have two arrows, one consecutive between them and another that goes to the center. Focus your attention on the arrows that are consecutive, they represent the integrality of the domains; all of these are interrelated and represent a transversal axis for the development of the human being, we

cannot separate one from the other, they complement each other continuously and are a whole. Since a child begins to crawl (gross motor), he will also begin to work on his cognitive abilities, by learning about the world around him. The main statement that we must understand about these domains is that they are all equally important.

In addition, the seven domains of early childhood development claim to be indicators of the child's ability to succeed in the school environment. When the students cannot develop these, they do not learn the English language. Due to that, the last arrows appear pointing to the center where the EFL is.

Through the use of nursery rhymes and the integrality of the seven domains of early childhood development it is possible to learn EFL. Teaching and learning English in Primary Education should aim not only to teach the language, but also to learn to communicate with it. We must remember that learning is connected with an integral development. Therefore, to succeed in learning the language, this has to be part of the child's complete childhood growth.

In this chapter, the research background that led the present research study was presented, as well as the theoretical framework which are *Nursery Rhymes in an EFL classroom* and *The Seven Domains of Early Childhood Development*. In the next chapter, the research paradigm, the type of research, the data collection instruments and procedures and to finish the ethical issues will be addressed.

CHAPTER III RESEARCH DESIGN

In the present chapter, we are going to define the research paradigm, the type of the study, the data collection instruments, the procedures, the data analysis methodology, and finally the ethical issues that were applied in this research project.

Research Paradigm

The present research project was based on the qualitative research method, since this type of technique allowed us to describe and to interpret different situations with the students. Also, we took into account elements in relation to: feelings, thoughts and preferences of the participants; linking them with their humanistic, cognitive and social environment.

Angel (2008) refers how the qualitative paradigm has as its central objective, to capture social reality through the eyes of the people being studied, and to perceive people within their own social context. In this way, we could interact with the students in their environment and develop results taking into account their feelings, their strengths and their thoughts. Cerda (cited by Ángel, 2008) affirms that qualitative research is "eminently humanistic, because it studies people from a personal angle considering what they feel and experience everyday: struggles and its interests in knowing what ordinary people think" (p.41). Due to this, the present research project took into account the likes, the preferences and the opinions of the students, letting us work together with them to learn and grow integrally. Also, this allows the learners to promote important aspects for the growth of the human being, through the seven domains of early childhood development.

Type of Research

In the present research project, the type of study corresponds to participatory action research (PAR), which means a reflexive, controlled and a critical part that aims to study some aspect of reality with a practical purpose. The action is not only the ultimate purpose of the investigation, but this represents a source of knowledge and a form of intervention. Participation means that in the process not only researchers are involved, but also the population studied as active subjects that contribute to knowing and transforming their own reality (Eizaguirre & Zabala, 2006).

Due to that, we gave to the students the opportunity to be an active part in the process. In the same way, we as researchers had the opportunity to interact with them in the different activities, allowing us to understand their strengths, their weaknesses and their progress. Having this in mind, we can change or emphasize something important for them in order to provide tools and improve their abilities.

Data collection Instruments

In order to make the present project reliable, in terms of data collection and analysis, triangulation was used. According to Cowman (1993) (cited by Arias, 2000) triangulation is the combination of multiple methods in a study of the same object or event to address better the phenomenon that is being investigated, because of this, the combination of instruments that we used in the present research project were field notes, surveys and interviews. These instruments allowed us to guarantee reliability and validity to the study, Shuttleworth (2008) claims that "any significant results must be more than a one-off finding and be inherently repeatable" (p, 1) and finally the validity "encompasses the entire experimental concept and establishes whether the results obtained meet all of the requirements of the scientific research method" (p, 2).

For collecting data, we used:

Interviews. Diaz, Torruco, Martinez & Varela (2013) defined the interview as “a conversation which proposes a particular purpose other than simply talk. It is a very useful technical tool in qualitative research to collect data” (p. 1) In addition, there are three types of interviews. Firstly, structured or focused interviews, where the questions are fixed and organized rigidly in advance, it also contains a set of options for the subject to choose. Secondly, semi-structured interviews, present more flexibility, because they start with planned questions but they can be adjusted to the interviewees. Thirdly, unstructured interviews, which are much more informal, flexible and planned in such a way that they can be adapted to the subjects and conditions.

Furthermore, in our research project we applied semi structured interviews, since we had the opportunity to plan questions in order to know about a special aspect. Also, we could change, delete or add information that we considered appropriate during the interview, which gave us greater coverage to the required information. Thus, we interviewed the head teachers three times. The first interview was done to know about the participants that were part of this study, their skills, their weaknesses to help them improve their English proficiency and approach to the language. The second and third interviews applied to the same teacher at the end of the process, to know their opinions about our work, the advances that were accomplished with the students and some pieces of advice to our proficiency as teachers. (See annex 4)

Questionnaires. According to Johnson and Christensen (2004) questionnaires help to collect information about feelings, thoughts, attitudes or opinions of the participants. Then, in the present research study it was of great importance because we needed to know about students' preferences and environment, how they felt with the activities proposed and also if

they were working on the enhancement of the seven domains. In such a way, we developed three questionnaires for the students, the first one to know about their social and their personal context, in association with their families, their likes and their dislikes. The second and third questionnaires, were done to recognize the enhancement of the seven domains of early childhood development and what the students remember of their English classes. (See annex 3)

Observations and Field Notes. Marshall & Rossman, (1989) (cited by Kawulich, 2005) define observation as the systematic description of events, behaviors and artifacts in the social setting chosen to be studied. Dewalt & Dewalt (2002) (cited by Kawulich, 2005) defines participant observation as the process that empowers researchers to learn about the activities of people under study in the natural setting through observation and participating in their activities. This information is very important, because as researchers, we want to evidence and live the students' daily environment within the classroom and the relationship they exercise with their classmates, with themselves, with their environment and with the activities scheduled by the teacher. Those observations were made during one year and a half, two hours per week; usually, on Mondays we were with 104 and on Thursdays with 103.

Due to the previous definitions, along interventions we developed several field notes during the act of qualitative fieldwork to remember and record the behaviors, activities, events, and other features of an observation, as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied (Schwandt, 2015). In this way, the two researchers created one field note per week, describing and analyzing what happened in the classroom, taking into account the development of English

classes and the attitude of the learners both for the class and for the activities developed.

(See annex 2)

Procedures.

Bearing in mind the ethical issues of the present research study, the procedures started with the informed consents signed by parents and students on February 8th, 2018 (see annex 1). Then, we made an interview to the first-grade teachers on March 5th, 2018 and in the same day a survey was applied to the students of each grade. About the observations, it was an aspect that we worked during one year and a half, two hours per week, since February 12nd, 2018 until March 27th, 2019. These observations were supported with field notes written by the two researchers, one per week, for a total of 82 between both researchers.

The previous instruments were implemented to collect information and to base the diagnosis and the pedagogical intervention. On November 1st, 2018; the researchers applied the second interview to the head teachers and the second survey for the students, in order to know if the English classes were helping the learners to develop the seven domains and EFL. Finally, on April 11th, 2019 we applied the third interview and the last survey for the students, to recognize the impact of the present research study.

Ethical issues

The research was ruled under determinate norms of conduct and important values. This gave the researchers a guideline of behaviors in relation to the information management in order to guarantee the security of the participants that were part of this research. Below we describe the values we consider important to guide this investigation.

On one hand, one of the main values is *honesty* to report data, results, methods, procedures and publication status. This allowed us to do not falsify or misrepresent data.

The research was *objective*, avoided bias in experimental design, data analysis, peer review, personnel decisions, grant writing, expert testimony, etc.

On the other hand, other important value was *integrity* to keep the promises and agreements; to act with sincerity; to strive for consistency of thought and action.

Carefulness to avoid errors; to examine critically and carefully our own work, to keep good records of research activities, such as data collection and research design. In complement, *openness* which means to share data, results, ideas, tools, resources. Be open to criticism and new ideas. With regards to *respect for intellectual property*, to honor patents, copyrights, and other forms of intellectual property. Give proper acknowledgement for all contributions to research. Never plagiarize. Besides *reliability*, to determine through instruments the elements that we wanted to know. This, also involves the repetition of results when they are applied again and *validity*, to guide the research in order to identify what we really want to know what arose from the evidence of this research project.

Finally, it is important to have a good *handling of information*, keeping the *anonymity* of the data collected such as students' names or faces. Thinking of/about the previous values, the researchers have a signed consent from parents and students in which it is specified what we wanted to do with children, the activities and the information we collected from them.

To summarize, this chapter presented the research design that carried out this project such as the research paradigm, the type of research, the data collection instruments and procedures, and the ethical issues. The following chapter contains the pedagogical instruction that was implemented during the interventions.

CHAPTER IV PEDAGOGICAL INSTRUCTION

This chapter presents the visions that guided this pedagogical proposal. Those visions are: vision of curriculum, vision of language, vision of learning, and vision of classroom. Finally, a general description of the cycles that were carried out in the pedagogical intervention.

Curricular Vision

The general conception of curriculum by Arredondo (1981) (cited by Lafrancesco, 2004) states that the curriculum is the result of the analysis and the reflection of the context, the participants and the resources, which implies to establish educational objectives according to the relation among these aspects. Due to this, the vision of curriculum that we employed, was a curriculum oriented to integral human development which is connected to the idea of the seven domains of childhood development.

The curriculum oriented to the integral human development is a strategic study plan, that organizes the content and teaching activities in a correlated and progressive sequence, based on the student's bio-psychosocial potential, to generate authentic learning experiences that lead to the development of human competencies as a basis for their integral formation. In this sense, as was affirmed by Villarini (1997). The curriculum oriented to integral human development unites in a comprehensive and systematic plan the most general educational goals of human development with the most specific curricular design process of an academic, deliberative and technical nature. In this way, we move from simple humanist inspiration to the creation of educational systems that promote human development.

Vision of language

Language in this study is seen as a tool for understanding real life. In this sense, Betancourt and Amodio (2006) explains that language represents the "material" and "procedural" part of the human capacity to signify; it is through language that knowledge (the meanings and interpretations of everyday life) become visible, manipulable and communicable. The reality of daily life is understood because we are able to generate concrete signs (verbal, gestural, iconic), which are organized in a specific way, represent it, draw it, name it and give it a meaningful shape.

In this respect, language is capable of transforming itself into a reservoir full of great reserves of meanings and memories of experiences, which can be preserved throughout the time and be passed on to future generations. Hence, the learning of language is indispensable. As a consequence, denying this tool to someone is to deny him his possibility to be an active subject in his society. It even implies denying him the opportunity to know himself. Therefore, this vision allowed us to provide the students with the opportunity to understand their context and in this way, he/she might be able to communicate what they interpret and feels.

Vision of learning

Taking into account the population with which the project was developed, the vision of learning was focused on meaningful learning. The researchers adopted this vision thus, learning is significant when the contents are related to what the student already knows, that is, the ideas relate to some existing aspects that are relevant to the student's cognitive structure, such as images, a meaningful symbol, a concept or a proposition (Ausubel, 1983).

Significant learning occurs when a piece of new information "connects" with a preexisting relevant concept in the cognitive structure. Therefore, meaningful learning can

be contrasted with rote learning, this type of knowledge, can also incorporate new information into the pre-existing structure, but without interaction. Rote learning is used to recall sequences of objects, such as phone numbers. However, it is not useful in order to understand the relationships between the objects, then, the information ends in short-term memory. It is important to mention, how meaningful learning involves a recognition of the links between concepts, because of that, it has the privilege of being transferred to long-term memory (Biser, 1984).

Vision of classroom

For our research and according to Vanderlick (1993) the classroom should be an enjoyable place, in which establishing a personal and individual rapport with the students favors this environment. As a way of linking with students, we learn their names, we take advantage of time right before and after class to mingle with them, it is a great chance to make students feel they are important and all around them is equally of interest for the teacher, thus they can find significant their learning and teaching process.

The classroom should be a place where success can be achieved by all. As Vanderlick (1993) says, it is key to make students believe that everyone can be excellent students in the class, all of them are intelligent and in different rhythms they can get the knowledge. For children who are participating in this study, the classroom should be a space in which they can enhance all their potential, in this case we refer to the seven domains of early childhood development. The classroom is the place to dance, write, draw, paint, jump, sing, read and all the activities that can involve their abilities.

INSTRUCTIONAL DESIGN

The pedagogical intervention of this project was divided into three cycles with the aim to interact with English and to promote the seven domains of early childhood development in an EFL classroom. It is important to remark that the three cycles are in relation with the curricular plan of the school.

In general, as it is possible to see in the table, the first and the second cycle are divided into two topics and the third cycle into three. Each one to be developed during three weeks, which means six hours for each one respectively.

All topics were carried out with a nursery rhyme that corresponds to the central activity, through which the students could learn both the topic, and the supporting activities that were planned around it such as games or photocopies; and new vocabulary through flashcards.

The next proposal used nursery rhymes and some activities to support them, so that the themes worked in the classroom had the greatest impact for the students, in order to have a meaningful approach with a foreign language and while they were developing all the domains that are part of them as human beings. In this way, our proposal was organized in three cycles and each cycle was divided in lessons plans which were designed to work with students for three weeks. This means, two hours per week and six hours per lesson plan. (See annex 5). The next table shows the list of nursery rhymes and their respective links used during the interventions; for the lyrics of the nursery rhymes (See annex 10)

NURSERY RHYMES	LINKS
Family Word Power Learn English Pinkfong Songs for Children	https://www.youtube.com/watch?v=Te2M7oYFQgA
My House Word Power Learn English Pinkfong Songs for Children	https://www.youtube.com/watch?v=qZyJPZxsmZk
School Supplies Song Fun Kids English	https://www.youtube.com/watch?v=hjFaqDNUVfo
I've Got the Rhythm Body Parts Songs Pinkfong Songs for Children	https://www.youtube.com/watch?v=C2WJ2bWTV2g
Brush Your Teeth Word Play Pinkfong Songs for Children	https://www.youtube.com/watch?v=35cbkP5uSvY
Let's Go To The Zoo Animal Song for Kids	https://www.youtube.com/watch?v=OwRmivbNgQk
Animal Action Animal Songs PINKFONG Songs for Children	https://www.youtube.com/watch?v=AgKaN5t5BpQ
Colorful Fruits Word Power PINKFONG Songs for Children	https://www.youtube.com/watch?v=uOsJouK7YN4
Vegetables Word Power Pinkfong Songs for Children	https://www.youtube.com/watch?v=0VGXMRUO7yl
Feelings Word Power PINKFONG Songs for Children	https://www.youtube.com/watch?v=a1NIWCr0R-k
Counting 1 to 10 Number Songs PINKFONG Songs for Children	https://www.youtube.com/watch?v=Yt8GFqxllTs
Counting To 100 by 1s Counting Numbers Children, Preschool, Core Curriculum	https://www.youtube.com/watch?v=SxgCA1gOW20&t=21s

Figure 2. Visual representation of the nursery rhymes and their links

CYCLE 1	SUBTOPICS	VOCABULARY	OBJECTIVES	DOMAINS
WHAT'S AROUND ME	HOME A WONDERFUL PLACE	Members of the family and parts of the house	-To identify the family's member. -To recognize the parts of the house.	-Language. -Cognitive. -Gross and fine motor. -Social and emotional.
	SECOND HOME	School supplies	-To learn about the school supplies around students. -To interact with the objects and its respective names.	-Language. -Cognitive. -Fine motor.
I'M ALIVE	I RESPECT MYSELF	Parts of the body	- To learn that although we have some differences we are all the same. - To recognize the importance of taking care of our body.	DOMAINS -Language. -Cognitive. -Gross and fine motor. -Self-help and adaptive. -Social and emotional. -Spiritual and moral.
	I RESPECT OTHERS	Animals	- To recognize that we all have rights and we need respect, love and care. -To reflect that although living beings have a different appearance they have similar needs.	-Language. -Cognitive. -Gross motor and fine motor. -Spiritual and moral.
I LIKE... I DON'T LIKE	MY PREFERENCES	Fruits and Vegetables	-To learn vocabulary about fruits and vegetables. -To describe why like or do not like something special.	DOMAINS -Language. -Cognitive. -Gross and fine motor.
	EXPRESSING MYSELF	Feelings (adjectives)	- The students can express their inner self through adjectives. - To integrate simple sentences in order to express their inner self.	-Language. -Cognitive. -Gross motor. -Social and emotional. -Spiritual and moral.
	I COUNT MY DREAMS	Numbers	- The students can count their dreams using numbers. - To integrate simple sentences in order to express their dreams.	-Language. -Cognitive. -Fine motor. -Social and emotional. -Spiritual and moral.

