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BILINGUAL PRESCHOOL EDUCATION

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ACADEMIC**

BILINGUAL PRESCHOOL EDUCATION

THEME:

**DIDACTIC STRATEGIES USED IN TRANSITION PROGRAM LEVEL OF THE
PUBLIC MINISTRY EDUCATION AT ESCUELA NUEVA LABRATORIO DURING
OCTOBER 2016.**

STUDENT:

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January, 2017

DECLARACIÓN JURADA



DECLARACIÓN JURADA

Yo Ana María Lizano Blanco, cédula de identidad número 1-1150-0492, en condición de egresado de la carrera de Educación Preescolar con Énfasis en la Enseñanza Bilingüe de la Universidad Latina de Costa Rica, y advertido de las penas con las que la ley castiga el falso testimonio y el perjurio, declaro bajo la fe del juramento que dejo rendido en este acto, que mi trabajo de graduación, para optar por el título de Licenciatura en Educación Preescolar Bilingüe titulado "DIDACTIC STRATEGIES USED IN TRANSITION PROGRAM LEVEL OF THE PUBLIC MINISTRY EDUCATION AT ESCUELA NUEVA LABRATORIO DURING OCTOBER 2016" es una obra original y para su realización he respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derechos de Autor y Derecho Conexos, número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; especialmente el numeral 70 de dicha ley en el que se establece: *"Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original"*. Asimismo, que conozco y acepto que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. Firmo, en fe de lo anterior, en la ciudad de Tibás, el 11 de mayo de 2017.

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San José, 17 de Enero de 2017.

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Estimado señor:

El estudiante Ana María Lizano Blanco , cédula de identidad número 1 1150 0492, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado IMPLEMENTATIONS AND MODIFICATIONS OF THE CONTENTS OF STUDY ABROAD PROGRAM ENGLISH LANGUAGE IN TRANSITION LEVEL OF PUBLIC EDUCATION MINISTRY, el cual ha elaborado para optar por el grado académico de licenciatura.

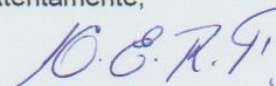
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	20
C)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	28
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20
	TOTAL		98

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



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Estimado señor

La estudiante Ana María Lizano, cédula de identidad 1 1150 0492, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **"DIDACTIC STRATEGIES USED IN TRANSITION PROGRAM LEVEL OF THE PUBLIC OF MINISTRY EDUCATION AT ESCUELA NUEVA LABORATORIO DURING OCTOBER 2016."**, el cual ha elaborado para obtener su grado de licenciatura.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



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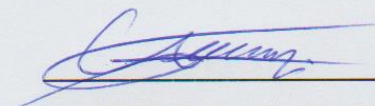


Por este medio el suscrito al colegio profesional de Licenciados y profesores, en filosofía, ciencias y letras por sus siglas (COLYPRO); *José Alejandro González Waterhouse*, Licenciado en la Enseñanza del Inglés, investigador y Especialista en Educación Superior, doy fé en virtud de mis atestados; que la Bachiller. Ana María Lizano Blanco, ha presentado ante mí; su tesis para obtener el grado académico de Licenciatura, esto en el área de Educación Prescolar Bilingüe, esta tesis se titula "DIDACTIC STRATEGIES USED IN TRANSITION PROGRAM LEVEL OF THE PUBLIC MINISTRY EDUCATION AT ESCUELA NUEVA LABRATORIO DURING OCTOBER 2016." La misma ha sido revisada de manera integral, gramaticalmente, morfológicamente, metodológicamente y en función a la "American Psychological Association" por sus siglas en inglés (APA®) sexta edición, conforme a los requisitos actuales en investigación.

Previo a esta revisión se ha entregado las cartas de las lectoras que han hecho las correcciones preliminares correspondientes, siendo estas puntuales y dejando la labor filológica correspondiente, las correcciones ante la presente fueron presentadas, se entrega carta con recomendaciones finales y se brinda instructivo para la defensa, misma a la que sugiero se de autorización siendo esta la última etapa de revisión dentro del marco de tesis investigativa. En conclusión doy mi aval para que la estudiante de Licenciatura en Educación Prescolar Bilingüe, Ana María Lizano Blanco, pueda proceder ante ustedes las entidades universitarias y gestionar los requisitos necesarios para su defensa pertinente.

Presente esta autorización en función a la ley orgánica del Colegio De Licenciados y Profesores, **LEY 4770**, en la cual se me autoriza a ejercer mis funciones como docente, especialista en educación superior y como investigador autorizado por **CONESUP** al ejercicio de la docencia e investigación universitaria. Se extiende la presente a solicitud de la estudiante el día 11 de mayo del año 2017, siendo las trece horas con treinta minutos.....ÚLTIMA LÍNEA-----

Tomo: 01 Folio: 01 Asiento: 24


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DEDICATION

I dedicate this thesis to my family that is always with me during this process, to my mother for her words of support at all times, my father for always giving me his example and courage to continue, my brothers who have always been with me, my boyfriend that has become an important support in my life, and especially my niece Amanda, and my nephew Santiago, they are special people in my life that help me to be a best person every day.

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TABLE OF CONTENTS

DECLARACIÓN JURADA	ii
CARTA DEL TUTOR	iii
CARTA DEL LECTOR	iv
CARTA DEL FILÓLOGO	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
CHAPTER I	1
RESEARCH PROBLEM.....	1
1.1 PROBLEM STATEMENT	2
BACKGROUND OF THE PROBLEM	5
A. DESCRIPTION OF THE PROBLEM.....	8
B. PROBLEM	8
C. JUSTIFICATION OF THE PROBLEM.....	11
1.2 PROBLEM FORMULATION	12
1.3 RESEARCH OBJECTIVE	13
1.3.1 GENERAL OBJECTIVES	13
1.3.2 SPECIFIC OBJECTIVES.....	14
1.4 SCOPES AND LIMITATIONS	14

1.4.1	SCOPES.....	14
1.4.2	LIMITATIONS.....	15
CHAPTER II.....		16
THEORETICAL FRAMEWORK.....		16
2.1	HISTORICAL BACKGROUND.....	17
2.1.1	HISTORY OF EARLY CHILDHOOD EDUCATION.....	17
2.1.1.1	HISTORY OF EARLY CHILDHOOD EDUCATION IN COSTA RICA.....	19
2.1.2	HISTORY OF ENGLISH TEACHING IN COSTA RICA.....	23
2.1.3	GENERAL OBJECTIVES OF TEACHING ENGLISH IN COSTA RICA....	26
2.2	THEORETICAL CONTEXT.....	28
2.2.1	HUMANISTIC APPROACH AND EDUCATION.....	28
2.2.2	HOLISTIC EDUCATION: AN EDUCATION FOR THE NEW TIMES.....	30
2.2.3	PARADIGM IN THE ENGLISH TEACHING IN THE COMTEMPORANY.....	32
2.2.4	THE COMMUNICATIVE APPROACH.....	32
2.3	FOUNDATIONS OF EARLY CHILDHOOD EDUCATION.....	34
2.3.1	ENGLISH PROGRAM FOR PRESCHOOL.....	35
2.3.2	FEATURES OF PRESCHOOLERS.....	38
CHAPTER III.....		39
METHODOLOGICAL FRAMEWORK.....		39
3.1	TYPE OF RESEARCH.....	40

3.1.1	TEMPORAL DIMENSION.....	42
3.1.2	FRAMEWORK.....	43
3.1.3	NATURE OF RESEARCH.....	43
3.1.4	CHARACTER.....	44
3.2	SUBJECTS AND SOURCES OF INFORMATION.....	44
3.2.1	FIRST RESOURCES.....	46
3.2.2	SECOND RESOURCES.....	47
3.3	TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION.....	48
3.3.1	THE QUESTIONNAIRE.....	48
3.3.2	THE INTERVIEW.....	50
3.3.3	OBSERVATION.....	51
	CHAPTER IV.....	52
	DATA ANALYSIS AND RESULTS.....	52
4.1	TABLES AND GRAPHICS OVERVIEW.....	53
4.2	TABLES AND GRAPHICS OVERVIEW FOR THE STUDENTS.....	54
4.2.1	EXPECTATION OF THE STUDENTS ABOUT ENGLISH LESSON.....	55
4.2.1.1	TABLE 1 LEVEL OF STUDENTS MOTIVATION.....	55
4.2.1.2	GRAPHICS 1.....	56
4.2.1.3	TABLE 2 PERCEPTION OF PRESCHOOLERS ABOUT DIDACTIC STRATEGIES.....	57

4.2.1.4	GRAPHICS 2.....	58
4.2.1.5	TABLE 3 DIDACTIC ACTIVITIES SUGGESTED BY STUDENTS	59
4.2.1.6	GRAPHICS 3.....	60
4.2.1.7	TABLE 4 TOPICS SUGGESTED BY STUDENTS FOR THE APPLICATION OF THE DIDACTIC STRATEGIES	61
4.2.1.8	GRAPHICS 4.....	62
4.2.1.9	TABLE 5 NEGATIVE ASPECTS DURING THE ENGLISH LESSON .	63
4.2.1.10	GRAPHICS 5	64
4.3	TABLES AND GRAPHICS OVERVIEW FOR THE TEACHERS.....	66
4.3.1	PERCEPTION OF TEACHERS ACCORDING THEIR NEEDS RELATED WITH TEACHING METHODOLOGY	67
4.3.1.1	TABLE 6 TEACHERS GENERAL PERCEPTION ABOUT DIDACTIC STRATEGIES.....	67
4.3.1.2	GRAPHICS 6.....	68
4.3.1.3	TABLE 7 ACTIVITIES USED BY TEACHER DURING ENGLISH LESSONS	69
4.3.1.4	GRAPHICS 7.....	70
4.3.1.5	TABLE 8 PERCEPTION OF THE TEACHERS ABOUT STUDENTS ATTITUDE	71
4.3.1.6	GRAPHICS 8.....	72
4.3.1.7	TABLE 9 PERIODS WHERE STUDENTS USE THE LANGUAGE	73

4.3.1.8	GRAPHICS 9.....	74
4.3.2	TEACHERS CURRICULAR INFORMATION ABOUT THE PROGRAM	75
4.3.2.1	TABLE 10 KNOWLEDGE OR THE ENGLISH PROGRAM	75
4.3.2.2	GRAPHICS 10.....	76
4.3.2.3	TABLE 11 PURPOSE OF THE ENGLISH CLASS	77
4.3.2.4	GRAPHICS 11.....	78
4.4	PARENTS OPINION ABOUT ENGLISH CLASSES	80
4.4.1	TABLES AND GRAPHICS OVERVIEW FOR THE PARENTS	80
4.4.1.1	TABLE 15 ENGLISH LEVEL OF PARENTS	80
4.4.1.2	GRAPHICS 15.....	81
4.4.1.3	TABLE 12 IMPORTANCE OF ENGLISH LESSON	82
4.4.1.4	GRAPHICS 12.....	83
4.4.1.5	TABLE 14 ACTIVITIES TO PROMOTE ENGLISH AT HOME.....	84
4.4.1.6	GRAPHICS 14.....	85
4.4.1.7	TABLE 16 SUGGESTIONS FROM PARENT ABOUT ENGLISH	
	METHODOLOGY	87
4.4.1.8	GRAPHICS 16.....	88
4.5	GENERAL CONCLUSIONS.....	89
4.6	PROPOSAL DEVELOPMENT	92
4.7	METHODOLOGICAL MATRIX.....	93

CHAPTER V.....	94
CONCLUSIONS AND RECOMMENDATIONS	94
5.1 CONCLUSIONS.....	95
5.2 RECOMMENDATIONS.....	98
5.3 DIDACTIC PLANNING GUIDE	102
5.3.1 INTRODUCTION	102
5.3.2 GENERAL OBJECTIVE.....	103
5.3.3 SPECIFIC OBJECTIVES.....	103
BIBLIOGRAPHY	114
BOOKS.....	115
INTERNET.....	119
THESIS CONSULTED	121
CONSULTED BIBLIOGRAPHY.....	123
BOOKS.....	123
APPENDIX	124
ANNEXES	126
ANNEX 1	127
TABLE 17	127
ANNEX 2	129
TABLE 18.....	129

ANNEX 3	130
CONCEPTUAL MAP	130
ANNEX 4	131
INTERVIEW APPLIED TO STUDENTS	131
ANNEX 5	132
INTERVIEW APPLIED TO TEACHERS	132
ANNEX 6	134
INTERVIEW APPLIED TO PARENTS.....	134

CHAPTER I

RESEARCH PROBLEM

1.1 PROBLEM STATEMENT

Over time, the teaching of a second language in children, has been a great motivation for them, besides parents, teachers and other educational agents. They are concerned that in most schools learning a second language is a priority and in turn, teachers cover a large amount of content, forgetting the importance of the characteristics of the English language, for example create a good environment for early learners, motivate and invite them to participate in the classroom's activities, among others.

The problem this research is going to be focused in education, specifically in English Teaching as a foreign language to preschool kids. It also seeks to observe is that the didactic strategies need to be improve in order to motivate the learning of a new language.

Is important to make this research because the way children learn now, is not the same as in the past, for example, English lessons are taught at the transition level, so the idea is to plan lessons taking into account the children's interests.

It is intended to teach a lot of themes, but forget the quality of teaching methodology and the idea is to get the student to acquire new knowledge based on their needs and interest, in this way everything he/she perceives from the environment will be useful and his/her learning process will be better to feel motivated and attracted. Normally to communicate with others using a foreign language becomes difficult, because is more complex, this idea is better explained in the following quotation:

(Zhang, 2013) *Language plays a crucial role in the development of human society. It is the main means of communication between individuals, groups and countries. Nowadays in China, more and more people are learning English as a second language. What is the effective method of learning a foreign language becomes their chief concern. Basically speaking, four modules are involved in the process of second language acquisition. They are listening, reading, writing and speaking.*

Language requires a mental effort and in turn to be something new and different requires a double effort to make it part of everyday life.

Continuing with the topic, related with preschool education there are important challenges to accomplish, of the last report of state of the education the following is extracted:

(Estado de la Educación, 2015) *“Considering that the basic aspiration of the country is still to achieve high quality pre-school education for all the population of child-care age, it is important that public policy in this area includes affirmative actions aimed at children and Low educational climates, to promote child development through a better and closer relationship between schools, teachers and families.”*

BACKGROUND OF THE PROBLEM

Knowing a second language helps children to know their own language, this is because they see the differences and similarities between the two languages, and learn to communicate better. They listen and answer correctly, and the self-confidence is higher.

Learning a foreign language also expands the horizons of the child. Bilingual children also have many advantages because if kids start a learning process at an early age their skills are better and also overcome fear and fear as an adult when you start with the acquisition of a second language.

From successful studies and analyzes related to the subject of English teaching is that there arise several related questions about how it should be taught in classrooms, what is the ideal age, what should and should not be taught during the first few years.

The main focus of this research is the fact that the program of studies proposed by the Ministry of Public Education (MEP) refers only to the level of Transition, leaving out the Maternal and Child level and in turn, said plan of studies contains four thematic blocks to develop, whereas children may receive more content in their English lessons.

There have been different studies related to the teaching of English in Costa Rica, such as a report in the newspaper La Nación:

“Our educational system devotes great resources to teaching a second language, in particular to English, and learning is incorporated into all schools, 89% of schools and 18% of preschools. The results, however, do not reflect the national effort. Without a doubt, something is wrong and we must correct it urgently.” (La Nación, 2015).

Referring to the above, it is worth mentioning that there is a great difference between the resources destined and the results obtained, therefore, new teaching strategies and at the same time teachers are needed with the aptitude to apply them.

“The Ministry of Public Education plans, next year, to implement new English language programs, with a greater emphasis on interactive learning. Assuming they are well conceived and can be strengthened with widespread access to digital platforms, the chances of overcoming will increase”. (La Nacion, 2015).

This is undoubtedly a new challenge for Costa Rican education, which will raise awareness about a real problem, which can be improved starting from the preschool level, the idea is to see progress and improvement in the quality of programs as well as in the strategies that are implemented, using all available resources.

A. DESCRIPTION OF THE PROBLEM

Therefore, the description of the problem is defined by the following question:

What didactic strategies can be used in the Foreign Language Program for transition level from the Ministry of Public Education?

B. PROBLEM

Foreign language has always been considered as a great advantage for those who speak it, but not all the population has the possibility to do so.

One of the reasons are related with motivation, to better understand the topic, and is extended with the following quotation:

(Woolfolk, 2010) *“Most educators agree that student motivation is one of the fundamental tasks of teaching. In order for students to learn, a cognitive, emotional, and behavioral level must be involved in productive activities in the classroom.”* (p.376).

