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**CO-TEACHING: PRESCHOOL TEACHERS'  
INSIGHTS ABOUT THE EFL CO-ACTING  
PRACTICE**

**DIANA MARCELA LÓPEZ ROZO**

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**Abstract**

This explanatory case study proposed an in-depth description of EFL co-teaching practice at the Laura Vicuña's institution preschool grades through the self-contained teachers' insights. The qualitative research was carried out with 2 participants groups: 2 preschool teachers and children from Transition 1 and Transition 2 of this public school in which they developed 2 different instructional designs assigned in three progressive cycles to face kids' lack of previous exposure to the English language and teachers' absence of support and training related to EFL teaching in very young learners. Therefore, this study's process was supported by co-teaching theory, preschool education considerations, children's comprehensive learning, and visual literacy in EFL focused on very young learners. Thereon the notebooks for kids and teachers were created and also, the audiovisual material was produced. Subsequently, co-teaching provided supportive relationships among educators during the pedagogical intervention in which knowledge, experience, and collaboration encouraged and allowed self-contained teachers to enhance their language proficiency level as well as their EFL teaching practice.

**Key words:** co-teaching, self-contained teachers, EFL teaching practice, very young learners.

## **Chapter 1:**

### **Contextualization & Research Statement**

This chapter illustrates the characterization of the participants and the presentation of the institution as well. Also, the corresponding diagnosis for the establishment of the problem statement is described in detail. As the process follows, the objectives of the research study are proposed based on the results of the diagnostic test, interviews, and observations done during the classes conducted. Finally, the data collected from the diagnostic test, recordings, and teachers' interviews are described to state the problematic situation which needs to be considered henceforth.

### **Characterization**

#### **Local Context**

The public institution Laura Vicuña with about 1137 students, 99 in transition grades, 503 in primary and 635 in secondary, is located in the town of Chía, more exactly, in the central area, close to the main park. The institution shifts are organized as follows: the morning attends to preschoolers and high school population, while in the afternoon shift all primary school students are received; this distribution plan was carried out in this way to prevent social problems of drugs consumption that were being reported to the institution in previous years.

In terms of the construction and facilities, the school has a special place for preschoolers, it has a new building and an old one which is in constant maintenance. The old construction has an obelisk that represents this part of the institution as a historical patrimony of the town. This side of the school is the preschool area, in which there are 4 transition courses. Tr 1 and Tr 2 share a complete section. Therefore, both groups use the same park, library area, and

bathrooms, which are the ones that connect the two classrooms. On the one side, the classroom assigned to transition 1 is not too large but well illuminated. On the other side, the classroom of transition 2 group is the biggest one. In relation to materials, both rooms have hexagonal tables with their respective chairs, technological devices such as a TV, and visual aids or decoration over all the walls to reinforce common topics.

### **Institutional Context**

The name Laura Vicuña refers to a blessed girl who gave her life for her mother; therefore, the name of the school and its hymn have a religious sense; the mission, vision, objectives, principles, and profiles that are set out in the school's rulebook are aimed for improving the socio-cultural context through science, academia and human sense but do not express religious beliefs. First of all, the mission of the institution is based on ethical principles aimed to the solution of socio-cultural, economic and political situations, which are linked to the promotion of learning processes mentioned in the vision; secondly, the integration of Lauristas objectives corresponds to the pedagogical projects seen throughout the institution, including the painting of murals, the parent's school, metro gymnastics classes, awareness and implementation of recycling projects, among others. Some principles established in the school's rulebook such as the environmental, epistemological, pedagogical, etc., are being developed within curricular and extracurricular projects.

In regards to the principles that guide the curricular and extracurricular projects, humanistic conceptions prevail. From philosophical, ethical, psychological, pedagogical to ecological and legal establishments. Institutional foundations point towards the comprehensive development of human beings, which have to be conceived in life, peace, solidarity, respect,

responsibility, freedom, and work values to be proactive in a society.

### **Participants**

The participants of this research study are categorized into two groups, the 49 kids from transition grade and the two self-contained teachers. From now on, Tr 1 and Tr 2 are repeatedly mentioned as they were the groups to work on. To continue with the groups' traits, the first participants' group of the research project were kids between both 5 and 6 years of age. To start with, Tr 1 was guided with 24 students, 14 girls, and 10 boys. Most of the students lived in the central area of the town and 3 students arrived on the private school bus route because they lived far from the institution. An agenda was used by parents to be attentive to every child's activity or recommendation, but they were usually given by the self-contained teachers when children's tutor went and get them at the end of each journey. In Tr 2 there were 25 students, specifically, 9 boys and 16 girls. Children lived far from school too; some of the kids (7) lived in different rural areas of Chia such as Tíquiza, Fonquetá, Cerca de piedra, Rio Frío, Valvanera, and the rest in the downtown neighborhoods as Santa Lucia, Campincito and Zipa. However, only 2 students arrived on the private school bus route so the self-contained teacher could meet most of the parents or relatives constantly. This interaction was important as both teachers suggested parents' specificities about each kid if it was necessary.

Concerning children's family's composition, in both groups there were nuclear, monoparental, and extended families. Regarding Tr 2, 5 of the participants had nuclear families, 2 had monoparental families, the others were part of extended families where grandparents, aunts, and cousins were living with them. And, in Tr 1, 9 of the students were part of extended families, 1 of monoparental families, the rest of the children composed a nuclear family. Additionally, children's preferences, in terms of daily activities at school, were oriented mainly

to painting, playing with blocks, doing activities related to compiling or organizing, and dancing; on the contrary, some of the participants rejected reading as an enjoyable activity. All in the kids' mother tongue. In general, most of the students had not had previous exposure to the English language.

According to the second group of participants, the preschoolers self-contained teachers, they were both specialized in early childhood education, nonetheless, it was remarkable that achieving a certain level of English language was not a requirement to get their degree. They had had extensive experience with transition grades in different contexts: rural, urban, private, and public. Specifically, teacher from Tr 1 was 45 years old and had a degree in Preschool Education and a master's degree in Children's Literature. Tr 1 teacher started her professional experience in private schools and then she started in the public sector, they have been 19 years of experience. In the case of Tr 2 teacher, with 55 years old had a Preschool Education degree and a specialization of environmental education, she worked 14 years in the rural area as self-contained teacher and 18 years in the urban area, always in the public sector. Despite their extensive experience with little kids, they worried about teaching English as a foreign language because of the vocabulary, structures, spelling, and pronunciation. Both of them mentioned the need they were facing about the English language teaching; as they expressed, English was not their specialized area to teach but they were conscious they had to fulfill this aspect in each group as self-contained teachers.

Moreover, the two self-contained teachers felt insecure when conducting an English class, planning based on videos was the key aspect for them to guide these classes. They mentioned that only concepts were given and the rest of the class was developed in kids' mother

tongue (See annex # 4), it means, they were translating everything. Their methodology to work with kids in all the dimensions was flawless but the English language had not been taught at the same pace set. The pressure of uttering a word incorrectly and misspelling was a constant emotion conducting the English classes without previous training on how to do it. They considered it would be much better if an English teacher who knew about little kids' learning processes accompanied them.

### **Diagnosis**

By means of questionnaires, artifacts and interviews applied to self-contained teachers and children, it was possible to organize the diagnosis test considering the development of the English classes and the common topics established in the English curriculum at the institution for transition graders, which were based on the expectations stated in the standards of EFL by the MEN such as: minimal communicative structures and instructions; common basic topics like numbers, colors, adjectives; expressions of elemental socio-affective issues, for instance types of interaction.

Regarding the types of interaction observed inside the classes, kids and teachers were spontaneous when expressing their feelings to each other in their mother tongue. Most of the times children reacted to what they disliked or what they liked, they were not afraid of showing their likes or feelings in front of other students or even in front of the teachers, which represented a kind of authority in the classroom. Also, kids looked for the others to play or to achieve challenges, but they did not like at all to do the academic activities with their partners. In relation to the self-contained teachers, they seemed to be kids so immense emotion was expressed, a lot of gestures were used and lots of simple and rewarding expressions were said, it helped to create

an atmosphere of security and motivation among them during all the journey.

The development of the English classes headed by the self-contained teachers was based on a literal translation methodology in which the teachers said in Spanish the name of an object and then the same word in English; sometimes they implemented videos that explained the whole topic to reduce the mistakes of pronunciation they could have if they explained the corresponding topic. Nonetheless, the visual material, the gestures, the games or the activities proposed were varied, they were not only focused on English but on an integrated development in which children had the possibility to paint, to dance, to play games, to reinforce the trace of vowels. It is important to highlight that English classes were conducted all in Spanish, the instructions and the rewarding expressions were mentioned always in their mother tongue.

In terms of the kids' English level proficiency, based on the results of the diagnostic test consolidated through recordings, a test (See Annex # 1) and activities done in class, it was noteworthy the lack of a constant English language exposure in the classroom. Children did not use greetings and farewells; they just repeated in a quiet voice what the preservice teacher said (See Annex # 2). They presented difficulties identifying and naming some colors, animals, or sizes. Furthermore, kids did not associate and name the numbers from 1 to 10, some of them just repeated some numbers by heart, but they did not organize, count or even identify them. In both groups, students did not react to the commands appropriately, they followed pre-service teacher's actions, but they did not do it by themselves. It was not easy for them to repeat or utter minimal structures, they felt intimidated and insecure with the English language (See Annex # 3), it was also remarkable that they tried to hide for not be asked to do something or to answer any question in English. Additionally, participants did not identify what the word "like" refers, thus, they did not express their likes or dislikes in English, they expressed themselves every time in Spanish.

Children's needs were focused on communicating at least how they were, how they felt, what they needed, or what they wanted in English.

### **Statement of the Problem**

The different data collection instruments revealed that the very young learners from transition grades at the institution Laura Vicuña were far from the achievement's indicators stated by the MEN, they also showed kids were not being exposed to the English language presumably due to issues regarding to teachers. The English language teaching processes in these transition grades were conducted by preschool self-contained teachers, and unfortunately, they were not prepared and did not have a proper guide to develop the proficiency English language level expected from them. Preschoolers self-contained teachers provided instructions in the mother tongue when teaching English because they felt insecure about the language, however, they tried to involve the different dimensions in their activities: communicative, corporal, aesthetic, cognitive, and ethical.

The MEN specifies that the educational system in these levels is implemented by all-subjects teachers. That is, one single teacher is generally in charge of teaching all basic subjects in the curriculum. (2016, p.19). It means that the English language is expected to be taught by the same preschool educator, regardless self-contained teachers' specialization is focused on Early Education, not in the English Language. Besides language subjects, they taught math, physical education, arts, and English, in which they felt insecure because of their lack of domain of the foreign language and training on how to teach it. As a result, in both groups, there was an extended gap between what children should know and what they currently knew and did, when compared to MEN's Basic Learning rights for transition grades in the Pre-A1 English level

which are:

Recognizes simple commands related to his/her immediate environment, and responds to them nonverbally; associates images with sounds of words; identifies, repeats, and uses words related to his/ her immediate environment and understands and answers very simple questions about his/her personal information. (2016, p.14)

According to the Pedagogical Principles and Guidelines asserted by the MEN, and the comprehensive education which is involved in the initial education in Colombia, neither teachers nor students had the English language proficiency level set by the MEN to accomplish the objectives of the Colombia Bilingual Program in initial education, which are: preschoolers' Pre-A1 level achievement and self-contained teachers' responsibility of teaching English (2016, p 19). Moreover, preschool self-contained teachers have to assume the challenge to develop kids' basic oral skills (listening and speaking) in the English language through the integration of activities that involve all the dimensions (MEN, 2016), as they used to do for other subjects in the mother tongue. These challenges are not suitable for the teachers' specialization itself; they are only specialized in initial education. Due to these conditions, in both courses, young learners are, at this level, far from MEN's achievements regarding basic listening and speaking skills.

### **Rationale of the Study**

As the Minister of National Education displays "there is not a sufficient number of English teachers to supply the growing need in the country". (2016, p.19) Learning a foreign language is similar as learning one's mother tongue; language has to go in before it can come out (Scott & Yterberg, n.d, p. 34) Thus, to very young learners, listening is the first skill to be acquired and speaking (utter) is the following one. The initial phase of communication

(expressing oneself) depends on the work with these skills. Nonetheless, basic EFL oral skills are limited depending on the inputs children have constant exposure to. (Szpotowicz, 2012, p. 143)

Due to the problematic situation teachers were facing, alternatives such as the co-teaching model could be implemented. It is defined by Cook & Friend

As a partnership between professional peers with different types of expertise, co-teaching can be viewed as a reasonable response to the increasing difficulty of a single professional keeping up with all the knowledge and skills necessary to meet the instructional needs of the diverse student population attending public schools. (2010, p.11)

Hence, this study was supported on the factors suggested by Cook (2004) which could determine the selection of a co-teaching model in an educational environment to fulfill the gap in transition graders' basic oral foundations in the English Language and the needs of an EFL teaching practice of preschool self-contained teachers at the school Laura Vicuña. These factors included the students' and teachers' characteristics and needs, and the pragmatic setting of the place where co-teaching was implemented. Consequently, the main concerns were about the students' lack of constant exposure to the English language, the self-contained teachers' worries about teaching English with any support or previous English training and the absence of an assigned English teacher for transition graders.

Taking into account the problematic situation that the MEN specified about the lack of English teachers to cover all the country needs, the co-teaching model was the vehicle to foster self-contained teacher's teaching practice in EFL and pre-service's teaching experience with very young learners. As the model promotes the partner work among different specialized areas,

in this case, preschool education and English as a foreign language, the two sides from these knowledges met together in all the stages of teaching EFL, planning classes, designing material, and also, addressing the classes. Implementing co-teaching model could be considered as a reciprocal effort in which self-contained teachers were permanently supported by the process as a training space in EFL teaching and by the material created jointly, and, in which the preservice teacher learnt about teaching to very young learners. In long term expectations this study will let teachers to improve their EFL teaching practice and to empower themselves to turn into the material designed and classes planned to finally implement it completely in the EFL classes. Moreover, improvements will be reflected on children's basic oral skills and the development of the other dimensions. Both groups of participants, self-contained teachers and children will have greater exposure to English as a foreign language.

### **Research Questions**

- How might preschool EFL classes be addressed by means of co-teaching?
- How might preschool teacher's EFL teaching practice be shaped by means of co-teaching?

### **Main Objectives**

- To analyze teacher's perceptions in regards to the use of co-teaching to address preschool EFL classes.
- To describe the co-teaching practice carried out by the self-contained teachers and the preservice teacher.

## Chapter 2:

### State of the Art & Theoretical Framework

This research study was carried out based on the co-teaching model and its possibility to foster EFL classes in two transition grades at I. E Laura Vicuña. Therefore, the state of the art was founded on local and international research studies which provide information and experiences about co-teaching approaches when implementing them in the classes, teacher's training tasks when teaching English to preschoolers, and very young learners' features. Consecutively, the theoretical framework defines and characterizes the constructs that underpinned this project which are the co-teaching model's foundation in EFL, the development of very young learners, preschool education in Colombia, and the basic EFL oral skills development in very young learners.

#### State of the Art

First, *Los roles de las maestras participantes de las clases de team teaching (enseñanza conjunta) en un proyecto de formación bilingüe* carried out by Duque (2012) describes the characteristics of the teachers' interaction in team-taught classes of English in transition grades in which the lead teacher was assisted by an English teacher. This qualitative research project was developed as non-participatory action research, in which a pedagogical proposal was done based on the description and explanation of factors related to the collaborative work between teachers; the information was gathered through observation and interviews. The conclusion of the implementation of this collaborative work was that teacher's empathy is always required to work fluently in the team-teaching processes (planning, development, evaluation). Nevertheless, the role of kids during the classes was passive, they distinguished which of the teachers know the

foreign language and did not use the English Language with the headteacher or classmates, only with the English teacher. This research project provided information about teachers' possible responses when sharing instruction, that is, a more detailed perspective about team teaching, which was a co-teaching approach developed in this study.

Second, *A Study of Co-Teaching Identifying Effective Implementation Strategies* by Brendle et al (2017) analyzes two co-taught classrooms to document the implementation of co-teaching with two elementary general education and two elementary special education teachers. This qualitative research was focused on math and reading co-taught class development. The case study concerned about co-teaching roles and the data collection tools such as observation, interviews, and rating scales let the researchers to gather descriptive information. Co-teaching let teachers to give differentiated instruction depending on the students' learning disability, however, results demonstrated teachers lack expertise in implementing collaborative work. Finally, some recommendations for support and teacher training were given to the administration. This case study was useful for this project as it specified the implementation of co-teaching on its original context of inclusion, which means, from the co-planning until the co-assessing process; it also provided the insights participants had during the process.