Figure 3. Visual representation of the Instructional Design

The first cycle, entitled *What's around me* was divided into two lessons plans, the first denominated *Home a wonderful place* was thought around the nursery rhymes "Family | Word Power | Pinkfong Songs for Children" and "My House | Word Power | Pinkfong Songs for Children". The objectives that accompanied this subtopic were to identify the family's member and to recognize the parts of the house. In general, thanks to a package of images of the TV program called *The Simpsons*, the students recognized family members and their own families, also creating a genealogical tree, recognizing the importance that all the families are different and could be composed in different ways. To finish, the students drew their own house with the people who live with them, associating it with a feeling.

The second lesson plan was named *second home* and was accompanied by the objectives to learn about the school supplies around students and to interact with the objects and its respective names. Through these objectives and the help of the nursery rhyme "School Supplies Song | Fun Kids English", students learned about school supplies while interacting with them also using the game "Eeny, meeny, miny, moe" to talk about their school supplies, through expressions like: I have a blue color; I have an eraser, etc., giving extra information as the color. Secondly, a simulation of *Who Wants to Be a Millionaire?* was used, the students looked at the images of the school supplies and selected the correct option and thirdly a workshop was made and a personification of a stationery where school supplies were sold.

The second cycle identified as *I'm alive*, was also divided into two lessons plans. In the first class named *I respect myself* the students heard the nursery rhyme "I've Got the Rhythm | Body Parts Songs | Pinkfong Songs for Children", to learn that although we have some differences, we are all the same and to recognize the importance of taking care of our body. In this way, the learners drew a big body with its parts, depending the genre of each

one on a cardboard. Moreover, using images and four puzzles with different people: American, Afro American, Indigenous and Chinese, through which there were relevant differences between their physical appearance and their color skin to reflect on this topic.

To close this part of the intervention and make way for the self-help and adaptive domain the nursery rhyme "Brush Your Teeth | Word Play | Pinkfong Songs for Children" was heard; to complement it was used a model of the mouth in 3D, where the students could practice how to wash their teeth and use oral hygiene elements, like dental floss, toothbrush and mouthwash; also, reflecting on the importance to visit the dentist and to use oral hygiene elements, exemplifying them with images of oral problems.

The second lesson plan *I respect others* was worked through the nursery rhyme "Let's Go To The Zoo | Animal Song for Kids and Animal Action | Animal Songs | Pinkfong Songs for Children", with the purpose of working on animals, to recognize that we all have rights and we need respect, love and care. In addition, to reflect that although animals have a different appearance, they have similar needs to human beings.

Firstly, the teacher showed images of animals to represent them with sounds and movements, each student selected his favorite animal to draw it. Additionally, a workshop was held and a craft with a roll of toilet paper specifically a butterfly, a snake and a bear. To finish, a reflection about animals' habitat and ecological problems was made.

The third and last cycle known as *I like...I don't like* made up by three lessons plans. At the beginning with the subtopic *My preferences* where students mastered vocabulary about fruits, vegetables and to describe why like or do not like something special through the songs "Colorful Fruits | Word Power | PINKFONG Songs for Children" and "vegetables | Word Power | Pinkfong Songs for Children", with the help of a workshop, images to cut and paste, the creation of a character using their imagination and taking as an example the

movie: Cloudy meat balls 2 to join a fruit with a vegetable and real food, so that with their eyes covered they will guess the name of what they tasted or smelled.

On the other hand, "Expressing myself" where students could integrate simple sentences in order to express their inner self through adjectives; the previous, through the nursery rhyme "Feelings | Word Power | PINKFONG Songs for Children" and 10 emotions images: Scared, Surprised, sad, hungry, happy, tired, angry, fantastic, bored and sleepy, supporting them with examples. The drawing of the most representative moment in their lives with the phrase I feel ___ when... Moreover, a workshop to reinforce vocabulary and some situations in order to identify if it is good or bad to act in that way.

Finally, the closing lesson plan *I count my dreams* where children can count their dreams using numbers and to integrate simple sentences in order to express their inner self, through the nursery rhyme called "1 to 10 | Number Songs | + Compilation | PINKFONG Songs for Children" and "Counting To 100 by 1s | Counting Numbers | Children, Preschool, Core Curriculum ". The activities carried out were around the creation of sets, the representation of some numbers with plasticine and a list of goals.

In addition, it is relevant to take into account, that we were working at the same time with different domains because it is not possible to separate one from the other. Finally, in each subtopic, we wanted to have a physical work through which we could observe the participation and interest of each student which means that we helped them to continue with their English learning.

In this chapter, we explained the curricular vision, the vision of language, the vision of learning and the vision of classroom that based the instructional design also presented previously. The following chapter presents the data analysis and findings of the data collected during the pedagogical intervention of the present research study.

CHAPTER V DATA ANALYSIS AND FINDINGS

This chapter presents the analysis of data collected and the findings of the present research study. First, we present the approach that guided our analysis and subsequently the categories and subcategories that emerged, with the respective evidence to support the ideas stated.

Data Analysis Procedures

During the development of this research study, data collected was organized into two folders one blue and one pink, for separating the evidence gathered from each grade. In each folder we saved the surveys, interview transcriptions, field notes and artifacts. With the purpose of organizing each document, we use different colors, blue for the first survey and interview, yellow for the second survey and interview and finally green for the third survey and interview. In this way, we used the same colored stickers in which we wrote the date and the kind of data collection instrument that was used. After, we saved the data individually in plastic pockets in the corresponding folder. It is important to highlight that we saved digital copies of the data in our computers, in order to have a more manageable classification (Patton, 2002) and to avoid loss of important information.

The approach used to analyze data in this research study was the *grounded approach*. It was introduced by Glaser & Strauss in 1967 to legitimize *qualitative research*. *Grounded theory* involves the progressive identification and integration of categories of meaning from data, it provided us a guide about how to identify, how to link and how to establish relation among categories and a framework to understand the phenomenon under investigation.

The first concept is *categories*, in which the researcher should be able to identify the aspects that can be grouped together to be analyzed. Then, once the categories are

identified, the next step implies to think about how those categories can be linked among them, this step is *coding*. The approach allows the researchers to establish similarities and differences among categories. As a consequence of this process, there is the possibility of creating subcategories, this is given during the *constant comparative analysis*. Thanks to the previous stage, in the *negative cases analysis*, researchers look for ‘negative cases’, it is to say, instances that do not fit in the categorization.

The grounded approach gives the researchers the opportunity of interacting with the data. The researcher can make questions, make comparisons or look for contradictions as part of the *theoretical sensibility*. Another point is the *theoretical sampling*. It means checking emerging theory against reality by sampling incidents that may challenge or elaborate its developing claims. The researcher continues to sample and code data until no new categories can be identified, and until new instances of variation for existing categories have ceased to emerge, what is denominated *theoretical saturation*. Finally, *Memo-writing*, it is the written record of theory development.

This action research had an *emic perspective*. According to Fetterman, D. (2015). The insider's or emic perception of reality is instrumental to understand and describe situations and behaviors. In consequence, an emic perspective forces the recognition and acceptance of multiple realities. Then, it is important to document multiple perspectives of reality in a study to understand why people think and act in the different ways they do and that identification can be useful for the researcher to establish behaviors patterns.

Categories of the Analysis

The objectives of our research project were two. Firstly, to describe the role of nursery rhymes to approach students to English as a foreign language and secondly, to identify the domains of early childhood development that are enhanced through the use of nursery rhymes. Due to that, the next visual representation is a hierarchical system of the categories and subcategories that emerged related to the research question and more exactly to the specific objectives.

The first and second categories *Motivating role of nursery rhymes* and *Supportive role of nursery rhymes* respectively, came up of the first objective which showed the principal roles of nursery rhymes in an EFL, which created a comfortable and fun environment for the teaching-learning process. In relation to motivation, nursery rhymes helped students to *avoid shyness* and to *relate their interests with knowledge*. Also, we mentioned the supportive role so that students *move up to learn new words* and finally it allowed them to create a good environment for *improving speaking and listening skills*.

Finally, the third category *enhancing some domains through nursery rhymes* resulted from the data collected in relation to the second specific objective which aim was to know the domains that were enhanced in students with the use of nursery rhymes and the different activities that supported them. The subcategories that emerged in relation to this category are linked to each domain, due to that are denominated: *adapting to the world through EFL, creating bonds with others, reflecting on behaviors between us and around us, linking new words to movements and support activities and to close, expressing myself*. Having in mind the previous information and the evidence that we collected after the pedagogical intervention, we detailed information to analyze each category.

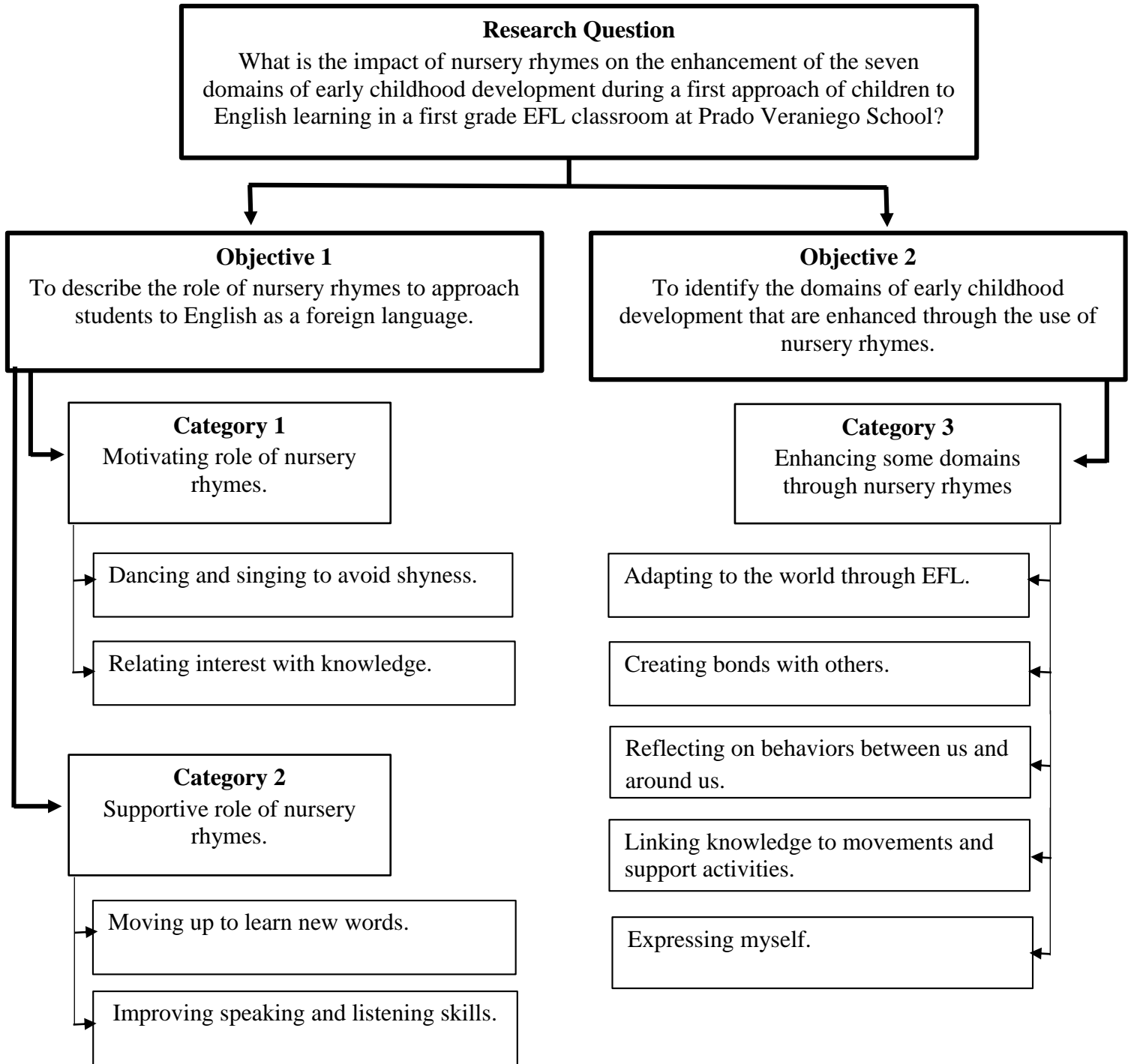


Figure 4. Visual representation of the categories resulting from the analysis.

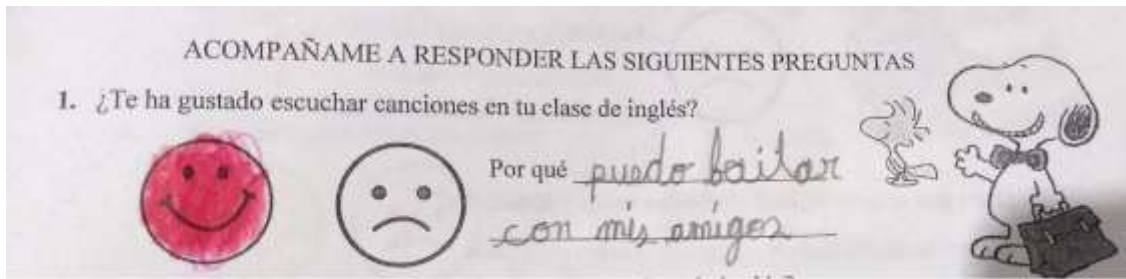
Category 1: Motivating students through the use of nursery rhymes.

This category refers to how nursery rhymes became a motivational axis for the students throughout the pedagogical intervention. As we explained in the theoretical framework and in consonance with Molina (2009) & Levitin (2006), (cited by Quintanilla & Cofré, 2015) classroom music is an effective method of learning grammar in English; Molina stands out as a motivational instrument, and Levitin as an accelerator vehicle.

It is important to remember that the students had not had a significant approach to English as a foreign language, then, when we started to work with nursery rhymes, a different perspective of the students towards their English classes was evidenced, these began to guide the teaching-learning process in a new and a fun way. Sometimes, when the video of the song was not played or we did not sing during the class, the students asked if in the next one, they would listen to the nursery rhyme, which shows the motivation that this tool gave them for learning.

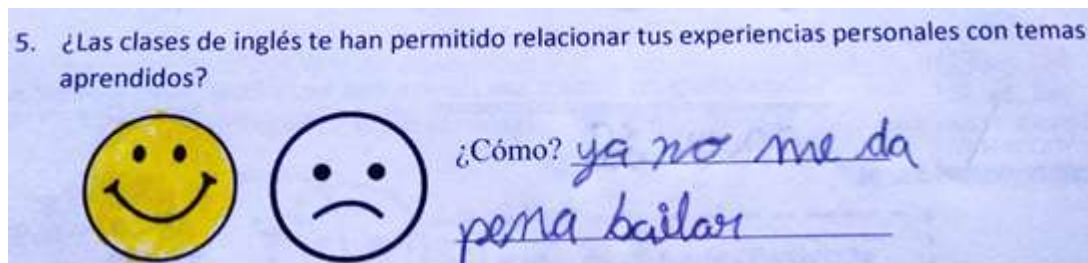
The previous information, has a strong relation with the subcategories which will be explained and supported with data samples in the following paragraphs.

Dancing and singing to avoid shyness. This subcategory refers the behavior of the students when they interacted with the nursery rhymes and the disposition that they had in that moment to learn English as a foreign language. In this way, songs favor motivation and show English as something fun and playful, which allows the pupils to express themselves and be themselves, eliminating fear of the unknown (Martinez, 2014). The previously cited, allowed us to understand the importance of working with this tool, this was the moment to allow students to be children and change their idea of being behind a desk all the time in a class. The following piece of evidence supports the previous ideas:



(S7. Second Survey. November 1st, 2018)

This response demonstrated how the English classes allowed the students to be themselves and unfold in multiple scenarios, singing, dancing, asking questions, practicing the pronunciation or doing the different activities scheduled by the teacher. Also, we identify that pupils enjoyed these type of exercises, no matter what they were wrong or that they were watching them; this information was verified with the following extracts:



(S20. Third Survey. April 8th, 2019)

When the nursery rhymes of the numbers ended, I asked the children if they liked it and a girl answered me:

S13: Lo que más me gusta es cantar porque uno ahora si se siente bailando y cantando, eso me hace sentir feliz.