According to this author motivation is wide theme in learning process, if students feel motivated, their aptitude will facilitate the teaching learning process.

Considering the following definition:

“A type of learning in which a student relates the new information to what he or she already has; readjusting and reconstructing both information in this process. In other words, the structure of prior knowledge conditions the new knowledge and experience, and these, in turn, modify and restructure those.” (Meaningful Learning, 2017).

Also curiosity plays an important role, kids are naturally spontaneous and curious, and they like to explore everything around them, this intrinsic quality allows them to develop meaningful learning, for this reason it is important to provide activities that arouse the interest and some other activities that allow the student to express opinions, exchange ideas and discuss.

The teaching of English in Costa Rican classrooms has been a controversial theme, there are different researches that debate about the subject, and for example an extract found in an article mentions the following:

(Quesada, 2013) *“The Government of Costa Rica has been successful in creating the Costa Rica Foundation Multilingual to determine the strengths and weaknesses of teachers or professionals in the area of English in exercise, in order to continually update or train them in the English language and in innovative techniques and strategies that facilitate learning this language”.*

All these attempts are very useful and generate hope for the construction of a bilingual teaching, what is important is to develop and maintain these projects to see results in the not too distant future. An important factor in all this is to strengthen the professionals in education in order to achieve an academic quality and provide a contribution to society.

C. JUSTIFICATION OF THE PROBLEM

The central idea of this research is to create a working paper or better understood planning so that students and children may benefit when acquiring the English language in their classrooms, using strategies and methodology that are useful tools for development of lessons and also it facilitates the teaching-learning process.

The implementation of a new curriculum, which includes new content, based on the needs and interests of students and thus impart the teaching of English in a different way from the one teachers use nowadays.

The curriculum needs to be improved and be broader, taking into account diverse and attractive topics for the students and students who are easier to acquire greater a second language will be an example and motivation for others.

The research seeks to benefit children from the age of 5 onwards to learn a second language so that they are children who, when entering primary school, go to a higher level, above other children who have never received English lessons.

The research focuses on the implementation of a plan containing more variety of content to develop as part of the curriculum, so that future teachers can innovate and use it as a useful tool in their educational planning.

1.2 PROBLEM FORMULATION

What is sought is to know how children react to learning that can be achieved through the implementation of different content to the English program for Transition Ministry of Public Education?

Boys and girls today are people having fun learning something new, their level of openness and curiosity allows them to open their mind to new things, if it is learning a second language. The idea is to incorporate the existing program studies, new didactic strategies according to the interests and needs of children.

This research seeks to demonstrate that children can and want to learn more and better a second language that interest them, the topics are freely selected by them, in order to motivate and achieve English language using new didactic strategies.

1.3 RESEARCH OBJECTIVE

All research work must achieve the objectives that will achieve the proposed goal, and also the objectives explain the purpose for which the research is carried out. To better understand the concept, it is worth mentioning the contribution by the author Cesar Augusto Bernal in the following quote:

(Bernal Torres, 2010) *“The objectives are the purpose of the study, they express the goal that is intended to be achieved, and so all the development of the research work will be oriented to achieve these objectives”*.(p.97).

1.3.1 GENERAL OBJECTIVES

To develop didactic strategies in order to improve the teaching methodology of teaching English in the transition level of the Ministry of Public Education.

1.3.2 SPECIFIC OBJECTIVES

- 1.3.2.1 Identify student's expectations of the transition level around the English lessons they receive;
- 1.3.2.2 Analyze the curricular needs in the teaching methodology of the English program at the transition cycle;
- 1.3.2.3 To create a didactic planning guide that includes new topics suggested by the students of the transition level of the Ministry of Public Education.

1.4 SCOPES AND LIMITATIONS

1.4.1 SCOPES

Through the realization of this research project is intended to apply a different way of imparting English lessons at the transition level, the goal is to be able to make a didactic planning based on the preferences of children, and also teacher needs related with motivation, within these preferences are included the subjects of study as well as the activities to be carried out.

Among other terms, diversity plays an important role in achieving the stated objectives, as defined: (Woolfolk, 2010) "Students attending classrooms regularly

come from races, ethnic origins, languages, and increasingly diverse socioeconomic levels. It is obvious that it is important for all teachers to understand them better and to work more effectively with all their students.”(p. 5)

The most important thing is to plan taking into account these factors with the purpose of obtaining effective learning.

1.4.2 LIMITATIONS

Some of the restrictions that could be found are:

- The curricula for the transition level of English have not been updated by the Ministry of Public Education (MEP). The same program has been maintained since 2007. For that reason the program can be evaluated.
- Few or no training for English teachers in the preschool area. Primary teachers receive more training. The department of English in preschool does not have space or time for such trainings. Training has been given in the new Spanish preschool program only.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 HISTORICAL BACKGROUND

The theoretical construct of research begins its settlement with the historical background of three areas that make up the work: Early Childhood Education, English in Costa Rica, the teaching method.

2.1.1 HISTORY OF EARLY CHILDHOOD EDUCATION

Everything began with Froebel, his influences and his preschool program that was brought to Costa Rica from the United States in the 19th century, and settled for almost half a century. Then there is John Dewey (1896) and his followers, who try to challenge him but, although Froebel ideas seemed good today, were not suitable for people of the nineteenth century who believed in, especially innovative and difficult early education; and it was accepted that learning was based on a game and in the interests of children.

Margaret Schurz (1854) established the first School of Preschool in the US. Having attended lectures by Froebel in Germany, she returned to the US and in 1856 opened his preschool in Watertown in the state of Wisconsin, then Froebel ideologies spread, and so comes another new preschool in Boston in 1860.

Elizabeth Peabody (1807) acknowledged that she lacked the basic theory necessary to properly explain Froebel's ideas, so she traveled to Germany and returned to the US to popularize Froebel's method. This woman was considered the main promoter in the US. In St. Louis, Missouri was founded first preschool in 1873 by Susan E. Blow, with the cooperation of charge School St. Louis, William T. Harris.

The orientation of preschool-teachers is important in the development of education. The University of Chicago was founded in 1886 to teach mothers and preschool teachers a guide. In 1930, the University of Preschool now called National University of Education. Lucy Wheelock opened preschool program in Boston in 1888.

Susan Blow (1872) was the main advocate of Froebel's approach. In a more moderate group Patty Smith Hill, he thought that if preschool must be true to Froebel's ideas he should also should be open to innovations. He considered that the movement of preschool, to live had to be modified to the twentieth century. He convinced many of his companions.

2.1.1.1 HISTORY OF EARLY CHILDHOOD EDUCATION IN COSTA RICA

The initial education began in Costa Rica in 1878, with calls for nursery schools, unofficial religious character.

In 1916 Don Omar Dengo, being director of the Normal School of Costa Rica and knowledgeable of advanced educational trends around the world, he does not see government concern over the lack of official attention to preschoolers.

In 1924, under the government of Don Julio Acosta Don Miguel Obregon as secretary of education, the first garden of children was founded with the name Montessori nursery school.

They were sent to Europe teachers Luisa Gonzalez, Matilde Carranza and Isabel Carvajal (Carmen Lyra), who studied in France, Italy and England in 1919.

Faithful to their teaching, they returned to the country with a large contribution to the material society of Montesory and Froebel types. However, they had serious difficulties in start their work, since the government, which had sent them, did not support them.

After many efforts, Jorge Ureña, senior officer of the Ministry of Development, provided furniture for the school. But, by order. But, on the order of the same secretary of education, poor teacher with Loría, these furniture were delivered to a particular school of religious order, call School of Pain.

Nevertheless, Carmen Lyra “persisted with efforts and succeeded in opening her nursery school authorization. The same day that Don Julio Acosta left office, issued the following decree” (La Gaceta, 1924 p.8)

To start work, Carmen Lyra visited the poorest neighborhoods and took a census of children under six, to form with them the first group of students at her school. The next government, Mr. Ricardo Jimenez O., decided to support this new school. With the enthusiastic help of Don Ruben Coto, an official of the Ministry of Public Works. The building was repaired and furnished.

The kindergarten was opened on April 20, 1925 with two sections. It was located on the north side east of law metal craft, opposite the park Spain, where is still under the name Montesoriana nursery school.

The Montesoriana nursery school began with 91 children. Section A had 44 students. The staff consisted of Maria Isabel Carvajal as a principal and teacher. Luisa Gonzalez as a teacher too and, Margarita Castro as a music teacher.

In addition to developing the educational, artistic and health for and children program, some evenings with the club of mothers working in activities such as health and nutrition, sewing classes, and medical conferences.

In 1971, when the diagnosis for the elaboration of the National Plan of educational development was conducted and found that there was no curriculum for pre-primary level, because all that existed was a teacher's guide, prepared by the education counseling preschool in 1965 and approved by the higher Council of education in 1968.

The preparation of teachers for that major was taken in 1966 by the University of Costa Rica, which opened the curriculum of preschool education. In 1967, there were training courses in methodology and arts in kindergarten, promoted by the advice.

In 1970 came the first teachers specialized in preschool education graduated from the University of Costa Rica. Supervision and advice were carry out directly in classrooms, which was possible due to small number of sections.

The National Educational Development Plan in 1971 declared preschool education a priority area and proposed a progressive expansion of the service, especially in rural areas. The goal at that time was to attend in 1980, 33% of the child population.

Three consultancies were created: The cease asked and managed in 1973 to national planning to be included in the squares budget for three regional advisory (for areas where greater concentration) both gardens of children as CEN (education centers and nutrition). In 1974, this budget was achieved zero in 1975 and reorganized the office and the regional advisory San Jose were created and CEN and CINAI (children comprehensive care centers).

They were in charge of counseling and programming coordination with these advisory and monitoring the gardens of children from other regional directorates.

At the beginning, in 1975, the family allowance program began to work in coordination with the Ministry of Health and the Ministry of Labor to provide preschool education to CEN and the creation of CINAI.

The documents containing the roles of teachers, nutrition assistants, social workers and cooks of both kinds of institutions were developed.

In addition, staff were recruited and selected for these centers and asked for a training course before setting out. With the civil service, the Ministry of Public Education managed that the places for the teachers of CEN and CINAI were given for contracts of one year. CEN program was started with 12 teachers, some of them volunteers from the “Cuerpo de Paz”, and they were seven.

Actually, the preschool age population covers the 62% of the country's population of legal age to enter. This population should be higher, if this offer was mandatory. In our environment is called kindergarten to certain institutions following, with incomplete denomination, the German term kindergarten that means garden of children.

Enrollment in these centers reached in 1993 the figure of 61,700 children, attended by a total of 879 public and private institutions. Certainly in this segment of national education in which there are the largest number of private schools, as it has been a very attractive economic option for the private initiative that, in many cases, offers bilingual education.

The teaching staff working in this educational stage reached a total of 2,475 graduated educators in public and private universities with a bachelor's degree in early childhood education.

In addition to the formal preschool education institutions, are other centers for young children that can be described generally as maternal education.

Among these are foundling homes, and catering for little children, along with mothers who have no resources; nurseries; education centers and nutrition, as the name implies provide nutritional and educational integrated services and children of about four years and child comprehensive care centers serving infants from zero to six years.

Also, there are group homes, option developed from 1990-1994 administration that seeks community involvement in the care of children and through community mothers, not teachers, who are given an opportunity to work in response to girls and boys, which also benefits the real mothers in their work. These households receive the cooperation of the Ministry of Public Education, the Ministry of Health, Ministry of Labor and the Joint Institute for Social Aid.

2.1.2 HISTORY OF ENGLISH TEACHING IN COSTA RICA

Teaching English in Costa Rica during the twentieth century, is imbued with not a very particular symbolism.

Therefore, we can say that the teaching of this language is linked with changes or economic interests shed throughout this century. It may be evident the parallelism between the teaching of this language and economic development of Costa Rica.

By the end of the nineteenth century, governments definitely recognize that the teaching of this foreign language will play a significant role in the economic development of the country. This can be said, because, in those years for those years the English controlled 50% or more of the crops of coffee harvest that Costa Rica exported.

According to the foregoing the interference of two English-speaking nations, England and the United States, had very particular connotations, because both, directly influenced the economic development of Costa Rica.

After the formalization of the English language in 1901, the state is obliged to engage foreign teachers of English, mainly from the United States. Along with them, would work some Costa Ricans who had the opportunity to have studied in some English-speaking country or who, by some other circumstance, knew the language. Teachers from the United States enjoyed a number of privileges. They were paid in pesos, American gold, the State covered transportation expenses in first class, worked four hours day and, besides, they were given food and lodging.

During this decade the signing of the Trade Agreement signed between the United States and Costa Rica, in 1936, significantly promoted the teaching of English language in our country. New educational centers offered to teach English, for example, Escuela de Comercio Minerva, Escuela Manuel Obregón and Escuelas Castro Carazo.

These private institutions offered technical training that allowed their graduates work in areas that the country was demanding at the time, such as typing, shorthand in Spanish and English, accounting and bookkeeping.

On the other hand, in the Caribbean province of Limon, other bilingual schools are founded, for example, Home High School, West End School, Escuela Adventista, AlphaCottage School, Union Negro Improvement Association School, Salvation Army School, Escuela Inglesa Católica Catholic and Escuela Barrio del Hospital, according to documentary source found in the National Archive of Costa Rica.

In 1990, begins with the ideas of the economic paradigm called globalization. From its arrival, the world undergoes an abrupt change. The demands of the technological revolution appear, the finances in the world unify, and the information age is hatched. In addition, labor is cheap and public welfare institutions lose the ability to generate aggregate values.

The world begins to travel on another path. Electronic means of communication, skilled labor and robotics are just some of the cardinal elements for new forms of production, which demands the recent economic model.

Almost simultaneously with this first modification, in 1990, the curricula of English and in the Third Cycle are implemented. In this last document it is expressed what are the general objectives of the English, which are mentioned below:

2.1.3 GENERAL OBJECTIVES OF TEACHING ENGLISH IN COSTA RICA

1. Encourage student critical knowledge of English-speaking cultures through the study of their language, thus promoting revalidation of the values of Costa Rican culture.
2. Strengthen the student's respect and appreciation of self and others, by learning English as a foreign language.
3. Promote the development of a critical and dynamic for any information submitted in English in and out of school.
4. Promote the formation of a student able to contribute to national development by holding management information expressed in the English language in any field of human knowledge.
5. Strengthen the student develop a lifelong learning through the use of English in different fields of knowledge and knowledge of current issues.
6. Promote student participation in self-managed or co-managed activities in which the English language is applied in the search for their own improvement and better cultural baggage of their support.
7. Encourage student use of English as a foreign language to express their thoughts and communicate with people from other cultures on different everyday issues and the problems of today, such as how to develop their potential and improved quality of life.

By 1998, the interactive program was created by the master Rossina Bolaños that consisted of teaching and learning English through the radio. This program started as a pilot program in schools located in Acosta, Puriscal, San Carlos, Puntarenas, and Limón Guápiles, and was headed to rural and one - teacher schools. Working with children of first and second cycles for twenty minutes, every child with its own workbook according to their level.

Curricular changes to the teaching of English in Costa Rica, the increase and even double the number of hours in the curriculum, reviewing plans and contents of this subject, it was not a fluke; On the contrary, their objective was to train professional, technical or expert future who would, in the short or medium term, to be part of state or private companies.

In either case, both employers groups define the professional profile they need to integrate the new labor market, and was not hidden that knowledge of English was essential for hundreds of transnational corporations who arrived in Costa Rica, the last decade of the twentieth century.

2.2 THEORETICAL CONTEXT

This part explains about the theory related with the thesis project. This section contains important information about the intrinsic issues in the research like the importance of preschool education and teaching English in transition level of Ministry of Public Education too. Also this chapter includes relevant information about different theories and principles related with preschool education, creativity.

The idea is to understand and take into account those concepts founded and published by other authors in order to modify and create a new teaching proposal for preschoolers at the transition level of the Ministry of Public Education.

2.2.1 HUMANISTIC APPROACH AND EDUCATION

Education has been defined from a variety of approaches. For the purposes of this research topic we will use those that emphasize the relevance of considering the human and social elements of teaching.

The pedagogue John Dewey considers that the concepts in which the beliefs are formulated are merely provisional human constructs, since they have an instrumental function and are related to the action and the adaptation to the environment.

Dewey criticizes the classic approach to knowledge and contrasts it with his experimental and scientific perspective.

The main element that relates to Dewey's theory of knowledge, and probably the most important of all his philosophy, is the concept of experience.