Third, *Inglés para preescolares: una tarea pendiente en la formación inicial docente*. is an exploratory article done by Fuentealba et al (2019) The study analyzed 32 articles to diagnose the knowledge about teaching and didactics when teaching English as a foreign language with a preschool population. Many of them emphasized the use of songs, rhythms, stories, technology, among others prompted kids' skills. This article revealed, on the one hand, that specialized teachers in preschool levels did not have linguistic competences to teach English as a foreign

language; and, on the other hand, that teachers with linguistic competences to teach English did not have the basic knowledge to work with this type of population. It concluded that the process of teaching English as a foreign language in preschool is a matter which needs to be investigated deeply by experts from the two areas: very young learners' experts and EFL teachers. This exploratory research contributed to give relevant information about the pedagogical training of teachers when teaching English to very young learners, specifically, it reinforced the rationale of this study by presenting as a general problem the difficulties preschool teachers were facing when teaching English with no previous training or support to do it. It also concluded that EFL teaching in preschool required knowledge from the two areas, EFL teaching, and very young teaching, it meant to this study that co-teaching could be adopted as a possibility to gather these two areas in order to work on this population.

Fourth, *Teaching English to very young learners*, carried out by Nuriye & Fatih (2015) presents a literature review regarding very young learners in their English language learning process as a foreign language. It describes the characteristics of the population and explains why speaking skills are harder to develop than listening or grasping. Additionally, the authors mentioned some studies that support how the implementation of various methods and materials was required in foreign language education of VYL, highlighting the hands-on experiences. They gathered information about the age of acquisition and the learning process it involved. In the end, the authors concluded that there was a very limited number of studies focused on early ages and much less about the learning and teaching of English as a foreign language in very young learners. This study supplied important issues about very young learners and provided a range of activities to engage the kids in the process of learning English as a foreign language. This information was useful when planning the pedagogical interventions and analyzing the different

data collected from kids.

Fifth, *Teaching English to young learners: through the eyes of EFL teacher trainers* by Damar et al (2013). The authors aimed to investigate the teachers' trainers' views about the age to start learning a language and the most accurate methodology for teachers to teach them. They used surveys to gather information from 72 teachers from public and private universities. In the quantitative part of the study, they proposed a scale in which teachers classify according to their experiences the age in which kids were ready to be introduced to a foreign language. Then, in the qualitative part of the study, some factors such as kids' development were considered. They finally concluded that the earlier the better when learning but they focused on selecting an appropriate methodology, which is, important for the general development of kids. The study gave a wide overview of the methodology and the importance of how contents from the curriculum had to be put into practice with this population in specific, it gave some tools to implement introducing a new language to kids.

## **Theoretical framework**

### **Co-teaching Model's foundation in EFL**

Despite the co-teaching model was adopted in the first moment as a model to work on inclusion, this type of partnership has currently been explored in other educational settings. Co-teaching is the model in which two educators from different areas meet in the same workspace to share instructions guided by specific objectives. This model requires that all students, including those with disabilities, access the general curriculum, be taught by highly qualified teachers, and be included in professionals' accountability for achievement outcomes. (Cook & Friend, 2010, p.10).

As co-teaching represents a professional relationship between teachers, it is commonly confused with terms such as collaboration or team teaching. Firstly, collaboration refers only to a part of co-teaching as a whole, it indicates how the interaction is between educators, but it does not include the complete activity teachers are developing. Likewise, team teaching is associated with co-teaching, and it is, but it is just one of the approaches of the model, it describes the situation in which the teachers share instruction and conduct the whole class together. (Cook, 2004, p. 7) On the contrary, co-teaching implies better-instructed classes to all the students, even more, when they need personal assistance, better academic address in terms of professional knowledge and the curriculum suggested, and better support to different learning style processes.

Concerning these expectations, Cook says that “co-teaching is most effective when the approaches used are deliberately selected”. (2004, p. 14) Therefore, approaches are chosen depending on the characterization of the population, educators and students, and the characterization of the curriculum and institutional setting. As well as co-teaching approaches benefit students, they also contribute to teachers in their pedagogical practice, and the institution in terms of the specialized preparation kids are receiving. These approaches are “*One Teach, One Observe*” in which the instruction is almost given completely by one of the teachers while the other one observes and takes notes, “*One Teach, One Assist*” when one teacher has more responsibility in conducting the class and the other one in helping if necessary, “*Parallel Teaching*” in which the class is divided in two groups and the instruction is given simultaneously by the teachers, “*Station Teaching*” In which content has to be divided between teachers and they make students rotate from one to the other one, “*Alternative Teaching*”, teacher one focus on an small group to reinforce topics, while the other one is teaching the rest of the group, and

*“Team Teaching”* when both teachers developed some active roles during the class.

Nevertheless, founded on the factors aforementioned, this research study will be focused only on two approaches as a process for teachers to foster children’s basic oral skills in these transition grades. *“One teach, one assist” approach*, in which one of the teachers gives the instructions while the other supports the students individually; and, *“Teaming” approach*, in which the student-teacher and the head teachers do the planning, give the instructions and conduct the class together, assuming active and/or passive roles.

On the one hand, the *“One teach, one assist” approach*, in which one teacher has more expertise in a specified area so he/she takes more responsibility for conducting the class than the other educator. In this case, the self-contained teacher provides assistance to children about the specific issues of the lesson while the pre-service teacher guides most of the instructions. The planning step in this approach is not focused on the teacher’s turns assignment to instruct, however, synchronicity is necessary between educators, they need to have an assertive communication during the class to decide the tasks in which the self-contained teacher will support the pre-service teacher. The two experts should agree on how to intervene in class, also, the linguistic competences when teaching English as a foreign language have to be linked with the knowledge about kids' development and the interest’s teachers have. Afterward, Cook (2004) asserts that this approach is helpful when new co-teaching experiences are proposed, or if there is a teacher with more expertise with the lesson requirements and at the same time to check results or to do close monitoring.

On the other hand, the *“Teaming or team teaching” approach*, is the complex one. Planning in this approach needs good communication, assertiveness, and agreements between

teachers. There is no turn-taking, it seems to be freely instructed, nonetheless, both teachers complement each other. The pre-service teacher and the self-contained teacher do the planning together, give the instructions, and conduct the class at the same time, one explains, the other one exemplifies or leads the activities. If it is necessary, teachers support each other in the development of the class depending on the contents and activities previously planned.

The co-teaching model and its approaches were selected according to the pragmatic setting of the two transition courses mentioned above and the characterization of the needs of the participants, (teachers and students). It is worth mentioning that, this model provides in this research a type of teacher training to face the English language teaching in a foreseeable future and support educators at the same time to create innovative learning environments far from the traditional system of education; it contributes to give children personalized monitoring which maximizes the possibilities of raising students' outcomes and boosts a collaborative teaching workspace among professionals.

### **Development of very young learners**

Children at these ages spend a long-time absorbing language before they can utter or express something. (Reilly & Ward, 2003, p.7) Nonetheless, various ideas to make the acquisition more likely can be implemented, and it always depends on the very young particularities such as the requirement of individual attention because kids are still self-centered, cooperative work must be planned gradually; the lack of understanding of abstract concepts, children just start recognizing concepts of size, amounts, and position; and finally, at these ages, kids evolve in eye-hand coordination through simple craft. Child development is based on a comprehensive education in which their curiosity and keen to learn has to be fostered.

Regarding some features presented by Ikhfi & Nargis (2017) tools and the designed material for this population must be focused on children's short and limited concentration span, their ease to show their experiences, beliefs, or likes through drawings, crafts and games, their preferences of variety in terms of activities, pace and voices, their needs of getting involved in routines, their context, realia, and visual aids. Children learn through direct activities and experiences which involve the five senses; games such as pretending to be someone else let them develop their social and physical skills and also recycle the basic language learned.

Concerning the appropriate development of activities situated in the initial part of school attendance, the article 13 of the decree 2247 in Colombia mentions some guidelines to follow inside the classroom when carrying out pedagogical projects with very young learners. As a process, it starts from the recognition of interests to motivate the curiosity and pleasant experiences in children, the best strategy is to propose recreational activities into social real interactions. It allows kids to express their feelings and emotions, to use all possible communicative languages by the promotion, adaptation, and creation of ludic environments. Finally, these environments must be proposed depending on the groups' needs to guarantee that the activities are integrating all vital dimensions of very young learners' development and their context particularities.

### **Preschool Education in Colombia**

Thanks to the Código de Infancia y Adolescencia (Ley 1098 del 2006), it is established the necessity of a comprehensive education for kids in the country as an imperative right. In order to guarantee this law, the MEN updated the curriculum basis for preschool grades; its proposal is focused on the vital dimensions (communicative, corporal, aesthetic, cognitive, and

ethical) in which human beings support themselves to live in society; it means, to develop aspects such as interaction, problem solving, questioning through experience and, learning basic contents. The legislative decree 2247 of 1997 establishes the principles, curriculum processes and the guidelines for the development of activities in the preschool stage. Comprehensiveness, participation and ludic are the foundations of this initial education's public policy.

In relation to the English Language teaching, it is stated in the Basic Learning Rights, the Basic Standards of Competence and the Curricular Guidelines for the corresponding transition level in this foreign language, that the pedagogical organization requires planned processes in which several experiences of the daily life should be presented to children. (MENa, 2017, p. 41) Consequently, the Basic Learning Rights (BLRs) are intended to develop the kids' communicative competence in English as a foreign language; therefore, BLRs are expressed in terms of the receptive and expressive language skills that children have to achieve.(MENc, 2016, p.10) According to the four statements assigned to preschoolers by the MEN, students should be able to:

1. Recognize simple commands related to his/her immediate environment, and respond to them nonverbally.
2. Associate images with sounds of words related to his/her home and classroom.
3. Identify, repeat and use words related to his/her immediate environment.
4. Understand and answer very simple questions about his/her personal information (2016, p.14)

As a result, “introducing listening and speaking first in language teaching courses is logical because it follows the natural flow of acquiring a first language” (Almutairi & Shukri, 2016, p.134). Thus, the achievement indicators structured by the MEN are, for this level, based

on the basic oral skills, listening and speaking.

### **Very young learners' teaching considerations**

Nowadays, English language learning in young learners is focused on children's ability to communicate in a foreign language. (Szpotowicz, 2012, p.143) Nonetheless, in the first stages, children take time to utter, to reply or to express what they need, what they feel and what they want; hence, it depends on how natural the learning process flows for the young learners to develop their oral skills in EFL easily, as it is not their mother tongue. Having said that, teaching a foreign language has to do with a challenge concerning the development of children's basic oral skills, listening, and speaking, specifically. As Szpotowicz (2012) mentioned, children will require constant reinforcement because of their slow entry into the lexicon spread process and negotiation of meaning in communicative tasks based on their understanding of the world. Basic oral skills are considered the main foundations to communicate in any language, no matter if it is in the mother tongue or a second language. In the learning process, to foster these skills it is required the design of different tasks that propose more than discussion groups or common activities to foster an oral production based on standards. It means that basic oral skills in very young learners have to do more with the communicative perception of language in which kids need visual support, body language, realia, and a constant process repeating to utter and to produce something.

First, listening skill will be seen from the perspective proposed by Richards, "*listening as acquisition*", which is founded on the assumption that listening offers input that triggers the further development of foreign language proficiency, in addition to the function of understanding the spoken discourse". (2008, p.3) Listening should go from the recognition of words to the identification of utterances and phrases in an initial stage for children to determine the

communicative functions of each word, utterance, or phrase. It is the principal source children have of the language so reinforcement should be all along kids' listening process. Scott & Ytreberg states that educators should provide as much visual backup as possible employing facial expressions, pictures, mime, movement, among others. (2004, p.22)

Second, speaking skill as one of the most complexes when referring to kids. "In their language children can express emotions, communicate intentions and reactions, explore the language or make fun of it, so they expect to be able to do the same in English" (Scott & Ytreberg, 2004, p.33). During the process, children will use their mother tongue until they feel comfortable with the foreign language. Children need to be taught different content before they can produce orally something communicatively meaningful. In this case, Szpotowicz mentions that a constant recall of single words and phrases is necessary but also highlights "flashcards used to elicit vocabulary, listen-and-repeat activities, say and point /mark, listen, point and say, chant and act, look and say. (2012, p.145)

According to the authors previously presented, many visual resources should be taken into account to develop basic oral skills in very young learners into the classroom practices, these can be grouped into the visual literacy field. The members of the National Conference on Visual Literacy have revealed that

"Visual literacy refers to a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences. Through the creative use of these competencies, he can communicate with others." (Debes & Franseki ,1972, p.7)

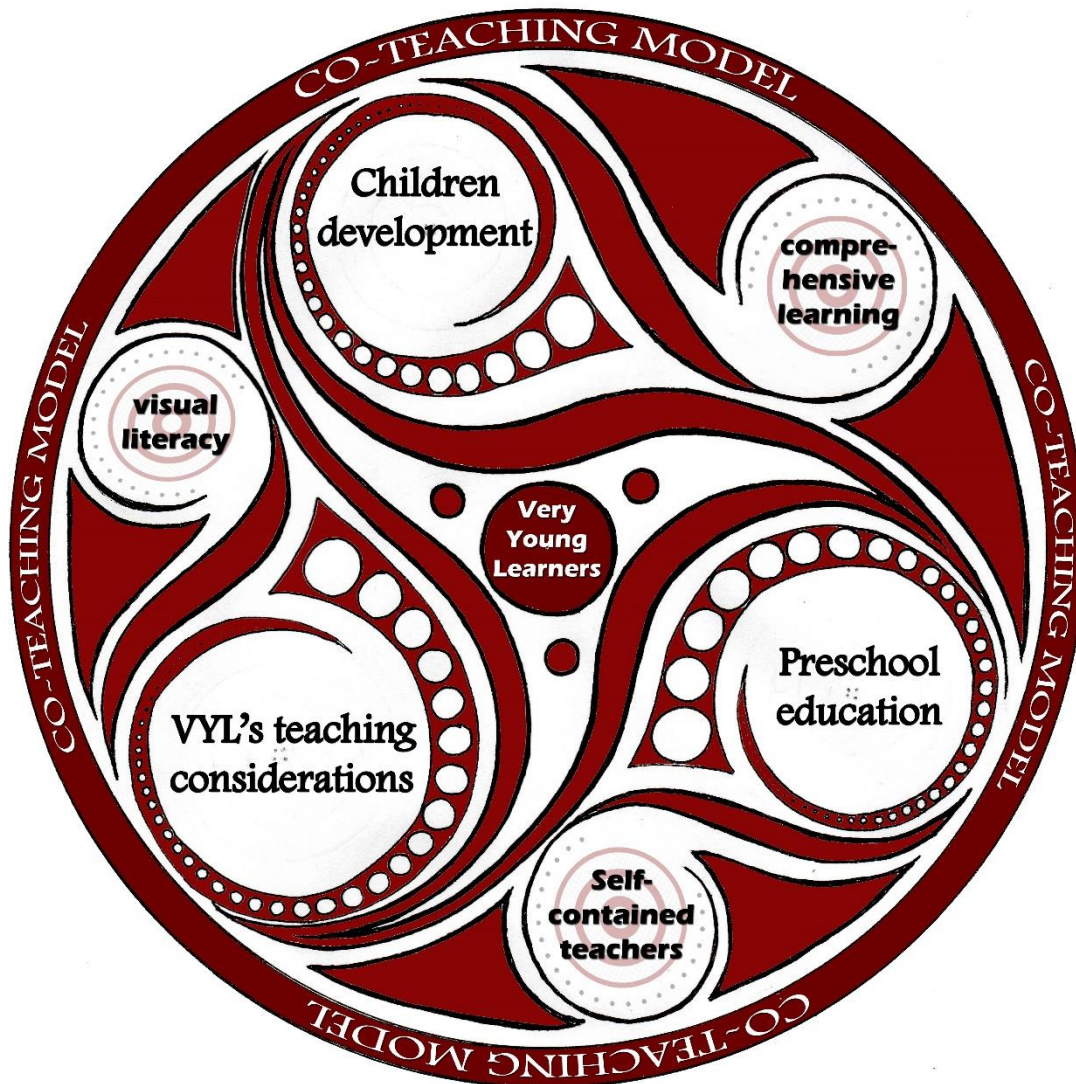
To develop interactive skills to communicate, visual literacy activities based on

specified objectives are suggested. Visual stimuli at these ages strengthen children's verbal skills in relating and giving meaning exercises. Debes & Franseki (1972) set out the requirement to teach new aged kids in which the teacher must broaden his/her professional skills to propose, design, and create new material. The challenge deal with the curricular projects and the specific features of the context in which the program of visual literacies can be implemented. As children's comprehensive development demands the fulfillment of various activities, visual, audiovisual, and technological aids (resources from visual literacies programs) can be incorporated into one single curriculum to create the appropriate material to enhance the integration of skills while developing the communicative competence in the very young learners.

In conclusion, basic oral skills in very young learners are achieved while the interaction of listening and speaking skills are happening through visual literacy resources. The more natural the more meaningful in terms of communicative competence for children. To enhance the language learning indicators assigned for preschoolers in their EFL oral skills, several activities have to be created and implemented according to the features of the population. Setting an appropriate English language learning environment is the constant challenge for teachers in initial stages when looking for the balance between listening and speaking, however, Vermeersch & Vandenbroucke (2015) expressed language has multiple options to be explored and visual cannot be put aside from verbal and much less avoiding communicative and the normal integrated learning process of very young learners.