(Field Note. March 20th, 2019. Page 2. Lines 12-15)

The previous extracts were very enriching for the present research study, since from the beginning of the investigation we promoted an integral formation through EFL; in this way, dancing, singing or the activities around the songs were seen as games that generated a different learning environment where students could interact, discover, increase motivation, break the monotony in the classroom and be encouraged to learn; even those who are shy or nervous (Lewis, 1999). According to this information, nursery rhymes brought the English

to life and allowed students to get closer to knowledge; which was possible to verify through the following response from the head teacher:

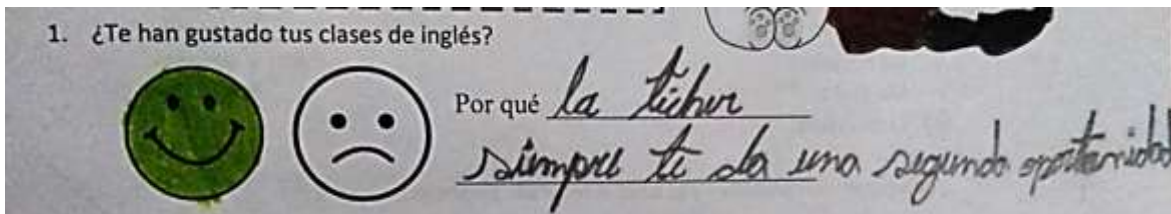
¿Ha visto en cuanto lo motivacional que los niños hayan cambiado algo de ellos con las clases de inglés?

T1: Claro que sí, hay niños que ya cantan, bailan, que preguntan, que se han expresado con facilidad, que han perdido un poco el miedo y la pena. A mí me parece que, si se ha logrado este proceso de socialización, de desarrollar en ellos habilidades sociales para compartir.

(Third Semi-Structured Interview. April 8th, 2019. Page 1. Lines 36-40)

It is important to recognize that EFL was given naturally, without so much pressure.

During the interventions, the students felt free to make mistakes and learn from those so as not to commit them again, in the classes, they were given different opportunities until they managed to pronounce a word or learn it. These characteristics, although they seem simple, were something that really allowed the students to learn, which is verified through the following excerpt:



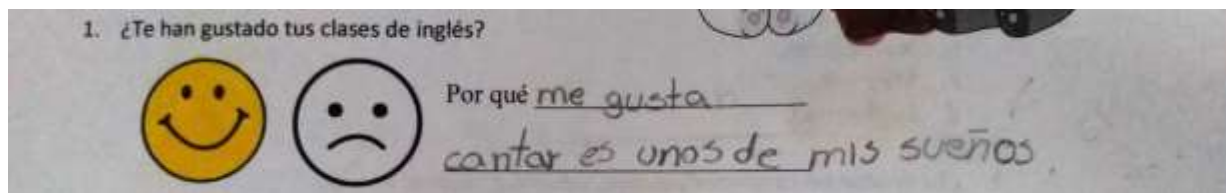
(S17. Third Survey. April 8th, 2019)

The previous data showed that the students found motivation in nursery rhymes. In addition, the support they offered for avoiding and breaking shyness was actually important. However, one of the most considerable points was the pleasure that pupils felt while learning through this tool, since they wanted to participate in the activities, without fear of being judged, on the contrary, with the joy of taking big steps to an unknown world with the support of his classmates and the teacher's guide.

Relating interest with knowledge. This is one of the most valuable findings of this investigation; from the beginning, we considered the interests of the learners, so that the English classes were designed and planned within a fun and comfortable environment, in which they felt free to participated and motivated to learn. As it can be observed in the first survey applied to the students, the songs and videos were an important part for them, so it was necessary to take advantage of it to focus the attention of the students both from the beginning of the interventions, until the end of them; in order to create a close relation with English language. The following extracts exemplify the previous information:



(S8. First Survey. March 5th, 2018)



(S14. Third Survey. April 8th, 2019)

According to Bell (2011), students need to speak English in the classroom but also find opportunities to practice outside the classroom, it is vital that the teacher provides students with different reasons and motivations for learning English; it can be useful to find students

passions to join them with English learning. Bearing in mind the previous information and the extracts presented, we identified the importance of taking into account the interests of pupils, in order to create a significant learning environment and a meaningful learning experience to keep them focused that lead them to love their English Classes; as it is possible to verify through the following field note:

At the beginning of the class one of the children told me that he had taught the song of five little monkeys to his little brother and that he liked it a lot. What allows us to understand that after practicing the nursery rhymes in the classroom, they remain in the children's thinking and pupils can use them in other contexts.

(Field Note. February 20th, 2019. Page 2. Lines 12-15)

At the moment we took into account what children liked and did not like were easier that they were interested in language, which could be affirmed with the following excerpt:

¿Considera que las canciones que se usan en clase son adecuadas y de interés para los niños?

T1: Si, claro que sí. Y me gusto también que las canciones eran a través de videos lo cual les llamaba a ellos muchísimo la atención, porque tenían gran colorido y el léxico se iba repitiendo.

(Second Semi-Structured Interview. November 1st, 2018. Page 2. Lines 22-24)

However, as head teacher mentioned, the previous aspect was also possible by the nature of the songs, due to the rhyme and easy lyrics of each one that learners repeated several times. Also, thanks to the colors and images used in the videos, according to the ages of the children.

Category 2: Supportive role of nursery rhymes.

This category states how the nursery rhymes played a supportive role for the students during the research study. It was important to recognize, that songs represented a real use of language that allowed children to listen a fluent use, to correct pronunciation and intonation and because of that, nursery rhymes permitted them to interact with language, vocabulary, music and videos at the same time.

Thanks to the previous information, data revealed that nursery rhymes played a supportive role and that in order to illustrate this, the findings were organized in two subcategories *Moving up to learn new words* and *Improving speaking and listening skills*, which will be developed in the following paragraphs.

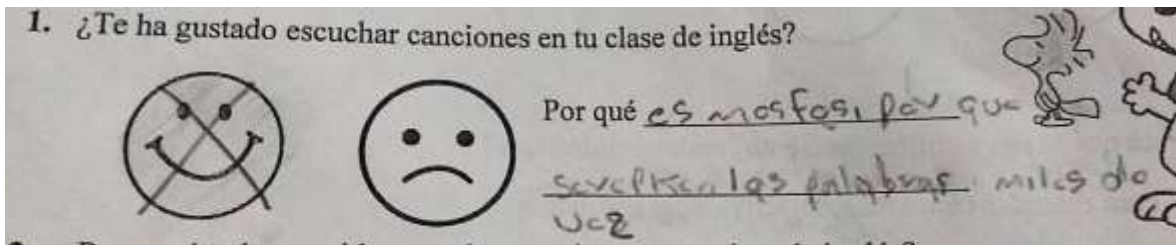
Moving up to learn new words. In general, the learners were usually sitting in front of a desk learning multiple knowledge without taking into account their interests, restricting their innate need for self-conscious movement and creativity (Martinez, 2014). It is important to remember that at the beginning, the students were continuously transcribing information from the board to their notebooks, as it was observed in the following extract of a field note:

S1-S28: Firstly, students should write in their notebooks the names of the days of the week that were written on the board. Secondly, the proposed activity was to draw a table with the days of the week supported with drawings. Nevertheless, some of them feel limited their creativity, because the teacher drew in Monday an apple, in Tuesday a notebook and so on continuously with the remaining days.

(Field Note. March 12th, 2018. Page 1. Lines 10-17)

As a result of the previous piece of evidence, when the nursery rhymes appeared in the English classes the students began to learn new words in a different way. The nursery rhymes were played 3 times. Firstly, the students listened the complete song trying to identify known and unknown vocabulary. Secondly, the students listened to the song a second time stopping the video, in order to reinforce vocabulary. The teacher pronounced the words and wrote them on the board, supporting them with images. The students repeated the vocabulary to practice pronunciation, this process was done until the song finished. Thirdly, the teacher played the video again and the students repeated the movements that the video showed or the teacher represented.

Data showed that after this exercises were done, the students were able to recognize known and unknown words, which in general they remembered for a long time. This means that these activities helped the pupils have a meaningful learning. The following extracts of evidence illustrate this claim:



(S28. Second Survey. November 1st, 2018)

¿Considera que sus estudiantes han mejorado alguna habilidad a través de las clases de inglés?

T2: Sí, han mejorado. A muchos de los niños les pueden preguntar por cualquier objeto en inglés y lo pronuncian, también recuerdan cantos y ellos pasan espontáneamente y expresan en inglés.

(Third Semi-Structured Interview. April 8th, 2019. Page 2. Lines 34-37)

According to the previous information, it is possible to affirm that during the investigation, the students learned and interacted with English as a foreign language; in a very different environment from the one they were used to. This allowed us to infer that as the nursery rhymes were related to their interest, they created a significant relationship with English. Then, they had fun and were encouraged to participate, even when initially they did not understand its content, they looked excited.

S1-25: The first time the students heard the song, they wobbled from side to side, repeated the feelings they remembered and hummed the words they did not understand.

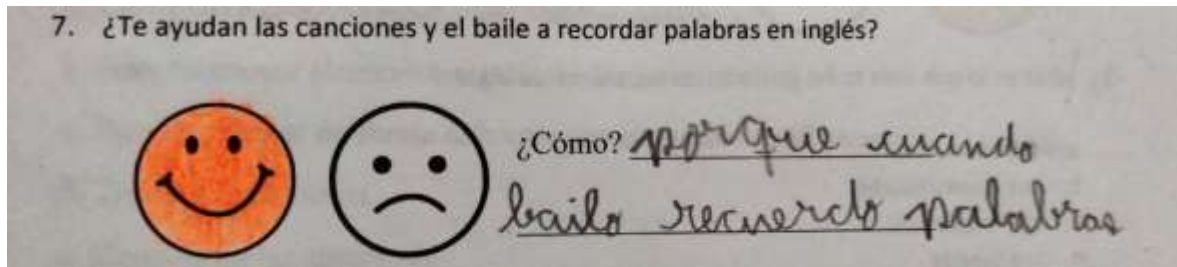
(Field Note. April 1st, 2019. Page 1. Line 6-7)

¿Cuál es su opinión respecto al proceso de aprendizaje que llevaron los niños durante éste semestre en la clase de inglés?

T1: Me gusto, porque la verdad que la repetición hace que ellos vayan aprendiendo y se les quede los temas que trabajaron.

(Second Semi-Structured Interview. November 1st, 2018. Page 1. Lines 6-8)

According to Bell (2011) students need to understand that English is not a set of rules and words to memorize, they need to live the language, the culture and the communication, in this way, the students and head teachers also recognized the importance of the games and the nursery rhymes to learn; as it is showed below:



(S19. Third Survey. April 8th, 2019)

¿Cree que esos conjuntos de actividades permiten que los niños recuerden fácilmente nueva información?

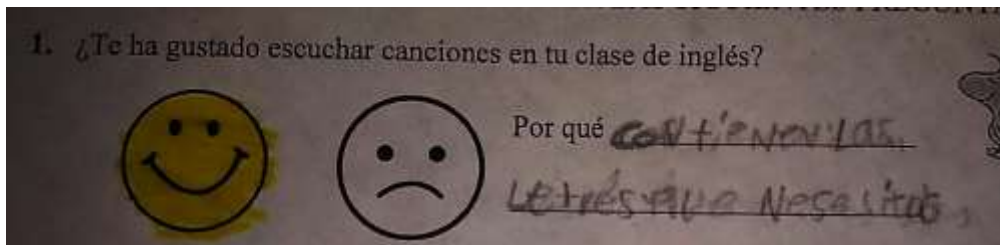
T1: Está comprobado que jugando y cantando el niño aprende mucho más.

(Third Semi-Structured Interview. April 8th, 2019. Page 1. Lines 24-25)

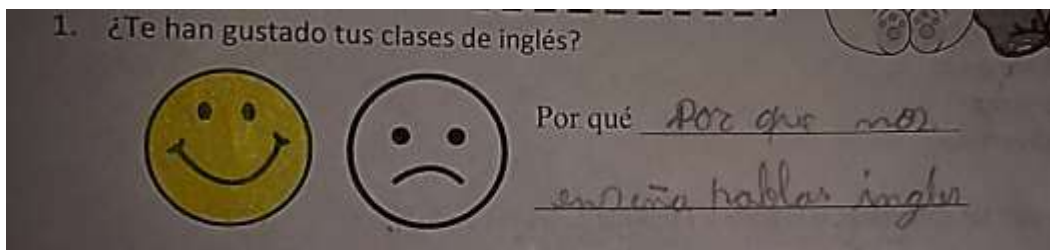
Taking into account the previous information, it is relevant to emphasize that when children linked the knowledge, with the words, the actions, the different activities, the songs and the videos, they learned more easily in a lasting way.

Improving speaking and listening skills. Since students still did not know how to write or read, through the use of nursery rhymes they began to develop the skills of speaking and listening. We presented activities to the students in which they had to write or read, however, these exercises took much more time and did not focus on the foreign language, but on how to carry out this activity properly. Nevertheless, this can be considered a beginning in the development process of this skills for the pupils.

Nursery rhymes are quite important in terms of developing children’s language skills, they are an important part of children’s games and they can be easily memorized due to rhymes involved. They instill the sense of rhythm in children, enhance the imagination, the conceptual world and linguistic skills (Keray, 2017). This is shown below:

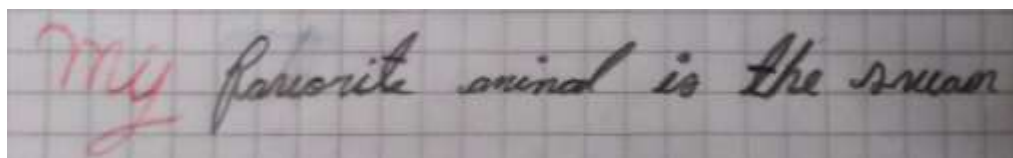


(S29. Second Survey. November 1st, 2018)



(S15. Third Survey. April 8th, 2019)

Having in mind the previous information, although that the students still did not know how to read or write and considering that in the first questionnaire very few students wanted to work on these skills, we tried not to leave it behind, in some classes the pupils wrote very short sentences or some words, however the use of speaking and listening was much more evident through the use of nursery rhymes; these will be the basis for children to link in later years speaking, listening, reading and writing skills.



(S10. Excerpt of student’s artifact: drawing of the favorite animal. March 11st, 2019)

¿Considera que la clase de inglés permite una formación integral para los niños?
¿De qué manera?

T1: Integral porque a la vez que se está cantando, se está escuchando, se está repitiendo, se está aprendiendo a escribir, se están recordando algunos temas importantes de su cotidianidad, nos salimos del cuaderno, del dictado, de llenar el tablero de cosas, porque para ellos lo que están aprendiendo es muy significativo, es muy cercano, es muy real.

(Second Semi-Structured Interview. November 1st, 2018. Page 2. Lines 49-52)

As we exposed previously, although we did not focus on writing and reading skills, some activities were a beginning in the improvement of this skills; like everything in the world of a foreign language it is necessary to practice continuously and not lose love, curiosity and the desire to learn it.

Category 3: Domains developed based on nursery rhymes.

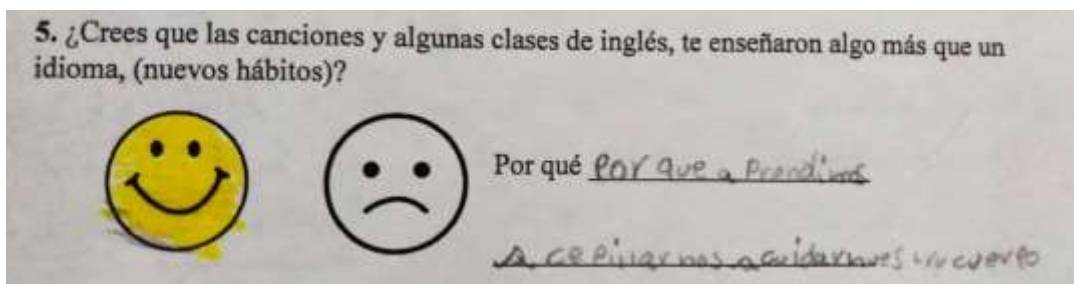
The domains are a transversal axis for the development of the human being, these allows the students to grow as integral individuals. It is essential to have in mind that all the domains are equally important, as it is relevant to run, jump or climb, also it is to learn the alphabet or the numbers.