Dewey proposes a dynamic view of the concept of experience: for him experience is an exchange between the living being with his physical and social environment and not a mere question of knowledge. In addition, experience involves a succession of actions and affections, and therefore cannot simply refer to something subjective. Dewey conceives the school as a space of production and reflection of relevant experiences of social life that allows the development of a full citizenship.

The pedagogical proposal developed by Dewey, had some fundamental features, on which we will be based to explain all its method:

From an epistemological point of view Dewey considers that the concepts in which the beliefs are formulated are merely provisional human constructs, since they have an instrumental function and are related to the action and the adaptation to the environment. (Dewey, 1896a, p. 245).

The fundamental ideals of this author are: education oriented towards democracy and freedom, learning by doing, applying new teaching methodologies that change the social reality.

As we have already indicated, Dewey was a great theoretician of education. He intended to formulate on a completely new basis a pedagogical proposal in opposition to the old and traditional school, and all this according to the psychopedagogical advance of his time. In order to carry out this task, Dewey thought that the new education had to surpass the traditional one not only in the foundations of the speech, but also in the own practice. (Dewey, 1896a, 245).

This contribution configures a theoretical vision that would confirm the relevance of consulting the actors of the educational processes and their contexts.

2.2.2 HOLISTIC EDUCATION: AN EDUCATION FOR THE NEW TIMES

Holistic education (from the Greek holos, totality) was born in the 90s of the last century and is, without a doubt, the educational paradigm for the 21st century. It is based on the fact that every human being is unique and unrepeatable, but at the same time, it is intrinsically related to everything around him. That is to say, each human being is a holon, a part of a hologram or totality, whose parts it contains.

Holistic education is not an educational method, but a creative and integral vision of education. It is an education for life, which contemplates the child as a whole and not only as a brain; Or rather, as an incomplete brain in which only the left (logical, analytical, rational) hemisphere is appealed to the detriment of the right (intuitive, creative, imaginative) hemisphere. It is an education that goes beyond the cognitive aspect and, without neglecting this, it also focuses on the physical, emotional and spiritual to form a more complete being.

“Holistic Space is a non-profit association whose purpose is to promote educational change, mainly in three areas: emotional, critical and spiritual. An adequate attention in these three aspects would also lead our children and young people to awaken their creative potential, so important and so forgotten in today’s education.” (Gil,2015 p.3).

This can be considered as relevant for the didactic production processes for the improvement of the implementation of the class plans.

2.2.3 PARADIGM IN THE ENGLISH TEACHING IN THE COMTEMPORANY

There are different methodologies when teaching English, those techniques are a compilation of what specialist have stated when developing them, and the countless help when they are applied for teacher at the classroom. The idea is to focus one of them in order to know the relationship and contribution to this research project.

2.2.4 THE COMMUNICATIVE APPROACH

The Communicative Approach was based on personal real-life experiences. According to Flowerdue & Miller (2005) *“the communicative approach looks at what people do with language and how they respond to what they hear.”* (p. 12) also, Benati states that *“Communicative instruction should recreate the same conditions of a natural setting and place more emphasis on interaction, conversation and language use rather than on learning the language”* (2009, p.60).

The method is tremendously useful because the students who get the opportunity to have this teaching method applied in their classrooms, would have another panorama of exercises given in class for the perception is distinct since what is being learned is connected with the life experience of the learner and that interconnection makes them remember what has been taught in class because of the link that is generated when, for instance, an anecdote in class is interrelated with the personal life of a student. Another great advantage of using this method in a classroom is that *“a variety of language, in terms of input and output, is encouraged. Students use whatever language they have to complete an activity; they should not solely use what has been taught or practiced in a particular lesson.”*(p. 12-13).

This last statement helps better understand that if an undergraduate is acquiring information through the usage of this philosophy, the communication is easier to occur since the student does not feel limited of completing the activity, even when the exercise in progress might look challenging for him or her. It is imperative that the educator knows that listening is a key tool for this practice to work so in case the class loses its way, then the teacher, as a guide, can bring back the order in the class to make the lesson continue and understandable

2.3 FOUNDATIONS OF EARLY CHILDHOOD EDUCATION

Based on the Constitution, the Fundamental Law of Education (1957), which are explained in Section 12 is issued, the purpose of the Preschool Education:

- a. Protect the health of children and encourage harmonious and physical growth.
- b. Encourage the formation of good habits.
- c. Encourage and guide children's experiences.
- d. Cultivate the esthetic sense.
- e. Develop attitudes of friendship and cooperation.
- f. Facilitate expression of the child's inner world.
- g. Stimulate the development of observation skills.

2.3.1 ENGLISH PROGRAM FOR PRESCHOOL

Each person has the ability to communicate by speaking and using words as a way to control his / her own behavior and transmit his / her deepest thoughts and feelings. According to the topic of language there are authors who define it as follows:

“Language is a system of communication based on words and grammar. When children know words, they use them to represent objects and actions. They can reflect on people, places and things and communicate their needs, feelings and ideas in order to exercise more control over their lives.”

(Papalia, Duskin Feldman, & Martorell, 2012):

In this way, children will benefit from the experience of learning a foreign language. In addition, at this young age, and children acquire new attitudes that enrich their personality and lead to an integrated development. They are able to communicate their thoughts and to socialize with other learning a foreign language not only means knowing grammatical structures, but also means the development of girls and boys.

Costa Rican girls and children will be exposed to a different world from his. They will be able to appreciate the moral, spiritual and aesthetic values of a new culture, while appreciating the Costa Rican idiosyncrasy, values, traditions and customs.

In addition, children develop feelings of solidarity and brotherhood that allow them to work for a better life for everyone. These new trends oriented training foreign language education are therefore an effective way of facilitating and achieving the goals of education in Costa Rica, which will stimulate the integrated development of children age preschool.

Thus, through the acquisition of a foreign language, preschoolers are getting the opportunity to expand their knowledge of the world and contribute to the development of the 21st century Costa Rican society.

✓ **English as a subject of study:**

The purpose of studying English in our curriculum is oral communication, listening and speaking. English preschool has been divided into three major components: formal, functional and cultural.

✓ **Formal component:**

The formal element refers to the shape and lexicon, but should be used as a means for effective communication.

✓ **Functional component:**

The functional component refers to communicative language skills to express, for example, likes and dislikes, and describe objects.

✓ **Cultural component:**

This component takes into account the understanding of the culture of the country or countries where the target language facilitates understanding of the language itself. Values, attitudes and beliefs should take into consideration. Cultural aspects should always accompany learning a language.

The proper use of these three components ensures communication skills. The main aim of learning a language is to allow students to understand and communicate basic ideas. The preschool program focuses on the latter two components.

In teaching English, the oral aspect of the language is the object of study of preschool. Emphasis is placed on the two basic language skills: listening and speaking.

2.3.2 FEATURES OF PRESCHOOLERS

The preschoolers are in the classroom to learn, work, talk, laugh and play. This activity is part of the life that has everything, joys and sorrows, likes and dislikes; they like to learn and explore everything around them.

“The challenges facing the teacher in the educational action are multiple, complex, diverse and unique and are guided by the hopeful and creative thinking and deeply ethical that has always guided the educational act. Children and young people need teachers and entrepreneurs who struggle daily to achieve their dreams and open spaces to listen, to be heard and to pose after challenges in the educational work: to have the courage to be one or the same. Reflect on your educational practice. Assume the substantive complexity of the educational act. Have deep knowledge of the disciplines. Strengthen thinking. Respect and trust each student as a person and promote education based on gender equity. Teachers and exhibitions have bridges to unite men and women, and love and understanding will forever seal this alliance, in a democratic, just society with equal opportunities for all and for all.

The teacher is there to teach, guide, collaborate and facilitate the learning process, taking advantage of all situations to promote and create strategies in order to have success in the acquired of knowledge.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

The research is correlational and refers to one or more variables that are related.

According to (Torres, 2010): To Salkind (1998), referring to his book quoted by "correlational research aims to show or examine the relationship between variables or results of variables. According to this author, one of the important points about correlational research is to examine relationships between variables or their results, but never explains that one causes the other. "(P.114)

In other words, the correlation examines associations, but not causal relationships, where a change in a factor directly influences a change in another.

The focus of research is quantitative, because it has different stages and in turn collects data to test their hypotheses.

For Sampieri:

“The qualitative approach (representing, as we said, a set of processes) is sequential and probative. Each stage precedes the next and cannot “jump or evade” steps, the order is rigorous, although, of course, can redefine some stage. Part of an idea that goes, once defined, objectives and research questions are derived, literature is reviewed and a framework or theoretical perspective is built”.

(Sampieri.2010).

3.1.1 TEMPORAL DIMENSION

To have a broad definition of temporal dimension Sampieri states the following:

(Hernández Sampieri, Fernández, & Baptista, 2010): “*the transectional or transverse research designs collect data in a single time. Its purpose is to describe variables and analyze their incidence in interrelationship at a given time. It’s like taking a photograph of something happening.*”(p. 151).

The dimension or temporal scope is transverse, one diagnosis is made in the study. Aspects of research subjects are studied at a given time, research will be done in the second half of 2016, which will see the progress of children in accordance with the implementation of new educational content to the curriculum.

3.1.2 FRAMEWORK

The framework of the research refers to its size, its magnitude in the context of a country, organization or theme.

In this case, this research is micro framework, as it only refers to a group of few students in the transition level at Escuela Nueva Laboratorio.

3.1.3 NATURE OF RESEARCH

The nature of this study is qualitative and descriptive. In this case is to know and measure the progress of children in the English language, by implementing new educational content to the existing program, because those contents are not very attractive for them. The idea with this change is to give The idea with this change is to give the students the opportunity to choose a topic to study, and the activities they want to do will be taken into account, the teacher will play an important role, which is to guide and help the child during the process of Choice of the subject and therefore the planning of the strategies to carry out this learning process.

3.1.4 CHARACTER

Descriptive research can be defined according to (Arias Cascante, Cuevas Marín, León Jiménez, & Vasconcelos Vásquez, 2012) as: “the description of phenomena, it requires observation, correlational studies and development.

Generally, descriptive research, is used to meet existing situations, inquiring about them and drawing conclusions to toast relations last case. "(P.32). The nature of this research is descriptive, it is done in a natural context, which aims to observe and describe the different phenomena or changes that occur in children when exposed to the new content of the curriculum.

3.2 SUBJECTS AND SOURCES OF INFORMATION

Subjects and sources of information are the sources that allow the researcher to find important documents to carry out the investigation.

Therefore, sources of information is defined by (Hernández, Fernández & Baptista Lucio, 2010):

“It is a subgroup of the population of interest on which data will be collected, and which has to be defined or delimited beforehand with precision, it must be representative of said population” (p.173).

The main subjects or sources of information are a group of children in Transition level at Escuela Nueva Laboratorio, whose age is between 5 and 6 years old. Also three teachers and the parents.

The transition level is a fundamental stage in the formation of people. Its objective is the development of the potentialities and interests of children to meet their biological, emotional, cognitive, expressive, linguistic and motor needs, through an integral pedagogical approach.

The goal of the transition level is to adapt the child to the exit of the home, being a previous process that seeks the development of skills and skills in boys and girls.

The age to enter the transition level is five years and three months.

3.2.1 FIRST RESOURCES

First hand sources are classified as *"information taken directly from a person, event, location, or material at the point of occurrence."* (Schmidt, 2013, p. 62) It is indicated by Schmidt (2013) that the information obtained from these sources might not be completely accurate and correct; however, people who provide information may help enormously on this study. For example, in this research project, people such as preschoolers, parents and teachers have been asked to provide useful information. They are ten children in the transition level, three English teachers and the parents of children too.

According to (Bernal, 2010) *"they are all those which direct information, where the information originates is obtained. It is also known as first-hand or from the scene. These sources are people, organizations, events, and the atmosphere naturally and soon."* (P.191).

Of the previous quote is extracted that in the sources of first-hand research include the contribution of the children in question as well as the contribution of the teaching group also different books consulted for research, both in Spanish and in English, the curriculum Teaching English to preschool is another source of first hand.

3.2.2 SECOND RESOURCES

On the other hand, secondary sources are classified as *"information that a person provides after he or she has gotten the information from a primary source."* (Schmidt, 2013, p.62) This might be comprised on web sites, online libraries, articles and publications too.

According to (Bernal, 2010) *"they are those that provide information on the subject to be investigated, but they are not the original source of the facts or situations, but only referenced. The main secondary sources for obtaining information are books, magazines, written documents (in general, all printed media), documentaries, news and information me God."* (P.192).

The information sources used are guidelines, proposals for other projects such as theses and documents consulted through the Internet.

3.3 TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION

3.3.1 THE QUESTIONNAIRE

Questionnaires are useful instruments to get important information, according with the theme or topic in the research.

(Bernal, 2010) defines it as follows: *“The questionnaire is a set of questions designed to generate the data necessary for the purpose of achieving the objectives of the research project. This is a formal plan to gather information from the analysis unit under study and research center of the problem”.*

In general, a questionnaire consists of a set of questions regarding one or more variables to be measured.

The questionnaire allows standardize and standardize the data collection process. Inadequate design collects incomplete, inaccurate data and, of course, produces unreliable information. ”(P. 250).

For example questionnaires and interviews are widely used in various research projects. In this case, to realize the research three different interviews were applied to children, their parents and three teachers too. The main objective of those interviews is to get important information in order to know what students think about their English lessons, how they feel and to create a proposal for the English program.

This to parents was applied to obtain information concerning the stimulation and advancement of children according to what they say about their English classes. The instrument consists of 5 questions.

3.3.2 THE INTERVIEW

(Bernal, 2010) Defines the interview as follows: *"The interview is a technique that involves collecting information through a direct communication process between the interviewer (s) and respondent (s) in which the respondent answers questions, previously designed according to the dimensions that will be studied, raised by the interviewer "*. (P.256).

For this research a group of three teachers were interviewed, it was a written interview with the purpose of know about student's reaction after English classes, among other relevant experiences teacher can comment. The interview contains six questions relating to student performance after receiving your English lesson and an optional space to note any additional comments.

3.3.3 OBSERVATION

According to (Bernal, 2010) *“observation, as a technique for scientific research, is a rigorous process that allows us to know, directly, the object of study and then describe and analyze situations on the reality studied.”* (P.257).

In this research was carried out the observation process, where children were observed in their English lessons and outside their lessons, so that aims to highlight in forming applied knowledge related to the English language, either if used vocabulary words, commands, songs, etc.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1 TABLES AND GRAPHICS OVERVIEW

The questions applied in this study has the purpose to get information about interest and motivation of students, the development, progress of them related with the English lessons, according to the children's answers, the point of view of parents and other teachers too.

In this chapter, the results will be shown through the application of the three different interviews, one of them applied to students, the other is for teachers and the last one to parents in order to identify the students' expectations, English teachers experience and other important information from parents according the language development of students at home, in order to determine the results of teaching English in the transition cycle of the Ministry of Public Education, using new didactic strategies.

Also from the results obtained in these interviews can be created a didactic planning guide to work the new didactic strategies in the transition cycle of the ministry of public education.

The next tables and graphics display the results acquired after the interviews that were applied to students of Escuela Nueva Laboratorio, their parents and three teachers. Those interviews can be founded at the end of this documents, in the annexes.

4.2 TABLES AND GRAPHICS OVERVIEW FOR THE STUDENTS

The next tables and graphics show information taken from students, their parents and English teachers too. The interview applied to kids consisted in five questions were they could describe whether or not they like their English lessons, what kind of activities could be implemented, and most importantly, what new topics would like to work, among other important things.

According with the results of the interviewed had been selected the topics for the final proposal of this research.