Figure #1 is a visual representation of the theoretical constructs working together and how they can be complementary in this research study. The Triskell is a Celtic symbol which represents as a whole the development of the three main foundations of the self, mind, body, and

spirit. Having said this, the following Triskell displays the principal bases of the very young learners in this study, preschool education, teaching considerations and children development. It also articulates each foundation's support. The structure presented was possible to gather and work with as if it were on single self thanks to the co-teaching model implementation.



*Adaptation of the Celtic symbol, Triskell. Own source*

### Chapter 3:

#### Research Design

The following chapter outlines the paradigm and the type of research that orients the best endeavor to foster teacher's EFL teaching practice by means of co-teaching in regards to the setting involved. Furthermore, it will present a corresponding description from the theory of the data collection instruments selected, in order to triangulate later on the information gathered with the respective parental and teachers' consent.

#### Research Paradigm

Listing the main characteristics of *qualitative research*, from Hatch is the methodology to link the setting, the population and the boundaries of this study to the paradigm presented. There were several factors to take into account, described as follows. First, natural settings in which real people have real experiences, just so as it was the classroom. Second, the goal of understanding participants' perception who are surrounded by different realities in the social setting. Third, 'the principal data for qualitative researchers are gathered directly by the researchers themselves' (2002, p.7) meaning, the means for participant observation, artifacts, interviews, surveys. And lastly, the inductive and reflexive process while doing the analysis (Hatch, 2002, p.10).

*Qualitative research* is, in early childhood education, the process carried out by an observer who understands the setting and real perception of people frequenting the environment to emend a problematic situation from there. Therefore, leading qualitative inquiry was the most appropriate method to set the possible variable in the classroom and its influence on the participants involved, such as this research study exposed. This study was focused on providing

preschool self-contained teachers enough foundational basis to foster their EFL teaching practice while processes such as planning, addressing the classes, designing the material were done through the co-teaching model. That is why qualitative research was pertinent.

### **Type of research**

Due to the objectives and the characteristics that guided this project, the type of research proposed was a case study. According to Burns teaching research ‘involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts’, (2010, p. 2) meaning the teacher is an active participant that contributes to positive changes in his/her educational environment. Just as this study and the author asserts, there were some gaps teachers could observe between what was actually happening within their teaching situation and what they considered it would be ideal to see happening. When identifying a repetitive issue in the classroom, the teacher could intervene in order to bring improvements in teaching practice, and even better, to the participants’ learning processes.

As a proposal for the development of the study, case study research allows in depth explanations of real-life phenomenon through participants’ perspectives and contextual analysis (Zaidah,2007) Moreover, according to the particularities of this study, it was necessary to set the category of the case study in which all the elements could work together while driving the teaching interventions. Yin (1984) states that explanatory cases studies examine data at both levels of analysis, at a general one and at a deep one, to explain the natural phenomenon in context. It also means,

“the researcher undertaking data collection needs to be able to ask good questions, to listen and to interpret the answers. This involves having a sound grasp of the questions and propositions of the case study, and being able to approach the study in

an unbiased, and flexible manner.” (Rowley, 2002, p.22)

However, as a complementary aspect of the theory Zaidah explained the possible manner to tackle the complexity of cases in which several participants take place, social-interaction theory in an explanatory case study “suggests that overlapping professional network causes researchers and users to communicate frequently with each other”. (2007, p. 3) A similar perception to what co-teaching model proposes is the proper procedure to accomplish the implementation of it on an educational environment.

### **Data collection instruments and procedures**

Multiple data collection instruments were chosen considering the purposes of this research. As stated above, these purposes were to provide support, to empower preschool self-contained teacher's EFL teaching practice by means of co-teaching and to analyze teacher's perceptions about the co-teaching model implemented while addressing EFL classes. In a first moment, these instruments were selected to only characterize the participants with the respective parental's consent of the 49 kids and the 2 self-contained teachers' consent (See Annex #10) However, they served also to observe how children were acting and perceiving the English classes accounting that they did not have any foreign language background, as well as teachers' perceptions during the co-teaching exercise. Multiple data collection instruments such as diagnostic test, surveys, interviews and classroom artifacts could work collectively to boost triangulation. Cope (2014) mentions that it has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources and to gain multiple perspectives.

Research questions	Data source # 1	Data source # 2	Data source # 3
How might preschool EFL classes be addressed by means of co-teaching?	Diagnostic test	Classroom artifacts	Surveys
How might preschool teacher's EFL teaching practice be shaped by means of co-teaching?	Interviews	Surveys	Artifacts

1- Data collection instruments' chart

**Diagnostic test.** A test “can be constructed to match a given curriculum or set of skills” (National Science Foundation, 2015, p.57). Even if it is time-consuming, it's the instrument that provides easy and clear information about someone's proficiency according to specific objectives. Regarding the characterization of the participants, the diagnostic test was selected as a tool to gather information from both transition groups, equal to 50 students. (See annex #1) This tool was proposed with the objective of describing children's knowledge based on what the basic learning rights supposed they have to know. This was asked through basic components: yes/no questions, drawings, coloring. Through these elements, it was possible to cover a range of topics conceived inside the preschool curriculum in terms of English as a foreign language in which some information needed about their personal information, likes, and dislikes was revealed.

**Surveys.** As the National Science Foundation states, observation can be useful and a vital part of the formative and summative process, it means, it can be part of the whole implementation as it is an instrument that helps to analyze from a firsthand data which strategies, activities and attitudes can fit on the specific context with the specific population. (2015, p. 53) In this case, the gathering data tool allows participants to answer in a free-flowing narrative each question asked (National Science Foundation, 2015, p. 49) Afterward, in order to register

children's behavior while taking the English classes and teachers' attitudes and opinions about the development of the classes, surveys were applied (See annex #5). Also, the survey was essential to have knowledge of self-contained teachers' perceptions about the collaborative work and the foundations co-teaching come up with.

**Interviews.** “Structured interviews, in which a carefully worded questionnaire is administered, and depth interviews, in which the interviewer does not follow a rigid form”. (National Science Foundation, 2015, p.50), both types of interviews were applied to complement the information about teachers. Having in mind self-contained teachers were valuable in the co-teaching implementation, interviews in each cycle (See annex # 6) provided meaningful perspectives about the implementation, the planning, the designing, the interventions, and some relevant information such as perceptions and recommendations were presented and they influenced the development of the project.

**Artifacts.** Relationships that have to exist between the instructional and the learning outcomes with the curriculum, pedagogy and learning process of children (Schraw & Olafson, 2005, p 95). Classroom artifacts as workshops, oral activities, games, recordings, and videos (See annex #7) were implemented constantly during the classes in order to observe and understand children's repetitive patterns in terms of their oral skills in EFL. At the time of selecting and proposing these artifacts, it was important to highlight some specific features about very young learners' characteristics such as the concentration span, the preferences on varied activities, the pace, routines, among others. This data gathered provided evidence of the intervention done.

## Procedures

Initially, it was necessary to meet teachers and children's parents to inform about the study and ask for the official consent signature that legalizes kids and self-contained teachers' participation and also guarantee the permission to record, interview, or take photos in the development of the process, only for academical purposes. To continue, a diagnostic test was applied to see very young learners' English language level of proficiency and an interview was done to characterize teachers too. Participants were asked about personal information and professional experience in the case of teachers.

Afterward, the planning and application of the instructional designs with both groups of participants started. 3 cycles of 3 units each in which artifacts from teachers and children were gathered. At the end of each cycle, a survey was applied to collect teacher's perceptions during the process. Finally, some parents' opinions were considered relevant as they were witnesses of the whole process carried out because of the pandemic.

## **Chapter 4:**

### **Pedagogical Intervention**

The following section outlines the vision of language, learning, and teaching conceived in this research project. It describes in detail the instructional design implemented with the two groups of participants, teachers and children, and the co-teaching intervention proposal.

Additionally, the way in which lesson planning was projected throughout the three cycles developed, and at the end of this chapter, how the pedagogical intervention proposal contributed to the collaborative design and creation of material based on visual literacy activities for very young learners.

#### **Vision of language**

Language functionality is portrayed by the MEN with a focus on the communicative competence students have to develop in order to live in society. (MEN-b-, 2016, p 40).

Communicative competence includes social factors within language conceiving. As described by Hymes, the competence depends on the knowledge but also on the usage (1972, p.27) However, not a single kid has complete knowledge about language uses in his/her community, as its development happens all along with his/her childhood. (Hymes,1972, p. 31) This means that children's competence will evolve when they realize when it is appropriate to speak or not, with whom, when, and what for. From this, it is understood that acquisition of competence has to do with the dimensions established for preschoolers, which are strictly related to social experiences, personal growth, and cognition.

#### **Vision of learning**

Transition graders are immersed in the comprehensive theory of learning, in which

*learning* does not only mean the acquisition of contents but also the discovery or development of skills, which for this case, was the achievement of communicative competence in a foreign language. According to Knud (2003), the comprehensive theory of learning covers the processes that imply changes in terms of motor, cognitive, and socio-affective skills. Comprehensive education has become a right for kids in Colombia, as the MEN has included into the curriculum some vital dimensions: Aesthetic, cognitive, ethical, communicative and corporal, meaning a specific comprehensive theory of learning in order for children to guarantee that they can acquire enough experience, interaction and support to live in society afterward. Knud describes the importance of this process as it is “The significance of this definition is mainly that it avoids any separation between learning, personal development, socialization, qualification and the like by regarding all such processes as types of learning when viewed from different angles or positions”. (Knud, 2003, p.397)

### **Vision of teaching**

In order to get satisfactory outcomes fostering basic EFL oral skills in preschoolers, even though there are not enough English teachers to cover the country needs, it was pertinent to formulate means of co-acting; as found in academic literature, teachers can collaborate on instructions and teach in cooperation with each other to achieve specific goals in the classroom. (Pappamihel, 2012, p.2) Moreover, this research project was based on functional-notional approach foundations appointed by Wilkins which were focused on communicative purposes. This author expresses:

“The value of the notional approach is that it forces one to consider the communicative value of everything that is taught. Items are not taught just because they are there. We

aim progressively to expand the communicative competence of the learner". (1972, p.12)

In this research, co-teaching was the model in which all participants (students and teachers) were benefitted. Teachers were supplied with tools and support, while children provided outcomes. These are requirements from the MEN, announced in the Basic Learning Rights for transition graders. Going beyond the model itself, collaboration inside the classroom promotes cooperation, confidence, better rapport, support, and understanding among the participants. Martinez (2015) expresses that teaching has to do with more than following a curriculum, it is necessary to articulate social and emotional skills with the professional ones to become more aware, intentional, and purposeful. Therefore, the classroom is a symbolic reconstruction of a single place, of the alternative ways or of the informal places where teaching can occur.

### **Instructional design**

This research study pointed up to the preschool teacher's EFL teaching practice by means of the collaborative work between partners which also establishes some English teaching foundations. In order to develop the pedagogical interventions with preschoolers at the same time that co-teaching was implemented, there were two different instructional designs that guided this research project, one suggested to be used with the kids from the two transition grades and the other one directed to the self-contained teachers. Furthermore, the proposal was divided into three cycles, with the clarification that each cycle corresponded and fitted the curriculum map previously established by the school for English as a foreign language in these grades.

As it is stated in MEN's achievement indicators of Basic Standards of Learning for transition graders, (2016, p.31) children should recognize basic structures of language to

communicate, for instance: expressing feelings, answer to simple questions or understand when to say hello or goodbye. Hence, all of these indicators are founded on the functionality of language, that is, to communicate in different real contexts.

Notwithstanding those children did not have previous exposure to English and neither teachers were supported or trained to teach English, the co-teaching model could promote some outcomes in both groups of participants. As a final result of the co-teaching exercise, the co-designed and co-planned notebook “Cultivate your English” (See Annex # 8) based on visual literacies activities through visual, audiovisual and technological aids proposed by the self-contained teachers and the preservice teacher could be available and it evidenced the future support teachers could have after the process of this research culminated and the preservice teacher could not continue backing them. It was a type of joint responsibility in which an original material aimed assistance for teachers to face the English teaching in a proper way and raised children’s skills while learning English as a Foreign Language and developing physical abilities, social competences, communicative intentions, and knowledge.

### **Instructional design for kids**

In the following chart, the 3 cycles of the instructional design for kids are presented. Each one composed of three units and the corresponding sessions designed with the teachers according to the curriculum map. It was necessary to join teachers’ ideas, experiences, and pieces of knowledge to propose and create the material that supported each session. In the first sessions, regular classes were done, but from session 4 the pandemic changed the face to face and group classes to individual, short, and virtual encounters via WhatsApp, thus modifications had to be done. In this way, visual literacies aided to go further the creation of printed material and started

to be the production of audiovisual material too as it can be seen in the kid's notebook created by checking the following link and all the aspects aforementioned are illustrated in the next chart.

<https://drive.google.com/file/d/1mTjwG5gajtvY4F8iQek7jLBXTtsJBORB/view?usp=sharing>

**CO-TEACHING: PRESCHOOL TEACHERS' INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE**

Cycles of intervention	Lesson plans	Topics	Learning objectives	Co-teaching designed material
Cycle 1	Unit 1: Who am I? (6 hours)	*Session 1- Greetings *Session 2- Introducing myself *Session 3- My feelings *Session 4- My likes and dislikes	* Recognize different greetings according to the time of the day. * Identify the basic main structures to talk about himself/herself. * Understand the common emotions to express himself/herself. * Describe his/her preferences.	-Greeting poster -Big flash cards -Video about greetings <a href="https://youtu.be/LmLu5bDUHqI">https://youtu.be/LmLu5bDUHqI</a> -Video about fruits <a href="https://youtu.be/KQ9ArK8kcPo">https://youtu.be/KQ9ArK8kcPo</a> -Video about the body <a href="https://youtu.be/TVq_h4vEP_hw">https://youtu.be/TVq_h4vEP_hw</a> -Guides for each session
	Unit 2: I know my body (3 hours)	*Session 5- My face *Session 6- The senses	* Identify the parts of his/her face. * Recognize the senses and the parts of the body that correspond to each one.	
	Unit 3: My school (5 hours)	*Session 7- Classroom manners *Session 8- School supplies *Session 9- The playground	* Interact with his/her classmates properly. * Mention his/her daily school supplies. * Identify common actions and objects used in the playground.	
Data collection tools		Diagnostic test, classroom artifacts		
Cycle 2	Unit 4: My world of colors	*Session 10- Primary colors *Session 11- Secondary colors	* Recognize and distinguish the primary colors. * Explore the possible color	-Video about colors <a href="https://youtu.be/hl1m-Eqsi_8">https://youtu.be/hl1m-Eqsi_8</a> -Video about numbers

**CO-TEACHING: PRESCHOOL TEACHERS' INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE**

	(3 hours)		combinations.	<a href="https://youtu.be/3jBdwl1ouzs">https://youtu.be/3jBdwl1ouzs</a> -Video about sea animals <a href="https://youtu.be/12mXNHGhHHM">https://youtu.be/12mXNHGhHHM</a> -Video about domestic animals <a href="https://youtu.be/MxlQH1t4H84">https://youtu.be/MxlQH1t4H84</a> -Video about wild animals <a href="https://youtu.be/fJApENTzrI">https://youtu.be/fJApENTzrI</a> -Guides for each session -Big dice
	<b>Unit 5:</b> I love animals (5 hours)	*Session 12- Domestic animals *Session 13- Wild animals *Session 14- Sea animals	* Relate the animals with their environment. * Differentiate the animals’ care depending on its species. * Recognize some animals.	
	<b>Unit 6:</b> Let’s count! (3 hours)	*Session 15- Numbers from 1 to 10 *Session 16- Numbers from 10 to 20	* Identify the numbers individually and in disorder. * Count to 20.	
<b>Data collection tools</b>		Classroom artifacts		
<b>Cycle 3</b>	<b>Unit 7:</b> My house (3 hours)	*Session 17- Parts of the house *Session 18- Routine at home	* Recognize the parts of the place where he/she lives. * Name her/his daily actions at home.	-Video about means of transportation <a href="https://youtu.be/t0cvMbHpGgY">https://youtu.be/t0cvMbHpGgY</a> -Guides for each session
	<b>Unit 8:</b> My family (3 hours)	*Session 19- Members of my family *Session 20- Occupations	* Identify members of his/her family. * Relate the occupations with my family jobs.	
	<b>Unit 9:</b> My country (5 hours)	*Session 21- Taking care of nature *Session 22- Traveling around Colombia	* Understand ways to take care of the planet. * Identify Colombian’ means of transport.	
<b>Data collection tools</b>		Classroom artifacts, surveys		

2- Instructional design for kids

In Cycle 1 of the pedagogical intervention, kids had their first approach to the English language as a foreign language. In terms of structure, this part contained three units expected to be developed in nine sessions, each one of 1 hour and a half. Concerning the content, the three units pointed out to introduce very basic topics, expressions, and communicative contexts which were related to the intrapersonal, own physical knowledge of children, and the school approach. These units were called *Who am I?*, *I know my body*, and *My school* they comprehended topics such as greetings, how to introduce themselves, how to express their feelings, likes and dislikes, parts of the body, the senses, classroom manners, and school supplies. About the learning objectives, all were proposed based on the MEN's achievement indicators and the ones the school expects from children in this stage. However, it could be evidenced by how the different dimensions (communicative, corporal, aesthetic, cognitive, and ethical) were conceived in the process. Moreover, data collection instruments for cycle one was the diagnostic test, and some classroom artifacts such as guides, recordings, and videos.