Additionally, each of these domains are also interrelated, for example, when a kid starts crawling, he will also be enhancing his cognitive abilities by learning about the world around him. Learning new words will encourage him to participate more in social situations. The previous examples allow us to describe the interrelation of the domains and therefore how difficult it is to separate one from the other. In a class, it is not possible to teach a single domain, they are all a great group. However, it is important to know if all the domains were enhanced for the students or only one part of these, so each subcategory that emerged is linked to each domain. In this way, in this category we will be explained in the following paragraphs the five subcategories that emerged: *adapting to the world through*

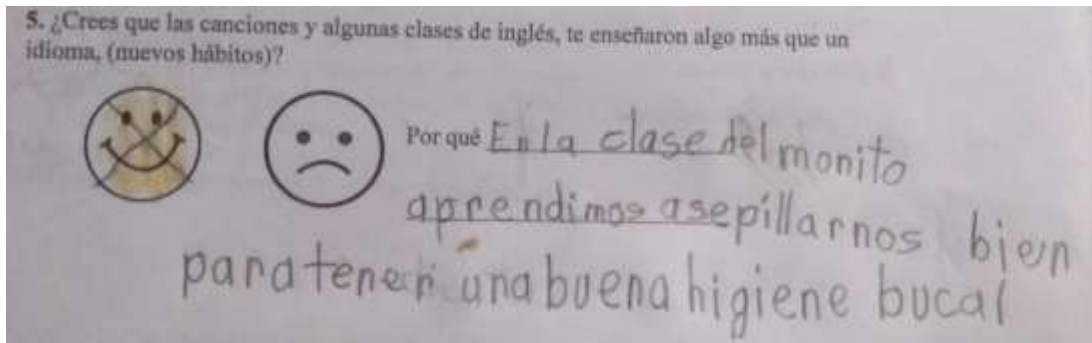
EFL, creating bonds with others, reflecting on behaviors between us and around us, linking new words to movements and support activities and finally, expressing myself.

Adapting to the world through EFL. The English language has taken more and more importance around the world as a tool for communication. In addition, English has become a means to become familiarized with other cultures, providing an opportunity to be connected to what happens in other places. Furthermore, learning a foreign language also contributes to the integral development of the personality. Since, it increases self-esteem, accelerates the construction of formal thinking and generates confidence in one's own learning strategies.

According to Miller (2014) the students begin to show a little independence, responsibility and they had the opportunity to take care of themselves. This is the moment for children to learn about how to dress oneself, brushing teeth or tying shoes, etc. The previous, through the environment of nursery rhymes and EFL. This type of activities and the tools used, aroused students' interest in the development of assignments which gave them opportunities to start being more independent, as we evidenced through the second survey when we asked if they thought that the songs and some English classes taught them something more than a language, some answers announced this claim:



(S29. Second Survey. November 1st, 2018)



(S13. Second Survey. November 1st, 2018)

In addition, we presented to the students a monkey and elements of oral hygiene like toothbrush, dental floss and mouthwash; with which they had the opportunity to interact differently than usual which generate significant learning in the learners, as data revealed:



(S7. Final activity cycle #2. October 22nd, 2018)

I asked the children what they had learned in their previous English class and one student answered:

S7: En la clase del monito aprendí que uno debe cepillarse los dientes de arriba-abajo y las muelas de arriba-abajo, que debo usar la crema, el agua y el hilo dental.

(Field Note. October 29st, 2018. Page 1. Lines 4-6)

¿Además de lenguaje, que otras cosas han aprendido los niños en las clases de inglés?

T1: Se les repaso temas de su cotidianidad, o sea se hizo un refuerzo de ellos, pero en inglés, pero igual ellos lo fueron recordando nuevamente. Como el cuidado del cepillado de los dientes, sobre la importancia del aseo personal.

(Second Semi-Structured Interview. November 1st, 2018. Page 1. Lines 29-32)

It is important to mention that Self-help and adaptive, is one of the most difficult domains to work in the classroom. However, when the appropriate elements were used and the students interacted with them, the children were able to remember this knowledge for their personal life.

Creating bonds with others. In multiple social situations, it was important that a child could recognize himself as a social human being, therefore they socialized within the classes, feeling safe, nurtured and comfortable (Miller, 2014). This happened because when they were exposed to social situations, they developed essential skills of communication and collaboration. As the head teacher explained:

¿En relación con el desarrollo de valores, considera que la intervención pedagógica ha potenciado este aspecto?

T1: Sobretudo la integración y el ser tolerante, aprender que yo no soy igual a mi compañero, que soy diferente y tengo compañeros que se comportan así, se comportan así, son sensibles, unos muy serios, pero en la parte de habilidades sociales de interactuar con el otro, yo creo que han servido las clases para que se integren y para que se conozcan un poquito más.

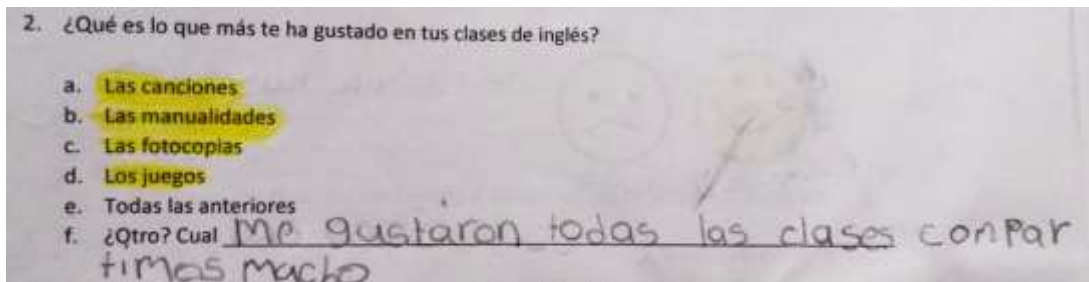
(Third Semi-Structured Interview. April 8th, 2019. Page 2-3. Lines 73-79)

Along the interventions, when the pupils worked in groups, initially they were not interested in the activity, after a while a better relation among peers was evident. Data revealed that they became self-confident giving even ideas of how the activity could be carried out. As it was possible to demonstrate in the following extract:

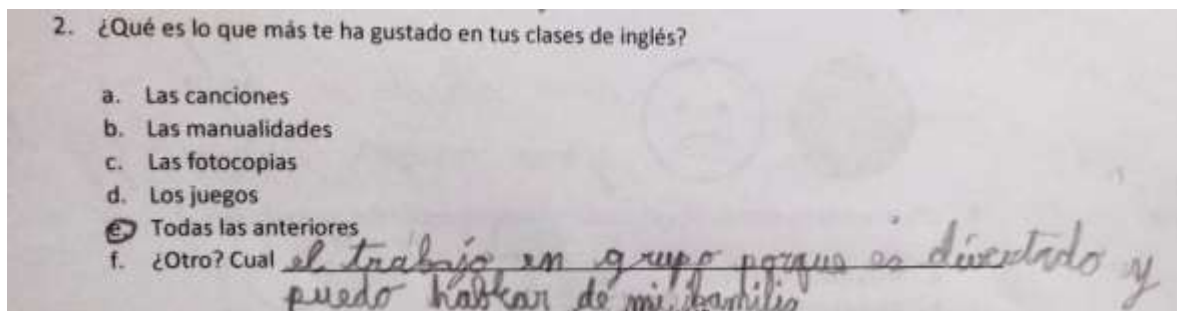
S1-S28: Each group received the pieces of the puzzle, some students at the beginning did not want to participate but seeing the enthusiasm in their classmates began to get involved, it was interesting to see how at the end they all gave ideas of how to put together each puzzle, until with each idea they achieved it.

(Field Note. October 22nd, 2018. Page 2. Line 10-14)

As we exposed at the beginning of the present subcategory, the learners are immersed all the time in social situations, then it is important to foster a social-emotional development, which provides children with a sense of who they are in the world, how they learn, and helps them establish quality relationships with others. The previous, drives an individual to communicate, connect with others, and helps resolve conflicts, gain confidence and reach goals (Arens, T., Carmody, R. 2011). Due to that, it is evident the importance of the domains, in this case the students learned to respect each other, they learned to value their classmates and work in groups, creating an atmosphere of tolerance, solidarity and companionship, as we evidenced in the next excerpts:

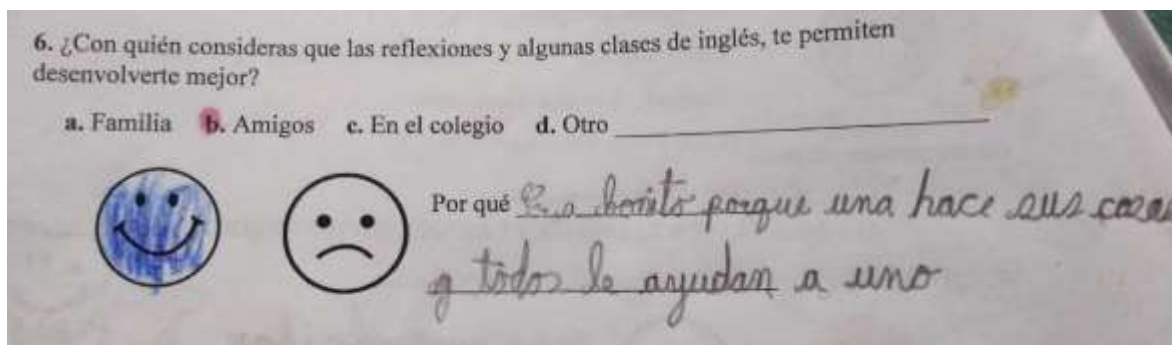


(S13. Third Survey. April 8th, 2019)



(S17. Third Survey. April 8th, 2019)

In addition, the following data fragment, evidenced how peer interaction was improving during the research:



(S7. Second Survey. November 1st, 2018)

Moreover, through the third survey most of the answers marked indicated that they liked group work and it was fun. This confirms that the students felt part of the group during the classes, all of them were important, they felt comfortable and confident to share among themselves, supporting and collaborating in the different situations, creating a better relation among peers and become self-confident.

Reflecting on behaviors between us and around us. This subcategory was crucial for the present research study, we not only wanted the students to interact with nursery rhymes and learn a foreign language, we wanted to contribute to their integral formation and this was something that was seen during all English classes; love and other values like honesty, fellowship, tolerance or respect, permeated our practice; in order to recognize the difference between right and wrong through the reflections around different behaviors in the world, taking into account the contributions of Miller (2014) in this field. As it was possible to evidence in the next piece of the second semi structured interview:

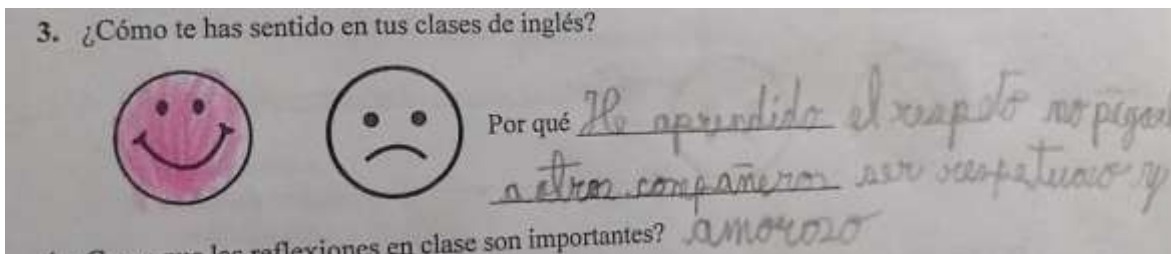
¿Qué actividades considera usted que favorecen más el aprendizaje de los niños?

T1: En esta época en la que ellos están, niños de 6,7 y 8 años lo que se utilizó, los videos, la repetición, las canciones, las actividades supremamente llamativas para ellos, las reflexiones que fueron muy importantes respetarnos, respetar nuestras

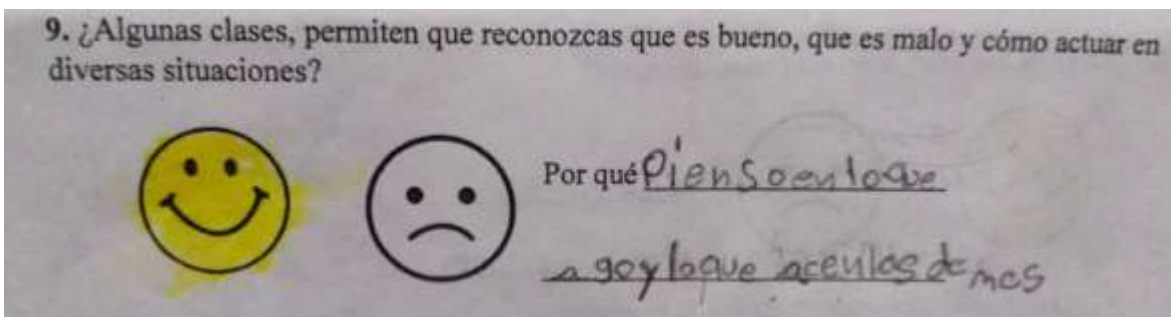
diferencias, ser tolerantes; todas fueron motivantes y logro la profesora que los niños tuvieran una muy buena actitud frente a la clase de inglés.

(Second Semi-Structured Interview. November 1st, 2018. Page 2. Lines 39-47)

In addition, it was valuable, teaching kids that loving and respecting themselves, include respecting others, because we all are human beings and also respect all that is in the world around us. The following extracts showed the importance of this domain in student's life:



(S7. Second Survey. November 1st, 2018)



(S18. Second Survey. November 1st, 2018)

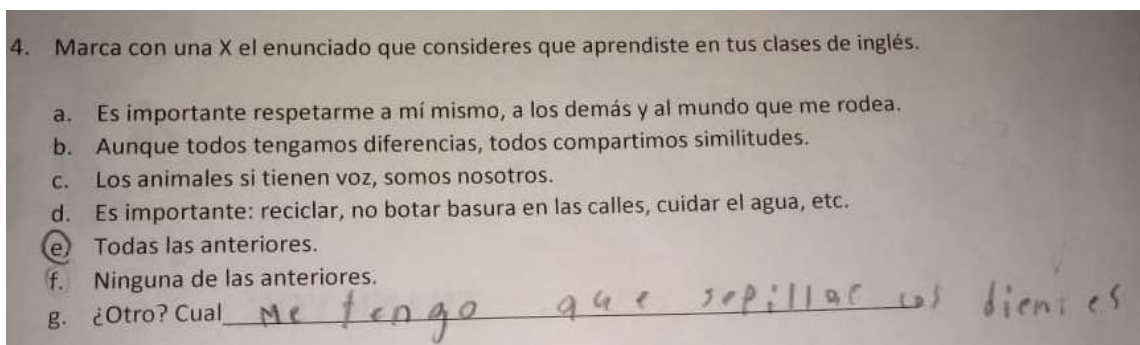
It is important to highlight that the English classes and the reflections around them, allowed the students to think about the behaviors in the world; respecting the other, respecting that we are diverse, respecting that we all have different physical features and appearances, the importance of taking care of our body, not wasting water, the importance of recycling, etc., were some reflections that accompanied us during the interventions and through of which the students also told us their perceptions and experiences. The following piece of a field note supports the previous idea:

During the reflection several students expressed that they were recycling at home and those who still did not, they were going to tell their parents. As well as taking

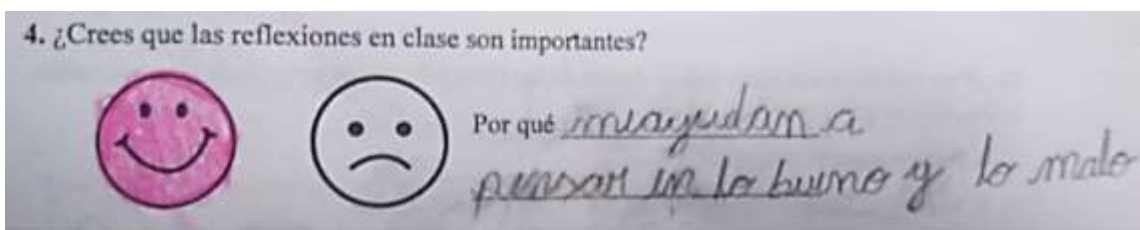
care of the water and closing the water taps when it is not needed, to help the animals of the world and future generations.