4.2.1 EXPECTATION OF THE STUDENTS ABOUT ENGLISH LESSON

4.2.1.1 TABLE 1 LEVEL OF STUDENTS MOTIVATION

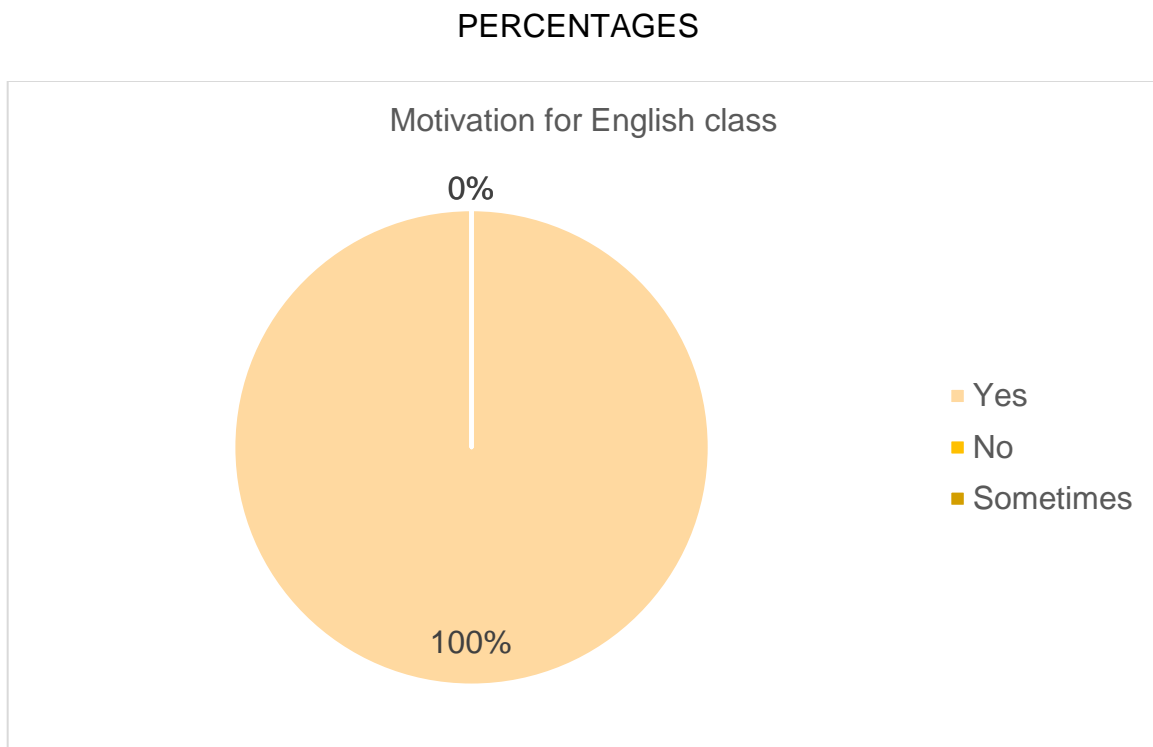
TOTALS

Motivation for English class

Parameters	Student 1	Student 2	Student 3	Student 4	Student 5	Total	Percentage
Yes	X	X	X	X	X	5	100%
No						0	0%
Sometimes						0	0%

Question.1. Questionnaire applied to students. October, 2016.

4.2.1.2 GRAPHICS 1



Question.1. Questionnaire applied to students. October, 2016.

The table and graphic represents question number one applied to students Escuela Nueva Laboratorio. It displays the motivation for the English class. Both of them show that the five interviewed students are motivated with the English class. It represents the 100 percent.

It is a very important aspect because if students feel motivate, their performance in the learning process will be better.

From the above it is clear that teachers need to know the appropriate didactic strategies about teaching methodology to keep the motivation in their students.

4.2.1.3 TABLE 2 PERCEPTION OF PRESCHOOLERS ABOUT DIDACTIC STRATEGIES

TOTALS

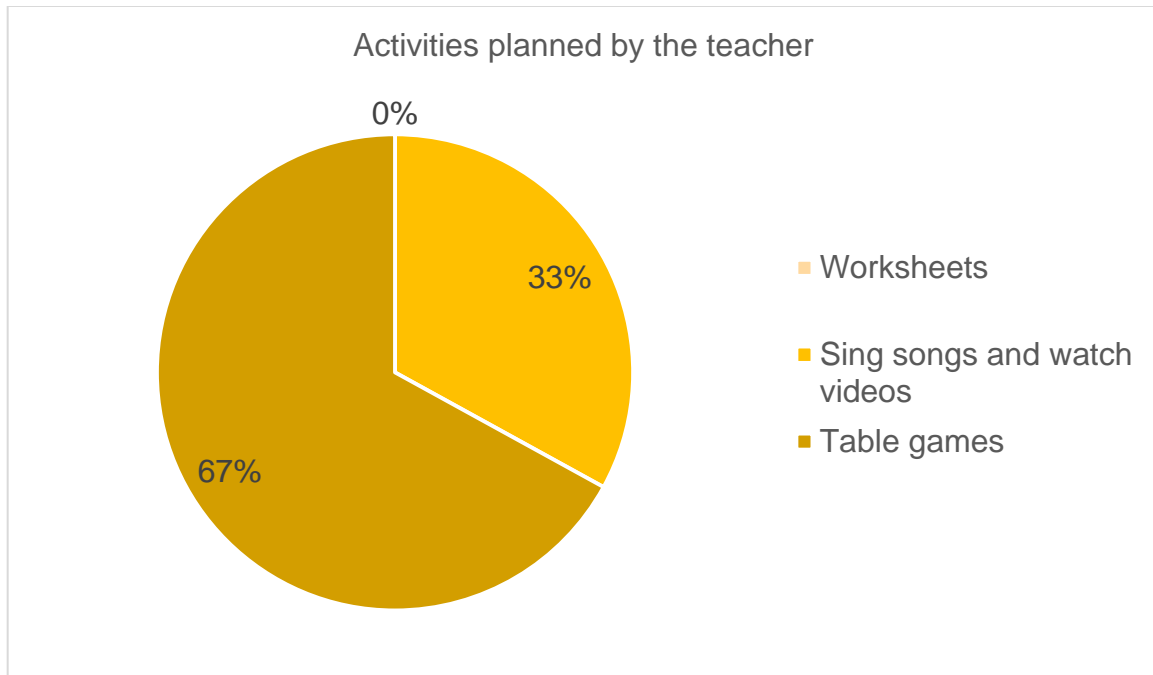
Didactic Strategies used by teachers

Parameters	Student 1	Student 2	Student 3	Student 4	Student 5	Total	Percentage
Worksheets						0	0%
Sing songs and watch videos	X	X				2	33%
Board games	X		X	X	X	4	67%
						Total	6 100%

Question.2. Questionnaire applied to students. October, 2016.

4.2.1.4 GRAPHICS 2

PERCENTAGES



Question.2. Questionnaire applied to students. October, 2016.

The table and graphic represent the question number two applied to the students of Escuela Nueva Laboratorio. It shows the variety of activities planned by the teacher. The five interviewed students say they have no interest in doing worksheets, it represent the zero percent.

Two of them say they like to sing song and watch videos, it is the 33 percent. Four children say that they prefer board games in their English class, it represent the 67%.

Games plays an important role in the learning process, especially at preschool age.

For Jean Piaget (1956), the game is part of the intelligence of the child, because it represents the functional or reproductive assimilation of reality according to each evolutionary stage of the individual. The sensory motive, symbolic or reasoning capacities, as essential aspects of the development of the individual, are those that condition the origin and the evolution of the game.

4.2.1.5 TABLE 3 DIDACTIC ACTIVITIES SUGGESTED BY STUDENTS

TOTALS

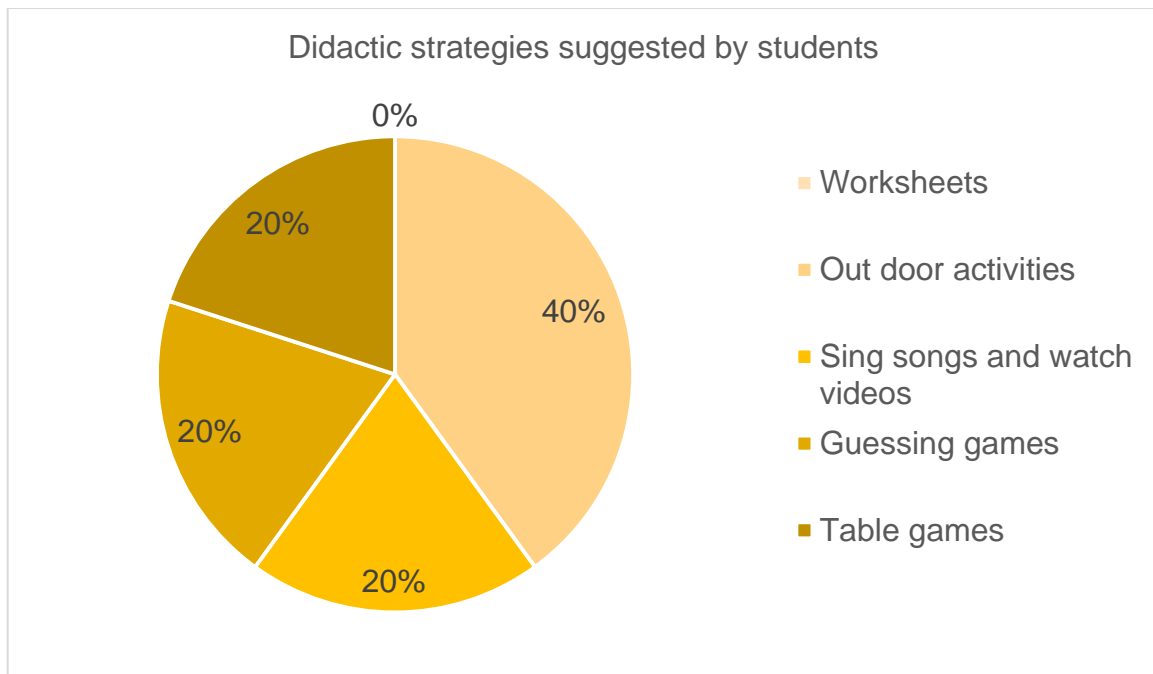
Didactic activities suggested by students

Parameters	Student 1	Student 2	Student 3	Student 4	Student 5	Total	Percentage
Worksheets						0	0%
Out door activities	X			X		2	40%
Sing songs and watch videos			X			1	20%
Guessing games		X				1	20%
Board games					X	1	20%
					Total	5	100%

Question.3. Questionnaire applied to students. October, 2016.

4.2.1.6 GRAPHICS 3

PERCENTAGES



Question.3. Questionnaire applied to students. October, 2016.

According with the question number four, there are the results about some activities suggested by the students.

None of the students suggested activities like worksheets, it represent the zero percent. Two students suggested outdoor activities. This is the activity of preference by the kids, it represents the 40%. One of the students suggested sing songs, it represents the 20%.

Other of the interviewed students suggested guessing games during the English class, it represents 20%. The last interviewed student chose board games, it represents 20%. Therefore, this result confirms the focus on holistic education, where students enjoy learning in order to feel inside an integrate system. They feel free to express own ideas, they always enjoy to try new things, for kids, it is part of their nature. They always have curious spirit.

4.2.1.7 TABLE 4 TOPICS SUGGESTED BY STUDENTS FOR THE APPLICATION OF THE DIDACTIC STRATEGIES

TOTALS

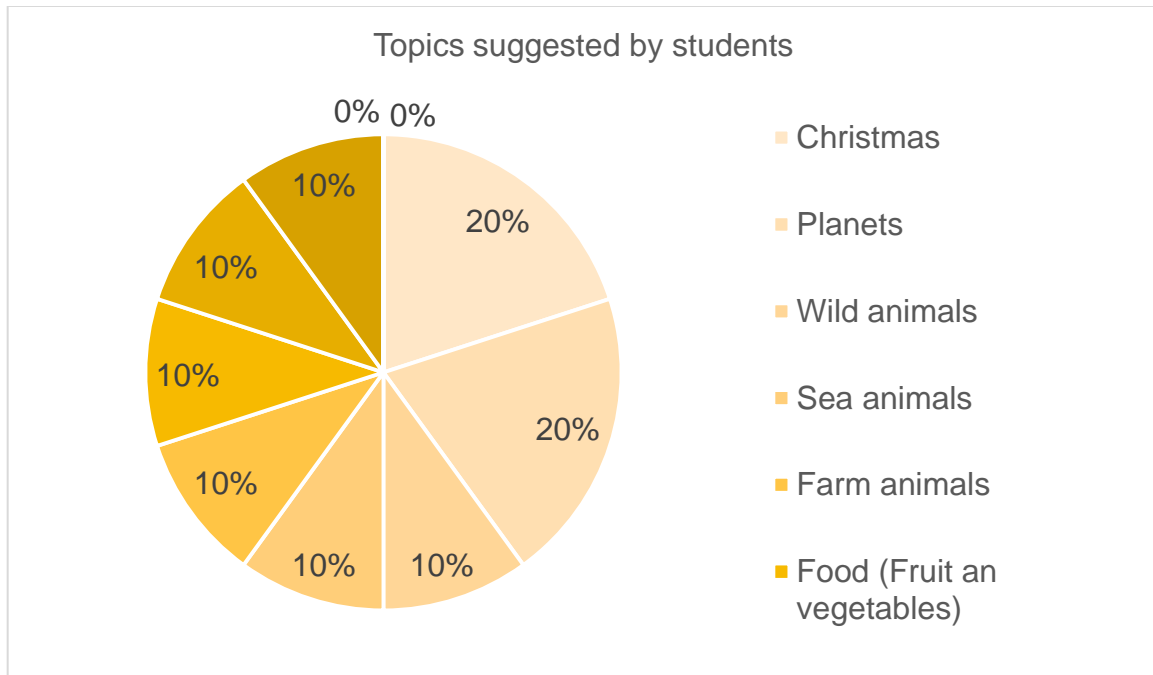
Topics suggested by students for the application of the didactic strategies

Parameters	Student 1	Student 2	Student 3	Student 4	Student 5	Total	Percentage
Dinosaurs	X					1	10%
Planets			X		X	2	20%
Wild animals				X		1	10%
Sea animals				X		1	10%
Farm animals					X	1	10%
Means of transportation						0	0%
Food (Fruit and vegetables)		X				1	10%
Clothes			X			1	10%
Christmas	X	X				2	20%
Sports						0	0%
					Total	10	100%

Question.4. Questionnaire applied to students. October, 2016.

4.2.1.8 GRAPHICS 4

PERCENTAGES



Question.4. Questionnaire applied to students. October, 2016

The table and graphic four, show information related with the answer of kids in question number four where the children suggest their topics of preference to study in class.

The result are as follows: one of the children has chosen dinosaurs, it represents 10%. Two of the interviewed kids chose planets as a topic of interest, it represents 20%. Other of the interviewed kids had selected wild animals, it represents 10%. Sea animals have been selected for one of the students, it represents 10%. One of the interviewed students chose farm animals, it represents 10%. None of the interviewed kids chose means of transportation, it represents 0%.

One of the students chose food (fruits and vegetables) as a topic of preference, it represent 10%. Other of the interviewed student choose clothes, it represents 20%. Christmas is a chosen topic by two of the students, it represents 20%. Finally one of the interviewed students chose sports. It represents 20%.

With the above, it is worth mentioning what has been mentioned within the different emphases of this research, where the influence of the sociocultural environment is expressed, since in these results it is shown that the themes selected by the children are a reflection of the environment around them, always maintaining Present their interests and their needs.

4.2.1.9 TABLE 5 NEGATIVE ASPECTS DURING THE ENGLISH LESSON

TOTALS

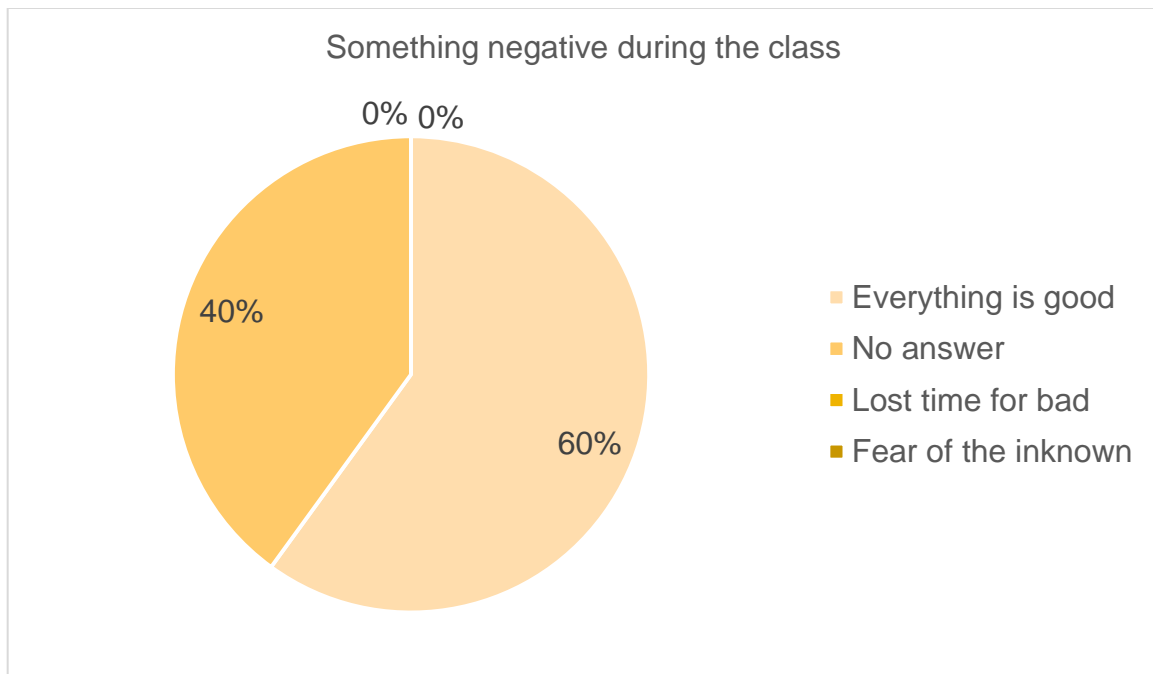
Something negative during the class

Parameters	Student 1	Student 2	Student 3	Student 4	Student 5	Total	Percentage
No answer	X				X	2	40%
Lost time						0	0%
for bad behavior						0	0%
Everything is good		X	X	X		3	60%
Fear of the unknown						0	0%
					Total	5	100%

Question.5. Questionnaire applied to students. October, 2016.