In Cycle 2 basic topics usually developed in transition grades were presented to kids in three units, they were *My world of colors*, *I love animals*, and *Let's count!*. (See Annex # 9) This cycle consisted of seven sessions judiciously planned according to the communicative, cognitive and corporal dimensions of children development. Several activities were planned to regular classes in the notebook for kids and the corresponding lesson plans but an extra audiovisual material was created for kids to put into context each topic and practice the expressions and vocabulary while the pandemic was happening. In this case, children did some role playing to know the colors and how to mix them, they also traveled around different environments to know sea, wild and domestic animals, and finally, they started counting objects to identify numbers until 20. Data collection tools of this cycle were the classroom artifacts, it means, recordings and

videos.

Lastly, Cycle 3 developed the last three units in which a more contextual aspect was taken into account, *My house, My family, and, My country*. These units proposed the recognition of the place where each one lives, and the common routines they have at home, also the identification of the composition and the value of the multiple occupations of the members of the family and finally the identification of a near context learning how to take care of nature. To gather information about the perceptions of kids in this co-teaching experience a survey was applied and the classroom artifacts let to realize how basic oral skills had been developed. Besides, material for this cycle was created according children's features and context with the objective of making them feel closed to what was presented to them.

### **Instructional design for teachers**

In the consecutive chart, the 3 cycles of the instructional design for teachers are stated. Each one composed of three units and the corresponding activities about exchanging disciplinary knowledge, planning the lessons, designing the material, and reflecting about co-acting in the classroom according to the curriculum map. The table reflects the organization for the implementation of the co-teaching previously agreed with the self-contained teachers. Each cycle corresponded to the process of co-teaching and the development of each approach, *one teach, one assist*, and *team teaching* confirmed this model's stages. It was carried out concerning the co-teaching objectives presented for each cycle. Besides, all the activities co-prepared and the material co-produced is explained in detail. Due to the pandemic situation, it was necessary to adapt and increase flexibility in some aspects previously planned, nonetheless, all the planning and the ideas were materialized in the notebook "*Cultivate your English*" (See Annex # 8) It could be teacher's support when the pre-service teacher would have gone.

**CO-TEACHING: PRESCHOOL TEACHERS' INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE**

Cycles of co-teaching	Lesson plans	Co-teaching objective	Co-teaching activities	Co-teaching designed material	Co-timing
Cycle 1  “Getting along”	Unit 1: Who am I?	Provide and obtain assistance in different stages and activities of the class.	* Lesson planning * Guides creation * Class material handcrafts * Rewarding expressions practicing * Topics reviews * Videos planning, practicing and edition * Feedback	-Greeting poster -Big flash cards -Video about greetings <a href="https://youtu.be/LmLu5bDUHqI">https://youtu.be/LmLu5bDUHqI</a> -Video about fruits <a href="https://youtu.be/KQ9ArK8kcPo">https://youtu.be/KQ9ArK8kcPo</a> -Video about the body <a href="https://youtu.be/TVq_h4vEPhw">https://youtu.be/TVq_h4vEPhw</a> -Guides for each session	<b>Videos:</b> 12 days per video -proposing: 2 hours -planning: 2 hours -practicing: 3 days -recording: 3-4 hours -edition: 5 days  <b>Guides:</b> 5 days per guide -lesson planning: 2 hours -illustrating: 2 days - digitizing: 2 days  <b>Others:</b> 2 hours per meeting
	Unit 2: I know my body				
	Unit 3: My school				
Data collection instruments		Interviews, teaching artifacts			
Cycle 2  “Believe in me in the same way I believe in you”	Unit 4: My world of colors	Prompt short interventions throughout the class.	* Lesson planning * Guides creation * Common instructions verbs practicing * Topics reviews * Videos planning, practicing and edition * Feedback	-Video about colors <a href="https://youtu.be/hl1m-Eqsi_8">https://youtu.be/hl1m-Eqsi_8</a> -Video about numbers <a href="https://youtu.be/3jBdw1louzs">https://youtu.be/3jBdw1louzs</a> -Video about sea animals <a href="https://youtu.be/12mXNHGhHHM">https://youtu.be/12mXNHGhHHM</a> -Video about domestic animals <a href="https://youtu.be/MxIQH1t4H84">https://youtu.be/MxIQH1t4H84</a> -Video about wild animals <a href="https://youtu.be/fJApENTzzrI">https://youtu.be/fJApENTzzrI</a> -Guides for each session -Big dice	<b>Videos:</b> 12 days per video -proposing: 2 hours -planning: 2 hours -practicing: 3 days -recording: 3-4 hours -edition: 5 days  <b>Guides:</b> 5 days per guide -lesson planning: 2 hours -illustrating: 2 days - digitizing: 2 days
	Unit 5: I love animals				
	Unit 6: Let’s count!				

**CO-TEACHING: PRESCHOOL TEACHERS' INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE**

Data collection instruments		Teaching artifacts, surveys			
Cycle 3 “I know you can do it”	Unit 7: My house	Empower active roles during the class.	* Lesson planning * Guides creation * Videos planning, practicing and edition * Topics reviews * Feedback	-Video about means of transportation <a href="https://youtu.be/t0cvMbHpGgY">https://youtu.be/t0cvMbHpGgY</a> -Guides for each session	Videos: 12 days per video -proposing: 2 hours -planning: 2 hours -practicing: 3 days -recording: 3-4 hours -edition: 5 days  Guides: 5 days per guide -lesson planning: 2 hours -illustrating: 2 days - digitizing: 2 days
	Unit 8: My family				
	Unit 9: My country				
Data collection instruments					

3- Instructional design for teachers

Concerning the stages of this co-teaching exercise, Cycle 1 referred to the beginning of the process in which was necessary to establish good and assertive communication among teachers, its name was *Getting along*. Cycle 2, *Believe in me in the same way I believe in you*, aimed to boost short interventions from self-contained teachers letting them know that they were accompanied and supported and there was trust in what they did and achieved. In the end, Cycle 3 represented the checked point of the co-teaching exercise as it was the moment in which self-contained teachers empowered active roles in the English language teaching and the preservice teacher asserted, *I know you can do it*.

Co-teaching activities required willingness. From lesson planning, guides, and handcrafts creation, until practicing rewarding expressions, commands, and reviewing the topics. Constant feedback about pedagogical and ludic strategies to develop with children and the possible English language teaching methods that could be appropriate for kids' learning process was given. In this case, perceptions of teachers were gathered employing surveys, interviews, and teaching artifacts, such as videos and recordings. Material created based on this exercise could be evidenced in the notebook *Cultivate your English*. One notebook for kids and the other one for self-contained teachers with the corresponding lesson plans and the explanations of how each activity proposed could be developed in English, it can be seen with the following link [https://drive.google.com/file/d/1OxYYFQzLAu4CEzl1G0DuNsmb7vPBN5\\_Q/view?usp=sharing](https://drive.google.com/file/d/1OxYYFQzLAu4CEzl1G0DuNsmb7vPBN5_Q/view?usp=sharing). The co-teaching implementation had to do with time, attitudes, experiences, abilities, communication, professionalism, and so forth.

## **Chapter 5:**

### **Data Analysis & Findings**

The next chapter presents the findings and the analysis of all the data gathered through the whole process of this research study. In the first moment, the description of the approach conceived the analysis of the information and the perspective in which the data is explained and considered. Finally, the statement of four categories that emerged to be discussed and supported concerning the research questions posed in this study.

#### **Data Analysis Procedures**

To analyze the data collected through different instruments such as diagnostic test, surveys, interviews, and classroom artifacts, it was pertinent to organize first the information according to each group of participants, self-contained teachers, and children. Then, based on the grounded approach which holds that the veracity of several theories can be determined by different categories that emerged appealing the data, (Glaser & Strauss, 1960) the material collected allowed the explanations through participants' perspectives and contextual analysis in regards to co-teaching when fostering self-contained teacher's EFL practice.

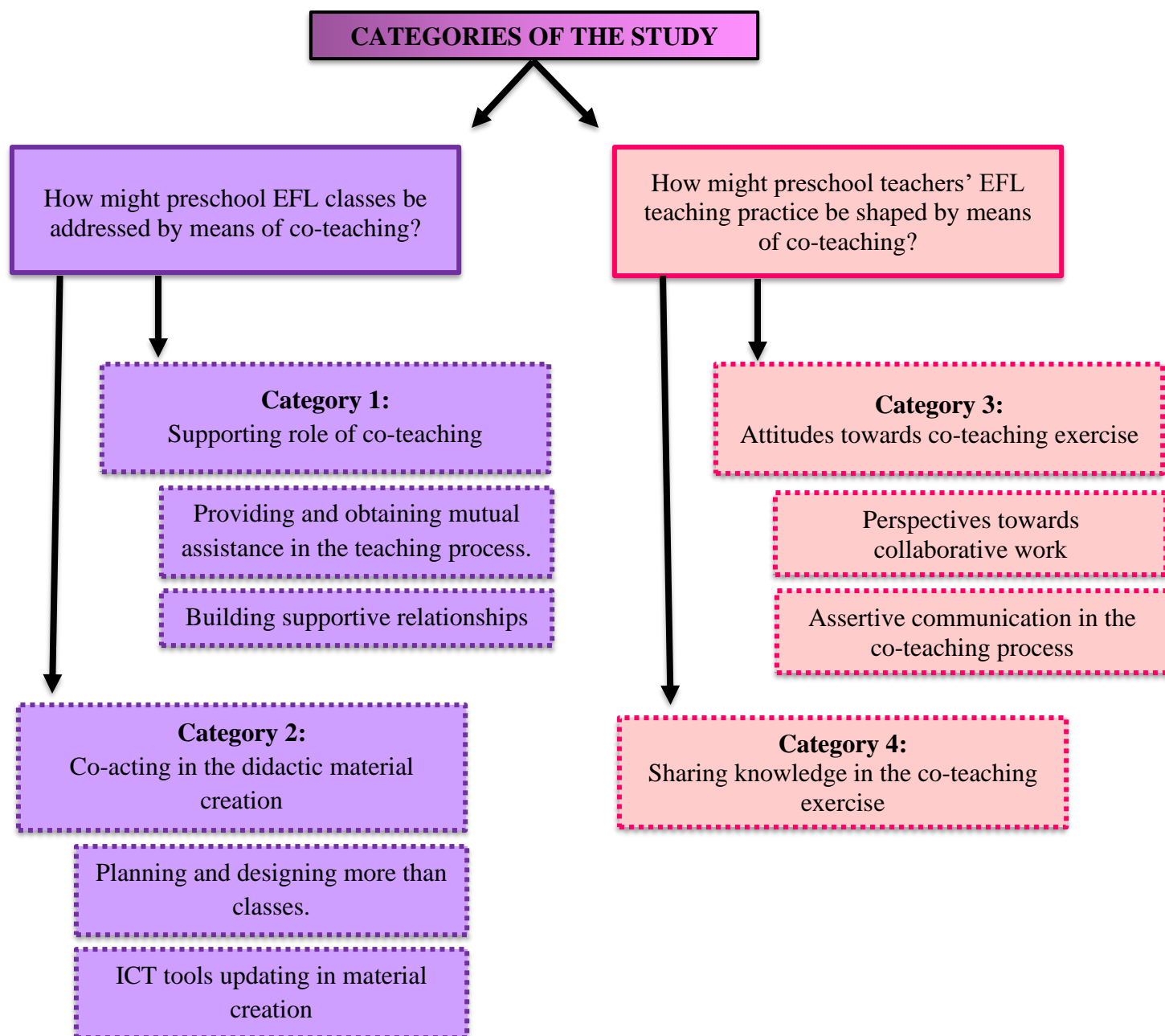
As this study's questions are how might preschool EFL classes be addressed by means of co-teaching? and how might the preschool teacher's EFL teaching practice be shaped by means of co-teaching? The process of analyzing the data considered the Emic perspective in which the multiple perceptions of participants take relevance into the findings and categories stated considering experiences, emotions, and the particular situations the self-contained teachers and children perceived, learned, and conceived. (Lisboa & Maldonado, 2018, p.3)

## Categories of Analysis

This case study aimed to analyze teacher's perceptions in regards to the use of co-teaching to address preschool EFL classes as well as to describe the co-teaching practice carried out by the self-contained teachers and the preservice teacher. In Figure 5, four categories and the corresponding subcategories that emerged from the two research questions are represented. The categories *Supporting role of co-teaching* and *Co-acting in the didactic material creation* correspond to the first research question as they are involved in the way EFL classes were addressed in the preschool courses by means of co-teaching; considering the analysis of the data gathered, it was possible to illustrate that EFL classes in the preschool based on the co-teaching model not only challenged self-contained teachers to work and provide assistance to a partner constantly but also fostered the material creation exclusively aimed at very young learners.

According to the second research question, the categories established are *Attitudes towards co-teaching exercise* and *Sharing knowledge in the co-teaching exercise*. They considered teacher's perspectives in relation to the complete process of co-teaching carried out in the pedagogical intervention, and also the description of the professional exercise between preschool self-contained teachers and the EFL preservice teacher while developing each one's teaching practice. The data revealed that within co-teaching, several opinions and practices can be shaped by the partners' knowledge, experience, and assistance.

In order to explain the categories and subcategories in detail, data collected will be exposed and analyzed one by one after the following visual representation of the information aforementioned.



1- Visual representation of the categories emerged from the analysis.

### Category 1: Supporting role of co-teaching

This category refers in general to the process of support in the co-teaching exercise. The analysis of the data showed that the type of partnership developed between self-contained teachers and the preservice teacher from different areas when sharing the same workspace

allowed *Providing and obtaining mutual assistance in the teaching process*. The explained situation is totally related to the implications of sharing instruction mentioned by Cook (2004). Moreover, the contribution to the pedagogical practice permitted an insight into *Building supportive relationships* among the educators during the co-teaching process: planning, addressing the classes, giving feedback, or personal assistance to children.

**Providing and obtaining mutual assistance in the teaching process.** Providing and obtaining assistance was stated as the main co-teaching objective of the instructional design established for teachers in cycle 1. As defined in chapter 4, to assist partners corresponded to support teachers in different stages and activities of the classes. The data from recordings of some parts of the classes evidenced that self-contained teacher's intervened when they believe it was necessary to help the preservice teacher or the kids. Firstly, *the one teach, one assist approach* revealed that both action teachers showed their expertise in each specified area and allowed both parts to take responsibilities for addressing the classes and guarantying the best development of it, as it could be seen with a piece of intervention from T2 during one presential class at school.

**T2:** “Atención a la teacher Marcela, todos... Listen and be quiet, listen and be quiet sh sh sh, sh sh sh!”

(Class recording 12, March 3<sup>rd</sup>, 2020)

T2 tried to implement one of the songs thought by the pre-service teacher in managing the class in a loud situation during one activity. This action represents not only the challenge from the self-contained teacher to integrate an EFL tool, previously provided, but also to assist the pre-service teacher with the group of students.

After quarantine started, flexible decisions had to be taken. Remote teaching

strengthened the assistance in the collaborative work between teachers and allowed an in-depth explanation of some co-teaching features in the approach initially implemented, such as close monitoring and planning in synchronicity. (Cook, 2004) The main channel of communication was WhatsApp, and recordings of the classes or the constant feedback revealed how teachers assist kids' activities by trying to explain the most they could in English. Despite the teacher's mix of languages, EFL teaching practice started to be implemented, having in mind, children's development and interests.

**T2:** "... Y después armas un gusanito con las fichas o lo que quieras armar y vas mencionando el color, in English, yellow, red, purple y los que vayas encontrando... !"

(Class recording 13, August 4th, 2020)

T2 resorted to what she knows about children's types of learning and understanding and linked it to the words previously studied in the planning stage about the topic of colors. Close monitoring is evidenced because each intervention was done individually, an aspect that could have been difficult to achieve in the presential classes because of the quantity of the students. Each kid could have an individual explanation or feedback if it were necessary. Even if it were time-consuming, self-contained teachers recovered previous topics, explained the activities to parents or children, spent time preparing the recordings, and planned all the interventions for the audiovisual material. Parents opinions were also taken into account to do a processual evaluation of the co-teaching process, specifically of the aspects aforementioned. Gratitude is remarkable in each parent intervention.

**Parent 1:** "Al igual que mi hijo, para nosotros es muy importante todos estos videos y actividades que susmercedes han estado realizando con mi hijo y los niños, ya que gracias a todo este proceso mi hijo ha aprendido muchísimas cosas y palabras en inglés, aparte pues los videos son muy llamativos y él demuestra mucho interés con todo este cuento del inglés, pues ya se sabe los colores, números los animales acuáticos y terrestres, algunos medios de transporte uno que otro objeto y en este

momento estamos practicando el abecedario por nuestra cuenta,(...) pienso que es muy importante la labor que sumercé está haciendo y aunque no es tan fácil en este momento pero pues mi hijo ha aprendido mucho gracias a la gran labor y los videos y todas las actividades programadas para que se exprese más fluida y entienda mucho más en inglés (...)"