(Field Note. March 04st, 2019. Page 3. Lines 4-6)

These reflections allowed them to recognize the good and the bad, which allowed us to glimpse the values that were emerging: love, compassion, respect, companionship, tolerance, honesty, etc. What was previously pointed can be appreciated in the following piece of evidence:



(S27. Third Survey. April 8th, 2019)



(S18. Third Survey. April 8th, 2019)

To finish, it was evident the importance of the present subcategory; the different reflections during the interventions were crucial for the lives of the students, to create solid bases in values and to grow both as students and people belonging to a society.

Linking knowledge to movements and support activities. It was evident how this subcategory was present along interventions. Data revealed that the students participated in activities involving gross motor and fine motor skills. The third time the students listened a nursery rhyme, they performed the movements that appeared inside the video of the song or followed the movements that the teacher guided; this was done in order to promote a

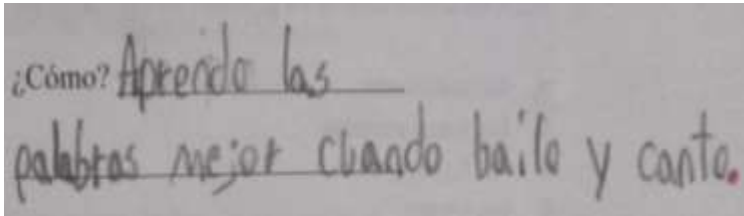
meaningful learning when they created a strong relation between a word and a specific movement. According to Miller (2014) children could gain strength and confidence in his/her body for themselves and with their peers, as it was evident in the next extracts:

¿Cree que esos conjuntos de actividades permiten que los niños recuerden fácilmente nueva información?

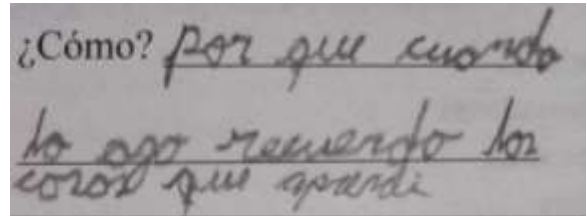
T2: El canto y el baile porque ellos memorizan su expresión corporal y van cantando a la vez.

(Third Semi-Structured Interview. April 8th, 2019. Page 2. Lines 29-30)

Moreover, in the third survey when we asked if the songs and the dance helped them to remember words in English, most of the students wrote positive answers, which allowed us to confirm that the students created a significant learning, when they related the previous knowledge with new activities, in this case, the use of gross motor activities to create a link with the vocabulary. The following piece of evidence supports this claim:



¿Cómo? Aprendo las palabras mejor cuando bailo y canto.



¿Cómo? por que cuando lo oyo recuerdo los cosas que aprendi.

(S4. S22. Third Survey. April 8th, 2019)

On the other hand, the support activities to nursery rhymes reinforce the previous idea; when the students drew, colored, put together a puzzle, made a word search, made personifications, etc., they linked the activities with knowledge. In addition, the fine motor activities were also of great importance for the students, allowing them to remember and learn new words:

The teacher asked the students what activities they liked to do more in English class? and what were they for?

S1: Dibujar me gusta y me sirve porque al hacerlo digo como se dice en inglés.

S12: Yo estoy feliz por hacer obras de arte. Lo que más me gusta son las manualidades porque con la del panda que me gustó mucho, porque yo podía aprender como se dice oso y hacer la manualidad.

(Field Note. April 06th, 2019. Page 1. Line 13-14)

In accordance with Larsen-Freeman (2007) “is not that you learn something and then you use it; neither is it that you use something and learn it. Instead, it is in using that you learn they are inseparable” (p.783). It is important to recognize the fundamental role played by the nursery rhymes, however, these by themselves would not have reflected on all the results we currently know, it is necessary to support the nursery rhymes with activities to create the necessary impact, to reach a meaningful learning. As we exposed in the following pieces of evidence:

S13: I was very surprised when I showed the image of the swan and asked them the name of this one, she raised her hand said: “swan, I learned it because it was the one that I drew as my favorite animal”.

(Field Note. March 11th, 2019. Page 1. Line 6-8)

¿Las clases de inglés han promovido la formación integral de los estudiantes y si es así de qué forma cree que lo han hecho?

T1: Me han parecido unas clases muy didácticas muy divertidas en donde hay la innovación, donde podemos despertar en los estudiantes todo su mundo creativo, de descubrir, de ser curioso y se ha hecho a través de los diferentes talleres como fue la creación del animal favorito, como fue el trabajo de la sopa de letras...bueno, las actividades que han traído que han sido muy divertidas. Unas clases muy dinámicas, donde los niños han sido muy propositivos.

(Third Semi-Structured Interview. April 8th, 2019. Page 1. Lines 7-14)

To close, it is important to emphasize once again that nursery rhymes as a pedagogic tool, become a fundamental axis to create in student’s motivation, interest and curiosity. However, it is necessary to support this tool with other activities. During the present research study, games, dancing, singing, workshops and crafts became a fundamental support to obtain results.

Expressing myself. Finally, during the different interventions we as researchers tried to provide students with the opportunity to express their personal experiences, which according to Miller (2014) exposure to social situations in the early years allows kids to enhance their social and emotional domain. In this way, it was important to clarify how

data revealed that nursery rhymes contributed to the development of the present subcategory which has a close relation with the improvement of the social and emotional domain, through the use of gross and fine motor activities. As we exposed in the next piece of evidence when worked with the Emotions:

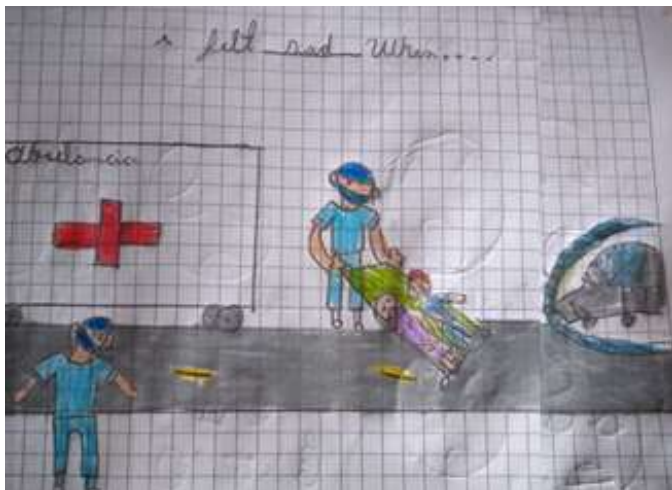
After reviewing the students' drawings of the experience that most marked them in their lives, one of the children drew his drunken father and he and his sister sat in front. When I asked the boy why he drew that, he answered that his father drank a lot of beer and that he did not like to be disturbed, then he felt very sad.

(Field Note. March 11st, 2019. Page 2. Lines 13-17)

The girl told me that she felt very bad because she had a different life from her classmates, she lived in a foundation and did not know her parents. She also told me that she would like to be visited more because while the other children were visiting, no one was going to see her.

(Field Note. May 20st, 2019. Page 2. Lines 9-13)

Along interventions, we talked to the pupils and created an atmosphere of trust, security and understanding. Due to that, we figured out the importance of giving the value that each student deserves, they need respect, love, to be listened without having the fear of being judged. The following drawings and writings, showed the purpose of the present subcategory:



(S14. Excerpt of student's artifact: drawing of emotions. April 1st, 2019)



(S20. Excerpt of student's artifact: drawing of emotions. April 1st, 2019)

In the activity exemplified above, we found drawings usually associated with happiness or sadness. That was the opportunity in which many children expressed their emotions, although they are very young children, they have lived sad situations, which are generally reflected on their behavior. Due to the above, the importance of listening to students is evident, to allow them to express themselves by various means, of recognizing that although sometimes we can think they have small problems, these issues are relevant for their lives.

All in all, the categories that emerged from the data analysis related of the motivation, the support and the seven enhanced domains of early childhood development, all through the use of nursery rhymes; supported with extracts taken from the data collected through multiple instruments and from different participants during the research. Students found in this experience the way to express their own ideas, their experiences, be themselves and finally grow and learn in an integral way. In chapter VI, we present the conclusions and the implications, taking into account the previous data analysis.

CHAPTER VI CONCLUSIONS AND IMPLICATIONS

This chapter presents the main conclusions of the study based on the findings; the implications of the project in an EFL context in Colombia. In addition, the implications for the institution where the project was carried out and the students who participated on it are presented as well as the limitations of the study. Finally, some suggestions for possible further research are presented.

Conclusions

This qualitative action research study had two main objectives, the first, to describe the role of nursery rhymes to approach students to English as a foreign language and the second, to identify the domains of early childhood development that are enhanced through the use of nursery rhymes. The previous objectives were expected to be accomplished using nursery rhymes as a tool for enhancing the seven domains. Due to that, the research question that directed our research project was: What is the impact of using nursery rhymes on the enhancement of the seven domains of early childhood development during a first approach of children to English learning in a first grade EFL classroom at Prado Veraniego School?

In response to the first objective, the data revealed that the nursery rhymes had two important roles in the enhancement of the seven domains. Firstly, they represented a motivation for the students and secondly, they functioned as support agents.

With regards to the first role, data showed that there were two ways in which the nursery rhymes became a motivation. Initially, *dancing and singing allowed the students to avoid shyness*. During the process we could notice that students felt more comfortable expressing themselves through the music and they felt free and motivated to participate. Secondly,

because their *interests were connected with their knowledge*, when their interest was combined with the teaching-learning process, they felt motivated because they had the opportunity to feel closed to the songs while they were learning EFL.

As for the second role, the nursery rhymes functioned as a support tool for *learning new words in a new and a fun way*. The lyrics, the images, the rhyme and the sounds permitted that the students could associate better the vocabulary and construct the new knowledge around these. Taking into account the previous information, we could evidence that students started expressing their basic ideas orally, at the same time, they could understand some instructions and words from the videos and teacher's dialogue, so that, giving as result *the improvement of speaking and listening skills*.

In response to the second objective, it is important to say that the domains that were developed through the use of nursery rhymes were the self-help and adaptive, the social and emotional, the spiritual and moral and the gross and fine motor, while they were also learning about language, using their cognitive abilities.

In the first place, it was possible for them to start being independent in some activities like brush their teeth and take care of their body as part of the *self-help and adaptive* domain. When they could see that they could do activities by themselves, they felt proud and motivated to learn more about it. In the second place, it was evident that students learned about respect, companionship, team work, as important values in their lives. They remembered their family and friends, they acted thinking about common benefits, creating a better relation among peers, showing the *social and emotional* domain.

In the third place, students could reflect upon different practices in the world. This is to differentiate what is fine or wrong, how can they help improve the society in which we live by making changes to help the environment and general values, as part of *spiritual and*

moral domain. In the fourth place, movements helped participants to remember easier knowledge because in this way they connected *gross and fine motor* skills with previous and new knowledge. This aspect was vital in order to create meaningful learning by helping kids link movements, images, sounds, singing, personal experiences, drawings, workshops, imagination, etc., to the topics worked in their English classes.

It is important to remark that all the domains were developed during the present research, cognitive and language domains were always considered because as we posed along the whole project, all the domains are equally important and it is impossible to separate one from the other, since they all complement each other to reach an integral education. Additionally, the role of the nursery rhymes for the progress of this research was essential. However, it is necessary to support them with other activities so that, they cause a more significant impact on the students to create strong bonds and a meaningful learning.

All in all, nursery rhymes were an appropriate and a supporting tool to give solid foundations to the students. These, allowed them to open the door to other perspective with the language, which was important, because they could enjoy their English classes through different activities, in relation with their interests and their needs, breaking with the boring activities that they were accustomed to do, like rewrite information from the board to their notebooks. Talking about the English skills, during the project's development we brought a main emphasis on listening and speaking skills through the songs, what allowed students to start recognizing sounds and words to reproduce it properly.

Implications

The development of a project with the characteristics of the one presented here, generates a number of implications. First, for the institution where the study took place,

second, for the participants and third, for us as preservice teachers and novice researchers some implications arose.

To begin, it is important to highlight that the usage of songs as a tool to enhance the seven domains implied to have technological devices, such as the video beam, the DVD and the computer. Thanks to that equipment, the students could have a meaningful first approach to the language.

Second, there were some implications for the participants of this research study which are important to mention. Firstly, the students should have the disposal to move their body with the rhyme of the songs, to sing the lyrics, and to express freely about their feelings and life. Secondly, to have a different view of learning English, they changed the vision of learning by copying from the board and memorizing. Finally, the students needed to recognize the songs as a funny and enriching way for learning English.

Third, we as preservice teachers, were very important actors in this process of changing mind for an integral learning with the seven domains of ECD. It was necessary that we had a dynamic and a didactic view for designing the lessons, because students' attention was vital for the development of the class, due to that, the material used must integrate their interests and contain different activities that allowed to enhance the domains through the classes. Thinking in the current society, it was useful for us to take advantage of the ICT tools that the institution had in the classroom, using this, the students could learn how to use those tools properly.

In addition, it implied for us to make a reflection about learning is not only retaining contents and memorizing, learning is to jump, to draw, to talk about the context and feelings and all the activities that allows the students construct a strong foundation for future life.

Finally, there were some implications for us as novice researchers. On the one hand, we had to be innovative in designing strategies that responded to the needs of the participants, but at the same time this was meaningful and fun for them. From the other side, we should adapt and transform the interventions according to the different adversities that were presented and continue looking for the best way to accomplish the objectives of the study.

Limitations

The first aspect that is necessary to point out is the disposal of time for English classes. English classes were supposed to be developed into two hours per week, but this schedule assigned to the subject was not enough to carry out all the activities we wanted to do, it was not sufficient to give the emphasis to the song and the enhancing of the seven domains. Sometimes, there were various activities in the institution that limited the realization of the class. Besides, the interval between classes were very long. Having only two hours or less each week, sometimes caused that the students could not remember easily the contents of the previous class, for that reason it was mandatory and of great importance to start the class making a review of the information previously learned.

The second issue we had to face up was the lack of discipline and the size of the groups. Each group had 30 students, occasionally our classes were influenced or modified because of the students' misbehavior, sometimes caused for the different activities, for the atmosphere after the break or the change in the organization of the classroom. Due to those behaviors, some activities were changed from the original lesson plans to avoid disorder and waste of time, this preserving the essence of the domain (s) that we had to work in the class.

The third obstacle we found was about some of the materials for the class. There were some crafts activities in which we needed some recyclable material, colors and glue, but the

day of the class they did not have any material. What was possible to evidence with this aspect was that parents were not aware of their children's homework, there was little accompaniment in the students' learning process.

The last limitation we found was the need to use the mother tongue. Occasionally, for indicating the activities, it was totally necessary to use words in Spanish to help students understand. Also, we used movements, images and sounds because even using Spanish, the students got lost. It is also important to highlight that as time passed by, they began to understand more and the use of Spanish was reduced notoriously.

Further research

This research offered relevant clues to understand how to do a first approach to English in first graders, taking as tool the nursery rhymes and searching for an integral formation based on the enhancing of the seven domains of early childhood development. In this sense, the project could be the basis to propose more research studies in this field. Talking about the seven domains in Colombia is new and many teachers, parents or institutions do not know about it. One research can arise from the need of telling people about the seven domains and its importance to find the way of introduce it into the educational system in our country.

Another possible study could be about the role of parents and home education in the learning process of the children, taking into account the integral development of the seven domains, because as we noticed, parents are an important factor in children's education and their guidance influence in a great way the motivation of the students in class. In the same way, it is important that teachers be an active example for the students, that the teacher can be a motivation for dancing, singing and learning, the teacher need to be a child too.

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INFORMED CONSENTS ANNEX 1

Febrero 08 de 2018

Respetados padres de familia, la presente es con el fin de solicitarles autorización para poder acompañar a su hijo (a) en el proceso educativo correspondiente al área de inglés durante el año en curso. Lo anterior, solo será con fines educativos e investigativos y no comprometerá su identidad o la de su hijo (a). Usted podrá desistir de dicho consentimiento en el momento en que lo considere oportuno, si desea autorizarlo, su hijo (a) será participe en la recolección de datos a través de encuestas y/o entrevistas.