4.2.1.10 GRAPHICS 5

PERCENTAGES



Question.5. Questionnaire applied to students. October, 2016.

The table and graphic five show the results of question number five, where students could express something negative during the English class.

The results are as follows: Two of the interviewed students did not answer the question, it represents 40%. None of the students said that they lose time for bad behavior, it represents 0%. Three of the interviewed students said that everything is good during the English class. It represents 60%. None of the interviewed students have said to feel afraid for something unknown during the English class. It represents 0%.

This demonstrates the children's interest in learning the foreign language, they maintain an attitude of interest and curiosity to learn something new. The creation of didactic strategies encourages that attitude in the children of the transition level of the Public Ministry of Education.

4.3 TABLES AND GRAPHICS OVERVIEW FOR THE TEACHERS

With the purpose of being able to know the progress and performance of the students during the English class three of their teachers have been interviewed in order to collect information related to the way in which English lessons are taught according with the English program in the transition level, and the response from the children regarding them.

The objective of this interview is to obtain information different from that of her English teacher, and thus be able to know the point of view of these teachers regarding their English class, as well as a different view from another panorama, which is not only during their class, but in different spaces of the routine.

Three teacher were interviewed with the idea to obtain relevant information for this research, because they work with the kids every day, therefore know the students. These teachers are the teacher guide, the art teacher, and the assistant.

The interview has five questions regarding the methodology used by the English teacher to teach their English lessons as well as the attitudes observed in children.

4.3.1 PERCEPTION OF TEACHERS ACCORDING THEIR NEEDS RELATED WITH TEACHING METHODOLOGY

4.3.1.1 TABLE 6 TEACHERS GENERAL PERCEPTION ABOUT DIDACTIC STRATEGIES

TOTALS

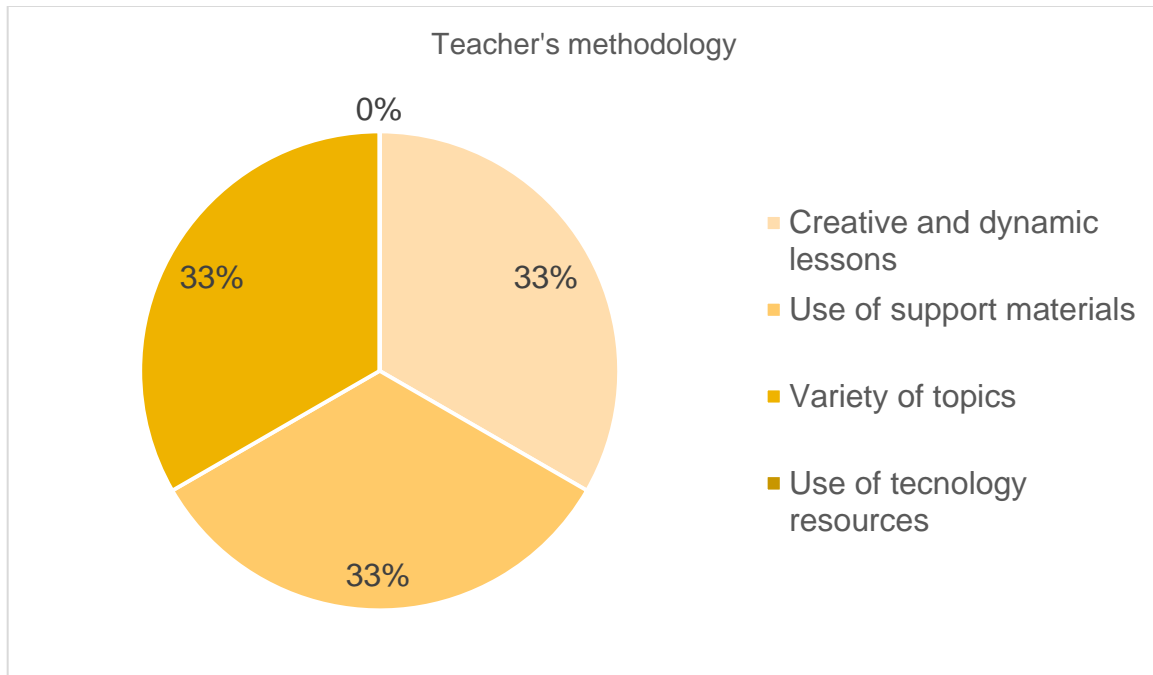
Teacher's methodology

Parameters	Teacher 1	Teacher 2	Teacher 3	Total	Percentage
Creative and dynamic lessons		X		1	33%
Use of support materials	X			1	33%
Variety of topics			X	1	33%
Use of technology resources				0	0%
			Total	3	100%

Question.1. Questionnaire applied to teachers. October, 2016.

4.3.1.2 GRAPHICS 6

PERCENTAGES



Question.1. Questionnaire applied to teachers. October, 2016.

The table and graphic number six display the results obtained in question number one of teacher's interview.

The questions refers to the teacher's methodology, where teachers answer as follows: One of the teachers say that lessons are creative and dynamic. It represents 33%. The second one interviewed teacher say that supported materials are used during the English class. It represents 33%. The third one interviewed teacher say that technology resources are used to teach English. It represents 33%. This means that there is flexibility and at the same time variety in the strategy used by teachers when imparting their English lessons.

With these results, once again the effectiveness of using adapted didactic strategies according to the interest and need of the children for a good management in the teaching methodology of English at the transition of Ministry of Public Education.

4.3.1.3 TABLE 7 ACTIVITIES USED BY TEACHER DURING ENGLISH LESSONS

TOTALS

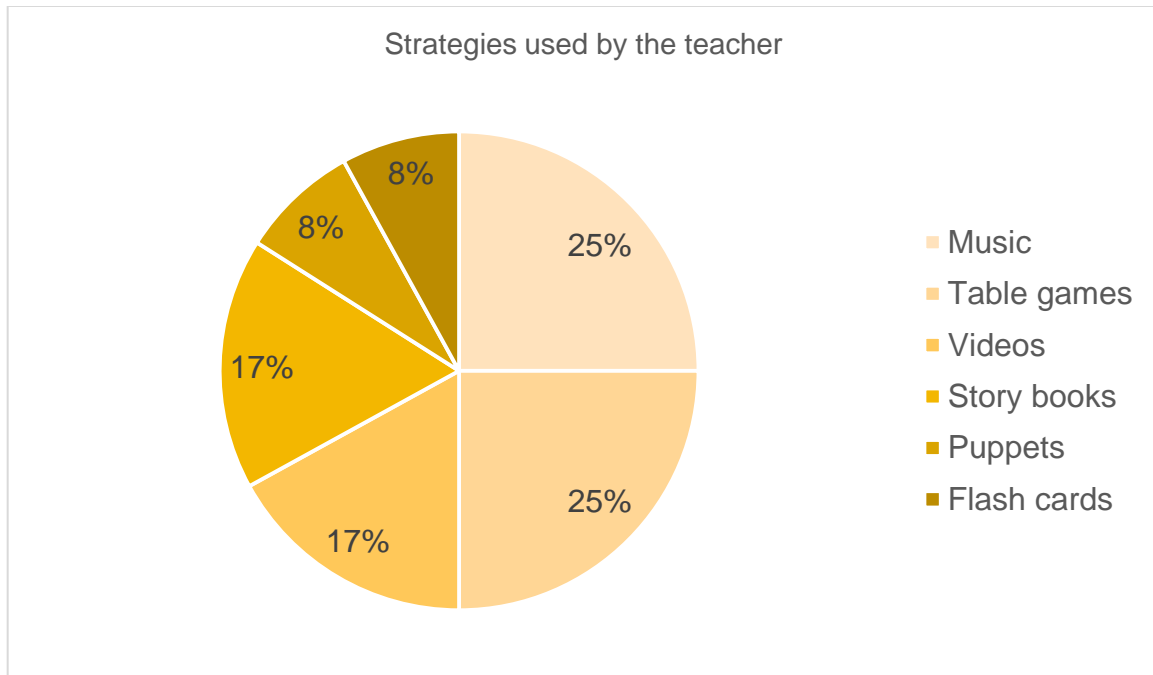
Strategies used by the teacher

Parameters	Teacher 1	Teacher 2	Teacher 3	Total	Percentage
Videos		X	X	2	17%
Music	X	X	X	3	25%
Board games	X	X	X	3	25%
Story books	X	X		2	17%
Puppets	X			1	8%
Flash cards	X			1	8%
			Total	12	100%

Question.2. Questionnaire applied to teachers. October, 2016.

4.3.1.4 GRAPHICS 7

PERCENTAGES



Question.2. Questionnaire applied to teachers. October, 2016.

The table and graphic number seven display information about question number two of the interviewed for teachers. The question is about strategies used by the teacher.

The results are as follows: Two of the interviewed teachers say that videos are used in the English class. It represents 17%. The three interviewed teachers say that music is a strategy used to teach English. It represents 25%. The three interviewed teachers say that board games are used in the English lesson. It represents 25%. Two of the interviewed teachers answered that story books are used in the class like strategy to teach English. It represents 17%.

One of the teachers say that puppets are used in the English class. It represents 8%. The last interviewed teacher say that flashcards are used in the lesson. It represents 8 %.

From these results it is verified that the didactic strategies preferred by the children are those that allow them to include music and movement, very own activities of the communicative approach, on which this research is based.

4.3.1.5 TABLE 8 PERCEPTION OF THE TEACHERS ABOUT STUDENTS ATTITUDE

TOTALS

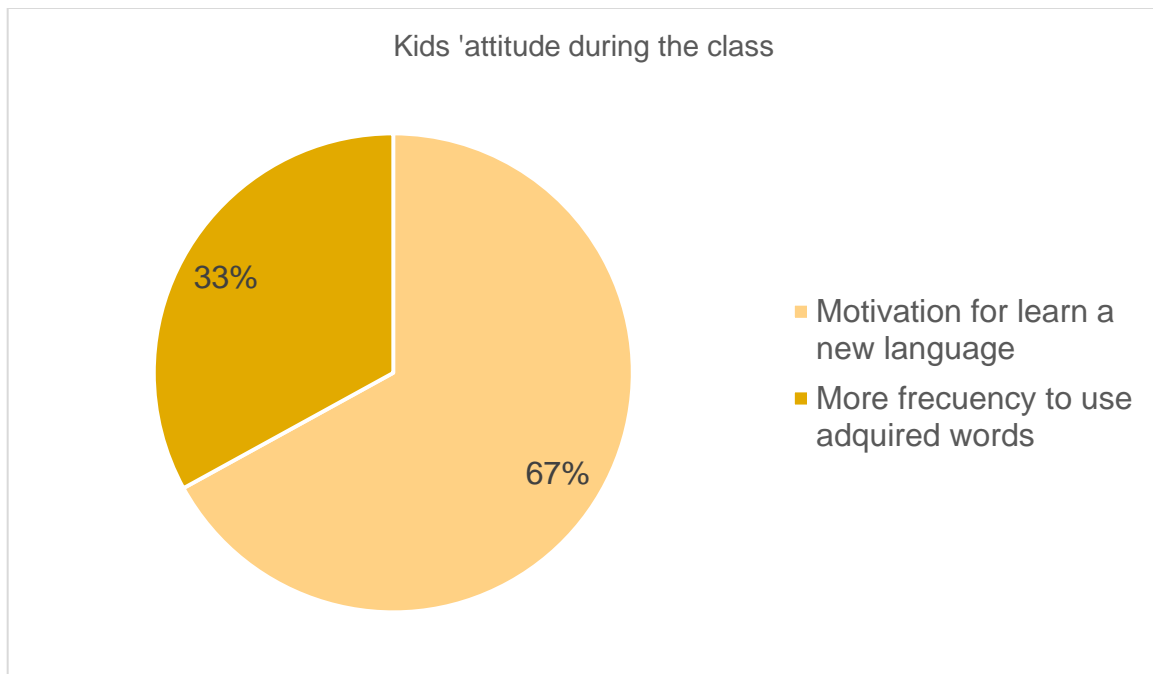
Kids 'attitude during the class

Parameters	Teacher 1	Teacher 2	Teacher 3	Total	Percentage
Motivation for learn a new language	X		X	2	67%
More frecuency to use adquired words		X		1	33%
			Total	3	100%

Question.3. Questionnaire applied to teachers. October, 2016.

4.3.1.6 GRAPHICS 8

PERCENTAGES



Question.3. Questionnaire applied to teachers. October, 2016.

The table and graphic number eight represents question number three applied to teachers, about the kids' attitude during the class.

The results are as follows: Two of the interviewed teachers say that students have motivation to learn English, it represents 67%. One of the interviewed teachers say that students have more frequency to use the acquired words in English. It represents 33%.

With the above it is verified that when using new didactic strategies, the students the students undergo a change that allows the teacher to create a motivating atmosphere within the classroom.

4.3.1.7 TABLE 9 PERIODS WHERE STUDENTS USE THE LANGUAGE

TOTALS

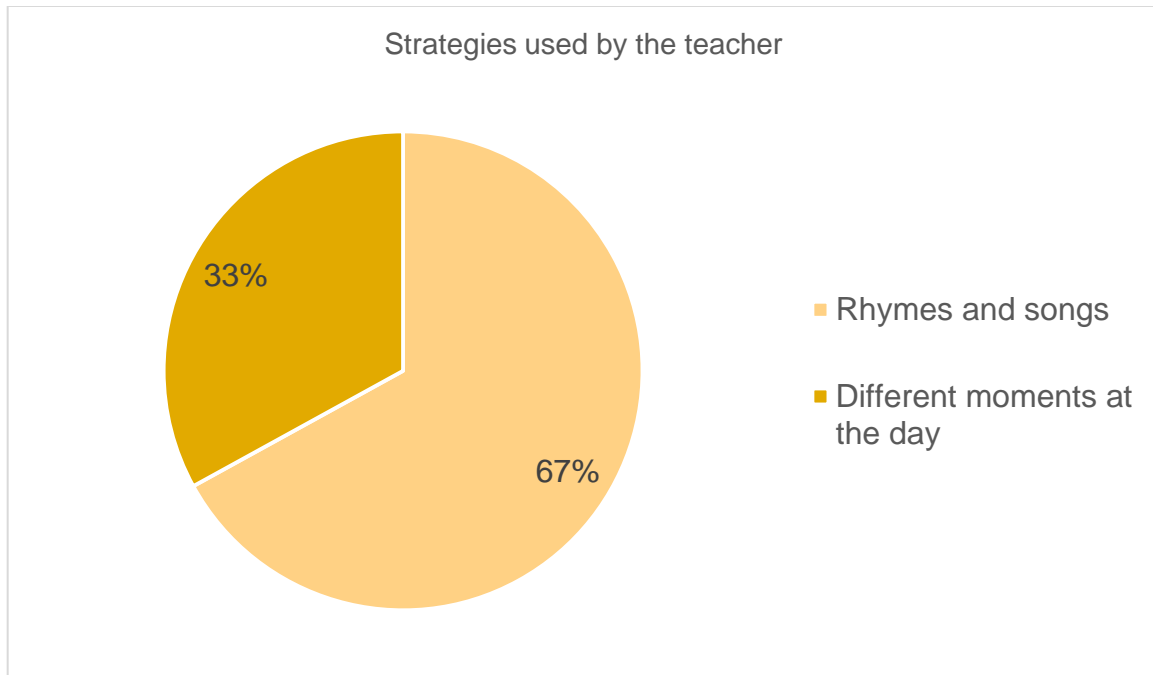
Periods where students use the language

Parameters	Teacher 1	Teacher 2	Teacher 3	Total	Percentage
Rhymes and songs	X		X	2	67%
Different moments at the day		X		1	33%
			Total	3	100%

Question.4. Questionnaire applied to teachers. October, 2016.