**Parent 2:** "Quiero dejar evidencia que nos parece excelente, óptimo, y nos parece adecuado a la situación la forma en la que la teacher Marcela ha impartido las clases de inglés para con mi hijo. A través de sus videos los cuales realmente me parecen motivacionales, impulsores, de una calidad excelente ella evidenciaba el interés porque el niño recibiera la correcta pronunciación y uso del inglés. Mi hijo actualmente reconoce saludos, animales, partes del cuerpo, medios de transporte y colores. Anteriormente no los nombraba correctamente, pero a través de notas de voz se le pedía al niño que los grabara y el niño ahora tiene una correcta pronunciación. Estoy muy agradecida de la atención que recibió de parte de la maestra de inglés y apoyada con la profesora Mercedes de transición 2, donde ellas mostraban su mayor interés, su mayor ánimo y su mayor colaboración para esta situación que estamos viviendo, de verdad que a las dos muchísimas gracias"

(Recordings, October 26th 2020)

Right after the new structuring, a task chart was created as an idea of self-contained teachers to be organized with the planning sessions and the time destined for the creation of the material. It is shown how co-teaching was perceived as a commitment to the colleagues and the children.

T1:

	Temas	Persona a cargo			Fechas Finales
		Soraya	Mercedes	Marcela	
1	Who am I? (¿Quién soy?)			x	cartilla
2	Greetings (saludos)		x		27/04/2020 video
3	Introducing myself (me presento)	x			cartilla
4	My feelings (mis sentimientos)			x	cartilla
5	My likes and dislikes (mis gustos)		x		5/05/2020 video
6	I know my body (Conozco mi cuerpo)	x			30/06/2020 video
7	My face (mi cara)			x	cartilla
8	The senses (los sentidos)		x		cartilla
9	My school (Mi colegio)	x			cartilla
10	Magic words (palabras mágicas)			x	cartilla
11	School supplies (útiles escolares)		x		cartilla
12	The playground (el parque)	x			cartilla
13	My world of colors (mi mundo de colores)			x	22/05/2020 video
14	Primary colors (colores primarios)		x		cartilla
15	Secondary colors (colores secundarios)	x			cartilla
16	Loving animals (amo a los animales)			x	cartilla
17	Domestic animals (animales domésticos)		x		10/08/2020 video
18	Sea animals (animales marinos)	x			22/07/2020 video
19	Wild animals (animales salvajes)			x	7/09/2020 video
20	Let's count (vamos a contar)		x		8/06/2020 video
21	Numbers from 1 to 10 (números del 1 al 10)	x			cartilla
22	Numbers from 10 to 20 (números del 10 al 20)			x	cartilla
23	My house (mi casa)		x		cartilla
24	Parts of the house (partes de la casa)	x			cartilla
25	Routine at home (rutina en casa)			x	cartilla
26	My family (mi familia)		x		cartilla
27	Members of my family (miembros de mi familia)	x			cartilla
28	Occupations (ocupaciones)			x	26/10/2020 video
29	My country (mi país)		x		cartilla
30	Taking care of nature (cuidando la naturaleza)	x			cartilla
31	Traveling around Colombia (viajando por Colombia)			x	30/09/2020 video

(Teachers' artifacts, July 31st, 2020)

The content was established considering the standards of the MEN and the curriculum already settled in the institution; the distribution of time was arranged between teachers depending on each availability. Willingness was well-established from the beginning of the process for a better EFL teaching practice in the approach one teach, one assist.

**Building supportive relationships.** According to cycle 1 “Getting Along”, presented in the instructional design for teachers, in chapter 4, establishing good relationships should be necessary as a first step in the co-teaching implementation. To transmit confidence and receive it was the spotlight to begin the construction of well peer relationships between the participants, dialogic interactions and rapport were almost mandatory in this voluntary work. Then, in cycle 2 trust was the foundation when prompting short interventions and also to continue boosting a real supportive relationship. At the end of the pedagogical intervention, cycle 3, empowering the active roles teachers were carrying out was a really important manner to provide confidence in their EFL teaching practice.

All along with the co-teaching exercise implementation, rewarding expressions helped to promote a tight correspondence among participants. As the following piece of evidence shows, highlighting the other's efforts during this process was an emotional expression of peer support and trust in the professional development the teachers were performing. It was noteworthy in the process the importance of standing out teachers' achievements.

**T1:** “Espectacular el video, me reí mucho con las profes, qué creativa Marce. Muy muy muy genial ese video. ¡Felicitaciones!”

(Recording, July 21st, 2020)

The importance of highlighting the other's teaching practice was newsworthy as it was seen as a real learning stage for everybody when working together. Despite social & emotional

competencies allow teachers to manage the stress that comes with the teaching practice, it was an interesting exercise to see how self-contained teaches expressed themselves to the others as they were their students, so rewarding expressions related to their work, ideas, or improvement in EFL were not hard to say all along the process. Martinez (2015) states that teachers in a supportive and welcoming environment are inclined to ask for and offer help when needed with any doubt.

**T2:** “Felicitaciones por el trabajo y esfuerzo realizado; gracias por el apoyo del material audiovisual y didáctico, de la practicante Marcela López para el área de inglés siendo muy valioso para este tiempo de pandemia...”

(Survey 2, September 13th, 2020)

Acknowledging the teacher’s professional development also displayed the collective learning space in which the self-contained teachers and the pre-service teacher were immersed due to the co-teaching model. The set of challenges when planning, addressing classes, and creating the material during the pandemic prompted not only the supportive relationship in terms of the complexities of the day-to-day teaching practice but also raised the insights related to self-care, gratitude, engagement, self-reflection, and problem-solving. Reciprocal acknowledgment led the teaching practice guided by co-teaching to another level of camaraderie.

**T1:**



**T1:**



(Teachers’ artifacts, September 13th, 2020)

Once self-contained teachers felt they were the ones in charge of the EFL teaching development in this co-teaching exercise, it seemed they started to strengthen their facilitation skills and their capacity of sharing their expertise when they needed support while doing an activity.

### **Category 2: Co-acting in the didactic material creation**

This category demonstrates the role of co-teaching in the process of didactic material creation. According to the initial education regulations, specifically of the preschool level, (decree 2247, September 11 1997). It is mentioned in article 12 that all the curricular processes for kids should be developed through ludic projects in which the dimensions and features of every population have to be taken into account. During the co-teaching process to intervene in classes, several topics were considered, such as the creation of different environments and situations in which children express their emotions, face unusual experiences, and explore multiple materials, technologies and activities.

To explain in detail, the process, *Planning and designing more than classes* it will be showing the evidence related to the initial steps and each self-contained teachers' perspective about the procedure followed on them. Then, it was necessary to work on *ICT tools updating in material creation* as the real context of initial education during the pandemic required. Voice recordings and video editing were the foundations to get a municipal recognition for the ICT-collaborative work done in EFL among the self-contained-teachers and the preservice teacher in the Institution Laura Vicuña.

**Planning and designing more than classes.** In a reiterative manner, it is shown how the pedagogical work and professional skills should be guided to propose, design, and create new

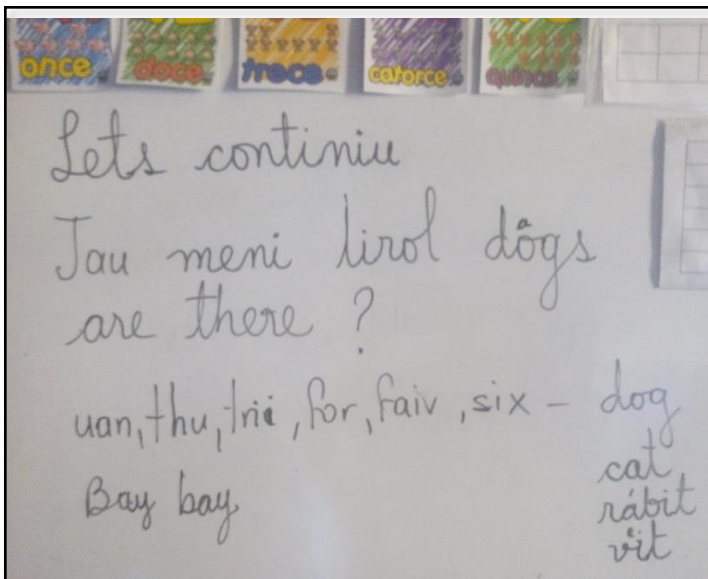
material (Debes & Franseki, 1972). To construct innovative and meaningful products for children, it was required to start from the curriculum, to establish a referential context as a pattern in the design, and finally, to support it on the didactic strategies of visual literacy theory, as it is recognized by one of the self-contained teachers during the final cycles of intervention, more exactly, due to the cyclical feature of this procedure when creating each video, class or guide.

**T2:** “Se nota que se tiene en cuenta la programación curricular (temáticas) para el grado de Transición de la IE Laura Vicuña, se organiza todo un plan de acción para organizar una propuesta entretenida, dinámica, favoreciendo diferentes estilos de aprendizaje y con el trabajo colaborativo con las docentes. Desde que la practicante propone y crea un guión para cada temática, se enmarca que actividades se van a hacer (canciones, vocabulario, ejercicios, etc) cual es el paso a paso, teniendo en cuenta el tiempo, revisión y de audio, etc. realizando prácticas antes de grabar. Y luego todo lo que conlleva la edición del video uniendo todo texto, imágenes, sonidos, efectos y conocimiento de programas de publicidad, en fin llevan demasiada exigencia para obtener un buen producto.”

(Survey 2, September 13th, 2020)

As very young learner's comprehensive learning appeals to the integration of dimensions, learning styles, multiple intelligences, contextual references, and the communicative competence development, teachers' commitment was essential to achieve every single product co-designed to foster very young learners' EFL basic oral skills. They accepted to work on a notebook for kids to recover all the lesson plans created and to start with the audio-visual material creation to support this EFL teaching practice. Co-teaching demanded from teachers a lesson planning, a guide's creation, a reviewing of topics, rewarding expressions, and useful teaching commands, a script creation, a video planning, practicing and editing, constant and mutual feedback, and a basic English language training focused on teachers' needs and future interventions.

T1:

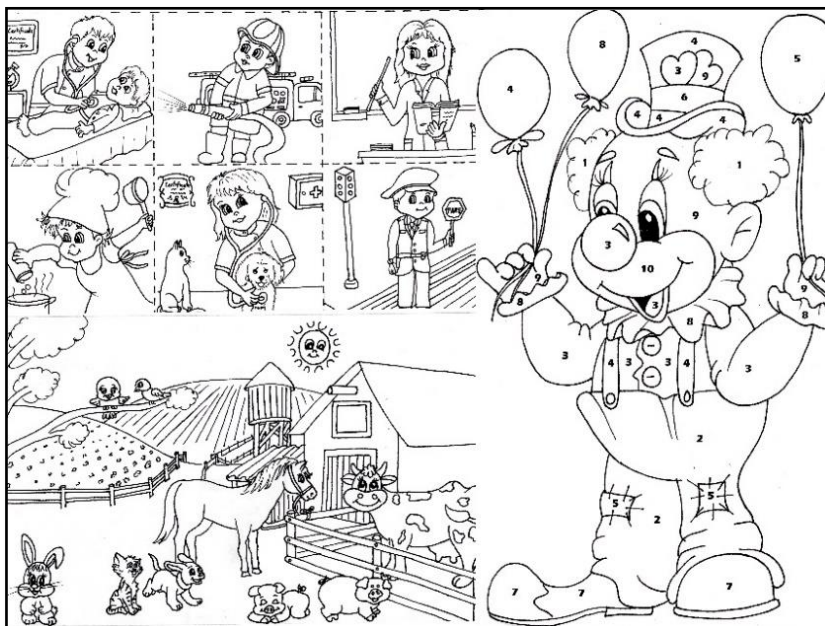


(Teachers' artifacts, August 2nd, 2020)

Some of the teachers' artifacts were provided by them voluntarily for them to get feedback or an opinion from the other teachers. What is on the board was one of the easiest scripts for a video related to domestic animals. It reflects how teachers preferred to write how the English words sound to be very close to the correct pronunciation when recording. Phonographic in English is not as Spanish's so it was necessary to explain to them this aspect with the expectation, they would not do it in class as some English material recommends to teachers and learners to do it. It was never exposed to children but it was their initial strategy to start internalizing English pronunciation for the video's creation, nonetheless, several recordings were done until they felt confident and joyful with the final recording to be used in each definitive production.

After some videos, they recognized basic words and begin writing these short sentences with the correct spelling and understanding the communicative purpose of some of them without translating or transcribing to learn it. Self-contained teachers learned how TPR works, explored how to teach songs with no translations aid, and started using some rewarding expressions to

highlight children's efforts. Furthermore, it was seen that several ideas for each topic were captured on each activity proposed in the notebook named "Cultivate your English". Through these visual resources not only creativity was fostered, but also students' basic oral skills while each activity was developed. A little piece of it is shown as followed and a self-contained teacher insight about the material purpose.



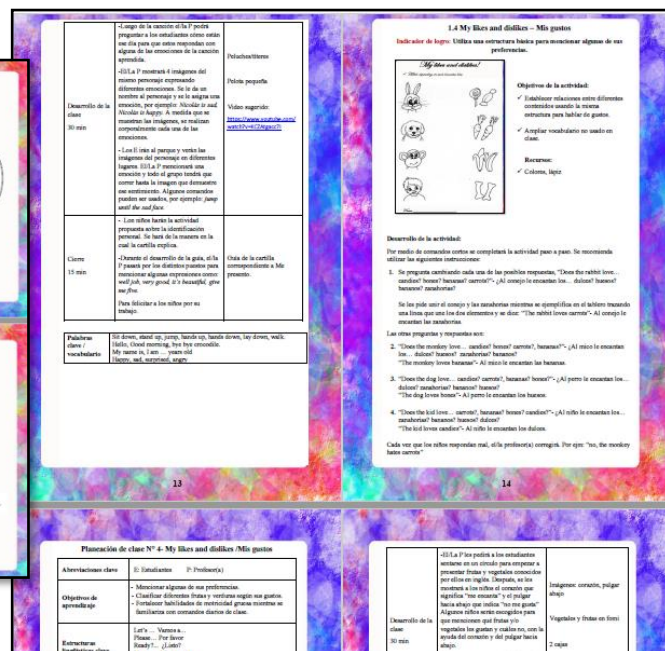
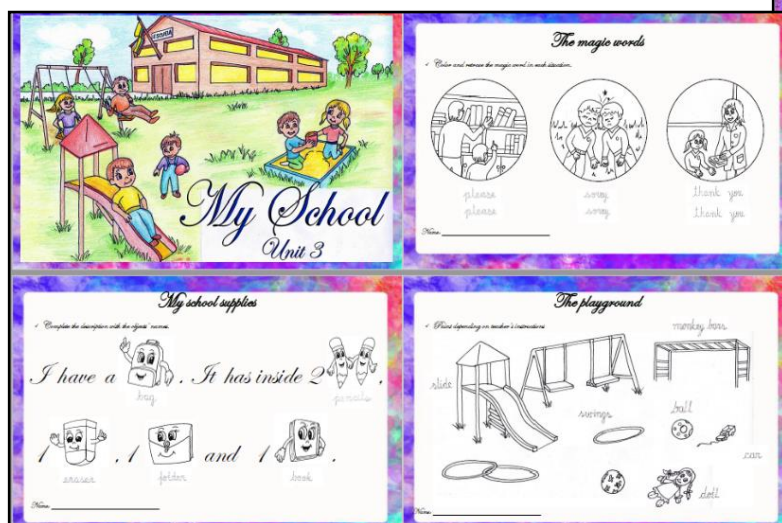
(Teachers' artifacts, drawings done, 2020)

**T2:** "Es importante ya que facilita el aprendizaje más eficaz, dinámico, llamativo, atrae la atención de los niños, ya que va acompañado de estímulos visuales y auditivos ayudando al desarrollo de la comprensión, la escucha y el desarrollo de la expresión oral de acuerdo a los contenidos programados para inglés en el grado preescolar."

(Survey 2, September 13th, 2020)

In order to guarantee the assistance self-contained teachers could have in the future with any companion, the teacher's guide was a mutual agreement that would allow them to remember some possible commands, expressions, or instructions needed in each English class aimed at using the least Spanish possible while developing the English class. In each unit is possible to find the lesson plan, the development of the activity proposed on the kids' guide for the

corresponding topic, and the vocabulary and extra resources implemented, everything illustrated and digitized.



(Teachers' artifacts, Notebooks digitalized, 2020)

**ICT tools updating in material creation.** Vermeersch & Vandenbroucke (2015) stated that visual aspects cannot be apart from verbal elements, so audiovisual material contributed to the comprehensive learning vision for very young learners aforementioned in chapter 4. Because of the pandemic, teachers were obligated to adapt and make flexible their classes by using technological aids. One of the issues was the basic knowledge about online and offline programs they had. Nevertheless, it was shown an option to carry out the contents without suppressing children to long journeys in front of a screen which is not recommended by pediatrics, and having in mind kids' economic accessibilities; a WhatsApp group was the main communication channel and videos were the alternative. Despite the willingness self-contained teachers had, they had to learn about video features such as dimensions, quality, storage, and even web capacity; they learned to record themselves with a timer, then to save the file in an mp4 format,

also, to reduce the video frames to share them in WhatsApp. Once English videos started to be produced, teachers were willing to participate in them with a previous explanation about the film requirements.