Agradezco su atención y colaboración.

Nombre y curso del estudiante: Carlos Andres Sanchez Castro: Grado: primero 103

Firma del acudiente: Olga Marcela Castro.

Cordialmente: July Andrea Arévalo Fuquen


Estudiante de octavo semestre de la licenciatura en español y lenguas extranjeras.
Universidad Pedagógica Nacional.

Febrero 08 de 2018

Queridos estudiantes, quiero que sepan que durante el año lectivo yo seré su profesora de inglés. Es muy importante y gratificante para mí poder compartir con ustedes este espacio, al igual que ustedes yo soy estudiante y juntos vamos a compartir sueños y experiencias para hacer de la educación algo mejor. En este año, vamos a desarrollar muchas actividades: vamos a cantar, vamos a escuchar canciones que nos permitan aprender nuevos temas, vamos a jugar y a desarrollar algunas veces encuestas o entrevistas. Quiero que sepan que pueden contar conmigo y me pueden decir las cosas que les gustan y las que no, lo importante es que aprovechemos y disfrutemos mucho nuestras clases. Solo quisiera saber:

¿Les gustaría compartir conmigo sus clases de inglés y desarrollar las actividades propuestas?



Nombre: Kosten Sofia 

Curso: 130

FIELD NOTE -ANNEX 2



NATIONAL PEDAGOGICAL UNIVERSITY
 FACULTY OF HUMANITIES
 LANGUAGE DEPARTMENT
 Proyectos de investigación en el aula.

DATE: 12/02/18 TIME: From 12:30 pm to 2:00 pm TITULAR TEACHER: Eva Torres
 SCHOOL: I.E.D PRADO VERANIEGO GRADE: 104 STUDENTS: 25

FIELD NOTE #1

DESCRIPTION	COMMENTS
<p>1.The teacher arrives at 12:20 to the classroom and the students start arriving until 12:35.</p> <p>2.The teacher speaks in Spanish to organize the students and they follow instructions like: sit down, listen and pay attention.</p> <p>3.When the class was about to start, a girl was crying because she had forgotten her English notebook, but the teacher said to her: Don't worry, take notes in the "cuaderno de diario" and she stop crying.</p> <p>4.The teacher writes on the board the greets: good morning, good afternoon and good night and his translation into Spanish.</p> <p>5.The teacher asks the students to repeat many times aloud, in groups, by lines and individually. When the teacher tried to pay attention individually to each student, the others were talking or doing another activity.</p> <p>6.Then, the teacher dramatized the greets including vocabulary as family members: mother, father, grandmother and grandfather. The students repeat many times the greets.</p> <p>7.To keep the students' attention, the teacher uses activities with commands like: stand up, sit down and raise your hand. Now, the teacher is talking about the parts of the body and she is drawing a body with some parts: head, eye, mouth, arms, hands, feet and knee.</p> <p>8.The students repeat the parts of the body following teacher's movements. With that repetition dynamic, the learners continue and review the greets.</p> <p>9.At 2:00 pm, the teacher of 103 came to the classroom to inform about a change in the schedule, so, the students went to their physical education class. The class ended at 2:05 pm.</p>	<p>2. The idea of using Spanish during the whole class could be easier to the students' understanding, but is better start by introducing some basic expressions in English to improve their skills, in this case listening skill.</p> <p>3. It is important that students do not feel afraid in their English class, since, their emotional disposition is a crucial factor for learning a foreign language. The idea is to help them to have a strong self-confidence.</p> <p>4. The idea of writing an expression in English and also in Spanish does not allow students to disassociate one language from the other. It is important to create other alternatives to understand their meaning, for example through an image or a drawing they are able to relate both</p> <p>5. Nowadays, we talk about more creative and attractive ways to learn English, but the exercise of repetition is a good form of consolidate the knowledge. Is not just memorization, but combine that with a context in class, through which the learners can practice the foreign language.</p> <p>7. In a population of primary students, a good tool is to use activities which includes dynamics such as songs and corporal movements to attract students to learn.</p>

QUESTIONNAIRE 1 ANNEX 3



Universidad Pedagógica Nacional
Licenciatura en Educación Básica con Énfasis en
Humanidades: español y lenguas extranjeras.
I.E.D Prado Veraniego

Responde las siguientes preguntas

1. ¿Cuántos años tienes? 6

2. ¿Con quién vives?

Mamá

Papá

Mamá y papá X

Abuelos

Otro X ¿cuál? Hermana

3. Cuando realizas tus tareas, ¿Quién te ayuda?

Nadie

Alguien de tu familia ¿quién? Mamá

Otra persona ¿Quién?

4. ¿Te gusta venir al colegio?



Por qué

5. ¿Cómo llegas al colegio?



Otro

Cuál



6. ¿Cómo es tú relación con tus compañeros de clase?



¿Por qué? _____

7. ¿Te gusta hablar en público?



Por qué _____

8. ¿Te gustaría aprender inglés?



Por qué _____

9. ¿Qué te gusta hacer en tu tiempo libre?



10. ¿Qué actividades te gustaría desarrollar en tu clase de inglés?



QUESTIONNAIRE 2 ANNEX 4



Universidad Pedagógica Nacional
Licenciatura en Educación Básica con Énfasis en Humanidades:
Español y Lenguas Extranjeras.
I.E.D Prado Veraniego

ACOMPÁÑAME A RESPONDER LAS SIGUIENTES PREGUNTAS

1. ¿Te ha gustado escuchar canciones en tu clase de inglés?



Por qué son muy divertidos



2. ¿Para qué te ha servido escuchar canciones en tu clase de inglés?

- a. Para recordar mejor la información.
- b. Para relacionar información con otros ejercicios como bailar, cantar, colorear, etc.
- c. Para aprender nuevos temas e implementarlos con otros ejercicios.
- d. Todas las anteriores.
- e. Ninguna de las anteriores.

3. ¿Cómo te has sentido en tus clases de inglés?



Por qué aprendo mucho

4. ¿Crees que las reflexiones en clase son importantes?



Por qué aprendo la buena
y la mala

5. ¿Crees que las canciones y algunas clases de inglés, te enseñaron algo más que un idioma, (nuevos hábitos)?



Por qué aprendí a
cepillarme

6. ¿Con quién consideras que las reflexiones y algunas clases de inglés, te permiten desenvolverte mejor?

- a. Familia b. Amigos c. En el colegio d. Otro _____



Por qué aprendo

CON MIS AMIGOS

7. ¿Para qué te sirve utilizar elementos reales y didácticos?

- a. Para entender como realizar actividades cotidianas.
b. Para reconocer elementos cotidianos facilmente.
 c. Para interactuar de forma diferente con elementos cotidianos.
d. Todas las anteriores.
e. Ninguna de las anteriores.

9. ¿Algunas clases, permiten que reconozcas que es bueno, que es malo y cómo actuar en diversas situaciones?



Por qué porque hablan es

de cosa buenas y malos

10. ¿Para qué crees que sirve incluir dentro de las clases de inglés actividades como: saltar, bailar, dibujar y colorear?

- a. Para recordar información.
b. Para divertirme.
c. Para hacer ejercicio mientras aprendo.
 d. Todas las anteriores.
e. Ninguna de las anteriores.



QUESTIONNAIRE 3 ANNEX 5



Universidad Pedagógica Nacional
Licenciatura en Educación Básica con Énfasis en Humanidades:
Español y Lenguas Extranjeras.
I.E.D Prado Veraniego

ACOMPÁÑANOS A RESPONDER LAS
SIGUIENTES PREGUNTAS



1. ¿Te han gustado tus clases de inglés?



Por qué Aprendo las musica

2. ¿Qué es lo que más te ha gustado en tus clases de inglés?

- a. Las canciones
- b. Las manualidades
- c. Las fotocopias
- d. Los juegos
- e. Todas las anteriores
- f. ¿Otro? Cual Me gustaron todas las clases con par

timas mucho

3. ¿Qué es lo que menos te ha gustado en tus clases de inglés?

- a. Las canciones
- b. Las manualidades
- c. Las fotocopias
- d. Los juegos
- e. Todas las anteriores
- f. ¿Otro? Cual me gustaron todas

4. Marca con una X el enunciado que consideres que aprendiste en tus clases de inglés.

- a. Es importante respetarme a mí mismo, a los demás y al mundo que me rodea.
- b. Aunque todos tengamos diferencias, todos compartimos similitudes.
- c. Los animales sí tienen voz, somos nosotros.
- d. Es importante: reciclar, no botar basura en las calles, cuidar el agua, etc.
- e. Todas las anteriores.
- f. Ninguna de las anteriores.
- g. ¿Otro? Cual _____

5. ¿Las clases de inglés te han permitido relacionar tus experiencias personales con temas aprendidos?



¿Cómo? dibujandolo

6. Que piensas del trabajo en grupo:

- a. Es aburrido.
- b. No me gusta.
- c. Me gusta.
- d. Es divertido.

7. ¿Te ayudan las canciones y el baile a recordar palabras en inglés?



¿Cómo? porque nos en se han

muchas cosas

8. ¿Para que te ha servido dibujar y hacer manualidades en tus clases de inglés?

- a. Para divertirme. ~~X~~
- b. Para aprender nuevas palabras.
- c. Para hacer algo diferente.
- d. Para nada.

THANK YOU



FIRST SEMI-STRUCTURED INTERVIEW ANNEX 6



Universidad Pedagógica Nacional
Licenciatura en Educación Básica con Énfasis en Humanidades:
español y lenguas extranjeras.
I.E.D Prado Veraniego

Las siguientes preguntas serán realizadas a la directora de curso dentro de una entrevista semiestructurada.

1. ¿Cuánto tiempo lleva laborando dentro de la institución?
2. ¿Cuál es su especialidad?
3. ¿Tienen los niños clases de inglés establecidas dentro del horario?
4. ¿Cuántas horas de inglés tienen semanales?
5. ¿Qué temas se trabajan en la clase de inglés?
6. ¿Qué tipo de actividades realiza con sus estudiantes cuando les hace la clase de inglés?
7. ¿Cuáles son las fortalezas de los estudiantes de este grupo?
8. ¿Cuáles son las debilidades del grupo?
9. ¿Qué clase de apoyo requiere en el área de inglés?
10. ¿Qué temas considera necesarios trabajar en el área de inglés?

INTERVIEW TO THE HEAD TEACHER	
INTERVIEW	COMMENTS
<p>Previously we explain to the teacher about the way and the goals of the present interview.</p> <p>Andrea: Muy buenas tardes profe, disculpe, ¿cuánto tiempo lleva laborando dentro de la institución?</p> <p>Docente: 17 años.</p> <p>Andrea: ¿Cuál es su especialidad?</p> <p>Docente: Básica Primaria.</p> <p>Andrea: ¿Los niños tienen clases de inglés establecidas dentro del horario?</p> <p>Docente: Claro que sí.</p> <p>Andrea: Digamos, ¿si no estuvieran las practicantes de igual forma ellos recibirían inglés?</p> <p>Docente: De igual forma ellos recibirían inglés y lo daría yo.</p> <p>Andrea: Ok, ¿Cuántas horas de inglés tienen a la semana profe?</p> <p>Docente: 2 horas.</p> <p>Andrea: ¿Si sumerce diera la clase de inglés, que temas se trabajarían dentro de la clase?</p> <p>Docente: Los temas que exige el plan de aula.</p> <p>Andrea: ¿Sumerce recuerda de pronto algunos ejemplos?</p> <p>Docente: Claro que si, por ejemplo: los días, los meses del año, elementos del salón, partes del cuerpo, animales, etcétera.</p> <p>Andrea: ¿Qué tipo de actividades realiza con sus estudiantes cuando están en la clase de inglés?</p> <p>Docente: Se hace una clase dinámica, participativa y muy artística, donde ellos por medio de jueguitos, de videos, de fotocopias aprenden los diferentes elementos básicos, como: las frutas, los animales, las partes del cuerpo, etcétera.</p>	<p>It is important to recognize that, although the practitioners of the National Pedagogical University are very important for the school, the teacher recognizes the importance of a foreign language for the students. Because of that, if the teacher did not have a practically, she would have been responsible for the academic space.</p> <p>However, it is also important to identify the little time that the institution offers to the foreign language, only two hours per week. In this way, students are beginners and there is not much time to advance. Firstly, the English class is sometimes developed in Spanish and secondly the learners are immersed in environments where they are only related to their native language.</p>

<p>Andrea: Profe, en general ¿Cuáles son las fortalezas de los estudiantes del 103?</p> <p>Docente: Las fortalezas: son unos niños muy despiertos, muy dinámicos y ellos están dispuestos a las cosas nuevas, a la novedad y a aprender aprendiendo.</p> <p>Andrea: Por el contrario, ¿Cuáles serían las debilidades del grupo?</p> <p>Docente: Una de las debilidades por lo pronto hasta esta época iniciando marzo es el hecho de la concentración y de saber escuchar, entonces ellos como vienen de preescolar vienen todavía con un déficit de atención, se les dificulta escuchar, entonces hay es un poquito donde yo veo la dificultad.</p> <p>Andrea: ¿Dentro de la clase de inglés, ya hablando directamente pues de nosotras las practicantes que nos encontramos camino a nuestro proyecto de grado que clase de apoyo requiere para esta área de inglés?</p> <p>Docente: El apoyo que yo requiero es que como ustedes tienen unas bases sólidas en el bilingüismo y netamente inglés, pues que desarrollen los temas; ósea los logros que los niños de primero tienen preestablecidos.</p> <p>Andrea: Y por último profe, ¿Qué temas considera necesarios y oportunos para trabajar dentro de este espacio académico?</p> <p>Docente: Lo que te decía anteriormente, los temas son lo que está preestablecido en el plan de estudios, en el plan curricular, entonces hay vienen los logros, vienen los temas y cada trimestre se va a dar diferentes temas para llevarlos a cabo y que los niños tengan sus bases para el grado segundo el año entrante.</p> <p>Andrea: Listo. Muchas gracias por su atención profe.</p>	<p>For our research project, the strengths of the group are very important, since the teacher emphasizes the fact that the students are willing to new strategies in favor of learning, which will be worked through the songs and games proposed in our future interventions. Which can help students with the weaknesses that students have, which are based on concentration problems.</p>
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SECOND SEMI-STRUCTURED INTERVIEW ANNEX 7



Universidad Pedagógica Nacional

Licenciatura en Educación Básica con Énfasis en Humanidades:
español y lenguas extranjeras.

I.E.D Prado Veraniego

Las siguientes preguntas serán realizadas a la directora de curso dentro de una entrevista semiestructurada.

1. ¿Cuál es su opinión respecto al proceso de aprendizaje que llevaron los niños durante éste semestre?
2. ¿Cree que las canciones han contribuido al aprendizaje de los niños? ¿De qué manera?
3. ¿Qué habilidades considera usted que se han podido desarrollar a través de las canciones?
4. ¿Considera que los niños aprenden más a través del aprendizaje significativo?
5. ¿Además de lenguaje, que otras cosas han aprendido los niños en las clases de inglés?
6. ¿Considera que las canciones que se usan en clase son adecuadas y de interés para los niños?
7. ¿Qué actividades considera usted que favorecen más el aprendizaje de los niños?
8. ¿Considera que la clase de inglés permite una formación integral para los niños? ¿De qué manera?
9. ¿Qué opinión merece la forma en que se ha manejado el curso y la metodología que se ha utilizado? ¿Qué sugeriría que se mejorara o se implementara dentro de la propuesta?