4.3.1.8 GRAPHICS 9

PERCENTAGES



Question.4. Questionnaire applied to teachers. October, 2016.

The table and graphic number nine display information related with questions number four applied to teachers. The questions is about the periods where students use the English language.

The results are as follows: Two of the interviewed teachers answered that students use the language mostly in rhymes and songs. It represents 67%. One of the interviewed teachers say that students use the language in different periods of the day. It represents 33%. The results show that the communicative approach is an effective method to use in the English class in the transition level.

4.3.2 TEACHERS CURRICULAR INFORMATION ABOUT THE PROGRAM

4.3.2.1 TABLE 10 KNOWLEDGE OR THE ENGLISH PROGRAM

TOTALS

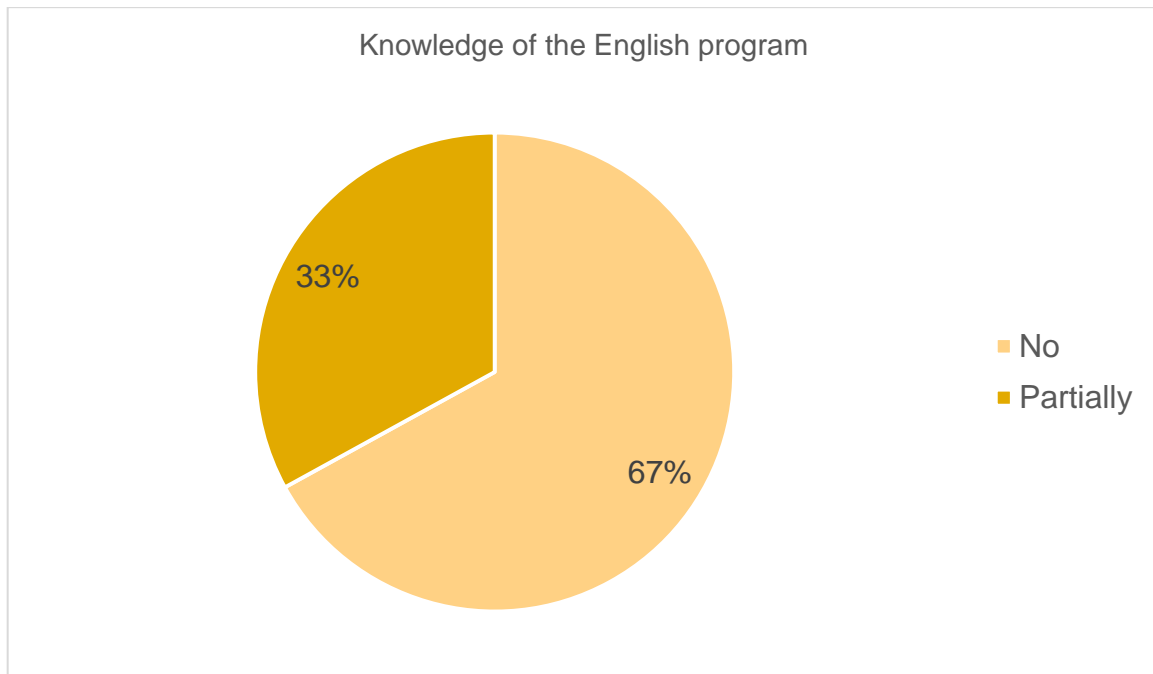
Knowledge of the English program

Parameters	Teacher 1	Teacher 2	Teacher 3	Total	Percentage
No	X	X		2	67%
Partially			X	1	33%
			Total	3	100%

Question.5. Questionnaire applied to teachers. October, 2016.

4.3.2.2 GRAPHICS 10

PERCENTAGES



Question.5. Questionnaire applied to teachers. October, 2016.

Table and graphic ten represents the obtained information in question number five applied to the teachers. Question number five refers to the teacher's knowledge of the English program from Public Education Ministry in the transition level.

The results are as follows: Two of the interviewed teacher do not the program. It represents the 67 %. One of the interviewed teacher know the program in a partially way. It represents 33%.

With the previous result, it can be mentioned that there is a certain lack on the part of the teachers since they do not know the program of studies, specifically in the level of transition of the ministry of public education. It is vital to know the English program in order to achieve the creation of new didactic strategies.

4.3.2.3 TABLE 11 PURPOSE OF THE ENGLISH CLASS

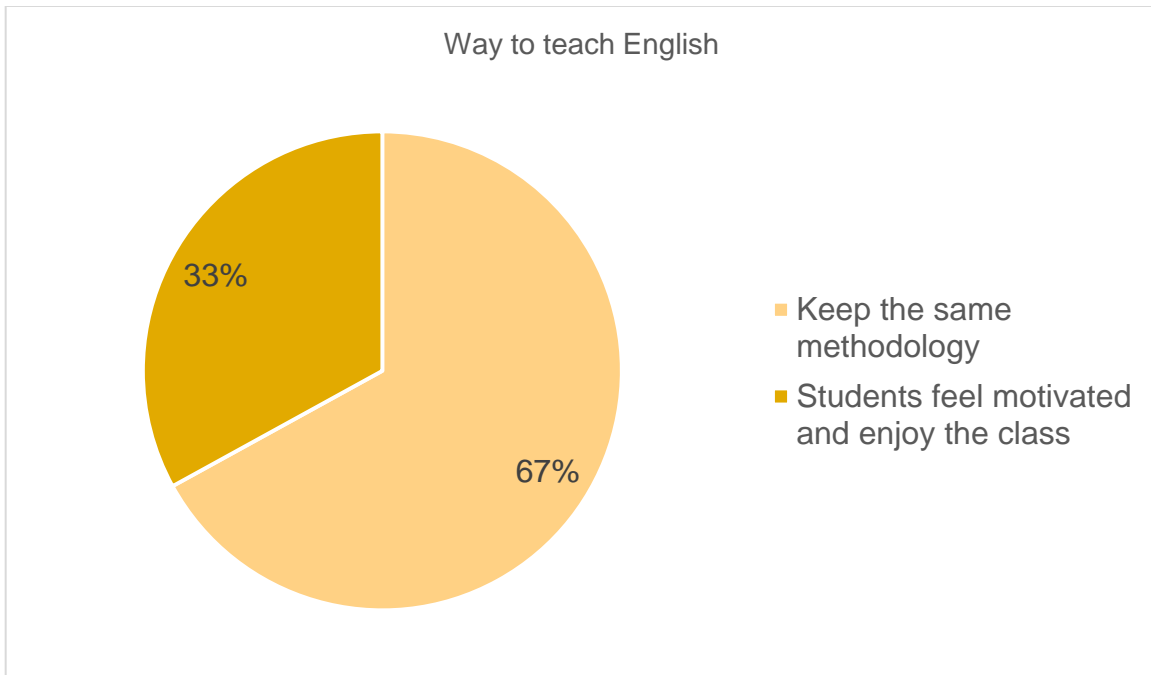
TOTALS

Parameters	Teacher 1	Teacher 2	Teacher 3	Total	Percentage
Keep the same methodology	X		X	2	67%
Students feel motivated and enjoy the class		X		1	33%
			Total	3	100%

Question.6. Questionnaire applied to teachers. October, 2016.

4.3.2.4 GRAPHICS 11

RESULTS



Question.6. Questionnaire applied to teachers. October, 2016.

Table and graphic number eleven refers to question number six of the interview applied to teachers about their point of view of the way to teach English lessons.

The results are as follows: Two of the interviewed teachers say that it is important to keep the same methodology to teach English. It represents 67%. One of the teacher say that students feel motivate and enjoy the English class. It represent 33%.

The interview states that most of the interviewed teachers consider it important to maintain the same methodology, but the main objective of this objective is to develop didactic strategies to improve the methodology of English language teaching at the transition level. Therefore, it is important, on the part of the teachers to make a greater effort and to make changes in the methodology that has been used.

4.4 PARENTS OPINION ABOUT ENGLISH CLASSES

4.4.1 TABLES AND GRAPHICS OVERVIEW FOR THE PARENTS

In order to be able to know the parents' perception and thus be able to confirm what was seen in class during the fieldwork of this research, as well as to confirm what was observed by the different teachers, an interview was made with the parents and thus to know their point of view. The opinions of the parents are very important and constitute a valuable contribution in order to improve the teaching task.

4.4.1.1 TABLE 15 ENGLISH LEVEL OF PARENTS

TOTALS

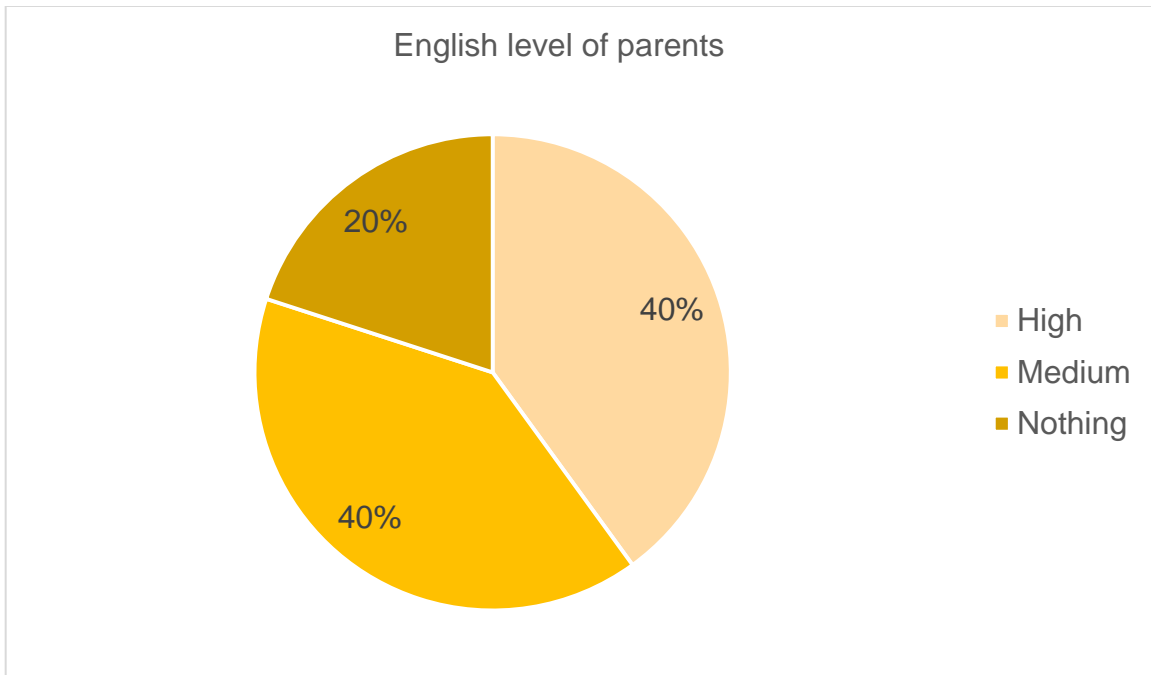
English level of parents

Parameters	Parents 1	Parents 2	Parents 3	Parents 4	Parents 5	Total	Percentage
High	X		X			2	40%
Medium		X			X	2	40%
Nothing				X		1	20%
					Total	5	100%

Questions 3 and 4. Questionnaire applied to parents. October, 2016.

4.4.1.2 GRAPHICS 15

PERCENTAGES



Questions 3 and 4. Questionnaire applied to parents. October, 2016.

Table and graphic fifteen represent information obtained in questions number three and four. Both questions are related each other, therefore they have united.

The results are the following: Two of the interviewed parents say that their English level is high. It represents 40% percent. The other two parents say that their English level is medium. It represents the 40%. One of the interviewed parents say that do not have any knowledge of English (nothing). It represents 20%.

Of the previous results, it can be concluded that the level of knowledge of the English language by the parents is in general terms at an intermediate and high level and although the other minority has no knowledge, parents have great interest for the bilingual education of their children.

4.4.1.3 TABLE 12 IMPORTANCE OF ENGLISH LESSON

TOTALS

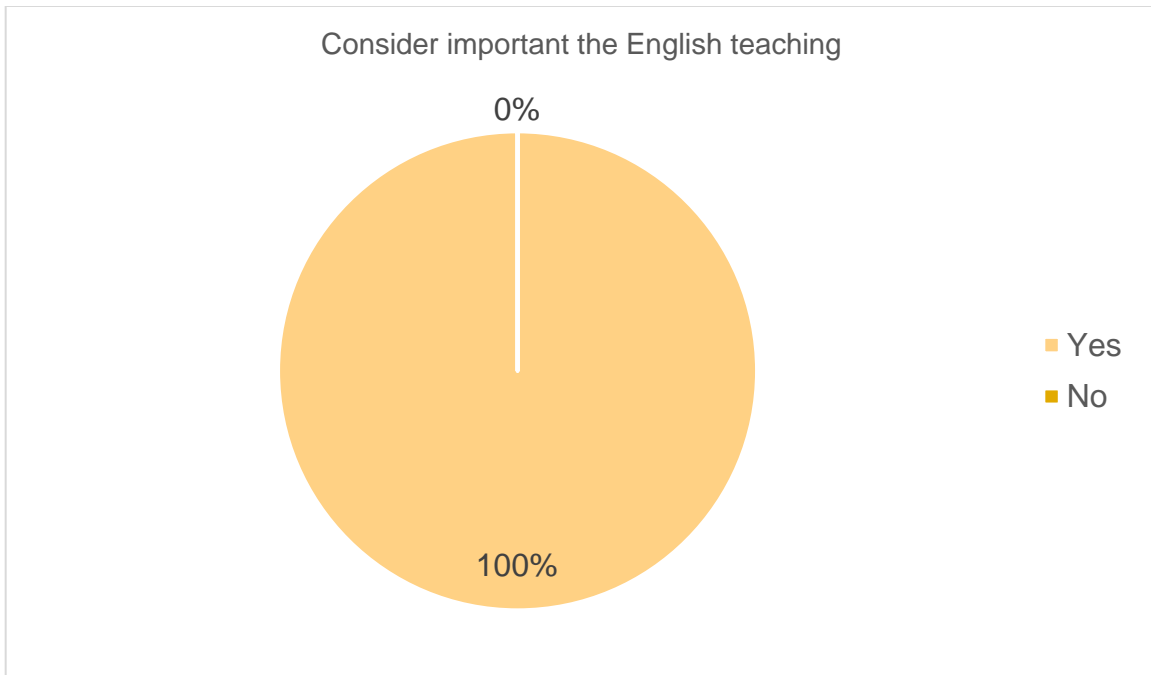
Consider important the English teaching

Parameters	Parents 1	Parents 2	Parents 3	Parents 4	Parents 5	Total	Percentage
Yes	X	X	X	X	X	5	100%
No						0	0%
						Total 5	100%

Question.1. Questionnaire applied to parents. October, 2016.

4.4.1.4 GRAPHICS 12

PERCENTAGES



Question.1. Questionnaire applied to parents. October, 2016.

The table and graphic number twelve refers to question number one of the interview applied to parents. Question number one is about the importance of teaching English from parents.

The results are as follows: the five interviewed parents answered "Yes". The English teaching is very important for them. It represents 100%. None of the parents answered "No". It represent 0%.

Considering the above results, parents consider English language teaching as important at an early age as it is at the transition level, which reflects a very positive aspect. On this basis, teachers should promote a more active participation of the parents, and to invite them to interact with the children about the language, this to keep always that interest in the language teaching.