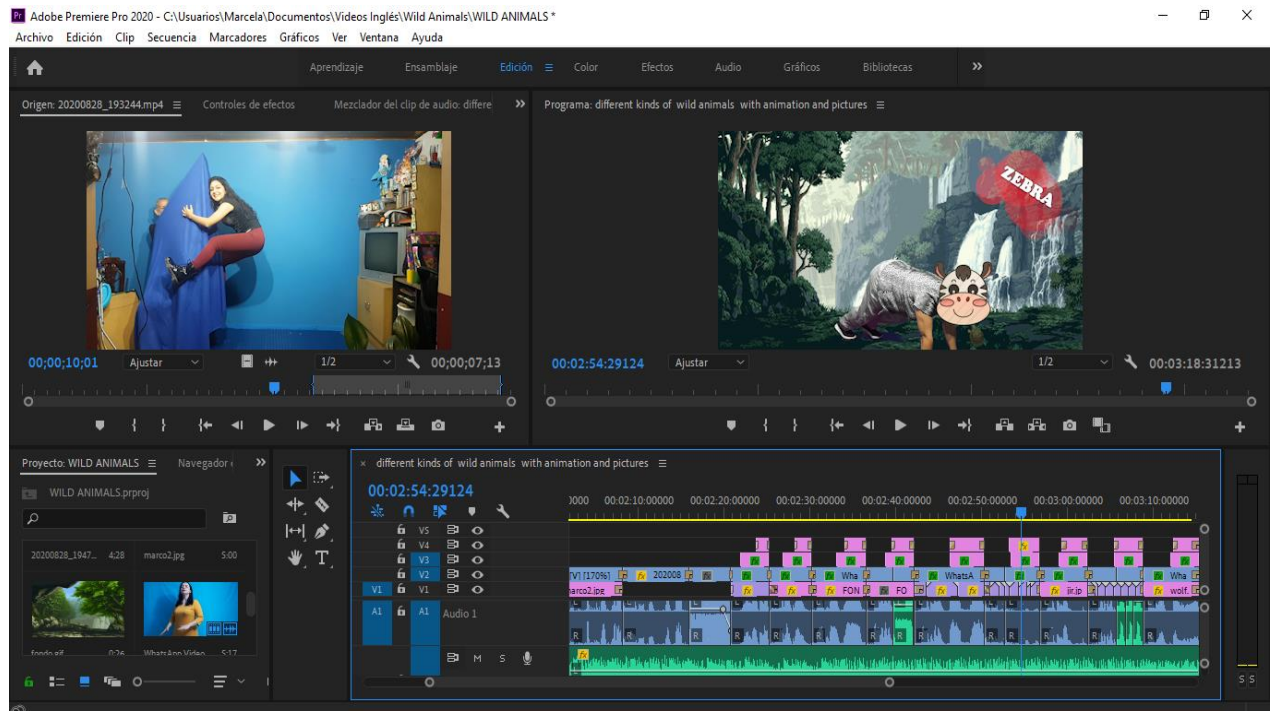


(Teachers' artifacts, backstage, 2020)

These backstage photos demonstrate the different ways and difficulties presented because none of the teachers had a setting available to do that. However, all of the teachers adjusted one part of their houses to complete the process of the videos. Whereas self-contained teachers learned the basic tools and procedures of Adobe Premiere Pro to edit the videos, they continued doing some simple ones thanks to some cellphone applications. Minimal instructions they followed to edit the videos were: replacing the backgrounds, raising the volume, cutting the timeline, and export the videos with the WhatsApp requirements. Notwithstanding the program is difficult to handle, teachers started to create their own videos apart from the English ones with the same patterns of quality and creativity. Next, the screenshot of one English video in edition is

## CO-TEACHING: PRESCHOOL TEACHERS' INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE

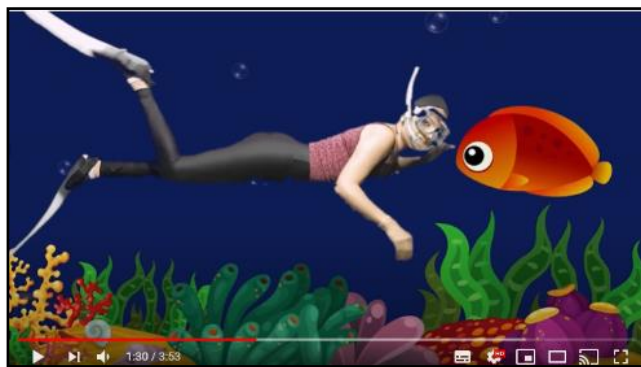
shown to see how the video starts and how it ends, the interface also introduces the reader to the program specifications.



(Teachers' artifacts, Edition, 2020)

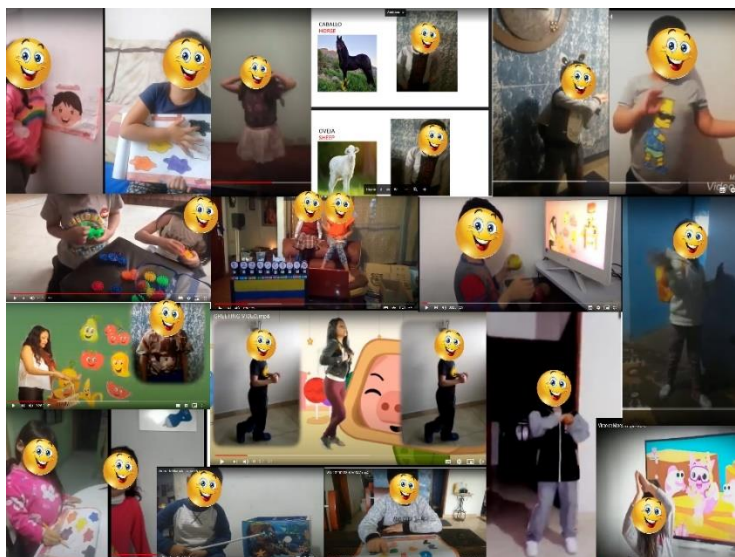
As a final result, audiovisual material created for preschoolers from transition 1 and 2 were colorful, animated, varied, and took into account all the aspects mentioned by Kolb(1981) in the experiential learning thought by the teachers to teach little kids in the distance. This model allows children to simulate real experiences or environments with any prerequisite of being in a specific place or in the classroom because of the pandemic. The following are the results of the backstage photos showed above.





(Teachers' artifacts, final product, 2020)

Visual literacies integrated all the dimensions in EFL videos created and fostered children's active participation, it can be evidenced with some kids' videos about the work done at home. It can be seen in the following students' re-counting screenshots and the opinion with one of their recordings.

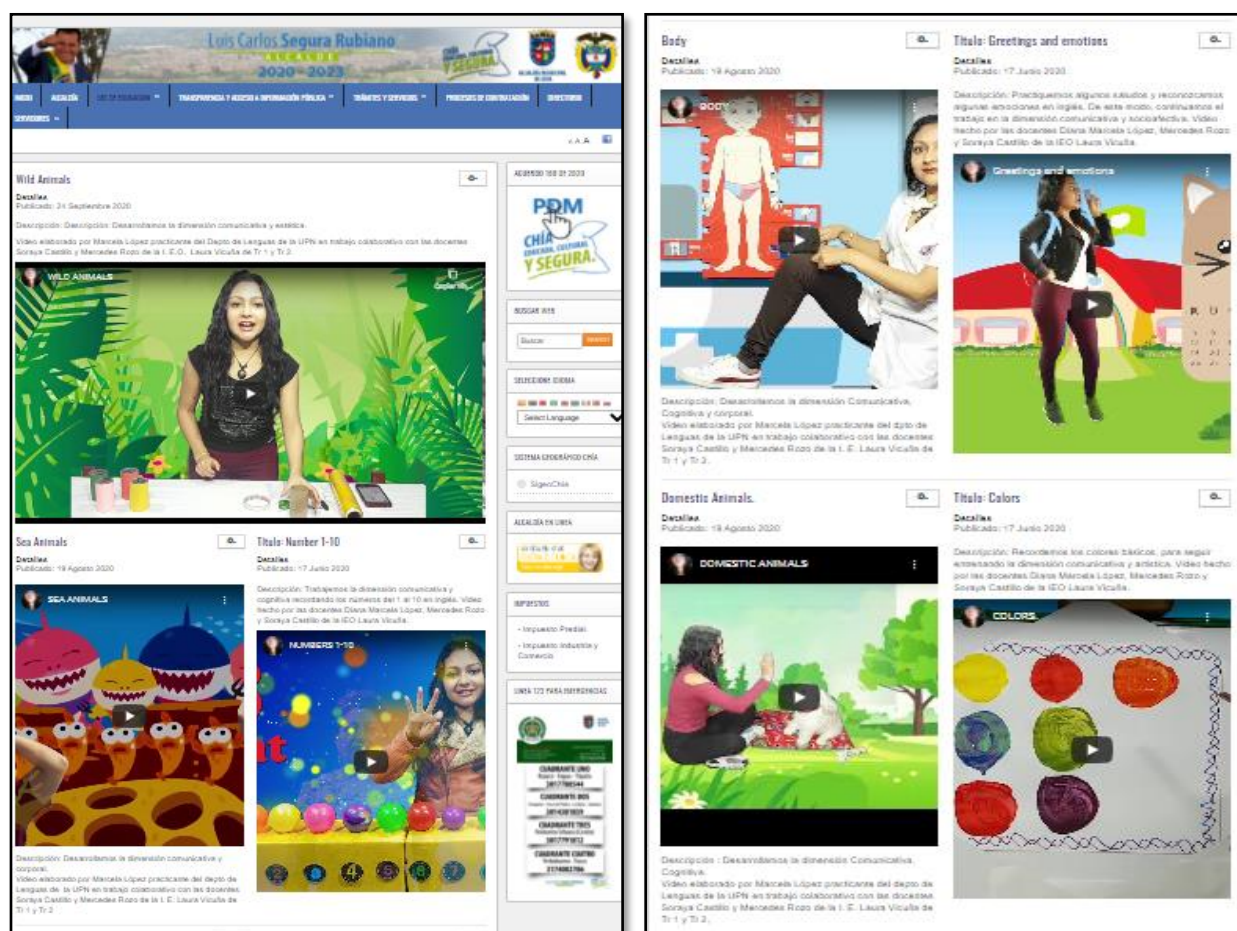


**S1:** “ Hello teacher, voy a hacer el proyecto... one, two, three... tigel, giraffe, elephant, ya? Lion, loboo, totodile, moty, bear. Listo? Bye byee, chao, mua!”

(Students' artifacts, participation, 2020)

Moreover, as a recognition of the quality of the collaborative work done with the videos in EFL for preschoolers in the Laura Vicuña Institution, the Secretaria de Educación de Chía

asked for permission to post all the videos on the official page of the entity to share the audiovisual material with other public institutions of the town, it remarks the different dimensions implemented in each video and the link to find them in YouTube, each video has reached almost two hundred views until this moment.



(Teachers' artifacts, <https://www.chia-cundinamarca.gov.co/index.php/sec-de-educacion/videos-sec-educacion>, 2020)

## Category 3: Attitudes towards co-teaching exercise

Participants *Perspectives towards collaborative work*” were relevant during the course of the co-teaching process. Self-contained teachers were allowed to express their feelings, ideas, recommendations whenever they wanted. The important aspect that boosted teacher’s engagement, freedom and trust to communicate with peers was the *Assertive communication in*

*the co-teaching process.* The data showed that teachers' considerations were asked and also expressed in a coordinated manner in order to establish professional and personal bonds in a linear hierarchy which was mainly oriented to the EFL teaching practice but it was finally conceived with personal experiences and insights. Building close relationships in this process meant the integration of the supporting role of co-teaching in creating rapport, mutual assistance, and understanding by establishing a horizontal social partnership.

**Perspectives towards collaborative work.** Being opened to receive constant feedback, to give concise recommendations, to acknowledge others' efforts, and to express the momentaneous feelings allowed a good rapport to work with the partners in this co-teaching process. A close relationship was not mandatory at the beginning but as the process continued, it was evidenced by the relevance of positive attitudes and appropriate communication among teachers. Surveys at the end of each cycle of intervention were applied to know teacher's perceptions about the process, nonetheless, their ideas or opinions related to the common work could be also expressed via WhatsApp or in the meeting spaces.

**T1 and T2:**

¿Cómo se siente con el apoyo brindado en cuanto a la enseñanza de inglés?
Tranquila y segura porque la practicante expresa conocimiento y pedagogía
Pues uno se siente mal porque uno realmente se da cuenta que no maneja o la lengua. Si considero necesario que alguien especializado en ello pueda darnos las herramientas como la practicante hace. En mis 25 años de experiencia siempre había traducido todo y hasta con errores. Nadie se había acercado a ofrecer ayuda en ese aspecto. Ni el colegio nos da capacitación de enseñanza del inglés

(Survey 1, July 23rd, 2020)

Regarding teachers' first opinion about the teaching support, one of them is completely positive while the other one is a self-reflection about the EFL teaching practice done before the co-teaching model started to be implemented with the pre-service teachers. As it can be seen, the self-contained teacher referred to a non-existent English training at the institution and the lack of aid and interest from an external agent for her to improve in the EFL teaching practice.

**T1 and T2:**

¿Cómo se siente al ser partícipe de los videos creados?
Me siento importante, y a la vez con un gran compromiso ya que no dominó el inglés, ante toda persona que vea el video, por lo tanto es necesario ensayar varias veces. Y además porque contamos con el apoyo para la divulgación de este material a través de la página de la Alcaldía de Chía y puede ser vista por las docentes de preescolar del municipio y si desean compartirla a sus grupos.
Feliz de un nuevo retos profesional en el aprendizaje de una nueva metodología de enseñanza a los niños

(Survey 2, September 13th, 2020)

Nevertheless, in the second survey, the teacher's insights were more positive and acknowledge each one effort in the collaborative work. The encouraging feeling was mutual and it demonstrates each cycle objective proposed in the instructional design for teachers of the pre-service teacher's pedagogical intervention, in chapter 4, were achieved; all of them were oriented to a constant reflection about co-acting, mutual assistance, and the empowering exercise.

**T1:** "Felicitaciones por el trabajo y esfuerzo realizado; gracias por el apoyo del material audiovisual y didáctico, de la practicante Marcela López para el área de inglés siendo muy valioso para este tiempo de pandemia. Los vídeos se han compartido con docentes de otros colegios."

(Survey 2, September 13th, 2020)

Additionally, teachers emphasized implementing rewarding expressions among them to value other's teachers' performances or development. It can be evidenced by the teacher's answers to a perception question about the preservice teacher's work and the advantage of sharing a classroom. Also, in some data related to category 1 in which the supporting role prevails and the building strong assistant relationships during the co-teaching exercises. Teachers' empathy was mandatory to develop all the co-teaching approaches.

**Assertive communication in the co-teaching process.** One of the most relevant co-teaching foundations is communication. “The professional relationship is built on parity, communication, respect, and trust” (Cook & Friend, p. 9, 2004) It is remarkable that all the teachers participated willingly due to their voluntary co-acting, they were not obligated to follow the process.

**T1 and T2:**

¿Qué recomendaciones haría para mejorar en próximas intervenciones?
Continuar con la actitud y novedosas propuestas pedagógicas
Que quede un banco de material según Lo temas que desarrollamos ya sean canciones, videos, imágenes y actividades. Para nosotras poder acudir a ellos cuando la practicante no esté y poder realizar las clases nosotras mismas

(Survey 1, July 23rd, 2020)

Being able to give recommendations that were taken into account in the development of the co-acting that teachers felt the importance of giving feedback and correcting the others.

Constructive dialogues were always prompted for teachers not to feel attacked or being aware of what the other could say about their performance. After some encouraging challenge, self-contained teachers accepted to share all the material done in which they intervened with the other's public institutions. Assertive communication during co-teaching increased the value teachers assigned to their self-professional perception based on an agreement to express everything that could not work or disturb someone's' well-being.

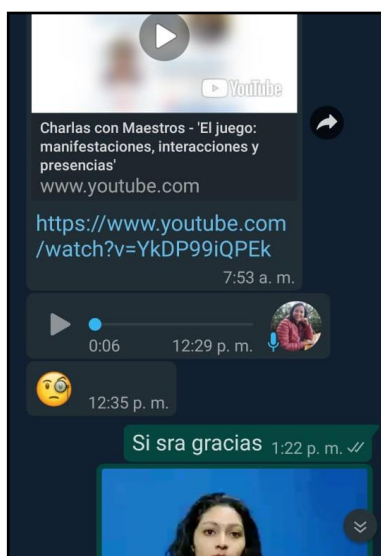


(Teachers' artifacts, final product, 2020)

As seen in the teacher's artifact asking for an opinion or congratulating others' ideas was not difficult to express because of the respect established from the beginning. Teachers were not afraid to receive feedback and do not try to avoid the topic. Every time a task was planned, self-contained teachers felt free to propose, correct, and even remove aspects from the scripts and lesson plans. They have huge experience giving instructions to very young learners and the preservice teacher knows certain elements from EFL that could be applied. Team-working was solid thanks to the assertive communication handle by the professional relationship established by the teachers regardless of the differences in opinions, ideas, personalities, styles, knowledge, experiences.