INTERVIEW TO THE HEAD TEACHER	
INTERVIEW	COMMENTS
<p>Previously we explain to the teacher about the way and the goals of the present interview.</p> <p>Andrea: ¿Cuál es su opinión respecto al proceso de aprendizaje que llevaron los niños durante este semestre en la clase de inglés?</p> <p>Docente: Me gusto, porque la verdad que la repetición hace que ellos vayan aprendiendo y se les quede los temas que trabajaron. Todo el material de apoyo y en si estoy muy contenta por la actividad que se llevó a cabo.</p> <p>Andrea: ¿Sumerce cree que las canciones han contribuido al aprendizaje de los niños, y si es así de qué manera cree que las canciones lo hacen?</p> <p>Docente: Naturalmente, lo que acabo de decir; ellos son pequeños y para que aprendan un idioma extranjero pues necesitan de la repetición, de la parte visual; me gusto.</p> <p>Andrea: ¿Qué habilidades considera usted que se han podido desarrollar a través de las canciones?</p> <p>Docente: La memoria, la memoria es una de las habilidades que se trabajó y fue a través de las canciones que ellos aprendieron, mecanizaron y memorizaron los temas de trabajo.</p> <p>Andrea: ¿Considera que los niños aprenden más a través del aprendizaje significativo, teniendo en cuenta que este aborda elementos que ellos conocen previamente y los relacionan digamos a través de las canciones, los movimientos y otros ejercicios?</p> <p>Docente: Claro que si indudablemente.</p> <p>Andrea: ¿Además de lenguaje, que otras cosas han aprendido</p>	<p>It is important to recognize that although the practitioners of the national pedagogical university are very important for the school, the teacher recognizes the importance of a foreign language for the students. Because of that, if the teacher did not have a practically, she would have been responsible for the academic space.</p> <p>However, it is also important to identify the little time that the institution offers to the foreign language, only two hours per week. In this way, students are beginners and there is not much time to advance. Firstly, the English class is sometimes developed in Spanish and secondly the learners are immersed in environments where they are only related to their native language.</p>

<p>los niños en las clases de inglés?</p> <p>Docente: Pues también se les repaso temas de su cotidianidad, osea se hizo un refuerzo de ellos, pero en inglés, pero igual ellos lo fueron recordando nuevamente. Como el cuidado del cepillado de los dientes, sobre la importancia del aseo personal.</p> <p>Andrea: ¿Considera que las canciones que se usan en clase son adecuadas y de interés para los niños?</p> <p>Docente: Si, claro que sí. Y me gusto también que las canciones eran a través de videos lo cual les llamaba a ellos muchísimo la atención, porque podían bailar, tenían gran colorido y el léxico se iba repitiendo.</p> <p>Andrea: ¿Qué actividades considera usted que favorecen más el aprendizaje de los niños?</p> <p>Docente: En esta época en la que ellos están, niños de 6,7 y 8 años lo que se utilizó, los videos, la repetición, las canciones, las actividades supremamente llamativas para ellos, las reflexiones que fueron muy importantes respetarnos, respetar nuestras diferencias, ser tolerantes, todas fueron motivantes y logro la profesora que los niños tuvieran una muy buena actitud frente a la clase de inglés.</p> <p>Andrea: Muchas gracias profe. ¿Considera que la clase de inglés permite una formación integral para los niños y si es así de qué manera cree que lo hizo?</p> <p>Docente: Claro que sí, integral porque a la vez que se está cantando, se está escuchando, se está repitiendo, se está aprendiendo a escribir, se están recordando algunos temas importantes de su cotidianidad, osea a mí me pareció muy bien en valores también se va recordando en la medida en que se van teniendo las diferentes temáticas.</p> <p>Andrea: Profe finalmente ¿Qué opinión cree que merece la forma en que se manejó el curso, la metodología y finalmente qué sugeriría sumerce que se mejorara o se implementara</p>	<p>For our research project, the strengths of the group are very important, since the teacher emphasizes the fact that the students are willing to new strategies in favor of learning, which will be worked through the songs and games proposed in our future interventions. Which can help students with the weaknesses that students have, which are based on concentration problems.</p> <p>Nursery rhymes are an instrument very important for the age of the children, the videos and the rhythm becomes a striking way of learning. Additionally, as human beings it is important to recognize the good, the bad, how to act in different situations and grow not only academically but also spiritually.</p>
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dentro de la propuesta con los niños para el próximo año?

Docente: Pues realmente yo estoy muy contenta con el resultado de este año, fue algo que hablamos con la practicante desde el inicio y le decía yo que lo importante no era cada día traer un tema diferente y ya pasar porque eso no se quedaba y el niño no se iba a acordar de él. Como se trabajó me pareció perfecto.

Andrea: Y ¿sumerce sugeriría algún cambio?

Docente: No, yo creo que está muy bien, lo importante no es abarcar tanto, sino que se aprenda lo que uno da, ósea los temas más importantes, más relevantes que se trabajaron que les quede a ellos.

Andrea: Muy gentil profe muchas gracias.

THIRD SEMI-STRUCTURED INTERVIEW ANNEX 8



Universidad Pedagógica Nacional
Licenciatura en Educación Básica con Énfasis en Humanidades:
español y lenguas extranjeras.
I.E.D Prado Veraniego

Las siguientes preguntas serán realizadas a la directora de curso dentro de una entrevista semiestructurada.

1. ¿Considera que las clases de inglés han promovido la formación integral de los estudiantes? ¿De qué forma?
2. ¿Considera que las canciones han conformado un eje motivacional para aprender inglés? ¿Cómo vio esto reflejado en los estudiantes? (timidez)
3. ¿Qué actividades considera que potencian mayor número de conocimientos en los estudiantes? (canto, baile, manualidades, juegos, etc)
4. ¿Cree que esos conjuntos de actividades permiten que los niños recuerden fácilmente nueva información?
5. ¿Considera que sus estudiantes han mejorado alguna habilidad a través de las clases de inglés? (siete dominios)
6. ¿En relación con el desarrollo de valores, considera que la intervención pedagógica ha potenciado este aspecto? (reflexiones)
7. ¿Al conocer nuestro proceso y teniendo en cuenta su experiencia, que comentarios, consejos o recomendaciones nos podría brindar para nuestro futuro como docentes?

INTERVIEW TO THE HEAD TEACHER	
INTERVIEW	COMMENTS
<p>Previously we explain to the teacher about the way and the goals of the present interview.</p> <p>Andrea: Para comenzar, me gustaría saber si usted considera que ¿las clases de inglés han promovido la formación integral de los estudiantes y si es así de qué forma cree que lo han hecho?</p> <p>Docente: Claro que sí, me han parecido unas clases muy didácticas muy divertidas en donde hay la innovación, donde podemos despertar en los estudiantes todo su mundo creativo, de descubrir, de ser curioso y se ha hecho a través de los diferentes talleres como fue la creación del animal favorito, como fue el trabajo de la sopa de letras... bueno, las actividades que ha traído que han sido muy divertidas. Unas clases muy dinámicas, donde los niños han sido muy propositivos.</p> <p>Andrea: Teniendo en cuenta que en la mayoría de las clases o de las temáticas que hemos trabajado se han utilizado canciones sumerce ¿cree que estas conforman un eje motivacional para aprender el inglés? Y si fue así ¿cómo cree que esto se refleja en los estudiantes?</p> <p>Docente: Si señora, claro que sí. Hoy en día, en mundos modernos ya no aprendemos con las planas y con repeat, repeat y repeat no. Los niños son mucho más auditivos, mucho más sistemáticos porque no podríamos decirlo, y ellos las canciones les gustan, las repiten y está comprobado que jugando y cantando el niño aprende mucho más.</p> <p>Andrea: Ok profe muchas gracias. De pronto sumerce ¿ha visto en cuanto lo motivacional que los niños hayan cambiado algo de ellos con las clases de inglés? Por ejemplo, que hay un mejor trabajo en grupo, que hayan perdido su timidez en algunos casos o no.</p> <p>Docente: Si señora. Aunque es un grupo que hasta este año tengo la bendición de compartir con ellos, algunos en un principio me parecieron muy tímidos, muy introvertidos; pero a través del juego, a través del compartir, del pintar, de poder integrarse e interactuar con el resto de sus compañeritos sí,</p>	<p>As we learned through this research study, it is necessary to recognize the importance of maintaining interest in a second language in students, curiosity and motivation to continue learning and practicing.</p> <p>We believe that repetition is something as necessary as linking the new knowledge with previous knowledge to reach meaningful learning, the important thing is to do it by other means as expressed the head teacher, get out of the board and traditional methods continuously used. It is important to take into account the interests of children and the context in which we currently find ourselves.</p>

<p>claro que hay niños que ya cantan, que preguntan, que se han expresado con facilidad, que han perdido un poco el miedo y la pena, a mí me parece que si se ha logrado este proceso de socialización, de desarrollar en ellos habilidades sociales para compartir.</p> <p>Andrea: Sumerce de las actividades que ha visto que se han utilizado en las clases de inglés, ¿cuáles considera que potencian mayor número de conocimientos? Digamos las manualidades, los juegos, las canciones, bailar... que de todo este conjunto cree sumerce.</p> <p>Docente: A mí me ha parecido que todas. Por ejemplo, la creación del animalito, el pintar, el compartir un pincel, el cantar, los videos, también son unas ayudas educativas muy didácticas porque nos salimos del cuaderno, del dictado, de llenar el tablero de cosas, porque para ellos lo que están aprendiendo es muy significativo, es muy cercano, es muy real y hace que los niños sean más visuales que dinámicos.</p> <p>Andrea: Y digamos ¿sumerce cree que este conjunto de actividades permite que los niños recuerden fácilmente nueva información?</p> <p>Docente: Claro que sí, la recuerdan fácilmente porque es placentera; porque parte de su propia vivencia, de su propia emoción, del sentimiento. Si claro, ellos lo recuerdan porque todo lo que les enseña uno jugando y cantando, es algo de lo que queda el registro en la memoria.</p> <p>Andrea: Sumerce considera que los estudiantes han mejorado alguna habilidad a través de las clases de inglés. No sé, quizás entre lo emocional, lo social, la motricidad gruesa, la motricidad fina, no sé, alguna habilidad que hayan desarrollado.</p> <p>Docente: Si claro, ellos han mejorado sobre todo la motricidad fina, porque pues colorean, recortan, tienen que pintar, tienen que dibujar, tienen que observar, si claro que sí, sobre todo el de crear.</p> <p>Andrea: Ok profe, bueno en relación con el desarrollo de valores ¿considera que la intervención pedagógica realizada en las clases de inglés, ha potenciado este aspecto?</p>	<p>In a foreign language it is important to lose shyness so as not to feel afraid of being judged after a mistake, to enjoy the classes and to carry out the activities fully. For this reason, group work, the support of the children, the camaraderie, etc., are also important.</p> <p>As stated before it is important to recognize the importance of creating environments in which the interests of children are taken into account, in this way the learning environment is given by joy, enthusiasm, companionship and multiple activities that allow to reach and improve the teaching-learning process.</p> <p>It is necessary to take into account the population in which a class is taking place, in this research study we took into account the age of the students we tried to develop pleasant and interesting activities for them where</p>
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Docente: Sobre todo la integración y el ser tolerante, aprender que yo no soy igual a mi compañero, que soy diferente y tengo compañeros que se comportan así, se comportan así, son sensibles, unos muy serios, pero en la parte de habilidades sociales de interactuar con el otro, yo creo que han servido las clases para que se integren y para que se conozcan un poquito más.

Andrea: Bueno profe ya para finalizar sumercede a conocido mi proceso como practicante, como docente de inglés en Prado Veraniego y pues teniendo en cuenta también los años de experiencia que sumercede tiene, que comentarios, consejos o recomendaciones me podría brindar para mi futuro como docente, teniendo en cuenta que ya termino este proceso que inicie hace un buen tiempo.


Docente: Bueno primero felicitarte porque pues veo que de verdad estas terminando una licenciatura con amor, con vocación, te vislumbro una maestra muy comprometida, ojalá que estuvieras siempre en primaria con los chiquitos porque eres muy tierna y veo que de verdad disfrutas y amas lo que estás haciendo. Lo noto en el esmero por traer las actividades, las cosas, bueno la manera como te diriges a los niños. Lo único que te sugiero es que hagas mejor manejo del tiempo ¿sí? La clase tiene un derrotero, la clase tiene unos momentos entonces hay que determinar tanto para la ambientación, tanto para la motivación, tanto para la explicación del tema, tanto para la práctica, vamos al ejercicio, vamos a la actividad, bueno a cada momento de la clase hay que darle el tiempo necesario para que no te alcances eso es importante, yo te hago esa sugerencia muy respetuosa y muy humilde, es una crítica constructiva, que manejes mejor los tiempos.

Andrea: Ok profe muchísimas gracias entonces lo tendré en cuenta y nuevamente agradezco toda la ayuda y el apoyo que sumercede me ha brindado durante este tiempo.

they had the opportunity to be creative, work on values, play and enjoy the learning process.

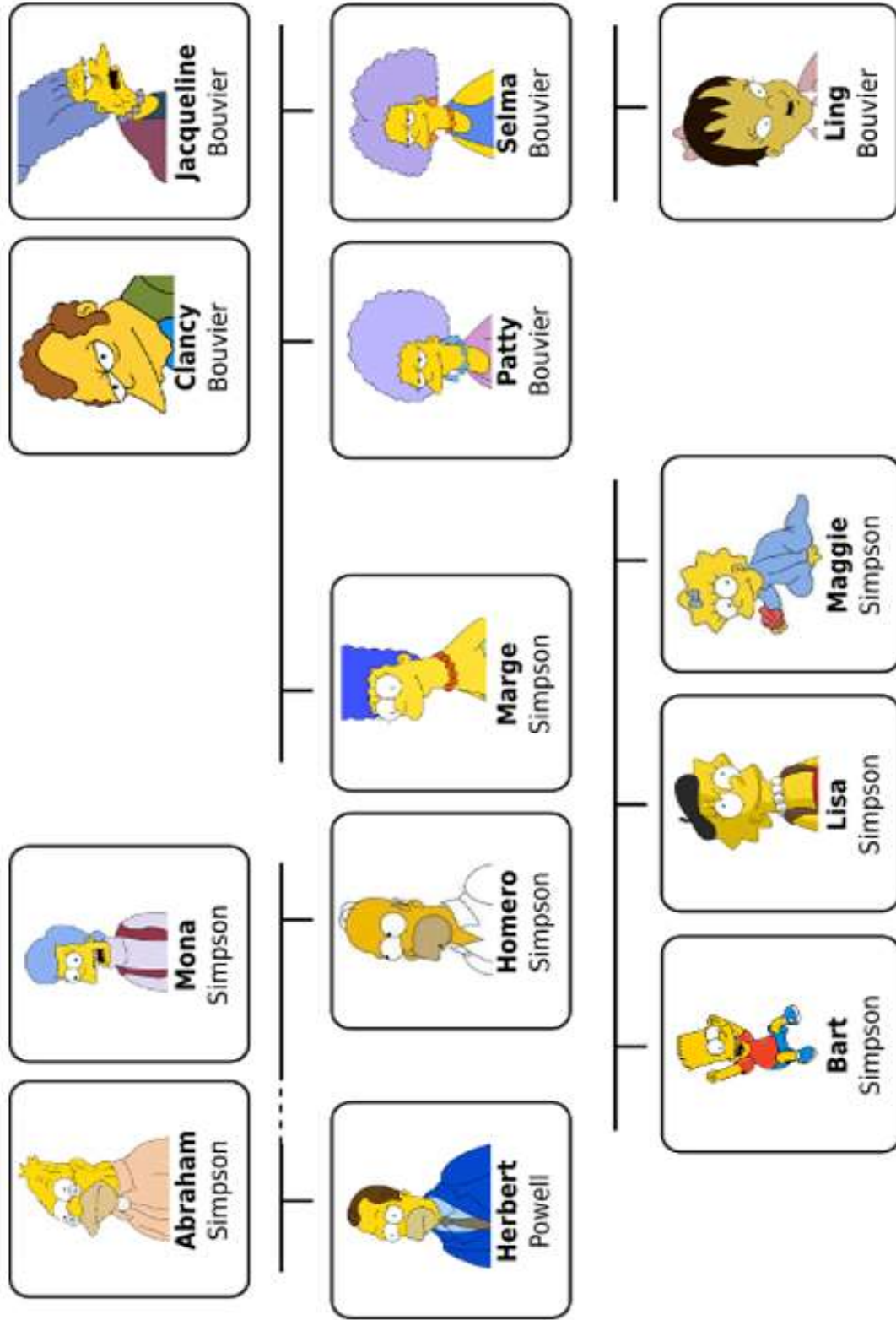
As human beings and as teachers we are in a process of constant learning, we learn from children, we learn from our colleagues and we learn from experiences. Certainly, time and many other factors can play against, however it is necessary to learn from mistakes and work continuously to improve.