4.4.1.5 TABLE 14 ACTIVITIES TO PROMOTE ENGLISH AT HOME

TOTALS

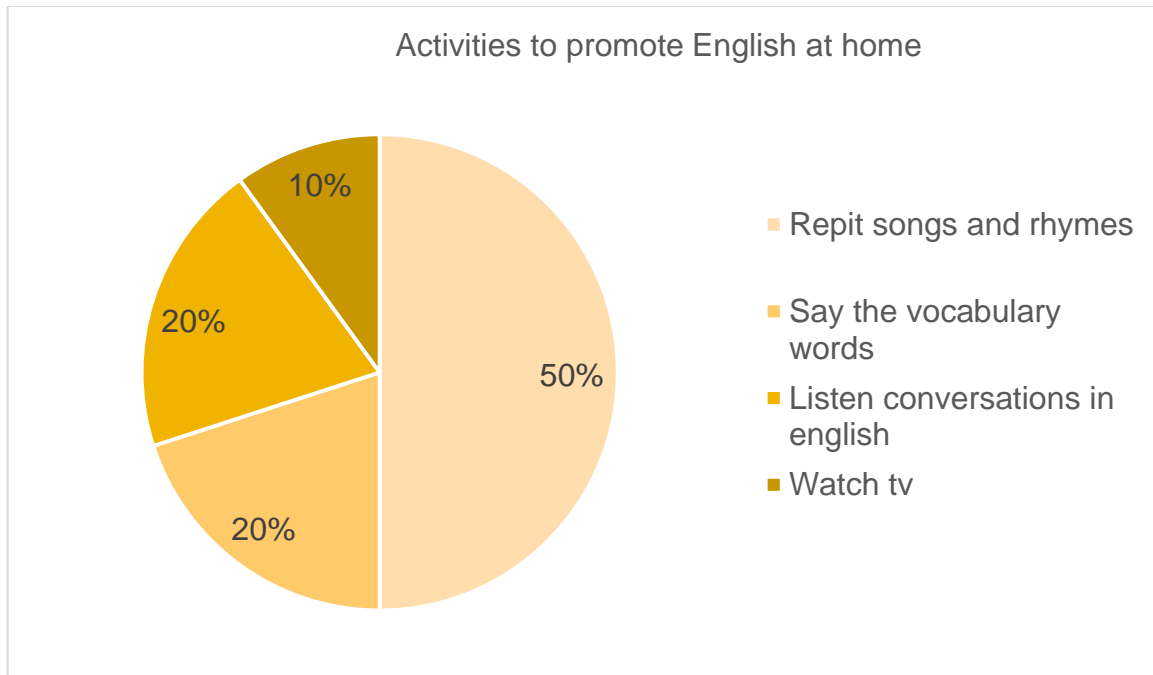
Activities to promote English at home

Parameters	Parents 1	Parents 2	Parents 3	Parents 4	Parents 5	Total	Percentage
Repit songs and rhymes	X	X	X	X	X	5	50%
Say the vocabulary words			X		X	2	20%
Listen conversations in english	X	X				2	20%
Watch tv				X		1	10%
					Total	10	100%

Question.2. Questionnaire applied to parents. October, 2016.

4.4.1.6 GRAPHICS 14

PERCENTAGES



Question.2. Questionnaire applied to parents. October, 2016.

Table and graphic 14 display information about question number two applied to parents. The objective of the question is to know some activities to promote English.

The obtained results are: The five parents interviewed agreed that students repeat songs and rhymes. It represents 50%. Two of the interviewed parents say that their children repeat the vocabulary words. It represents 20%. Two of interviewed parents affirm that kids listen conversations in English. It represents 20%. One of the interviewed parents say that children watch TV in English Language. It represents 10%.

Based on the above results, half of the students use the language at home, it is important to reinforce classroom activities and motivate students to apply what they have learned in class. It is also important to motivate parents, as much as possible, to ask and invite their children to use the language as much as possible in their homes.

4.4.1.7 TABLE 16 SUGGESTIONS FROM PARENT ABOUT ENGLISH METHODOLOGY

TOTALS

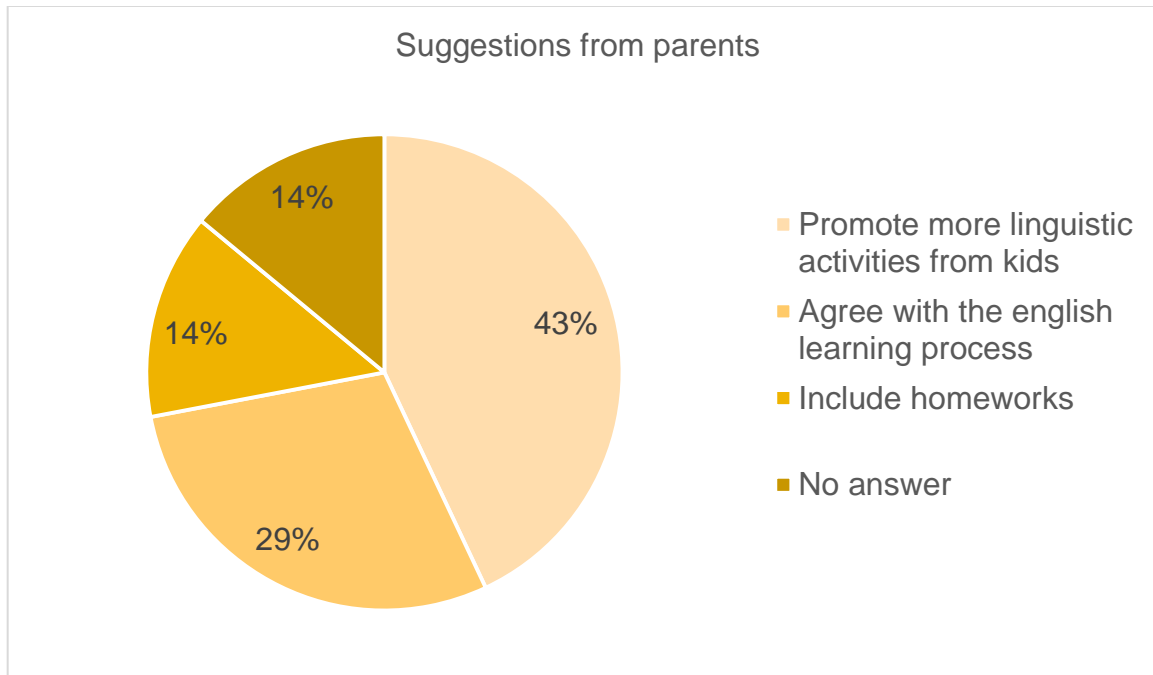
Suggestions from parents

Parameters	Parents 1	Parents 2	Parents 3	Parents 4	Parents 5	Total	Percentage
No answer					X	1	14%
Agree with the english learning process	X		X			2	29%
Include homeworks						X	14%
Promote more linguistic activities from kids		X	X			X	3 43%
						Total	7 100%

Question.5. Questionnaire applied to parents. October, 2016.

4.4.1.8 GRAPHICS 16

PERCENTAGES



Question.5. Questionnaire applied to parents. October, 2016.

Table and graphic sixteen display information about the last question of the interview applied to parents. The question is about some important suggestions from parents in order to practice and promote English.

The obtained results are the following: One of the interviewed parents did not answer the question. It represents 14%. Two of the parents say that they agree with the English learning process. It represents 14%. One of the interviewed parents considers it important to include more homework. It represents 14%. Three of the interviewed parents think that it is very important to promote more linguistic activities involving children. It represents 43%.

In conclusion parents express to feel very comfortable with the teaching of English to their children and also affirm that the children have expressed something referring to the work done during their English lesson, for example they have sung the songs, or mentioned some word of the learned vocabulary. The current trend is to start teaching a second language at an early age. They consider it very advantageous, since their children are opened a range of options.

It should also be mentioned that not all parents have an average level of English, so this situation makes it difficult to help in interacting with their children at home, some tasks cannot be developed.

4.5 GENERAL CONCLUSIONS

According to the results it can be concluded that the parents express results related to the communicative approach for teaching, such as that quoted in the theoretical framework of this research, where the activities are interaction, and authentic communication, which include active student Interaction in role plays, and other games.

As a conclusion for this chapter, we can mention that the results obtained in the interview of the students, it is important to create a didactic planning guide that helps the bilingual preschool teacher to work in the transition cycle, effectively and considering Always the needs and interests of students.

The students' responses have allowed them to identify the expectations they have about their English lessons, and specifically to know what they expect, all this in order to place the child as the central axis in the teaching-learning process, and with this will strengthen those weaknesses existing in the methodology in which English lessons are taught at the transition level.

With the active participation of the students, parents and teachers in these interviews is that it has been possible to create a series of didactic strategies that support and facilitate the teaching work and at the same time to be able to improve the methodology in the teaching of English at the level of transition.

As a final conclusion, it should be pointed out that with the application of the different interviews, it has been possible to clarify certain doubts regarding the methodology of teaching the foreign language from such a small population (transition level) and, in turn, to have a broader view of what is needed to improve the teaching method of a second language in the pre-school level, as well as to create possible solutions to the main problem of this research applying the correct methodology and motivational strategies that imply the student to feel anxious to acquire a new learning in the English language.

Observation	Curricular Analysis of the Transition English Program of Ministry of Public Education	Incorporation of suggested topics by preschoolers
Read and investigated important details of the English program.	<p>Study Blocks. The English Program is divided into 4 blocks:</p> <p>Who I am?</p> <p>I communicate with other in different ways.</p> <p>I enjoy and discover my surroundings.</p> <p>My relationship with people and objects around me.</p> <p>To know and identify the main objectives of the English program for</p>	Select new topics with preschoolers, those topics were selected according children needs and interest.

	transition level of the Ministry of Public Education.	
Observation of children ´s development in their English lessons.	Topics according to each unit of the classroom planning.	Place each suggested topic according with the corresponding unit.
Observation of the mythological teaching used by English teachers.	Teaching Methodology	Check the methodology used by teachers.

4.6 PROPOSAL DEVELOPMENT

4.7 METHODOLOGICAL MATRIX

Specific objectives	Categories	Sample selection	Investigative Technique
Identify student´s expectations of the transition level around the English lessons they receive.	Students expectations	Ten preschoolers of Escuela Nueva Laboratorio	Interviews Observation
Analyze the curricular needs in the teaching methodology of the English program at the transition cycle	Curricular needs from teachers	Three English teachers who works with the preschoolers.	Interview
To create a didactic planning guide that includes new topics suggested by the students of the transition level of the Ministry of Public Education.	Didactic planning guide	Ten parents who has their kids at the transition level.	Interview Matrix for Analysis

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

In this chapter, the conclusions reached after analyzing the data and discussed with the recommendations proposed to the perception of students, teachers and parents in relation to the strategies implemented and topics to work together for the development of English as a foreign language within the school, the following conclusions were obtained:

Taking into account the first specific objective of the research, there is a great deal of innumerable techniques to teach English to preschoolers. Based on the results, the students at Escuela Nueva Laboratorio have determined that the topics of interests for them are one the best options to learn English. The topics chosen by students are the following and are accommodated by order of preference:

1. Christmas
2. Dinosaurs
3. Planets
4. Sports
5. Means of Transportation
6. Clothes
7. Food (fruits and vegetables)
8. Wild Animals
9. Sea Animals
10. Farm Animals.

In order to catch the students' attention and keep them interested in the class, it is important to include the topics that are relevant and interesting for them. The target students share their opinions and desires, having the opportunity to become active participants in the process, as well as to choose the activities they want to be included in their daily planning.

The students' interview is composed of five different questions where students can answer and express their opinion.

According to each statement's result, the following can be concluded:

- The students prefer to choose the topic for each study block in the English program.
- In order to catch the students' attention and keep them interested in the class, it is important to include topics that are relevant and interesting for them. The target students share their opinions and desires, having the opportunity to become active participants of the process, as well as to choose the activities they want to be included in their daily planning.
- Students feel motivated to receive their English lessons because they had have an active participation in the selection of topics and strategies too.
- They enjoy activities planned by the teacher, especially when they are board games, they enjoy use a lot of materials, especially bingo games, puzzles, memory games too.
- The students suggest many activities, those of their preference are outdoor games. Kids enjoy have an active participation, they feel free to run and move during their classes.

- The topics of interest that students choose are those related to planets, Christmas and then everything related with animals (wild, sea and farm), as well as others like dinosaurs, food (fruit and vegetables), means of transportation, sports and clothes.
- Some students express that everything is good in the English class, they have learned and enjoyed the lessons. Also their teacher express that they wait for their English daily lesson.

Also three teachers were interviewed, and some conclusions are the next:

- English lessons are dynamic and creative according to the used methodology that includes integral system, and other curricular approaches in order to get a better student development.
- The class is taught using support and technology resources and variety of themes, too.
- They say that kids feel motivated to learn a new language, so they use the acquired language frequently during different moments of the day.
- It is important to keep the same methodology, using some teaching strategies like: rhymes, songs, videos, and board games. Because they develop a positive attitude in them.

Parents play an important role in the learning process, for that reason in the research there are the next conclusions:

- To learn English since preschool age is very important.
- The kids show interest for their English class.
- It is important to promote activities at home, for example homework or other activities to involve English such as songs, rhymes and games.
- The English level of parents is a high and medium level.
- The parents' expectation is centered in an active participation from students in English linguistic tasks.

5.2 RECOMMENDATIONS

The purpose of the research is to develop didactic strategies in order to improve the teaching methodology of English in the transition level of the Ministry of Public Education taking into account the students and teacher needs and interests.

Teaching English to preschoolers is strictly important because it is the beginning of a new world of knowledge and opportunities, kids have the ability to learn in an easy way.

Early childhood education can play an essential role in preparing young English language learners for later success in primary school.

According to the specific theme of this research, which is related with didactic strategies for teaching English in transition level the following recommendations concentrate on the challenge of implementing these contents in a program, so based on the results taken along the research, the researcher recommends:

- To plan the class taking into account the students' interests. The idea is to select a variety of themes where the kids can discuss and select the best option for them, this activity allows students interact and have an active participation in their learning process.
- To promote collaborative construction of knowledge. Making the learners participate in searching the topics they are going to study along a period, could be significant in the teaching-learning process. It is important not only to follow the M.E.P Syllabus, but also to integrate interesting topics for children, in order to have them be part of the process.
- To plan group activities. At the age of five-six years old, children initiate a new experience called preschool. At that age, they feel identified with others, because they share ideas, likes and dislikes. That is why, it is important to prepare lessons where they have to work in groups. In this way, they feel more comfortable and at the same time, they learn to socialize with values.
- To give constant feedback. For current teachers, it is basic to be opened to new teaching methodologies. Attending seminars and courses related to teaching.

- To learn the pedagogies to implement innovative ideas in the classroom.
The majority of the time, teachers use in their lessons only the methodologies they learned in the university, and some of them are not interesting for the students nowadays.
- Technology changes day to day and children grow with. That is why teachers must keep up with the new ways of teaching English.
- Provide explicit, systematic instruction in vocabulary, Children require multiple exposures to words in order to develop a rich understanding of their meaning and use.
- Incorporate children's home language in the classroom when possible.
- Songs and videos can be used effectively for this purpose, they love to sing and dance, and it is a funny way to learn.
- Create a classroom environment that motivate children for learn, nice decoration according with the topic is a good tool to accomplish it.
- Teachers must start the class with a warm up activity, because it helps students to have a positive attitude, it provides useful, stimulating ways to start the class and help teachers to catch their attention since the beginning of the class.
- Kids need to be in movement to learn in a kinesthetic and in a communicative way.

Some important recommendations to parents are: establish a routine for English time at home. It is better to have short, frequent sessions than long ones, fifteen minutes is enough for children. Practice certain activities at the same time every day. Children feel more comfortable and confident when they know what to expect. For example, play an English game every day after school, or read an English story with children before bedtime. Ask children about the activities done at school, invite them to say new words or learned songs. To help children to say English words or sentences without worrying, ask them to say the words in different ways: with a happy face, with a sad face, singing opera, acting sleepy.

Use imagination and have fun. Help students with homework, parents can be facilitators and motivators. Ask about assignments and guide kids to accomplish their responsibilities.

Students are more successful in school when parents take an active interest in their homework, it shows them that what they do is important.

5.3 DIDACTIC PLANNING GUIDE

5.3.1 INTRODUCTION

It is a final proposal with all implementations to the English MEP's Program taking into account the general and specific objectives of the program. Some contents have been including according with kids' preferences and ideas.

Those ideas and comments have been analyzed in order to improve the English Knowledge and learning process as a beginners students.

This proposal encourages students to actively participate during class, having more leadership during the class than the teacher does. Students get to decide and become part of their educational development, providing their opinions on how they want their classes to be.

On the other hand, classes should be active, with a constant participation and interaction among the participants, being able to enjoy what they do and motivate themselves to continue learning.

5.3.2 GENERAL OBJECTIVE

- To develop a positive attitude towards English, in order to get self-confidence and motivation for learn.

5.3.3 SPECIFIC OBJECTIVES

- To promote the acquisition of new topics and vocabulary words.
- To encourage students to participate and select the activities for each theme.
- To develop English experiences and to communicate feelings, ideas, and other expressions.
- To create a funny environment inside the room, where students feel free and motivate to talk and use English as a second language.
- Student would create the material to use in class, for example: flashcards, bulletin boards, bingo games and other things useful for their learning.
- Parents can interact and learn at the same time with the kids, the idea is that they help them to do homework, and prepare short speeches according with the studied topics.

The main purpose of these didactic planning guide is to change the method to teach English.

The English lessons could be more dynamic and interactive, preschoolers explore and learn a new world in a funny way, taking into account their needs, likes and interests.

The idea is to add ten new topics to the English Public Education Ministry Program for Transition Level, those topics were chose for them, and finally teachers can use creativity in order to apply and teach them to the students.

Among the activities that are intended to be used are:

- Cooking workshops, students will prepare simple recipes according with the studied topic.
- Short speeches.
- Create songs with the studied vocabulary.
- Role plays
- Watch videos and interact with technology tools in order to acquire listening skills, also they can watch some videos, students will sing and dance, repeat different actions and pronounce words too.
- Create literacy center with books and different flashcards.
- Elaborate a Pictionary related with the studied topic.
- To build an art corner where kids interact with different materials like books, memory games, bingo games, among other activities created by themselves.
- With the help of teacher, student will decorate the classroom according the topic they are studying, it can be a specific area or corner with many things related with the theme like toys, cards, etc.

The most popular themes chosen by children are the following:

1. Christmas
2. Dinosaurs
3. Planets
4. Sports
5. Means of Transportation
6. Clothes
7. Food (fruit and vegetables)
8. Wild animals
9. Sea animals
10. Farm animals

Then, there is a sample of the unit plan in the transition level of the Public Education Ministry, with some ideas and activities. The essential aspects to take into account are:

The Cognitive Target: this is “the what” the students are going to do in the class, which means content, topics included in the planning that they choose to learn in advance, according to their needs and interests.

Language: is important to choose the correct language to present to the students, for example the structure of the language, the linguistic pattern and the vocabulary. There is some sample language, but teacher can add other linguistic patterns according to the student’s needs and interest.

Functions: to provide to the kids with enough tools, so that they use the language meaningfully, for example teach to the students words such as hello or How are you, the purpose is to teach them how to greet people. Then, greeting people is a function.

Culture and Values: It is important to promote positive attitudes during the teaching and learning process. As teachers of a foreign language you should provide students with opportunities to compare our culture with that of the countries where English is spoken and to reinforce Costa Rican values. The syllabus lists cultural aspects and values that should be practice in class.

Evaluation Criteria: it includes those aspects from the plan that will be suitable for evaluating the students 'language skills. The syllabus includes different criteria that can be used to assess performance.

The didactic planning guide is a pedagogical proposal that favors the achievement of English language teaching in the transition level of the Public Ministry of Education, which can include ludic activities to perform in the classroom according to the needs of the same as the creativity of the teacher.

The subjects that are considered are considering the child as the protagonist of their learning and emphasizing the role of the teacher as facilitator and mediator of this process. The main objective is to achieve a connection between motivation and its desire to learn, as expressed by the theories that have been mentioned for the elaboration of this study.

The didactic planning guide has been structured as follows, it is a sample unit plan:

Topics	Contents	Function	Culture/values	Evaluation Criteria
1. Christmas	Star, Christmas tree, reindeer, snowman, snowflake, holly, candy cane, bell.	Talking about Christmas traditions and their family.	<p>Culture</p> <p>Importance of celebrate holidays and the importance of belonging in a family.</p> <p>Values</p> <p>Preservation of traditions and costumes.</p>	Singing songs Understand sounds and simple words.
2. Dinosaurs	Fossil, egg, volcano, mammoth, velociraptor, tyrannosaurus.	Recognizing different kind of dinosaurs.	<p>Culture</p> <p>Dinosaurs, the variety and importance in the world.</p> <p>Values</p>	Understanding riddles and role-plays

3. Planets	Sun, moon, earth, star, satellite, space, rocket.	Describing planets and the universe life.	Taking care and protecting the planet.	Producing short conversations
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4. Sports	Soccer, baseball, tennis, basketball, swimming.	Expressing opinions about sports.	<p>Culture</p> <p>Importance of sports and health.</p> <p>Values</p> <p>Responsibility of develop physical activity.</p>	Matching actions to meaning
5. Means of Transportation	Car, bus, airplane, train, boat.	Talking about different means of transportation.	Culture	Imitating correct pronunciation

			<p>Describing of means of transportation in the community.</p> <p>Values</p> <p>Obedience of traffic laws and safety rules.</p>	
6. Clothes	<p>Sweater, pants, jeans, socks, scarf, skirt, belt, cap, hat.</p>	<p>Comparing different clothes and when to use it.</p>	<p>Culture</p> <p>Importance of wear clean clothes.</p> <p>Values</p> <p>Respect people likes and appearance.</p>	Producing oral drills

<p>7. Food(fruits and vegetables)</p>	<p>Apple, banana, lemon, orange, grapes, carrot, potato, tomato.</p>	<p>Expressing likes and dislikes.</p>	<p>Culture Differences and similarities among food. The importance of fruits and vegetables in the body. Values Practice of healthy habits.</p>	<p>Expressing feelings</p>
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8. Wild Animals	Lion, tiger, giraffe, zebra, elephant, crocodile, monkey, bear.	Comparing differences and similarities about different animals and habitats.	<p>Culture</p> <p>Promotion of the sense of preserving the life of animals.</p> <p>Values</p> <p>Solidarity and respect for wild animals.</p>	Applying familiar language in different context
9. Sea Animals	Fish, octopus, shark, dolphin, jellyfish, seahorse.	Exchanging information about sea animals.	<p>Culture</p> <p>Taking care and protecting the sea life and species.</p> <p>Values</p> <p>Responsibility of develop policies to protect the sea life.</p>	Imitating correct pronunciation

10. Farm Animals	Cow, horse, rooster, hen, duck, chick, mouse, cat, rabbit.	Describing farm animals.	Culture Importance of different animals, and how they help people. Values Love for animals around people.	Singing songs
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APPENDIX

- **Abrupt:** unexpected.
- **Bilingual:** the ability to speak in two languages.
- **Cen CINAI:** is the organ of de concentration minimum attached to the Ministry of Health of Costa Rica responsible for contributing to improve the nutritional status of mothers and children and proper development of children, providing the child and the child on condition of poverty and / or social risk the opportunity to stay in day care services quality
- **Educational Content:** are a set of scientific knowledge, skills, attitudes and values that students should learn and teachers should be encouraged to incorporate them into the cognitive structure of the student.
- **Curriculum:** A set of core competencies, objectives, content, methodology and evaluation criteria that students must achieve a certain level of education.
- **Initial education:** the educational service to children under six years of age, is provided for the purpose of augmenting its integral and harmonious development in an environment rich in formative, educational and emotional experience, enabling them to acquire skills, habits, values
- **Elitist:** social system that favors elites within him or promotes the emergence of new elites. Elite comes from the root meaning "chosen" or "choice". It is based on the belief or attitude that is that those who are regarded as the elite - a select group of people with outstanding personal

abilities, wealth, experience, or other distinctive attributes - are the people whose opinions should be taken more into account effects of society as a whole, including those who are not part of the elite.

- **Ideology:** Set of ideas that characterize a person, school, community, cultural, religious, political movement, etc.
- **Kindergarten** school or class that prepares children for first grade. A child in kindergarten is typically 5 or 6 years old.
- **Foreign language** is a language different from the mother tongue of a person.
- **Montesoria:** is an educational method is characterized by emphasizing the activity directed by the child and clinical observation by the teacher. This observation is intended to adapt the learning environment of children to their level of development.
- **Parvularia:** refers to education provided to children under 6 years.
- **Educational planning:** It is the most concrete level of educational planning, focusing specifically on teaching and learning processes at the classroom level, so directly responsible for its design is the teacher.
- **Transition:** School level, properly preschool. In the school garden, children enter an age between 5 and 6 years.

ANNEXES

ANNEX 1

TABLE 17

UNIVERSIDAD HISPANOAMERICANA
ESTRUCTURA DEL TRABAJO
SEMINARIO DE GRADUACIÓN

TS 102

<p>Título: Una Nueva Propuesta al Plan de Estudios de Inglés para el nivel de Transición de Ministerio de Educación Pública.</p> <p>PLANTEAMIENTO DEL PROBLEMA</p> <p>¿Cuáles contenidos son necesarios enseñar en el nivel de transición del Ministerio de Educación Pública?</p> <p>OBJETIVO GENERAL</p> <p>Realizar una propuesta con los nuevos contenidos a incluir en el plan de estudios del idioma extranjero (Inglés) en el nivel de transición.</p>	<p>OBJETIVOS ESPECIFICOS</p> <ol style="list-style-type: none"> 1. Identificar los contenidos necesarios para la modificación del plan de estudios del programa de estudios del idioma extranjero (Inglés) en el nivel de transición del Ministerio de Educación Pública. 2. Propiciar la enseñanza del idioma extranjero (Inglés) partiendo de nuevos contenidos en el programa de estudios. 3. Analizar el plan de estudios existente y poder modificarlo con el fin de propiciar un mayor aprendizaje del inglés como lengua extranjera. 	<p>HIPÓTESIS</p> <p>A mayor contenido de los programas de estudio, mayor nivel de aprendizaje del idioma Inglés.</p> <p>CONCLUSIONES.</p> <p>La búsqueda de un cambio en el programa de lengua extranjera para preescolar trae consigo aspectos positivos, ya que tanto alumnos como docentes se han visto beneficiados en la adquisición del idioma inglés.</p> <p>La influencia que tienen los nuevos contenidos del programa facilita la producción y práctica del idioma inglés.</p> <p>La implementación de nuevos contenidos permite crear un nuevo planeamiento didáctico.</p>
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UNIVERSIDAD HISPANOAMERICANA
ESTRUCTURA DEL TRABAJO
SEMINARIO DE GRADUACIÓN



Variable Independiente

Contenidos Educativos.

Ana María Lizano Blanco, 2016.

Variable Dependiente

Aprendizaje del idioma Inglés

ANNEX 2

TABLE 18

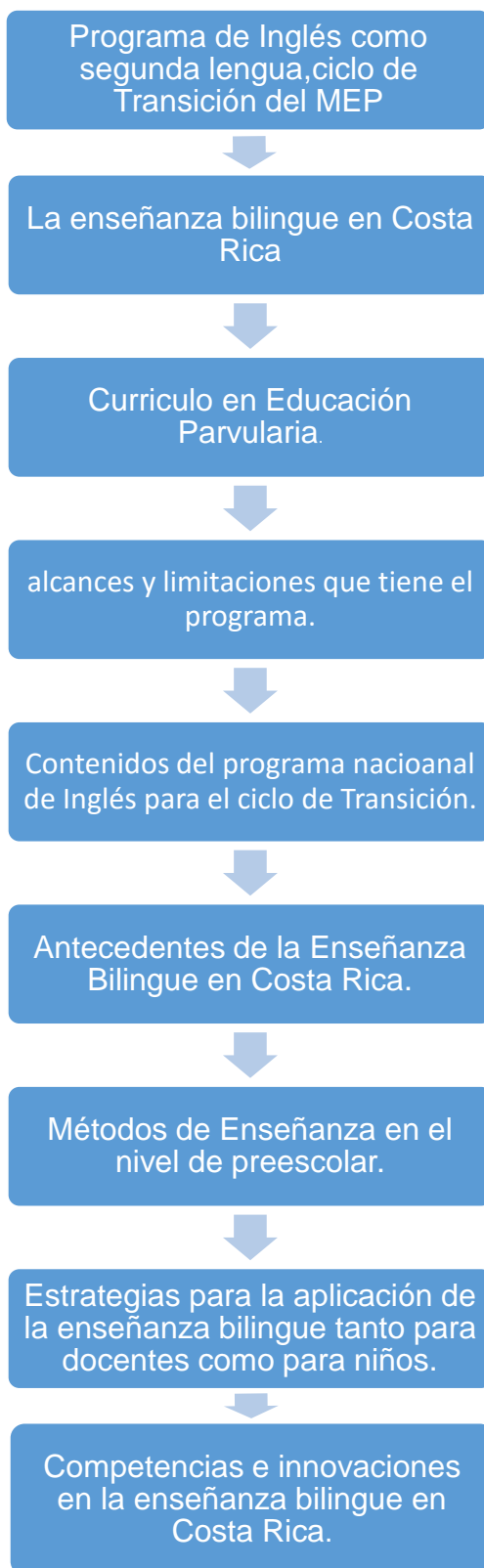
**Cuadro N° 2****SEMINARIO**

Hoja de control de variables indicadores y preguntas. |
Dr. Luis González Vallejo.

Variables	Indicador	Instrumento	N° de pregunta	Se le aplica a	Observaciones
Contenidos Educativos	Calidad de los Contenidos	Entrevista Oral	6	Docente Guía	Conocer las estrategias que se consideran oportunas para impartir el idioma inglés.
Contenidos Educativos	Tipo de contenidos	Hoja de Observación	7	Alumnos	Observar el progreso y desempeño respecto al aprendizaje de los alumnos.
Aprendizaje del Idioma Inglés	Tiempo para abarcar los contenidos	Entrevista oral	8	Docente Guía	Conocer los cambios que los niños han tenido respecto a la implementación de nuevos contenidos.
Aprendizaje del Idioma Inglés	Condiciones en las que se adquiere el aprendizaje	Hoja de observación	9	Alumnos	Conocer diversas situaciones, necesidades e intereses de los alumnos al aprender inglés.
Aprendizaje del Idioma Inglés	Tiempo en el que se adquiere el aprendizaje deseado.	Hoja de observación	10	Alumnos	Evaluar los contenidos implementados con el fin de comprobar la eficacia de la nueva propuesta.

NOTA: Con este instrumento se diseña el cuestionario que se va a aplicar. Las primeras 5 preguntas son de datos personales.

, 2016.

ANNEX 3**CONCEPTUAL MAP**

ANNEX 4**INTERVIEW APPLIED TO STUDENTS**

Escuela Nueva Laboratorio

Entrevista a niños del grupo de 6 años

Teacher Ana María Lizano Blanco

Nombre _____

1. ¿Te gusta recibir lecciones de inglés?

2. ¿Qué es lo que más te gusta de la clase de Inglés?

3. ¿Qué tipo de actividades diferentes te gustaría intentar durante la clase de inglés?

4. ¿Cuáles temas escogerías para aprender en la lección de Inglés?

5. Algo que no te haya gustado de la clase de inglés.

ANNEX 5

INTERVIEW APPLIED TO TEACHERS

Estimada Docente:

Soy estudiante de la carrera Licenciatura en Prescolar Bilingüe, de la Universidad Hispanoamericana. Uno de los requisitos de graduación es llevar a cabo mi tesis de grado, la cual estoy desarrollando en el grupo de 6 años de la Escuela Nueva Laboratorio.

El objetivo es conocer su percepción respecto a las lecciones de Inglés que reciben sus estudiantes.

Respetuosamente, le solicito me colabore en completar la siguiente entrevista:

1. ¿Cómo considera usted que la profesora imparten las lecciones de inglés a sus alumnos?

2. ¿Qué estrategias considera que utiliza la docente para motivar a los niños respecto a las clases de inglés?

3. ¿Qué cambios importantes ha observado en los niños al recibir las clases de inglés?

4. ¿Ha observado usted que los alumnos aplican términos o vocabulario referente a las clases de inglés?

5. ¿Conoce los contenidos del plan de estudios del programa de inglés y considera pertinente una modificación a los mismos?

6. ¿Algún comentario adicional?

Muchas Gracias por su colaboración

Teacher Ana María Lizano B.

ANNEX 6

INTERVIEW APPLIED TO PARENTS

Señores Padres de Familia o Encargados:

Soy estudiante de la carrera Licenciatura en Prescolar Bilingüe, de la Universidad Hispanoamericana. Uno de los requisitos de graduación es llevar a cabo mi tesis de grado, la cual estoy desarrollando en el grupo de 6 años de la Escuela Nueva Laboratorio.

El objetivo es conocer su percepción respecto a las lecciones de Inglés que recibe su hijo(a)

Respetuosamente, le solicito me colabore en completar el siguiente cuestionario

1-Considera usted que la enseñanza del idioma inglés le ha permitido a su hijo avanzar en el idioma?

Sí No

2- Muestra su hijo o hija interés por recibir la lección de inglés?

Sí No

3- Le ha manifestado su hijo algo en particular referente a las lecciones que recibe? Ejemplo: canta las canciones, menciona vocabulario, etc.

4- En qué actividades observa el interés de su hijo o hija por el idioma inglés?

- a- Al ver televisión.
- b- Al escuchar música en la casa.
- c- Al escuchar conversaciones en ese idioma.
- d- Al repetir las canciones o rimas aprendidas en la escuela.
- e- Otro _____

5-Cuál es su nivel de conocimiento del idioma inglés?

- a- Alto
- b- Medio
- c- Ninguno

6- Algún comentario adicional

* Muchas gracias por su colaboración

Teacher Ana María Lizano Blanco