#### Category 4: Sharing knowledge in the co-teaching exercise

While implementing co-teaching in the EFL teaching practice from self-contained teachers, there was a concern for improving the professional skills about English and from the pre-service teacher for boosting the knowledge about very young learners; in the process, some ICT updating was necessary and it was achieved as teamwork. Participants willingly motivated other teachers' training in the areas of interest as seen in the next teachers' artifacts example.



(Teachers' artifacts, August 31st, 2020)

Regarding the preservice teacher, informal and formal training about teaching to very young learners was applied. On the one hand, informal training included the initial practicum experienced with children in the classroom, the MEN talks about initial education, the planning time to link the curriculum, the activities, the types of learning, the kids' likes and dislikes, and also, the autonomous work to learn about video professional edition. On the other hand, self-contained teachers recommended two certification courses, *Pedagogy and initial education*, and *Pedagogy and Ludic*, the two of them focused on initial education, so it provided lots of conceptual understanding about self-contained teachers' daily work.

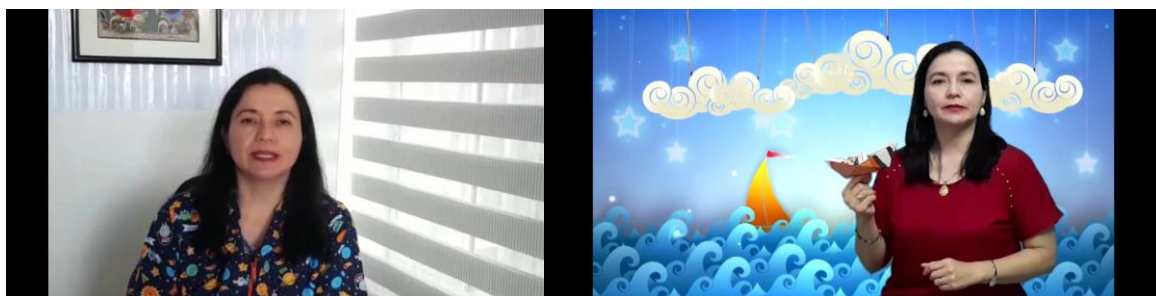
## CO-TEACHING: PRESCHOOL TEACHERS' INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE



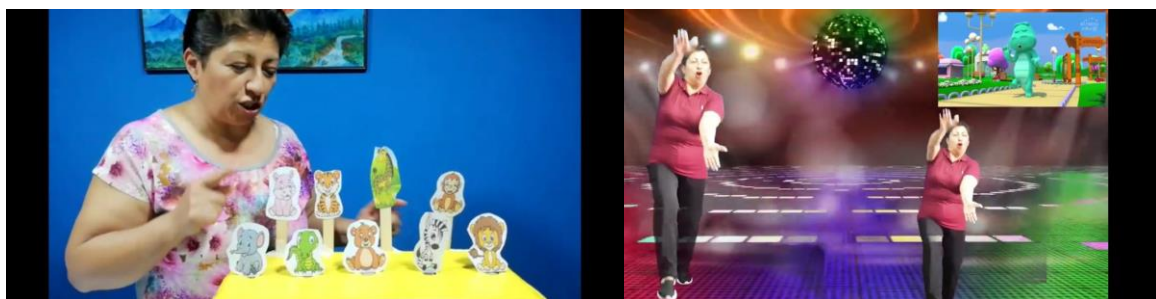
(Teachers' artifacts, certificates, 2020)

Sharing knowledge was evident in two moments, first, when self-contained teaches started to create their videos as the English ones and second when teachers included English vocabulary previously studied in their daily explanations.

T1:



T2:



(Teachers' artifacts, videos' screenshots, 2020)

In the first moment, teachers' videos were not as elaborated as the last ones. It can be seen, in the previous screenshot of the first videos versus the final ones, the improvements in terms of production quality are noteworthy. Moreover, cross-curriculum regarding EFL contents increased too. As the co-teaching process moved forward, teachers' confidence about English raised. It allowed them to integrate English topics into their daily classes' videos regularly. This co-teaching process helped the self-contained teachers and the preservice teacher to learn about each one strength and also experience and specialization. It was widely demonstrated that teachers are in constant learning and exploring to foster their teaching practices.

## Chapter 6:

### Conclusions & Implications

The subsequent chapter presents the main conclusions of the explanatory case study supported the data analysis and findings; the implications of this project for the ELT and the Initial Education communities, the public institution where the pedagogical intervention was developed, and for both groups of participants in this research, the self-contained teachers and very young learners; the limitations of the project; and at the end, some recommendations for further research.

### Conclusions

The following case study focused on encouraging self-contained teachers EFL teaching practice by means of co-teaching. In this sense, the research questions that oriented the study were:

1. How might preschool EFL classes be addressed by means of co-teaching?
2. How might preschool teacher's EFL teaching practice be shaped by means of co-teaching?

In response to the first research question, the data showed that the co-teaching exercise should involve, on the one hand, supportive relationships among the educators and, on the other hand, the willingness to co-act properly when planning and designing the classes and the projects.

First, the data gathered evidenced of the relevance of the supporting role each participant has to assume when sharing EFL instruction. To take responsibility for addressing the classes while assisting the partners was a matter of synchronicity and disposition of teachers.

During the complete co-teaching process: planning, addressing the classes, giving feedback or personal assistance to children, and creating didactic material were some of the aspects to highlight to build a supportive relationship in professional and methodological terms. Adopting active roles had to do with the voluntary participation in the project, the constant communication, and the tolerance related to others' pace of working and the accomplishment of assigned tasks. Also, to assist partners and support each other in different activities and stages of the classes depending on the professional experience in their field of academic formation. However, peer confidence raised and it prompted insights related to self-care and self-reflection, problem-solving, engagement, and gratitude too.

Second, the co-acted interventions planned included several topics to be considered in the process while developing the audiovisual material creation, such as children's emotional expressions, the unusual experiences faced, the exploration of multiple materials, technologies, and activities. Despite the willingness self-contained teachers had, the pandemic required some ICT tools updating founded on didactic strategies of visual literacy theory that could work on very young's comprehensive learning. After the first cycle of implementation, self-contained teachers liked how TPR works, taught songs with no translation, and started using commands, rewarding expressions, and realia. Audiovisual material in general for Transition 1 and Transition 2 grades improved in quality and creativity patterns.

In response to the second research question, the categories that emerged showed a constant collaborative work in which knowledge, experience, and assistance could be shared among the participants concerning the EFL co-teaching practice in very young learners. Regarding self-contained teachers' perspectives about the complete process of co-teaching carried out in this case study, Their EFL teaching practice improve in terms of their methodology

of the class and activities, they increased their self-confidence and even their English language level proficiency as they implement rewarding expressions, they started to use commands, they enhanced pronunciation and vocabulary. Preschool teachers' EFL teaching practice is henceforth supported by all the audiovisual and workshop material created in group and also, by the other teacher which is part of the team-teaching process. To conclude, the co-teaching implementation allowed an environment of collaborative work which led to an improvement in how the teachers developed their English classes, despite the time-consuming aspect, and the extra work it implied in the different cycles of the pedagogical interventions.

### **Implications of the study**

Multiples implications arose from the implementation of the pedagogical interventions in this case study and should be considered by the ELT and the Initial Education communities. These concern specifically to the Laura Vicuña Institution where the project was developed, the two self-contained teachers who were part of the co-teaching team, and the pre-service teacher as a novice researcher.

Firstly, the institution could set an official agreement with the university to work constantly with pre-service teachers, it represents meaningful support for teachers. In regards to EFL, the administrative agents from school must ask for English training to the governmental entities in charge of the bilingual program established for initial education, self-contained teachers should be provided with more material such as educational games and technological aids. By doing this, teachers will be more confident while addressing their EFL classes.

Secondly, relating to the implications for the self-contained teachers, pedagogical support, and projects promoting are the main aspects to be considered. Preschool teachers need

some extra pedagogical support in EFL whereas they increase their language level proficiency and can be autonomous in their teaching practice. Additionally, referring to very young learners, projects are the most effective cross-curricular alternatives in which children can integrate all the dimensions and contents, thus, economical and institutional promoting for these projects would motivate and encourage teachers' daily practice.

The final implications have to do with the pre-service teacher's role in the co-teaching exercise implemented and as a novice teacher. Working hand in hand with initial education professionals and facing the challenge of being flexible in a Colombian and public education context. The process of self-reflection about the pedagogical practice, the constant planning and re-designing in the process, and the team-teaching experience allowed to increase the understanding of very young learners in the EFL area of specialization of the preservice teacher. Nevertheless, it was noticeable that many aspects were not covered by the degree and must be studied autonomously. Furthermore, a good disposition to face inconvenient and handle the unknown is noteworthy in the co-teaching during every situation that required adaptations.

### **Limitations of the study**

Several limitations affected the flowless development of this case study, some related to the context of the group of participants, and others regarding the pandemic consequences in the public educational system. In the first moment, the absence of an English teacher for preschool grades and the lack of training for them to face EFL teaching produced insecurity while addressing the initial classes and developing the first cycle of the pedagogical intervention. Secondly, the pandemic carries out sanitary, political, economic, and educational issues in which each governmental entity has to re-design the common and familiar development everybody was used to. In the case of this research study, it was necessary to re-design and set out again a

pedagogical proposal that fits the new reality's conditions. Nonetheless, these limitations motivated this study to be more useful to the teachers and children by proposing innovative and transitory solutions employing the material co-created.

### **Further research**

This research project had in mind the preschool teachers' insights about the coteaching practice in EFL teaching; further exploration could be focused on the influence of co-teaching in very young learners' skills and comprehensive learning in this level of preschool education. It would be enriching to analyze the implementation of the pedagogical interventions in a presential manner to reveal possible differences that this study exposed from the virtual pedagogical intervention done. Finally, as a second recommendation to be explored, teacher's EFL teaching training in regards to very young learners is not a field much investigated and it would be interesting to discover by means of co-teaching proper methodologies, strategies, and ideas that can join very young comprehensive learning and EFL teaching foundations.

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## ANNEXES

### Annex 1: Diagnostic test

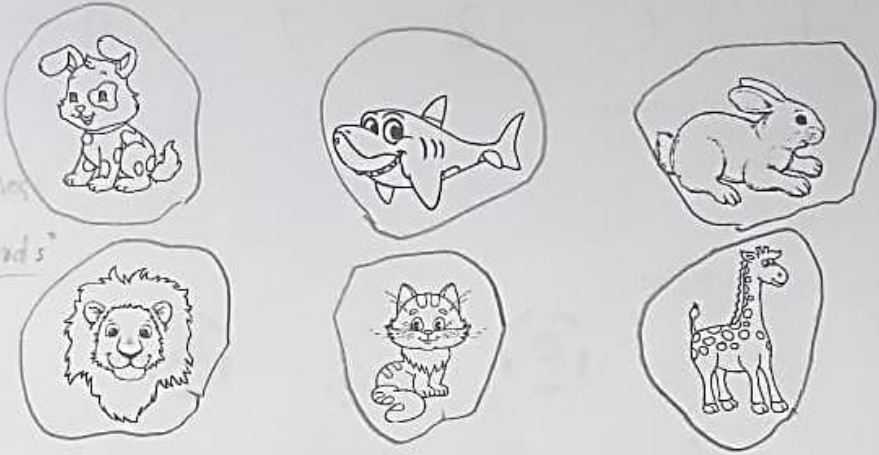
**Prueba Diagnóstica Preescolar 2020**

Docente: Mercedes Rozo Transición: 2 Edad:       





1. What's your name?  
Sabrina

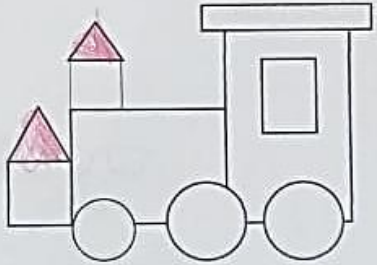
2. Circle the domestic animals.

*only recognizes the word "animals"*




3. Color depending on the instruction.

Red →   
 Blue →   
 Yellow →   
 Green → 



4. Draw a...  
 happy face                      sad face

*associates only with happy faces*



5. Organize the numbers

6. *Some by heart*

10      3      5      8      4

1      6      2      7      9

6. Follow the instruction

Stand up ☒ *She translates but does not do the action*


Sit down ☐

Jump ☒

Hands up ☒


7. Select the big balls

*balls = pelotas*



8. This is a family...

*In Spanish, recognizes the images associates with her families*



### **Annex 2: Diagnostic recording 1**

- **Good morning!**
- Good morning?

<https://drive.google.com/file/d/1-TN5maLO3RFzGFFK0BLC28QN4JWg-rBR/view?usp=sharing>

### **Annex 3: Diagnostic recording 2**

- **Circle the domestic animals**
- ¿Qué dijiste?
- **Circle, circle the domestic animals**
- Ah! osea colorearlos?
- **Circle**
- No te entiendo así en inglés

<https://drive.google.com/file/d/1laSIDDqompRHjZTgBDHj7Pc67fUGGfyE/view?usp=sharing>

### **Annex 4: Diagnostic recording 3**

- Es de aclarar que toda la clase yo no la hago en inglés, (...) la parte que se está viendo, sólo se dan los conceptos en inglés, por ejemplo, los nombres de los animales, pero no todo en inglés porque no lo domino.

## Annex 5: Teachers' Surveys

- Survey 1

¿Cómo describe las clases de inglés realizadas con los niños?	¿Qué estrategias utilizadas resalta de las clases?	¿Recurriría a canciones, expresiones y/o vocabulario utilizado? De lo mencionado anteriormente, ¿Cuáles implementaría a futuro en clases de inglés?	¿Cómo se siente con el apoyo brindado en cuanto a la enseñanza de inglés?	¿Qué recomendaciones haría para mejorar en próximas intervenciones?
Muy activa y con metodología apropiada para los niños	Motivación, instrucciones, practica metodología, repetición, evaluación	Lo aprovecharé al máximo es excelente y muy didáctico	Tranquila y segura porque la practicante expresa conocimiento y pedagogía	Continuar con la actitud y novedosas propuestas pedagógicas
Fueron dinámicas, variadas y con diferentes actividades propuestas en el desarrollo de casa clase.	1. La variedad de actividades para desarrollar las clases, juegos, videos canciones material llamativo. 2.juego como estrategia didáctica. 3. Interacción dinámica y permanente con los estudiantes. 4. Se ve reflejada la planeación de clase y todo el tiempo habla en inglés haciéndose entender por medio del cuerpo. 5. Transversaliza las dimensiones en cada una de las clases.	Si porque han sido seleccionadas por el ritmo de las actividades, tendríamos en cuenta las propuestas hechas por la practicante y el material que hicimos hay que aprovecharlo. Es trabajo que no se puede perder.	Pues uno se siente mal porque uno realmente se da cuenta que no maneja o la lengua. Si considero necesario que alguien especializado en ello pueda darnos las herramientas como la practicante hace. En mis 25 años de experiencia siempre había traducido todo y hasta con errores. Nadie se habia acercado a ofrecer ayuda en ese aspecto. Ni el colegio nos da capacitación de enseñanza del inglés	Que quede un banco de material según Lo temas que desarrollamos ya sean canciones, videos, imágenes y actividades. Para nosotras poder acudir a ellos cuando la practicante no esté y poder realizar las clases nosotras mismas

## CO-TEACHING: PRESCHOOL TEACHERS' INSIGHTS ABOUT THE EFL CO-ACTING PRACTICE

### • Survey 2

¿Qué opina de la creación de material audiovisual para el desarrollo de los contenidos?	¿Cómo describiría los procesos de planeación y creación de los videos?	¿Cómo se siente al ser partícipe de los videos creados?
Es importante ya que facilita el aprendizaje más eficaz, dinámico, llamativo, atrae la atención de los niños, ya que va acompañado de estímulos visuales y auditivos ayudando al desarrollo de la comprensión, la escucha y el desarrollo de la expresión oral de acuerdo a los contenidos programados para inglés en el grado preescolar.	Se nota que se tiene en cuenta la programación curricular (temáticas) para el grado de Transición de la IE Laura Vicuña, se organiza todo un plan de acción para organizar una propuesta entretenida, dinámica, favoreciendo diferentes estilos de aprendizaje y con el trabajo colaborativo con las docentes. Desde que la practicante propone y crea un guión para cada temática, se enmarca que actividades se van a hacer (canciones, vocabulario, ejercicios, etc) cual es el paso a paso, teniendo en cuenta el tiempo, revisión y de audio, etc. realizando prácticas antes de grabar. Y luego todo lo que conlleva la edición del video uniendo todo texto, imágenes, sonidos, efectos y conocimiento de programas de publicidad, en fin llevan demasiada exigencia para obtener un buen producto.	Me siento importante, y a la vez con un gran compromiso ya que no dominó el inglés, ante toda persona que vea el video, por lo tanto es necesario ensayar varias veces. Y además porque contamos con el apoyo para la divulgación de este material a través de la página de la Alcaldía de Chía y puede ser vista por las docentes de preescolar del municipio y si desean compartirla a sus grupos.
muy creativo y didáctico	Mantiene la metodología TPR- Total physical iniciada desde el aula; los videos son un gran recurso de apoyo en el área de inglés	Feliz de un nuevo retos profesional en el aprendizaje de una nueva metodología de enseñanza a los niños
¿Cree usted que los recursos usados en dicho material (canciones, expresiones, vocabulario, ejercicios) son apropiados para los niños?	¿Cree usted que el material audiovisual creado es de apoyo para los próximos años?	¿Qué recomendaciones tiene con respecto a la creación y/o edición de material audiovisual?
Si es adecuado, dinámico, llamativo (imágenes), canciones pegajosas, propuesta de realización de actividades y con muy buen gusto estético en toda su realización	Si es de apoyo para las docentes que estamos participando, al igual para las otras 2 de nuestro colegio, ya que compartimos el material y las docentes de preescolar del municipio.	Sería muy bueno tener un video para cada temática y no tengo recomendaciones para la edición ya que no manejo estos programas.
Excelente material de apoyo y recursos para los niños	Por supuesto, son de gran apoyo para el área de inglés ; además maneja contenidos transversales.	Felicitaciones por el trabajo y esfuerzo realizado; gracias por el apoyo del material audiovisual y didáctico, de la practicante Marcela López para el área de inglés siendo muy valioso para este tiempo de pandemia . Los videos se han compartido con docentes de otros colegios .