**LESSON PLAN
ANNEX 9**

 <p>NATIONAL PEDAGOGICAL UNIVERSITY FACULTY OF HUMANITIES LANGUAGE DEPARTMENT Proyectos de investigación en el aula. 2018-1</p>		<p>GRADES: 104 and 103 J.T</p>
<p>SCHOOL: I.E.D PRADO VERANIEGO HEAD TEACHERS: Eva Torres and Praxedes Montañez STUDENTS: 28 students per group.</p>		
<p>LESSON PLAN 1: A WONDERFUL PLACE</p>		
<p>The present lesson plan is expected to be developed in three classes of two hours each one.</p>		
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To identify the family's member. • To recognize the parts of the house. • To develop social/emotional, gross and fine motor, spiritual/moral, language, cognitive and self-help domains. 		
<p>CLASS 1: MEMBERS OF THE FAMILY</p>		
<p>DOMAINS: Social/Emotional</p>	<p>TIME</p>	<p>WEEK 1: 12-17 August</p>
<p>ACTIVITY</p>	<p>MATERIALS</p>	
<p>1. Warming up</p>	5 minutes	
<p>2. Organize the classroom: The students will be organized in a circle. They should sit down on the floor.</p>	5 minutes	
<p>3. The teacher will give the students a package of images with the members of the family, that we are going to study. For that package of images, we are going to use a family model from the TV program called The Simpsons. The instruction will be that learners have to select the images of the members of the family that live with each one.</p>	15 minutes	Images of The Simpsons family.
<p>4. On the board will be written: I live with my <u>my</u>... My favorite person is... as an example for them. Also, the teacher is going to do the exercise at the beginning as a guide of how they</p>	30 minutes	Board Images: Simpsons family.

<p>can do it. Thus, when they finish the selection of images, they will start telling to the class about people who live with them.</p> <p>5. As a way to close the class, the teacher will give to the students a piece of paper. The students will select one of the members of the family, that they consider is their favorite person and they are going to draw he or she. The drawings will be paste on a photo frame.</p>	<p>40 minutes</p>	<p>A piece of paper Photo frame Colors Pencil</p>
CLASS 2		
<p>DOMAINS: Gross and fine motor – Spiritual and moral</p>		
ACTIVITY		
<p>1. Warming up</p>	<p>5 minutes</p>	<p>WEEK 2: 20-24 August MATERIALS</p>
<p>2. The teacher will start the class making a review of what was learned in the previous class.</p>	<p>15 minutes</p>	
<p>3. The teacher is going to introduce family member vocabulary, with the song "Family/word power/PINKFONG Songs for Children". The song will be played 3 times. In the first time, the students will listen the complete song trying to identify words they know and the new vocabulary.</p>	<p>5 minutes</p>	<p>Song: Family/word power/PINKFONG Songs for Children</p>
<p>4. The students will listen the song for a second time stopping the video, in order to reinforce vocabulary. The teacher will pronounce the words and write them on the board, the students will repeat the vocabulary to practice pronunciation, in the same way until the song finishes.</p>	<p>20 minutes</p>	<p>Board Song: Family</p>
<p>5. The students will listen the song for a third time, they will be standing in a circle. The teacher will play the video again and they will repeat the movements that the video shows or the teacher represents. Also, they have to repeat the complete song.</p>	<p>5 minutes</p>	<p>Song: family</p>
<p>6. The teacher will give to the students a piece of paper with a genealogical tree. The teacher will show with video beam help, her own tree as an example for them to construct their own. It is important to clarify to children, that all the families are different and could be composed in different ways, for example: sometimes they do not have a father or a mother, or they have two mothers or two fathers.</p>	<p>40 minutes</p>	<p>A piece of paper Video beam Board</p>

<p>In the sheet they should write the name of the member with his or her name in the corresponding place, then they will put the papers on the floor to everybody to observe.</p>		
CLASS 3: PARTS OF THE HOUSE		
<p>DOMAINS: Language – Cognitive – Self-help</p>	WEEK 3: 27-31 August	
ACTIVITIES	TIME	MATERIALS
<p>Warming up:</p>		
<p>1. Organize the students in groups of four. The teacher is going to show through the video-beam, an image with the parts of the house. The teacher will tell the students which activities she usually does in each part of the house and then, she will pronounce the vocabulary again, so that students can repeat it. Then, the professor will answer about which members of the family we can find in each part and the learners by groups, will select one person to talk about his/her house.</p>	40 minutes	Video beam Board
<p>2. The teacher will play a song: My House Word Power Pinkfong Songs for Children, about the parts of the house and activities that some members of the family do there. At the first time, the students only will listen, in order to recognize vocabulary. At the second time, they are going to dance as the video shows while they repeat the lyrics. Then, the teacher will answer them about what they could get from the video, for example words they already know and activities that they saw the characters did.</p>	20 minutes	Song: My House Word Power Pinkfong Songs for Children
<p>3. To close with the two topics (family members and parts of the house) the students will draw their own house with the people who live with them. According to the feelings that they have when they are at home, they are going to name the house. For this part, the teacher will give them an example with her own draw of her house and her family with the title or the name that she selected to describe her feelings.</p>	40 minutes	A piece of paper Colors Pencil
<p>4. At the end, the students will show the draw and mention the name to their partners.</p>	20 minutes	



The images will be cut individually and behind each one will be written to which member of the family correspond.

LYRICS OF THE NURSERY RHYMES
ANNEX 10

<p>Vocabulary: Members of the Family Nursery Rhyme: Family Word Power Learn English Pinkfong Songs for Children</p> <p>Family Family Family We are family.</p> <p>Mommy and daddy. Brother and sister. Grandma Grandpa. One big family.</p> <p>Reading with mommy. Riding with daddy. Grandma, grandpa love to cook.</p> <p>Baseball with brother. Dancing with sister. You can count on me. We are family.</p> <p>Mommy and daddy. Brother and sister. Grandma Grandpa. One big family. Family Family Family We are family.</p>	<p>Vocabulary: Parts of the house Nursery Rhyme: My House Word Power Learn English Pinkfong Songs for Children</p> <p>My House</p> <p>Hey! Did you see my dad?</p> <p>Roomba roomba roomba roomba. Roomba roomba ba!</p> <p>Sister’s watching TV in the living room. Mommy’s reading a book in the bedroom. Brother’s taking a shower in the bathroom. Daddy’s cooking dinner in the kitchen.</p> <p>Living room. Bedroom and bathroom and kitchen Roomba roomba roomba roomba. Welcome to my house! Living room. Bedroom and bathroom and kitchen. Roomba roomba roomba roomba. Roomba roomba! Roomba roomba! Welcome to my house! Yeah!</p>
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<p>Vocabulary: School Supplies Nursery Rhyme: School Supplies Song Fun Kids English</p> <p>Pick up your pencil, pencil, pencil Write your name, write your name Put your pencil down.</p> <p>Touch your book Time's up! Touch your bag Time's up!</p> <p>Pick up your pencil, pencil, pencil Write your name, write your name Put your pencil down</p> <p>Touch your eraser Time's up! Touch your ruler Time's up!</p> <p>Pick up your pencil, pencil, pencil Write your name, write your name Put your pencil down</p> <p>Touch your paper Time's up! Touch your glue Time's up!</p> <p>Pick up your pencil, pencil, pencil Write your name, write your name Put your pencil down Put your pencil down</p>	<p>Vocabulary: Parts of the body Nursery Rhyme: I've Got the Rhythm Body Parts Songs Pinkfong Songs for Children</p> <p>I've Got the Rhythm Doo-ta! Doo-doo-ta! Doo-ta! Doo-doo-ta! One! Two! Three! Four! Yeh, yeh, yeh, yeh! Doo-ta! Doo-doo-ta! Doo-ta! Doo-doo-ta! One! Two! Three! Four! Yeh, yeh, yeh, yeh!</p> <p>I've got the rhythm in my head. Head! I've got the rhythm in my shoulders. Shoulders! I've got the rhythm in my hands. Clap, clap! Hands! I've got the rhythm in my bottom. Bottom!</p> <p>Doo-ta! Doo-doo-ta! Doo-ta! Doo-doo-ta! One! Two! Three! Four! Yeh, yeh, yeh, yeh!</p> <p>I've got the rhythm in my elbows. Elbows! I've got the rhythm in my knees. Knees! I've got the rhythm in my feet. Stomp, stomp! Feet!</p> <p>I've got the rhythm in my eyes. Eyes! I've got the rhythm all over. Oh, yeah! I've got the rhythm all over. Woo-ha! I've got the rhythm all over. One! Two! Three! I've got the rhythm all over. And freeze!</p> <p>Tap! Doo-ta! Doo-doo-ta! Doo-ta! Doo-doo-ta! One! Two! Three! Four! Yeh, yeh, yeh, yeh!</p>
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<p>Vocabulary: Parts of the body Nursery Rhyme: Brush Your Teeth Word Play Pinkfong Songs for Children</p> <p>Up and down. Left to right. Up and down, up and down. Brush and brush! All the way through. Up and down. Nice and clean. Left to right. All the way through. Up and down, up and down. Brush and brush!</p> <p>Move your toothbrush, up and down. Let's brush our teeth, healthy and clean. Left and right, between the teeth. Front teeth, back teeth shiny and clean!</p> <p>Up and down. Left to right. Up and down, up and down. Brush and brush! All the way through. Up and down. Nice and clean. Left to right. All the way through. Up and down, up and down. Brush and brush!</p> <p>All together. It's time to brush. Mommy, too. And daddy, too. Up and down and round and round then left to right, it feels great. "Sparkly!" Up and down. Left to right. Up and down, up and down. Brush and brush! All the way through. Up and down. Nice and clean. Left to right. All the way through. Up and down, up and down. Brush and brush!</p>	<p>Vocabulary: Animals Nursery Rhyme: Let's Go To The Zoo Animal Song for Kids</p> <p>Stomp like elephants! Let's go to the zoo. And stomp like the elephants do. Let's go to the zoo and stomp like the elephants do.</p> <p>Jump like kangaroos. Let's go to the zoo. And jump like the kangaroos do. Let's go to the zoo and jump like the kangaroos do.</p> <p>Swing like monkeys. Let's go to the zoo. And swing like the monkeys do. Let's go to the zoo and swing like the monkeys do.</p> <p>Waddle like penguins. Let's go to the zoo. And waddle like the penguins do. Let's go to the zoo and waddle like the penguins do.</p> <p>Slither like snakes. Let's go to the zoo. And slither like the snakes do. Let's go to the zoo and slither like the snakes do.</p> <p>Swim like polar bears. Let's go to the zoo and swim like the polar bears do. Let's go to the zoo and swim like the polar bears do Let's go to the zoo and dance like the animals do. Let's go to the zoo and dance like the animals do.</p>
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<p>Vocabulary: Animals Nursery Rhyme: Animal Action Animal Songs PINKFONG Songs for Children</p> <p>Shake, shake your body. Move, move your body. Everybody, dance around. Come on and dance to the beat!</p> <p>Frog time! Do the frog, do the frog, now stop! Do the frog, do the frog, now stop! Jumpy jump, jumpy jump. Silly jolly frog dance. Do the frog, do the frog, now stop! Hippo Time! Do the hippo, do the hippo, now stop! Do the hippo, do the hippo, now stop! Shaky shake, shaky shake. Silly jolly hippo dance. Do the hippo, do the hippo, now stop!</p> <p>Move again! Shake, shake your body. Move, move your body. Everybody, dance around. Come on and dance to the beat!</p> <p>Horse Time! Do the horse, do the horse, now stop! Do the horse, do the horse, now stop! Gallop, gallop, gallop, gallop. Silly jolly horse dance. Do the horse, do the horse, now stop! Shake, shake your body. Move, move your body. Everybody! Dance around.</p>	<p>Vocabulary: Fruits and Vegetables Nursery Rhyme: Colorful Fruits Word Power PINKFONG Songs for Children</p> <p>Colorful Fruits Colorful fruits Colorful fruits Yeah! Oh oh oh oh oh “Where is red?” Red Red Red Red Red red cherry Red red tomato Red red red red “Where?” “Here!” Red strawberry</p> <p>“Where is green?” Green Green Green Green Green green apple Green green kiwi Green green green green “Where?” “Here!” Oh, green melon!</p> <p>“Where is yellow?” Yellow Yellow Yellow Yellow Yellow banana Yellow yellow lemon Yellow yellow yellow “Where?” “Here!” Oh, yellow pineapple!</p> <p>“Where is purple?” Purple Purple Purple Purple Purple purple grape Purple purple plum Purple purple purple “Where?” “Here!” Oh, purple blueberry! Yeah! Oh oh oh oh oh Colorful fruits</p>
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<p>Vocabulary: Fruits and Vegetables Nursery Rhyme: Vegetables Word Power Pinkfong Songs for Children</p> <p>I love carrot! I love lettuce! I love cucumber! You know what I mean? One two three four!</p> <p>Let me tell you! I love onion! I love beans! I love tomato! I love vegetables. It's delicious!</p> <p>Veggie veggie vegetables Veggie veggie vegetables Vegetables are everywhere.</p> <p>Let's have some vegetables. It's delicious! Vegetables are every where! Let's have some vegetables. Vegetables</p>	<p>Vocabulary: Feelings Nursery Rhyme: Feelings Word Power PINKFONG Songs for Children</p> <p>Happy happy. Wa ha ha! Sad sad. Boo hoo hoo! Angry angry. Grrrrr! Surprised surprised. Gee gee gee!</p> <p>I laugh when I am happy. Wa ha ha! I cry when I am sad. Boo hoo hoo! I frown when I am angry. Grrrrr! I jump up when I am surprised. Oh, gee!</p> <p>Hungry hungry. Grumble! Scared scared. Brrrrr! Shy shy. Ings-ings! Sleepy sleepy. Aaah!</p> <p>I rumble when I am hungry. Grumble! I shiver when I am scared. Brrrrr. I hide when I am shy. Ings-ings! I yawn when I am feeling sleepy. Aaah!</p>
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Vocabulary: Numbers

Nursery Rhyme: Counting 1 to 10 | Number Songs | PINKFONG Songs for Children

Penguin march!

Left, right, left, right, go!

One two, three little penguins,

Four, five, six little penguins,

Seven, eight, nine little penguins,

Ten little penguins. Penguins!

One two, three,

Four, five, six,

Seven, eight, nine,

Ten little penguins. Penguins!

Ten, nine, eight little penguins,

Seven, six, five little penguins,

Four, three, two little penguins,

One little penguins. Penguins!

Ten, nine, eight,

Seven, six, five,

Four, three, two,

One little penguins. Penguins!

Vocabulary: Numbers

Nursery Rhyme: Counting To 100 by 1s | Counting Numbers | Children, Preschool, Core Curriculum

Let's count to 100	Thirty -Six	Seventy-One
One	Thirty -Seven	Seventy-Two
Two	Thirty -Eight	Seventy-Three
Three	Thirty -Nine	Seventy-Four
Four	Forty	Seventy-Five
Five	Forty-One	Seventy-Six
Six	Forty-Two	Seventy-Seven
Seven	Forty-Three	Seventy-Eight
Eight	Forty-Four	Seventy-Nine
Nine	Forty-Five	Ninety
Ten	Forty-Six	Ninety-One
Ten	Forty-Seven	Ninety-Two
Eleven	Forty-Eight	Ninety-Three
Twelve	Forty-Nine	Ninety-Four
Thirteen	Fifty	Ninety-Five
Fourteen	Halfway there!	Ninety-Six
Fifteen	Fifty-One	Ninety-Seven
Sixteen	Fifty-Two	Ninety-Eight
Seventeen	Fifty-Three	Ninety-Nine
Eighteen	Fifty-Four	One-Hundred
Nineteen	Fifty-Five	We did it, did did did did
Twenty	Fifty-Six	it, did did did did it, did
Twenty-One	Fifty-Seven	did did did it.
Twenty-Two	Fifty-Eight	
Twenty-Three	Fifty-Nine	
Twenty-Four	Sixty	
Twenty-Five	Sixty-One	
Twenty-Six	Sixty-Two	
Twenty-Seven	Sixty-Three	
Twenty-Eight	Sixty-Four	
Twenty-Nine	Sixty-Five	
Thirty	Sixty-Six	
Thirty -One	Sixty-Seven	
Thirty -Two	Sixty-Eight	
Thirty -Three	Sixty-Nine	
Thirty -Four	Seventy	
Thirty -Five		