## **Annex 6: Teachers' Interview**

**Pre-service T:** ¿Cuál es tu formación académica y cuántos años de experiencia tiene en el nivel de preescolar?

**T2:** En cuanto a la formación profesional académica que poseo soy normalista, egresada de la Normal Distrital María Montessori. Licenciada en Educación preescolar de la Universidad Pedagógica Nacional y especialista en educación ambiental de la universidad El Bosque. Mi experiencia laboral comienza en Yacopí en la escuela rural Ibama, en la cual duré dos años, allí trabajé con un solo curso, luego trabajé en Sasaima en escuela nueva con todos los cursos, también en el jardín infantil de Sasaima, luego trabajé en Guaduas en la escuela rural Totumal, también con todos los cursos por alrededor de 3 años más, luego en la escuela rural Aguacalara, también en Guaduas con los cinco cursos de primaria y preescolar y luego en la Escuela Granada con dos cursos a la vez y luego en el Jardín Infantil de Guaduas. Ahí en Guaduas demoré 13 años. En el 2003 fui trasladada al Jardín Los niños y su mundo en Chía, llevo 17 años para un total de 33 años y medio de experiencia en el sector público.

**Pre-service T:** ¿Cómo describiría su metodología de trabajo con los niños de preescolar?

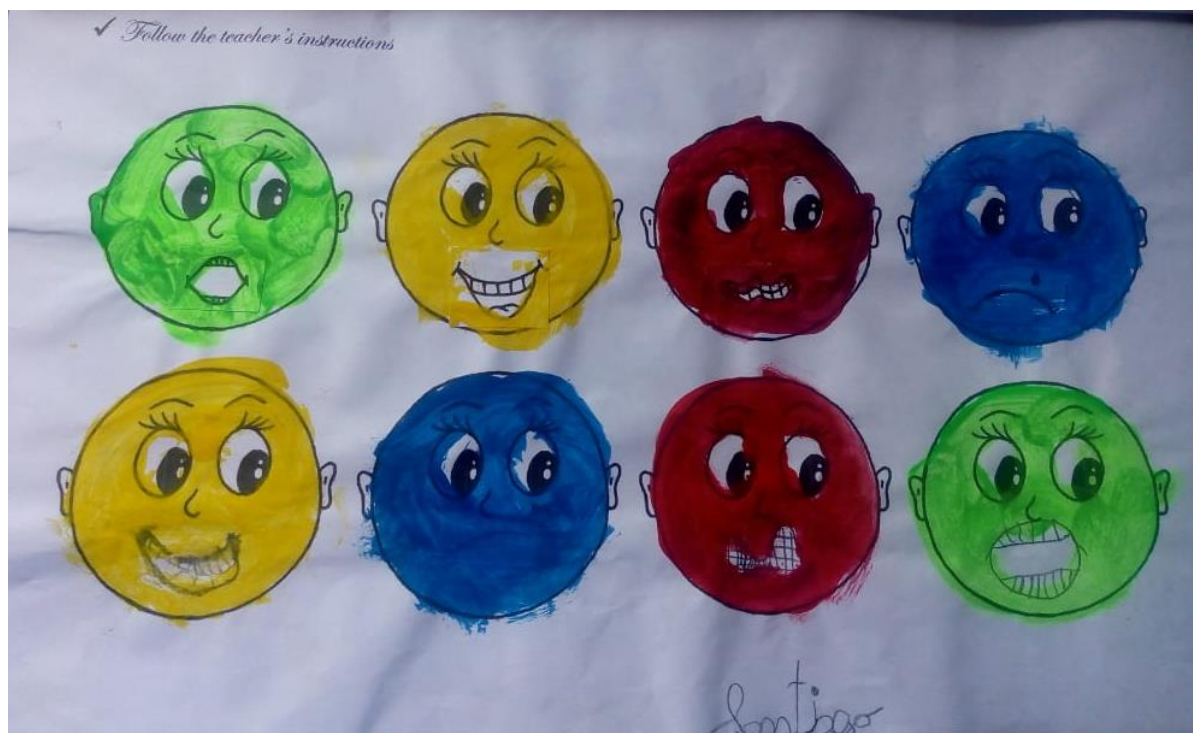
**T2:** En cuanto a mi metodología de trabajo considero es activa, dinámica que responde a los intereses de los niños, pero respetando las diferencias individuales, se indaga sobre los saberes previos que traen ellos, se realizan experiencias en todas las dimensiones, se realizan actividades en grupo, de trabajo colaborativo, también hay un acercamiento con los padres de familia y se les participa cuando se trabaja por proyectos. Se hace transversalización de las diferentes dimensiones de desarrollo del niño, se buscan diferentes estrategias pedagógicas y creación de ambientes significativos donde los chicos expresen sus ideas, emociones. También se tiene en cuenta recoger material llamativo con diferentes técnicas e ideas. Es importante la flexibilidad curricular y el juego es una actividad muy importante en esta etapa y como experiencia para los chicos.

**Pre-service T:** ¿Cuál considera es su dominio del inglés como lengua extranjera y cómo desarrolla las clases de inglés para preescolar?

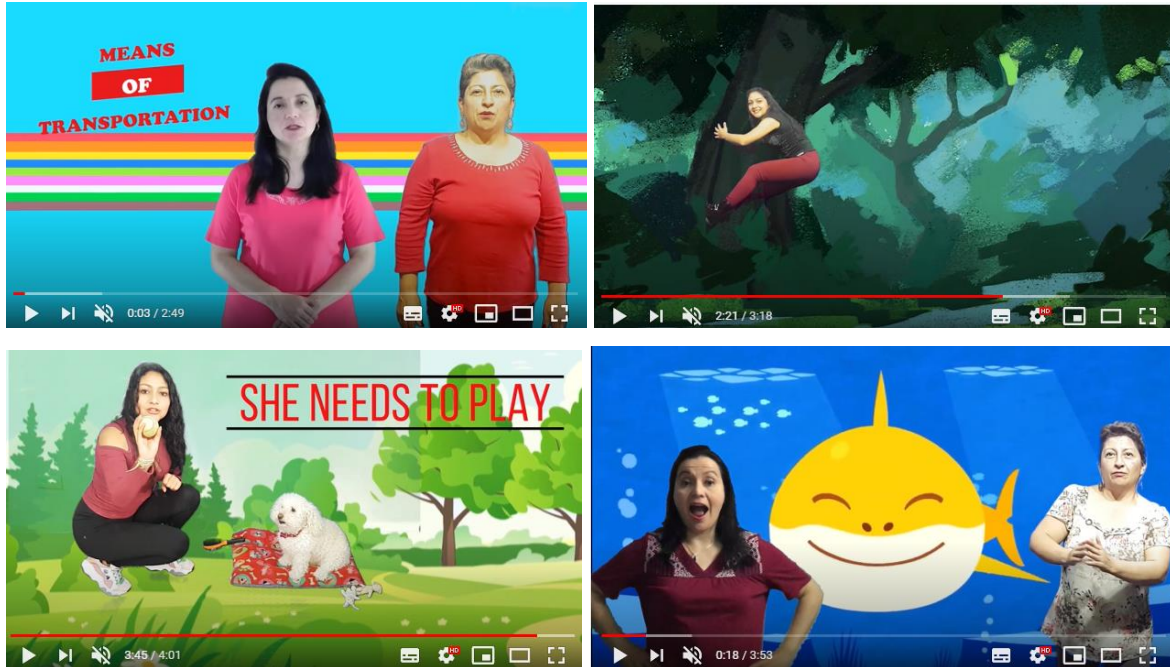
\*El dominio que tengo del inglés como idioma extranjero es muy básico, al dar una clase de inglés me siento como a la expectativa porque pues se hace la planeación de acuerdo al proyecto o temáticas que estemos viendo, pero me siento insegura en cuanto a la pronunciación porque s

que hay una pronunciación especial para ciertas palabras, entonces cual es como mi ayudita, escucho mucho como se pronuncia en video y escribo como se pronuncia en un papelito y repaso, repaso. Toda la clase yo no la hago en inglés, va habladito en español, pero el concepto si lo doy en inglés. Primero iniciamos con saludos, hacer comandos, actividades como de movimiento y luego va el desarrollo de la clase, utilizar recursos como videos, canciones como pegajositas con la pronunciación de lo que estemos viendo, también se ayuda con láminas, peluches, murales. También se va reforzando otros conceptos como colores, cantidad y se finaliza con una guía para los chicos.

### Annex 7: Artifacts



**Videos:** <https://youtu.be/LmLu5bDUHqI> ,<https://youtu.be/KQ9ArK8kcPo>  
[https://youtu.be/TVq\\_h4vEPhw](https://youtu.be/TVq_h4vEPhw) , [https://youtu.be/hl1m-Eqsi\\_8](https://youtu.be/hl1m-Eqsi_8),<https://youtu.be/3jBdwl1ouzs>  
<https://youtu.be/12mXNHGhHHM>, <https://youtu.be/MxlQH1t4H84>,<https://youtu.be/fJApENTzzrI>



## Annex 8: Notebooks

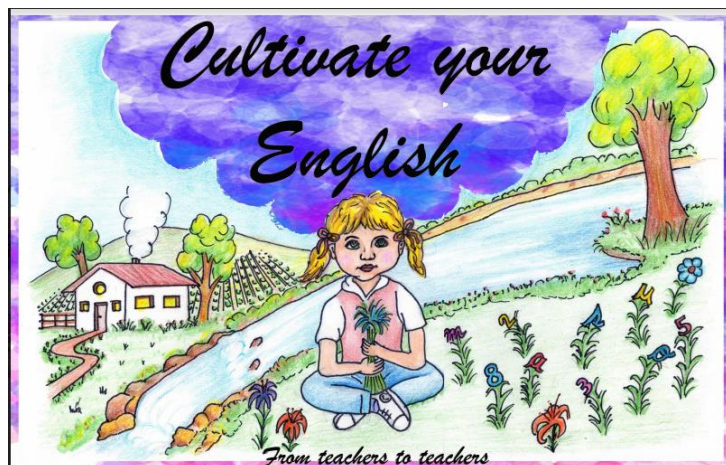
\*For kids:

<https://drive.google.com/file/d/1mTjwG5gajtvY4F8iQek7jLBXTtsJBORB/view?usp=sharing>



\*For teachers:

[https://drive.google.com/file/d/1OxYYFQzLAu4CEzl1G0DuNsmb7vPBN5\\_Q/view?usp=sharing](https://drive.google.com/file/d/1OxYYFQzLAu4CEzl1G0DuNsmb7vPBN5_Q/view?usp=sharing)



## Annex 9: Lesson plan example


### Lesson Plan N° 12

<b>School:</b> I.E Laura Vicuña <b>Grade:</b> Transition grade <b>Topic:</b> Domestic animals	
<b>Keys</b>	Ss: Students ST: Student-Teacher HT: Head-Teacher
<b>Prescribed learning outcomes</b>	-Relate the animals with their living environment. -Identify and name their favorite domestic animal -Recover previous content.
<b>Co-teaching objective</b>	-Prompt short interventions throughout the class.
<b>Key linguistic structures</b>	Let's ... Ready?... This is, These are

## Lesson Outline

Stages and estimated time	Description/ procedures	Resources/materials
Presentation 10min	-Ss will get into the classroom and will select the greeting for the day. It could be a good morning or hello with a bump, a hug, a wave or a high five. It will depend on Ss mood or the way they manage their interpersonal relations. -Also, HT or ST will ask them: " how are you?" So Ss will express their feelings too.	Greeting poster
Warm-up 10 min	-ST will ask Ss to make a line and will take them outside. ST will make a line with the complete group. After that, ST will do the example of an obstacle race one by one they will run through it. Later, they will go through it acting emotions. For example. Go crying!	A big space or a different place from the classroom is needed.
Development of the class 30 min	-HT will present the surprising box. ST will select one by one animals, images or puppets from the box. She will present kids each animal and will ask "Where does "the cat" live? in a farm? or in a house? HT will take the animals to their living place depending on the kids' answers.  -Once they classified all the animals of the box, HT will ask them to take a seat. ST will show them some animals' crowns (pig, rabbit, cow, cat). Ss will select the crown they want. HT will help handing the crowns for them to paint it in a free way.	Surprising box animals' puppets or toys
Wrap-up 15 min	-Ss will trace the words to each animal.  -Ss will see and sing the song played in the background while they paint.	guide of the domestic animals
Key vocabulary	Happy, sad, angry, surprised Hello, Good morning, bye bye crocodile. Dog, cat, rabbit, horse, pig, bird, cow	

## Annex 10: Consent example

 UNIVERSIDAD PEDAGÓGICA NACIONAL	<b>FORMATO</b> <b>CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES</b> <b>ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES</b>
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 1 de 2

**Vicerrectoría de Gestión Universitaria**  
**Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP**  
**Comité de Ética en la Investigación**

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

**PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO**

<b>Facultad, Departamento o Unidad Académica</b>	Facultad de Humanidades, Departamento de Lenguas
<b>Título del proyecto de investigación</b>	FOSTERING PRESCHOOLERS' BASIC ORAL SKILLS IN EFL BY MEANS OF CO-TEACHING
<b>Descripción breve y clara de la investigación</b>	La investigación está enfocada en el desarrollo de las habilidades básicas de comunicación en la lengua extranjera Inglés, escucha y habla, en niños de nivel preescolar por medio de un modelo de enseñanza conjunta.
<b>Descripción de los posibles riesgos de participar en la investigación</b>	La siguiente investigación no pone en riesgo la integridad física, moral ni psicológica de ninguno de sus participantes.
<b>Descripción de los posibles beneficios de participar en la investigación.</b>	Los beneficios que tiene el desarrollo de la siguiente investigación están orientados en primer lugar, a los niños, en cuanto a su proceso de aprendizaje de la lengua extranjera (Inglés) y en segundo lugar, a las docentes, quienes al finalizar la investigación podrán recurrir a un producto escrito, tipo cartilla, que constaría de una serie de actividades implementadas en clase.
<b>Datos generales del investigador principal</b>	<b>Nombre(s) y Apellido(s):</b> Diana Marcela López Rozo
	<b>N° de Identificación:</b> 10142E
	<b>Teléfono:</b> [Redacted]
	<b>Correo electrónico:</b> del_dmlopezr338@pedagogica.edu.co
	<b>Dirección:</b>

**PARTE DOS: CONSENTIMIENTO INFORMADO**


Yo Mercedes Rozo Gómez mayor de edad, identificado con Cédula de Ciudadanía N° [Redacted] de Bogotá, con domicilio en la ciudad de Bogotá Dirección: [Redacted] Teléfono y N° de celular: [Redacted] Correo electrónico: [Redacted]

Como adulto responsable del niño(s) y/o adolescente(s) con:  
 Nombre(s) y Apellidos: \_\_\_\_\_ Tipo de Identificación \_\_\_\_\_ N° \_\_\_\_\_

Autorizo expresamente mi participación en este proyecto y declaro que:

- He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.

Documento Oficial. Universidad Pedagógica Nacional

 UNIVERSIDAD PEDAGÓGICA NACIONAL	<b>FORMATO</b> <b>CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN</b> <b>INVESTIGACIONES</b> <b>ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES</b>
Código: FOR025INV	Versión: 01
Fecha de Aprobación: 02-06-2016	Página 2 de 2

2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en el día de su graduación o en una reunión de padres.

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea.

Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: \_\_\_\_\_

Nº Identificación: \_\_\_\_\_

Firma del Testigo: *Profesora Tr 2: [Firma]*

Nombre del testigo: *Hercules Roza Gómez*

Nº de identificación: \_\_\_\_\_

Teléfono: \_\_\_\_\_

**Declaración del Investigador:** Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

*[Firma]*

Nombre del Investigador responsable: *Diana Marcela López Roza*

Nº Identificación: *1014*

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación