

INTRODUCTION

Several international organizations have shown the importance of learning an "international language" to bring countries around the world closer. One of those agencies, the World Bank (2010), provides assistance for education "focused on helping countries to maximize the impact of education on economic growth and poverty reduction." This assistance is provided under the principle of giving "every citizen in every society" the opportunity for a basic education. This is an international effort to "provide every child in the developing world with a quality, free and compulsory primary education" to ensure accelerated progress towards the Millennium Development Goal of universal primary education by the year 2015. All low-income countries that demonstrate "a serious commitment to achieve universal primary education" by developing good national education plans can receive FTI (Fast Track Initiative) support. The Bank also recognizes the need to increase the impact of adult basic education programs as a part of the planning for Education for All (EFA). Furthermore, the World Bank is interested in developing a well-trained labor force "capable of generating economic growth of knowledge"¹: it aims to help developing countries to equip themselves with the "skilled and flexible human capital to compete effectively in the dynamics of actual global markets"², adapting themselves to changing market demands and new technologies. Their efforts focus on: secondary and higher education, lifelong learning, science,

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<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20374062~menuPK:540090~pagePK:148956~piPK:216618~theSitePK:282386,00.html>

² ibid

technology and innovation, information technology and communications (ICT) and intersectoral efforts to rethink the role of government.

Similarly, the United Nations Program for Development (UNDP) based its main contribution on the fact that English-speaking volunteers motivate and strengthen the teaching and learning of English through the development of listening and oral language skills, both students and teachers in various schools in different countries.

Likewise, UNESCO³ (United Nations Educational, Scientific and Cultural Organization) states that there are more than twice as users of English as a foreign language as a mother tongue or second language or official language. This development of English as a lingua franca has enormous consequences for our perception of language, how we use, teach and learn it⁴, therefore, it is necessary to establish classroom strategies that allow children to approach and address learning of English in a significant and permanent way, providing a solid foundation to encourage its use in the production of an effective communication. Similarly, the same organization refers to the fact that the increased use of English, allows users to make use of it for both passive understanding and active communication and, for in the same way, it favors a better use of technologies of information and communication, thus, those who approach their learning beginning in the early years of life may be more likely to take advantage, in a better manner, of those resources.

These and other initiatives from developed countries have generated in developing ones such as Colombia, the need to create policies that allow them to access the benefits that are offered by governmental and nongovernmental entities from these

³ http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/programme_doc-language_internet_es.pdf

⁴ Languages Open Doors A Strategy for Promoting Foreign Languages in Primary and Secondary Education, and Training 2005-2009. Revised January 2007.

countries, and therefore, the need for the teaching of a foreign language is perceived and that enables people come and be part of the global village that is stronger every day.

In the effort to be located in worldwide command of a foreign language, in our case English, developing countries assume standards created for specific cultures and individuals, as the case of the European Common Frame of Reference (1991), which objectives and levels were established for European countries, -regardless of a particular program in a particular context obtains specific results⁵ (1977), the Department of Education of Colombia: "... in order to give coherence to the plan (Bilingualism), adopts a common language to establish the level of performance goals in the language through the different stages of the educational process and chose the "Common European Framework of Reference for Languages: Learning, Teaching and Assessment", a document developed by the Council of Europe, which defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis⁶ (2006), trying to measure in a standardized way the performance in a foreign language, regardless of population and cultural characteristics of our country, being, therefore, commitment of English teachers (licensed or not and in any of the contexts in which that learning takes place, namely school, language schools, free courses) that students rank in any of the established levels, so that the requirements can be achieved by Colombian citizens to be included in the market world.

However, there is another reason for learning English as a foreign language, which is related to being able to approach in a dialogical manner to other cultures, understand them and be capable of analyzing and reflecting on the mutual

5. William Mackey. Citado en: Efectos de la segunda lengua en la escritura de sujetos bilingües en su lengua materna. *Actas del XXXVII Simposio Internacional de la Sociedad Española de Lingüística (SEL)*, editadas por Inés Olza Moreno, Manuel Casado Velarde y Ramón González Ruiz, Departamento de Lingüística hispánica y Lenguas modernas. Pamplona, Servicio de Publicaciones de la Universidad de Navarra, 2008. ISBN: 84-8081-053-X.

Publicación electrónica en: <http://www.unav.es/linguis/simposiosel/actas/>

6. Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Ministerio de Educación Nacional de Colombia. 2006.

influence of the functioning of the society in which a person lives. For this reason, the functional use of a foreign language has become, increasingly, a major objective of the different curricula pertaining to the formation of primary and secondary students in different fields of knowledge, then

Taking into account the constant and dizzying current transformation of the labor market, it has to be considered as true, the speed that knowledge becomes obsolete. It is necessary, then, that students incorporate into their learning processes, competences that give them the ability to continually adapt to change, but at the same time, that form them as engaged citizens, competences that should be incorporated into the learning process from the earliest stages of development of the students⁷.

In this sense, Colombia has implemented different strategies in accordance with the need to become part of a global society. Law 115 of 1994, on the Aims of Education expressed the need of learning a foreign language, in order to provide more opportunities for students in their relational performance with their environment. More recently, there have been created programs such as "Bogotá Bilingüe" to continue with the policy of inclusion to the world order. All these efforts aim to enable students to perform competently in those areas that require the use of a language recognized and used worldwide.

Based on the foregoing considerations we can state that learning a foreign language requires the implementation of multiple skills and competences that can be potentiated by planning different activities inside and outside the classroom. That is why it is necessary to create strategies that, from the school, bring children nearer to such learning, including the various aspects that influence learning and the support they can receive from their environment. Those strategies will provide the children with the possibility to apply what they learn, by means of the use of different skills and participation in activities that allow them to apply knowledge t creatively and competently in different contexts, so that language learning takes

⁷ Reflexiones y perspectivas de la Educación Superior en América Latina. Informe Final -Proyecto Tuning- América Latina. 2004-2007.

place most effectively: Teaching for Understanding allows planning of activities that can afford supportive collaborative processes of knowledge construction taking into account the children's environment, which provide them confidence, autonomy and certainty in their learning process by sequential activities where learning English has a strong relationship with their context.

In this reflection, we must consider the different theories that deal with pronunciation and production of effective communication: several researchers including Wood and Loewental (1981), Jenkins (2004), Tahta, Anderson, Johnson and Koehler (2006), have studied the eagerness about the influence of this issues during the teaching-learning a foreign language process, showing the teachers' concern about native pronunciation and intonation, than the actual production of competent communication, that lead a person to be understood and to understand what is being communicated. Specially in working with children who do not have the opportunity to apply what they learn at school, this concern takes on special importance, since they are at lack of resources and people to practice that learning, thus limiting the application of that knowledge, and making them feel restricted when they need to use their learning, as they do not perform using correct pronunciation and intonation.

In this sense, the MEN (National Education Department) states that

The foreign language is one that is not spoken in the immediate and local environment, because daily social conditions do not require its permanent use for communication. A foreign language can be learned mostly in the classroom and usually, students are exposed to language during controlled periods. Despite not being used in different circumstances to academic ones, students of a foreign language can achieve high performance levels to be effective communicators when they are required⁸,

⁸ Ibid.

thus it could be interpreted that all the efforts must focus on effective communication of our children and not in perfect pronunciation or grammar.

This is why it is very important that children, from the earliest levels of academic training, rely on tools to start learning English properly,-it is known that the earlier in the development starts learning, the easier it is for them to continue it at later stages and in all skills required for their effective use (Singleton, 1995)-, and that their real context and their uniqueness as individuals be included, as much as possible, so adequate Prime for learning a foreign language provides a solid foundation for such learning, allowing them to approach a particular way to learning a foreign language, especially when it is presented in a different manner from the mother tongue, providing children strategies so they come nearer in a more significant way to such competency to make easier learning English as a foreign language. Such strategies should be consistent with the points made by the curriculum guidelines of the Department of National Education, which ultimately, is the one who governs the performance of teachers in the classroom and the scheduling of classes and activities, adopting as final performances those stipulated in the curriculum guidelines.

Thus in educational spaces, and specifically in our case, Antonio Van Uden school IED (for its acronym in Spanish: Public Educational Institution (Institución Educativa Distrital), which has established a certain pedagogical model (the Teaching for Understanding in the case of our school), but where doesn't not exist the pedagogical, didactic and social conditions to the development of the Teaching for Understanding phases (included within its didactic proposal), which does not allow to achieve students' Understanding, so it is necessary to establish a method to implement it for English classes in Antonio Van Uden school, due there is no a previous work for it.

All this is reflected in the poor performance of students who are advancing in the process of promotion from one grade to the next, by policies of the Ministry of Education, according to the Curricular Reorganization by Cycles (RCC by its acronym in Spanish: Reorganización Curricular por Ciclos), but when the students are evaluated at the beginning of second grade, most (about 80%, see page 14 which exhibits the diagnosis) of them fails an assessment (which is taken as the diagnostic test of this research and is constructed according to the minimum required for the institution) which referred First Grade minimums. This allows inferring that by the finalization of Second Grade, children will fail the course, which means that they should take a course of leveling out, which if not approved, will lead to the disapproval of the school year in accordance with the Rulebook of the School, year 2012, Chapter II, Paragraph 4. Rating Scale (see Appendix A).

To state the concept of Understanding for the present research, some lines will be dedicated to expose it. There is a significant difference between knowing and understanding. When a student knows something, the student can bring it forth upon call, tell the knowledge or demonstrate some skill. But understanding something is a more subtle matter. A student might be able to regurgitate reams of facts and demonstrate routine skills with very little understanding, so understanding a topic of study is a matter of being able to perform in a variety of thought-demanding ways with the topic, for instance to: explain, muster evidence, find examples, generalize, apply concepts, analogize, represent in a new way, and so on: the more thought-demanding performances the student can display, the more confident we would be that the student understands. (Perkins, 1993)

Understanding something is a matter of being able to carry out a variety of "performances" concerning the topic--performances like making predictions that show one's understanding and, at the same time, advance it by encompassing new situations.

So returning to the above about the conditions that do not allow proper implementation of the phases of the Teaching for Understanding at school, it also should be taken into account the students' low economic and displacement conditions, that determine that they do not attend to school continuously for a full academic year, situation that do not favor a continuous process during the school year and determine that children do not reach the performances established for each level, so it is necessary to design and implement a strategy that includes the Prime to encourage in children an approach to learning of English, beginning the process of scaffolding for the posterior approach to this learning, all of which justifies the implementation of this research project, making also necessary to inquire the aspects that influence the prime for learning English by children, taking into account different tools that contribute to such learning, as well as propose a didactic strategy for teaching children, specifically, including features that involve aspects of their stage of development.

For all of the foregoing, that leads us to reflect on how important it is for our children an adequate prime to provide a solid foundation in learning a foreign language, our RESEARCH QUESTION arises: **How to design and apply a didactic strategy, framed in the Teaching for Understanding approach to favor second graders, at Antonio Van Uden school, to reach A1 English level, according to curricular standards determined by National Education Department?**, whereby the OBJECT of the research is carried out in: the process of teaching-learning English as a foreign language, the FIELD, is located at: the Teaching for Understanding as a tool to promote kinesthetic competence in priming for the process of teaching-learning of English as a foreign language in second graders at Primary school Antonio Van Uden school IED.

To solve the problem, the following GENERAL OBJECTIVE has been settled: To implement a didactic strategy in the classroom based on teaching for

understanding, to facilitate priming for learning English as a foreign language to second graders in Antonio Van Uden school IED.

Similarly, the RESEARCH HYPOTHESIS states that if a didactic strategy, based on the Teaching for Understanding, is designed and implemented, it will promote prime for learning English as a foreign language, laying a solid foundation that will allow applications of knowledge in various situations in the classroom.

The scope of the proposed General Purpose and hypothesis verification, require the achievement of the following SPECIFIC OBJECTIVES:

- **To perform a critical analysis about the object of the research, where theoretical foundations are specified and are related with the prime in the process of learning English as a foreign language in second graders in Antonio Van Uden school IED.**
- **To contrive a didactic strategy, based on teaching for understanding, to facilitate Prime for learning English as a foreign language in second graders at Antonio Van Uden school, after verification of the current situation of Prime in teaching English, framed by the Teaching for Understanding.**
- **To validate the didactic strategy proposed, by the means of the progress of the students in terms of Prime for the process of learning English as a foreign language, taking into account the basic learning repertoires during implementation of the didactic strategy, based on Teaching for Understanding.**
- **To assess the appropriateness of the implementation of the strategy, through activities carried out by children.**

As methodological approach is adopted the qualitative approach (Miles and Huberman, (cit, by Perez, 2001), which states that it is necessary to seek and disseminate alternative research methods that allow the study of the characteristics of human reality, given the constraints of scientific knowledge about this aspect.

Quintana (1996) states that in this approach are the most frequently used actions to develop, design, implement and complete projects, especially in social sciences and education. It includes research as theoretical methods of investigation:

- Source Analysis and Review, through the procedures of logical thinking: analysis to carry out a fragmented study of the information, establishing relationships between the parts and synthesis, which allowed the establishment of hypothesis; induction and deduction in the process of learning English, approached from the Teaching for Understanding establishing the relevance of the implementation of the research.

- The systemic approach, to study in an integral way the issues involved in the prime for learning English and look for the links established with the phases of the Teaching for Understanding.

- The modeling of the phases in the implementation of the didactic unit, which are based on the prime through the Teaching for Understanding.

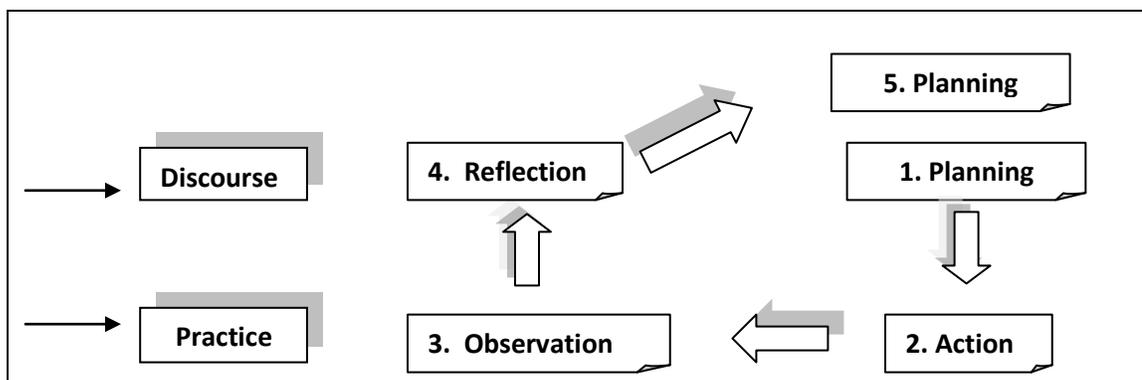
Other research methods used were analysis -synthesis, triangulation of data and activities performed as part of Prime, framed by the Teaching for Understanding, element, the latter, which becomes one of the validation criteria.

To specify the qualitative method it is resorted to hermeneutical method, which according to Osorio (1998), allows state explicitly and clarify the intentions, biases, hypotheses, meanings and values that frame the action, and consequently, this method stems from the need to understand the actors from their reflective practices in educational and cultural contexts.

Similarly, it was resorted to action research that according to Kemmis (1988) "is simply a form of self-reflective inquiry undertaken by participants in social

situations in order to improve the rationality and justice of their own practices, their understanding of them and of the situations in which they take place. In the field of education, action research has been used to develop school-based curriculum, professional development, improved curricula and systems planning and policy development". Objective population is formed by community groups organized around a common interest: a college course, the school community, youth group, artisans, etc., and one of the purposes is to achieve a multiplier effect on the wider community, this leadership role is originated from the reflection that takes place on the own reality and on the awareness of the possibilities of its transformation. The possibility for the generalization of the results of this research are unique to that group, it can be assumed as a particular lived experience that gives us knowledge to other situations of meaning. The object of study is defined in terms of a concrete problematic reality and it is typical to a specific sector of a population. According to Kemmis (1988), the analysis process is the guiding principle of the research, from where the formulation of the categories arises and generates new knowledge, provided it meets the following features: it should be descriptive (it has to reveal about the meaning a valid, reliable and verifiable knowledge), dialectic (from the reflective observation pass to practical action and goes back to reflection), critical (from the contradictions reflection is generated), historical (that past events are understood in the present, placing the current reality in its historical moment) and self-assessed. The approaches to research are included in the following graph:





Graphic 1. Moments of action - research. Source Castro (2010)⁹

The approaches to research considered in the framework of the Action-Research are applied in this research project during eleven months, as follows:

- Planning: It is done by the teacher during the preparation of the five units that were applied in the classes.
- Action: Performed by children, according to the instructions and activities established for the Didactic Units.
- Observation: It was done by the researchers. The records that were taken (film, notes, children's work, etc.) were analyzed for comparison with the required performance at level A1. From this observation emerge and are proposed new activities to achieve this level. This observation leads to the reflection.
- Reflection: The researchers reviewed the performances of the children and adjusted the activities for a better implementation in the subsequent Didactic Unit, relating them to the theoretical referents of the research proposal, which leads to a new planning.

Empirical methods constitute the instruments used for data collection:

- Participant and non-participant observation in the process of learning in the classroom and during the development of the class, using film recording, in order to observe the progress of children during application of the didactic proposal.

⁹ Castro C, Diego y Giraldo L., Luis. 2010. Formación de la Actitud Investigativa: Una experiencia desde el campo de investigación de la Facultad de Ciencias de la Educación. Colección de Oro: Docencia, Investigación y Aprendizaje. Universidad Libre de Colombia.

- Surveys and interviews made with children and then tabulated.
- The nominal group, constituted by groups 201 and 202 second graders, that study in the afternoon shift, which form a sample of 80 children.

Statistical analysis was performed using the trend method, described as progressive trend and that is established from the data analysis. This statistical model was considered for the analysis of film records that demonstrate the implementation of the didactic units, designed for classes.

The context is enshrined in Bogota, Locality 9 (Fontibón) at Antonio Van Uden School IED. The research project is developed with the participation of second graders, in the afternoon shift. The target population consists of 120 students, and the sample, selected at random, corresponding to 77 students.

The SCIENTIFIC NOVELTY of the research is, that the prime for learning English as a foreign language, framed on the Model of the Teaching for Understanding, is systematically addressed with second graders for the first time, being a significant contribution, because in this way, it provides a solid foundation for learning that can be used in various situations in the classroom, becoming so likely in lifelong learning.

For the present research, THEORETICAL CONTRIBUTIONS are defined as:

- The systemic structuration of the relevant elements for the prime of children, framed in the performances of the Teaching for Understanding.
- The modeling of the activities within the didactic strategy used during the implementation of the didactic unit, with the function of providing prime to second graders in Primary School at Antonio Van Uden school IED.
- The selection and specification of particular elements that will address the Prime of children, according to their environment and current times for English class.

The integration of these contributions is evident in the establishment of key components, which show clear relationships between the elements of Prime, basic learning repertoires and the performances established from the Teaching for Understanding. Similarly, research generates as a PRACTICAL CONTRIBUTION: A proposal of a didactic tool that facilitates a multifactorial approach between the elements of prime for learning English as a foreign language, taking into account the related components about learning basic specific repertoires to the target population and the performances established from the Teaching for Understanding.

To carry out the research, a diagnosis is made to know the students' performance at the skills determined in the context of Antonio Van Uden school in second graders, as second grade is the intermediate degree of progress in achieving the final performance set for that level (see appendix C). Similarly, external conditions are explored- as they represent an important support in reinforcing what children learn at school-, and students' personal position towards learning, allowing the projection of such learning for children. Reading and conversation skills were not included and writing was minimally included since the test was applied taking into account the final performances of first grade, which is the first level of the cycle. The test was designed taking into account the minimum required by the educational institution to the end of first grade.

This research begins with the design, implementation and analysis of surveys (see Appendix D) that meet three objectives:

- A. Information about the external environment in which the child develops and enables the strengthening of foreign language learning (questions 4, 5 and 7).
- B. Information concerning attitude or students' personal position against their experience with classes and learning English as a foreign language (questions 1, 2, 3 and 6).

C. Evaluation test designed based on the minimum standards laid down in the curriculum of Humanities Area in Antonio Van Uden school, which respond to the Basic Standards of Foreign language Competences: English¹⁰, emphasizing linguistic competence in the comprehension skills (listening) and production (monologues and writing) (questions 8 through 22).

The SED (2009) (for its acronym in Spanish: Distrital Education Office) has established that the assessment of second graders, should be based on the stimulation and exploration.

"Children who attend school in these grades are discovering themselves and the world around them. Live actively and welcome its inception in secondary socialization processes and school learning. Running, climbing, browse, play, jump over fences walking, kicking a ball, disrupt the toys, laugh and mourn, cry, drawing, imitate, singing, dancing are all activities that develop without tiring and are the tools that allow them to interact with their environment, understand and respect it"¹¹, in other words, psychomotor development becomes the axis that allows them to recognize themselves in order to interact in their environment (kinesthetic competence).

According to this characterization, relevance is given to the artistic and body language processes to potentiate the construction of basic skills that enable them to address student learning and by which they are given express what they have learned, when evaluated.

Referring to the SED (2009) learning at this level "shall aim to strengthen the development process characterized by stimulation and exploration of children aged 5, 6 and 7 years" because at this age is that children start processes related to communication with family, understanding notions of time and space, artistic

¹⁰ Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. **SERIE** GUÍAS N° 22. Ministerio de Educación Nacional. 2006.

¹¹ Secretaria de Educación de Bogotá. Evaluando Ciclo a Ciclo. Lineamientos Generales. Serie orientaciones para la evaluación. Septiembre de 2009.

expression, oral-building in preparation for reading and writing, as a means to capture the evolution of particular psychological and cognitive functions, taking into account the role played by the family in supporting school processes, by building homes, duty bearers, with environments conducive to the development of habits.

The target population consists of 120 students in second grade, between 6 and 8 years old, located in stratum 1 and 2¹². The sample, selected at random, corresponds to 77 students, who study in the afternoon shift at Antonio Van Uden School IED, at Fontibón (Novena Localidad) and that correspond to the 44.16%, of the surveys that were applied, with the following results:

- The external context that allows the reinforcement of learning a foreign language.

There are different situations that determine the students' performance, related to the conditions for studying English at students' home. These situations are determined by:

- 73.58% of the children do not have the opportunity to reinforce concepts learned during English class.
- 69.81% of children see or hear activities in English. The children's responses to this question are related, as verified orally in a subsequent class, with the possibility for them to access to programs on children's channels, whose names are occasionally presented in English (Phineas and Ferb, Fiona and Shrek) and likewise, eventually showing business

¹² GARCÍA MUÑOZ, Tomás. Estratificación Social y Educación. Almendralejo (España), Noviembre '01. "Different classes mark, each a different imprint on children educated in their midst with distinct patterns. These differences could be explained from each class environment: housing conditions, material possibilities to meet the needs of the children, quantity and quality of parent-child relationships, attitude to their studies, etc. Some attitudes, as the strength of character or will, are particularly sensitive to the influence of social class, through the requirement at home".

<http://www.scribd.com/doc/7286142/Estratificacion-Social-y-Educacion>

information in English, but the programs themselves are presented in Spanish.

- To apply what students learnt at school they have access to: Technology (TV, VCR and DVD) that provide access to information and knowledge of Anglophone cultures, in a 42.93%.
Media: A 24.94% of children have books to develop basic reading and writing, using coloring or correlations between drawings or words, which are usually written in their native language with English translation. Brochures that include basic vocabulary in terms of colors, animals, numbers, the alphabet, the house, etc. are conceived by children as English courses.
- The cable, TV and books with CDs are interactive media used by a 27.11% of the children to "play", have fun and learn English.

Only a 0.51% of the children do not have the resources at home to support what they have learnt at school and an 8.25% have other resources, which were not specified.

The total responses to this question were 194, then, mostly children chose more than one option.

- Students' personal position in front of his class and experience with learning English as a foreign language. This group of questions is referred to the perceptions of children about the English class and their performance in it, as well as the interest or taste for foreign language learning.

According to the responses obtained, the 92.45% of the children surveyed showed up appreciation for the English class. The 5.67% of the students expressed that the English class is tolerable for them and 1.88% expressed they feel bad, which is motivated by their lack of understanding of the language or because they cannot respond adequately to the requirements, in terms of performances, during the

class. In later stages, even in adulthood, these conditions are set in reasons for giving up the learning of English.

92.45% of the children expressed that they like to listen to songs or rounds played by the teacher during the English class, which allow them to bring out age skills (according to the actual stage of development and immersed in Kinesthetic Competence) that alleviate learning, especially those that are related to the movement. Similarly those songs or rounds make possible to establish relations between the target language and the mother tongue, when they are translated. On the other hand, the 7.55% of the children expressed that it is pleasing to listen to rounds or songs used in the English class. This percentage is very close to the range of responses of children who express that they are "fair" or "poor" in the question discussed immediately above, whereupon it can be laid down that comfort aspects of English class as well as pleasure offered by rounds and songs are related to their motives.

The question "Why do you like learning English?" (Graphic 8. Appendix D) was established based on the theory of Montessori (1912), which expresses that "The most important thing is to motivate children to learn based on their pleasure and allow them to satisfy curiosity and experience the joy of discovering their own ideas instead of receiving the knowledge form others". According to the responses of children, grouping categories were established as follows:

- A. Provision for Learning: Answers 2, 5, 11 and 12.
- B. Relationship: Questions 3, 4, 9 and 10.
- C. Skills (cognitive, communicative): Answers 1, 6, 7 and 8. Graph 6.
- D. Projection / Project Life: Answers 13 and 14.

The clustering analysis of the responses shows that the greater percentage of them is located in the willingness for learning English, with a 56.26%, which is consistent with the statement of the SED (2009)¹³ regarding how children learn at these ages, that is related to the ability to learn¹⁴ and that is conceived as the predisposition or the ability to discover what is different, whether involved in another language or culture, other people or new areas of knowledge. It also includes awareness on how language and communication work, related to study skills and heuristic strategies¹⁵.

Secondly, the answers lie in the category of relationship with others, with a 21.87%, showing the importance that children give to the necessity of learning English for exploring the world in different ways and that is related to personal knowledge¹⁶, that covers the sum of the individual characteristics, traits and attitudes that shape the personality and influence the image that each individual has about his or herself as well as the image of others. It also refers to the willingness to build relationships with others and includes, therefore, motivations, attitudes, values, beliefs and personality factors, among others.

Thirdly, responses related to cognitive and communicative skills as well as those that are staged during the performance of homework (activity that is mentioned as pleasant), are selected at a 14.06% and finally there are answers related to Personal Projection or Life Project in a 7.81%, which is related to the skills and abilities, which include, first, the skills and practical abilities (vital, professional,

¹³ Secretaria de Educación de Bogotá. Evaluando Ciclo a Ciclo. Lineamientos Generales. Serie orientaciones para la evaluación. Septiembre de 2009

¹⁴ La educación encierra un tesoro. Informe a la Unesco de la Comisión Internacional sobre la Educación para el Siglo XXI, presidida por Jacques Delors. En: Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. **SERIE GUÍAS N° 22**. Ministerio de Educación Nacional. 2006.

¹⁵ Heuristic comes from "Eureka" and it is described as the art of discovery and invention. This ability to solve problems through creativity, contributes to learning English. Infer word meaning from context, rely on body language and examine concrete examples to abstract problem solving are heuristics. Basic Standards for Foreign Language Skills: English. GUIDES SERIES No. 22. National Department of Education. 2006

¹⁶ La educación encierra un tesoro. Informe a la Unesco de la Comisión Internacional sobre la Educación para el Siglo XXI, presidida por Jacques Delors. En: Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. **SERIE GUÍAS N° 22**. Ministerio de Educación Nacional. 2006.

sports, likes, hobbies, arts) and on the other hand, intercultural, as the ability to relate, the sensitivity, the ability to overcome stereotyped relationships, etc. .. All responses show a trend towards learning English as an effective tool in the performance of children in different contexts.

- Evaluation test (Appendix D). The responses to the questions asked in this test contained multiple choice answers with a single answer and correspond to the performance skills regarding:

A. Monologues: Questions 8, 9 and 13.

B. Listen: Questions 10, 11, 12, 14, 15, 17, 18, 19, 20, 21 and 22.

C. Writing: Question 16.

During the application of this test, the teacher turned to the demonstration by movements or signs, showing the answers, so that the children chose what they considered as right. Responses were evaluated as right, when children chose the correct answer, and wrong when they chose a wrong one.

- Monologues ability shows the highest performance with a 38.98% of correct answers and 61.02% of wrong answers. The questions are related to moods or body movements, as well as basic commands learned in the classroom during lessons and that are easily recognized by children. (See appendix C, questions 8, 9 and 13)
- Listening ability shows a result of 38.78% of right answers and 61.22% of wrong answers. Because it is a skill that is practiced during the classes through basic commands, in rhymes and songs, it raises confidence while executing tasks that demand it.

Students' performance result at these two abilities is showed by a representative comparison in graphic 12 (appendix D)

The question related to Writing was the one that most difficulty caused to children. The 66.30% of children did not respond to it, 28.31% of the children responded it in a wrong way and only 5.66% answered it correctly, which makes evident the difficulties that children have in this area.

- Analysis of results:

The results showed that children do not meet basic performances established as minimums for first grade. They are promoted to second grade because, according to the law of Curricular Reorganization by Cycles (RCC by its acronym in Spanish: Reorganización Curricular por Ciclos) of the Distrital Education Office (2010), children fail, only, in third grade. In the same way, the results are analyzed through categories (External Context, Personal attitude towards learning, and diagnostic test) related to the performance of the children at school and at home, and taking into account their interests and likes (that are immersed in the generative topics of TfU), as these are important features for learning and influence it.

This document consists of introduction, two chapters, projection, conclusions, references and appendices. In the first chapter the theoretical underpinnings of the research, the second is devoted mainly to the presentation of the methodology.

CHAPTER I

THE PRIME FOR LEARNING ENGLISH AS AN APPROACH FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE, FRAMED IN THE TEACHING FOR UNDERSTANDING.

To address the Teaching English as a foreign language, it is necessary to review different theories that support the performance of the teacher in the classroom, especially when that teaching is carried out with second graders. That review, in the case of the present research project is made by taking into account the aspects that should be involved, so that the learning process is consistent with the specific needs and the actual context of the children who conform the target population and fits the current situation of pedagogical framework (Teaching for Understanding) assumed by Antonio Van Uden school IED.

1.1. Theories of second language acquisition.

There is a lot to debate about the terms Second Language, Foreign Language, L2, additional language, another language, etc. Overall, the theory of learning a second language is called "SLA" (Second Language Acquisition), even when referring to a context of foreign language teaching, therefore, in this paper, when talking about SLA, it refers to learning a L2, which in this research context is called foreign language.

Theories of learning a second language research the processes through which a second language learning emerges. They may be seen as a part of linguistic theories and can be studied and developed without considering a practical application. As in the case of any scientific theory, it consists of establishing hypothesis or generalizations that are consistent with experimental data (Krashen, 1982)¹⁷.

Since the nineteenth century with the emergence of the Direct Method and later in the twentieth one with the statement made by Saussure (1915) in the Course in General Linguistics, Chomsky and Universal Grammar (1981), Curran with Community Learning Theory (1961) , Lozanov (1975) and Sugestopedia, Asher and Total Physical Response for Learning a Second Language Theory (1969), Postovsky and Silent Period (1974-1977), Krashen with different theories, that, among other important concepts, emphasize that the fluency in second language acquisition performance is due to what we have acquired, not what we have learned (learning is conscious and acquisition is unconscious) : the acquisition-learning hypothesis, the input hypothesis, the monitor hypothesis, the affective filter and natural order hypothesis, and more recently the theory of Free Voluntary Reading and the Power of Reading. All these theories have been updated through various experiments (The Role of Formal and Informal environments in Second Language Learning: A pilot study (2010), Mental Abilities Underlying Linguistic and nonlinguistic functions (2011), inter alia) and published through articles and conferences. Terrel (1983) with the Natural Method, and theories related to Neuro-linguistic Programming (NLP) (Blander and Grinder, 1972) and "The Live Classroom" of Galyean (1975), have been established determinants for Teaching English as a Foreign Language and recognize that young children do not have to learn complicated grammar rules to learn a language, emphasizing, rather, oral fluency¹⁸. In late 1970, a proposal appears, based on the assumption that children

¹⁷ Krashen, Stephen D.1982. Principles and Practice in Second Language Acquisition.

¹⁸ Sauveur L. y a Berlitz M. Método Directo o Método Oral o Natural.

learn best in an environment free of stress and that the mother tongue is learned in response to stimulation by body movements, so that the child hears and understands before speaking, so oral activities should not be forced¹⁹. According to this proposal, students go in a first stage by a period of silence, showing, after that, physical responses to show understanding of what they have "receptioned", before producing oral or written messages. It has been shown by the continuous application of the guidelines proposed by this theory, that students understand the language and show that understanding through movement and senses, awakening an understanding of the language more lasting and profound because the children are easier to remember what they have experienced with their body than they read or hear, what determines, somehow, that the method is much more effective.

In this regard, it is worth, returning to the Theory of Natural Method proposed by Krashen (1982), to highlight the importance that has the "Silent Period", as a didactic procedure, through the establishment related to that language acquisition occurs only if the message is understood, that is, if we get understandable information - comprehensible input²⁰. Known also as the stage of Understanding or Preproduction, it allows students to become familiar with the vocabulary, sounds and rhythms of the language they are learning, giving them a time of "accommodation" according to their cognitive and learning styles, making them using communicative strategies to convey in an understandable way what they want to express, without having to issue sentences grammatically or syntactically correct, since they use their body and gestures to reach this end, "taking into account that learners of a language are active information processors, and

¹⁹Asher, James J. Total Physical Response. Theory based on the premise that the human brain is biologically programmed to learn any natural language. The process is visible when we observe how infants internalize the language. It addresses the way in which children learn their mother tongue. Communication between parents and children combined verbal and motor skills. The child responds physically to verbal commands of the father. The child's response is in turn positively reinforced with the father's voice. For many months, the child absorbs the language without speaking. It is during this period that internalization and decryption occurs. After this stage, the child is able to reproduce the language spontaneously. The teacher tries to imitate this process in class. This process allows a long period of development of the understanding before the speech production.

13. Krashen, Stephen D. En Investigación en la Acción: El período silencioso como procedimiento didáctico en la Enseñanza de Lenguas Extranjeras. En: Sánchez L. Lurdes. Universidad de Jaén.

especially, in the critical period" (Krashen, et al. 1982)²¹. According to this theory, children show faster gains in the early stages of acquisition in the learning of a language that is not the mother tongue, and establishes, also, that advances in older children are more prominent than those of the smaller, but, in general, the earlier the age at which they start learning, the better the results, although it is also clear that neither of them reach a native pronunciation of it, even when they are exposed in contexts of the target language. Such hypothesis stems from the fact that young children have greater brain plasticity, whereby stimuli can travel faster as they are repeated, due to neuronal myelination process and lack of cortical specialization²², which helps the establishment of the learning and fast retrieval of information when requested, taking this as the biological variable that could influence the aforementioned quick and easy learning of a language. Similarly, Asher and Garcia (1969)²³ state that ludic situations, involving movement, allow the children to learn a language and afford experiences where oral messages (words, sentences) are related to physical movements, which would influence how quickly they learn.

Thus, throughout history related to the study of a foreign language learning in children, relevance is given to the use of methods involving movement and providing children ludic activities that help them in the understanding about what they are learning, and performing physical or gestural responses as a part of the communication that is established with the teacher in the classroom, taking into account the aforementioned learning styles²⁴ and which include, especially, five

²¹ Krashen S.D. (1982): *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press, pp 10-32. In Quinn, T.J. and McNamara, T.F. (eds) (1988): *Issues in Second Language Learning - General and Particular*. Deakin University Press, pp 65-82.

15. The lack of cortical specialization, that characterizes the early periods of life, allows faster learning, because as we move forward in the process of biological aging brain organization becomes more specialized, which determines that our ability to learn a language tends to decrease.

²³ "The Optimal Age to Learn a Foreign Language", en *Child-Adult Differences in Second Language Acquisition*, KRASHEN, S. D.; R. C. Scarcella y M. H. Long (eds.), Newbury House Publishers, Inc., 1982.

²⁴ Dunn Rita y Kenneth. *Los estilos de aprendizaje*. 1975.

systems: Visual, Auditory, Kinesthetic, Olfactory, Gustatory (VAKOG) (Dunn and Dunn, 1975), which, again, allows to emphasize the importance of movement and use of the child's immediate environment in the classroom when learning, allowing us to speak about a kinesthetic competence as a communicative competence, based on the use of the body through nonverbal movements and gestures to conducting communication and also allows to demonstrate specifically the understanding of the target language that the child is achieving.

1.2. Kinesthetic competence.

Being a central competence for this research, as it is the one that allows the researchers to establish the advance in the Understanding and framed in the Theory of Multiple Intelligences (Gardner, 1983), the kinesthetic competence offers the possibility of addressing the issue of capability, understood as those skills that we apply, in different situations, to solve or develop ourselves in dissimilar environments to those in which they were learned or applied initially, opening, in a similar manner, the possibility to establish fundamental differences between Understanding and Learning, that correspond to questions related to what should be the educational practices for promoting higher quality, taking as a reference different pedagogical paradigms, that have led to fundamental analysis of the different theories that guide traditional pedagogical practices in teaching English as a foreign language classrooms, in order to cause restatements and find new models that best fit the specific needs of different contexts.

The kinesthetic ability lets unite body and mind to achieve learning by using them in a differentiated and clever way for expressive purposes and uses movement as a means of expression and as a learning tool. The kinesthetic ability is especially important during the development stage of second graders, in which movement and ludic allow them a more effective approach to learning, which is a highly useful

tool for encouraging the prime for learning English, taking into account that it interrelates different tools that contribute to such learning, specifically, including features that involve aspects of their stage of development, that are mainly related to their physical movements that are involved in ludic activities.

Given the previously outlined theoretical framework, it is necessary to find out a way to bring them to the classroom and to establish contact between these theories and how the target population is undertaking learning English as a foreign language, finding that Teaching for Understanding Approach meets these purposes, as it is, also, the educative model of Antonio Van Uden School.

1.3. Teaching for Understanding Approach.

Among the models which seek to resolve the situations presented (the lack in the learning process, as well as in the conditions to carry out, in a proper manner, the Teaching for Understanding approach, and, in the other hand, the social and economic features of the students, that determine their non-permanence in the school) and that make it difficult to obtain adequate results in student performance, is the Theory of Teaching for Understanding (TfU)²⁵ (the educative model assumed by the institution (Antonio Van Uden School IED)) a research project framed by the Project Zero (Harvard University), in the early 90s, and that enables a framework to teach thinking, in the sense of understanding in depth, which could be defined as one of the hopes of teaching. This didactic framework that affords a set of general guidelines, providing "optimal ambiguity" (Perkins, 2001): enough structure and sufficient flexibility to meet the needs of the teacher in the classroom-comprehending Understanding as the "ability to act flexibly with knowledge "(Perkins, 2001), though the utilization of a topic to stimulate thought, through explanation, demonstration, modeling, generalization and establishments of

²⁵ Escuela de Graduados de Educación de la Universidad de Harvard. Grupo Cero. Dirigido por David Perkins, Howard Gardner, Tina Blythe.

analogies, presenting the same topic in different ways and performing a variety of activities or "performances" that make understanding concrete, showing it through the assimilation of knowledge and its use of innovative forms. This idea of understanding includes a double dimension: thought and action, two sides of the same issue, two dimensions that are present in every human act (Pogré, 2004) and that would become the active use of knowledge, because according to Perkins (2001) the basic difference between knowledge and understanding is that knowledge is a state of possession, while understanding involves a competence, a state of being able to "operate with the knowledge", ie, is a "state of training." According to Perkins, Gardner and Blythe, authors of Teaching for Understanding approach, Learning for Understanding implies movement, action, since it is not possible to understand if only information is received, although learning in a comprehensive way cannot be done if basic information required is not available, which demands reflexive actions and performances that build understanding. To teach thinking, it is required new ways of conceiving the students, the classroom and the educational proposals, as the first concern that a teacher must have, is that related to what does she or he want to teach (content and skills that are wanted to be developed) and once the answer is found, address her or himself to how to teach it (design of educational intervention strategies) to achieve the active use of knowledge (understanding performances).

Teaching for Understanding emphasizes four pillars in its conceptual framework, related to planning and instruction and respond to a specific – central question about teaching²⁶:

QUESTION ABOUT TEACHING	TfU Element Addressing each Question
What shall we teach?	Generative Topics
What is worth understanding?	Understanding Goals
How shall we teach for understanding?	Understanding Performances

²⁶ BLYTHE, Tina. (Comp.) Enseñanza para la Comprensión. Guía para el docente. Editorial Paidós, 1998. En: León Agustí P. y Barrera María X. Material de Lectura para el curso Enseñanza para la Comprensión para la Construcción de Ciudadanía

How can students and teacher know what students understand and how students can develop deeper understanding?	Ongoing Assessment
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Below are described each of the mentioned elements of the Teaching for Understanding, considering the theoretical framework settled by the authors Perkins, Gardner and Blythe for this approach and that responds to the questions about teaching. These elements (Generative Topics, Understanding Goals, Understanding Performances and Ongoing Assessment) are included in the Didactic Unit, proposed by the current research.

1.3.1. The Generative topics: Students engage in exploring and understanding topics that offer illuminating perspectives on what is intended for them to understand. These topics focus on clearly defined bodies of knowledge, that generate passion and interest to both students and their teachers, are central to the discipline and allow for a number of connections with experiences (in and out of school: with the real world) and knowledge of other disciplines. They must have centrality in the discipline (themes, concepts, ideas, central facts) affordability to students (there are many resources available to help students to strive and go deep in the topic), and with a touch of generativity to topics that are imposed, for example, in the curriculum: adding another topic or giving a different perspective and can offer the possibility to develop different kinds of understanding and relationship with the other pillars.

1.3.2. Understanding goals: To navigate the path of the topics, teachers must structure and focus students' research in clearly defined goals and explicitly shared with them, unifying the various topics and giving a sense of unity to what is done in the classroom, having explicitness (meaning, horizon, are understood by students and are motivating and striking), are central (go to the heart of the discipline, the dimensions of understanding), are concrete (observable, measurable, assessable,

help generative topic exploration). These goals can be established in two ways (Perkins, 2001): unit-long understanding goals (Macro Goals) and year-long or overarching understanding goals, sometimes called "throughlines", which provide a focus on what students should learn in general terms and are related to the questions: comprehensive (not answered yes or no, do not respond in the short term), clear, essential and public (students know and discussed about them), which ensures that students stay focused on developing the most essential understandings.

1.3.3. Performances of understanding: These are the heart of the development of understanding and should be closely united with understanding goals. Students should concentrate on performances that demonstrate understanding from the beginning of the course or unit to its completion, demonstrating increasing understanding in a subject for which the sequence of learning experiences is designed as a research path that begins with exploration , continues with teacher guidance and ends with the domain expert, through cycles of drafts, reflection, feedback, reworking drafts not yet definitive, etc, until the reach the final versions of final polished work. These performances support the goals of understanding, through the realization of activities that demonstrate them throughout the entire unit or course, having a range of performances of understanding and some goals. Subsequent activities will represent more subtle, but achievable, challenges, ending with a "culminating activity" of understanding: test or exhibition. They should have the following characteristics: Hitch (active engagement of students, clarity of purpose of what they are doing), Thinking (rich and varied actions that allow to go further, using what they learn in new contexts and ways), sequence (building on what students know, considering ideas and questions organized in introductory performances, guided inquiry performances, culminating performances or synthesis final project), address (connected with understanding goals, contribute to the understanding of generative topics and Understanding goals). Some performances of understanding are: debate, argue, write an essay, explain a

theory, predict, justify a value position, create a story, prepare an exposition, formulate a hypothesis and create a method for testing them (Perkins, 2001). They are made through group or cooperative work and are deeply reflective actions and they are necessary for students to develop their own understandings.

In order to establish a sequence to ensure that the Performances of Understanding will be conducted along the unit, from the beginning to the end, the following phases can be determined:

1.3.3.1. Preliminary performance (or performances of Exploration). These are the performances of understanding that usually come first in a unit. They give the students a chance to explore the generative topic a bit and the teacher an opportunity to gauge students' current understanding of the topic. The possibilities for connections between students' personal interests and the topic emerge from these explorations.

1.3.3.2. Guided Inquiry Performances. In these performances, students focus on developing an understanding of particular problems or aspects of generative topic that are important to the teacher. Guided inquiry performances usually occur in the middle of the units.

1.3.3.3. Culminating performances (or Synthesis Final Project). These more complex, concluding performances of understanding give students a chance to synthesize and demonstrate the understandings they developed through the other performances of understanding and correspond to the last stage.

1.3.4. Ongoing Assessment Cycles: These are cycles of continuous feedback along the way to help students build their knowledge and inform their teachers how to help them towards a better understanding of the topic. Valuations are both

formal and informal, made by teachers, peers and the student, with criteria established by the teacher or by the students themselves and are shared and public. They provide opportunities to reflect from the beginning and throughout any sequence of instruction: comes from several sources: teachers, peers, parents, experts: hetero, self and peer assessment. Similarly, they should provide time for students to use and enrich their work.

1.4. Prime.

To achieve adequate performances, children should count with the right foundation (Braslavsky and Dussel, 2004), so the learning of a foreign language is made through a process that allows them lifelong learning. In some contexts, these bases are not well established, even in the early years of primary school, so it is necessary that the teacher get interested in providing activities that facilitate that foundation construction, while carrying out the learning a foreign language process, performing a Prime process for those performing.

In general, this process is based on the Perceptual Motor approach, developed by educators like Froebel (S. XX) and Montessori, Decroly and Agazzy sisters (XIX) whereby learning (reading-writing process) requires a processing information organization from various senses: perceptual, motor, linguistic and cognitive that develop best reading-writing abilities and that develop in a special manner for each individual, because a child may be ready to make the learning process from the chronological point of view (responding to the theories of biological development) but not from cognitive and language development aspects (Alliande F. and Conde Marin M, 2000). Perceptual motor theory refers to the child must have visual perceptual, auditory and tactile skills to achieve the acquisition and development of reading and writing (that is very close to learning styles). They argue, similarly, that the coordinated and intentional motor activity constitutes a substantial base of learning, together with tonic postural integration and sensory integration, bases

that must be present to avoid difficulties that cause, in many children, to experience an increasing slower and difficult learning.

Although the revised theory refers to the reading-writing prime, it is considered that these processes are presented in equal measure for learning math or a foreign language, as the requirements for learning, at a biological level (maturing) or cognitive are universal to any intellectual acquisition (Vigostsky, 1978), so this process becomes basic to learning English as a foreign language, so the development of the research proposal focuses on the facilitation of the Prime, which, from the child's perspective, refers to a general state of mental, conceptual, perceptual and linguistic development that allows the learning without difficulty.

In 1978 Mabel Condemarín and colleagues published their book "School Prime" a statement supported in L. Filho, (1969), Kephart (1975) and Frostig (1986). Similarly, in 1995, Zelaya and Beatriz Garcia S, Maple Wantlan, continue supporting the statement of the perceptual-motor approach. These authors postulate that human beings learn through a stage of development that is reached through a maturation process, which manifests itself in psychomotor, perceptual, visual, auditory, and visual-motor processes, all tied to the ability to learn. Then, it is worth providing prime with the purpose to develop the skills that lead to maturation and reach optimum maturity²⁷., in order to give the proper stage of development that will contribute to learning, The importance of providing children with an opportunity to develop basic functions implies a global concept that includes multiple states of prime, for which we must develop basic functions that can be improved leading to develop "pre-academic skills and abilities" (Kephart , 1960) and "Features in Development" (Frostig, 1971).

²⁷ Zonia Estela Cabrera Vásquez. El aprestamiento perceptivo motriz que se da en el nivel preprimario y su influencia en el desarrollo de la habilidad de lectura en el primer año de educación primaria. Universidad Francisco Marroquín. Guatemala. 2001.

The importance of an induction program, based on Priming the learning, and that provides tools to develop the adequate cognitive level in childhood, and focused on the development of the basic functions that evolve and determine the prime for certain learning, among which include psycho-motor, perception, language and cognitive functions, should seek providing didactic strategies that, somehow, offer induction to primary school teachers (who are not closely related to the prime process), can strengthen their educational processes, offering them a development plan that includes strategies for early intervention, allowing the strengthening of social -affective and creativity as they are strongly linked. In the same manner, any learning process requires the existence of precurent behaviors, ie basic behaviors without which the learning process simply would not happen. These behaviors are defined as Basic Learning Repertoires.

1.4.1. Basic Learning Repertoires. They are encoded in the frame of Prime. They are those functions that must be established for the acquisition of new behaviors (Guadarrama, 2009). The basic repertoires relevant to the process that is promoted through the didactic proposal are attention, following directions and imitation, as are those that allow the child to attend to what is happening around him, imitate sounds or movements, realize an action that is indicated, enabling the launch of new skills by involving different abilities in performing required tasks.

If a child has these codes, are more likely to learn new skills than one that does not have them (Guadarrama, 2009), so it is important to identify what are the deficiencies the child has, in order to work on them. Therefore, these repertoires are the basic requirement or the input repertoire to the application of any other program, as a child who has basic social and verbal repertoires, has a very high degree of adaptation.

1.4.1.1. Attention. Being an important fact in the execution of performance in different aspects of the life of every human being has required multiple efforts by

different authors to define it (Arbieto, 2002). Below are different definitions, supplemented, since fails had reached to get a consensus:

1.4.1.1.1. Attention as a process: it presents phases among which include orientation, selection and maintenance of the same (Ardila, 1979; Celada, 1989; Cerdá, 1982; Luria, 1986, Taylor, 1991), being discriminative of the stimuli that allow adaptation, by selecting through filter information, then the less stimuli to be accommodated and much more are related to each other, the greater the possibility of keeping attention (Celada and Cairo, 1990; Rubinstein, 1982), facilitating in this way the school learning (Kirby and Grimley, 1992).

1.4.1.1.2. As a mechanism. From this perspective, attention allows processing of information, facilitating cognitive processing, regulating and controlling it (Garcia, 1997; Rosello, 1998, Ruiz-Vargas, 1987). Similarly, changes psychological processes to oriented activities (Rubistenin, 1982).

1.4.1.1.3. Involuntary attention. Similarly, involuntary attention is related to the appearance of a new stimulus, strong and significant (a ring, a bright color, sound) and disappears almost immediately with the emergence of repetition or monotony. In it, the person does not strive nor is oriented toward the proposed task, nor is related to the immediate interests. (Luria, 1988)

1.4.1.1.4. Voluntary attention. Meanwhile, voluntary attention is acquired in childhood with language acquisition and school demands, because as the child is able to point to objects, and can name them and internalize their language, can shift their attention on a voluntary and independent way, considering that it develops from the involuntary attention and that with structured activity persons pass from one to another constantly (Celada and Cairo, 1990, Rubinstein, 1982). It requires a conscious effort toward an object, directing and maintaining the senses toward the same: reading, writing, watching.

1.4.1.1.5. Attention and perception. Given that attention is related to other cognitive processes, Garcia (1997) states that attention, related to the perception produces two main effects:

-Objects are perceived more clearly.

-Perceptual experience is not presented in a disorganized way, but when data are excluded and selected, these get organized. The existence of the attention in the process of perception, means that human being not only hear, but listen, even to intense levels and not only see, but look and watch (Rubinstein, 1982).

Related to the type of attention that starts during the execution of an activity, there are visual - perceptual processes that reveal the degree of attention that the child has at any given time.

It should be stressed that to maintain the attention span, it is necessary to discover different aspects, facets and relationships that intervene in the activity being performed and that allow progress through the various degrees of difficulty that is settled as the child makes progress during the learning process and which involves the implementation of different mechanisms that help to meet the essential aspects of a task or situation, and ignore or refrain from ignoring those that are irrelevant, this being the case of selective attention (Kirby and Grimley, 1992), and those that make staying conscious to meet the requirements of a task for a long time (sustained attention) (Kirby one Grimley, 1992).

Moreover, Luria (1998) based on the theories of Vygotsky, supports social origin of voluntary attention, which is set through the interrelationships of children with adults, who initially guide the attention.

1.4.2. Following Instructions: To promote understanding, teachers can take advantage of the movement of students as one of the ways that the children have

to learn. One of the authors who have applied this capability to teach a foreign language is Asher, through which he has called Total Physical Response (TPR). The activities to be used with this technique involve physical expression response by students to the messages given by the teacher in the form of instructions. In its first phase, is not the subject of this method that children express themselves verbally, but is to awake and develop the skill of understanding (Hearn and Garces, 2003). As a means to enhance the understanding, the evidence of following directions through movement of children, is a valuable tool for teachers in the classroom, and it allows for specifically and individually and collectively developments that are going on in terms of establishment of learning provided through the activities under the Teaching for Understanding.

1.4.3. Imitation: Defined by Piaget (1947) as an inherent part of verbal learning, "is the expression of the attempts by the children to understand the reality and 'interact' effectively with their world" (Ginsburg, 1977: 38). Imitation, then, as a manifestation of intelligence, shows its first appearances between 0 and 2 years, corresponding to sensory motor period, as sensorimotor schemas serve to explain the genesis of imitation and the development of it, starting this involuntarily and not autonomous, two important aspects of learning development.

The main feature of imitation is the accommodation: the subject fits their schemes without any action with objects; at the time the action is assimilation, rather than speaking of imitation, it is necessary to talk about game. This fundamental difference between the game as pure assimilation and imitation as accommodation, will allow children to establish criteria to define what is game and the function of it, compared to what the imitation is, for its function and the cognitive development.

In this regard, it is appropriate to recognize the importance of cooperative learning as a didactic tool in the classroom, through the formation of working groups in

which "students work together to maximize their own learning and that of their teammates" (Johnson, Johnson and Holubec, 1999). Similarly, the establishment of partnerships and support among students is a prime resource to facilitate learning, skill development and prosocial behavior and maintaining a climate of respect and valuing differences. It is true that these effects are subject to systematic and sustained application of collaborative and cooperative learning strategies which importance and effectiveness are, at this point, amply tried and tested (Slavin and Madden, 2001, Colomina and Onrubia, 2001, Gillies and Ashman, 2003, Duran and Vidal, 2004). In this way and with the above, it can be established that learning can also be accomplished by imitating others (peers) and not necessarily the teacher.

It is very important the fact that imitation will help to create the representation, when actions are transformed in mental images, which leads to the reproduction of models.

1.5. The Didactic Unit.

To implement the above elements and facilitate their interaction, framed in Teaching for Understanding, a teaching strategy is required, which, in the case of this research is in the Didactic Unit, conceived as the linchpin of the process that takes place in the classroom, because the contents act as hinges to give unity to the annual planning. Rivers²⁸ (1981), states that the lessons, as the basis of the teaching units, "are not a chaotic collection of more or less interesting topics, but a progression of interrelated activities that reinforce and strengthen each other the establishment of learning to which teachers direct their efforts".

²⁸ Rivers, W. 1981. Teaching Foreign Language Skills. University of Chicago. En Brewster J.; Ellis, G. The Primary English Teacher's Guide. Pearson Education Limited. Eighth edition. 2010.

Similarly, Ur (1996) describes a lesson, as a basis for the Didactic Unit, as an organized social event that occurs in all cultures. The lessons in different places could vary from topic, time, place, atmosphere, methodology and materials, but all essentially are committed to learning as a primary objective, involving the participation of the student and the teacher, and are limited and pre-established in terms of time and place. A lesson is often characterized by a series of rituals or routines that depend on the rules in a school or on teacher's own preferences or style of teaching.

As part of the Teaching for Understanding, Didactic Unit assumes the model that includes the same basic elements: Performances of Understanding (Introductory or Preliminary performances, Guided Inquiry performances, Culminating Performances) as well as Ongoing Assessment (forms and criteria). (Appendix B).

First Chapter Conclusions

A. Based on the results of the performances in the skills of monologues and listening and given the too low results in writing, it is evident the necessity for the designing and implementation of a Didactic Unit, based on Teaching for Understanding approach (for being the model of the school) for improving these two skills to achieve speaking and writing as the whole process is aimed at carrying out the prime of children to reading-writing process, in addition to other skills in English, as the language is conceived holistically, thanks to which we cannot segment the teaching of the language, denying or impeding the development of one or another skill. It is also impossible to design activities that focus solely on a skill, as all are interrelated.

B. The Teaching for Understanding favors fixation of concepts that lead to learning of English. Additionally to allow interaction with peers and the absence of

inappropriate external stimuli, especially in the age range in which children are in the second grade, enriches the learning process.

C. It is clear that children do not perform within the minimum standards established for second grade, which requires a design and application of a proposal that promotes prime.

D. It is necessary to combine the two aspects (the Teaching for Understanding and Prime) on a didactic proposal for greater achievements in the acquisition of a second language.

E. In children whose learning does not perform itself according to the minimum standards established for second grade and who have not had a proper process of prime, a manner to verify understanding is through inferences based on oral or kinesthetic responses.

CHAPTER II

THE DIDACTIC UNIT AS A WAY THAT FACILITATES PRIME FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE, FRAMED IN TEACHING FOR UNDERSTANDING.

According to the theories reviewed in the previous chapter, it can be established that the process of learning of English as a Foreign Language, has required multiple studies and research, in order to make it ever more efficient, giving rise to multiple approaches and teaching aids to achieve this end. For this continuum, for children, are required didactic and methodological strategies that enable the development of sensory-motor skills, perceptual and cognitive commensurate with the stage at which children are second degree, to maximum use of all available resources so that learning is meaningful and will keep for life.

However, it is also true that the human being requires well established foundations to tackle learning; bases which if are not established, make difficult and slow the process, and in many, cases lead to desertion. In second grade, due to age and willingness of children to learn, it is still available the opportunity to supplement the gaps in the oral competence, in order to build the processes that allows children to approach it, with a better preparation. The internal and external context to school, the support of parents or caregivers and intrinsic factors are crucial for learning, and in the case of second-graders at Antonio Van Uden School I.E.D., all the factors mentioned above are at levels that can be improved to achieve a process that, according to children statements, is important to them, when they express that they "can communicate with other people", "develop their brain" or "learn from other country."

For all the above, it is required the design and implementation of a strategy that facilitates the "fixation" of learning, something that is promoted by the Teaching for Understanding, which, at the same time, pays the way so that such learning, through processes of prime remains. The proposal is the development and

implementation of a Didactic Unit based on teaching for understanding, that make possible the link be relating the categories identified from the prime and the phases established by Teaching for Understanding framework, and that facilitates the learning process in second-grade children Antonio Van Uden school I.E.D. This Didactic Unit emerges from five smaller units (see appendix E) that were applied and developed during a year and a half (taking into account that the students had just two classes consecutively, during the week). Didactic Units are developed in the Action Research frame, taking into account didactic principles of TFU (as it is explained in page 56). The planning phase of the Didactic Units begins with the selection of a topic, which emerges from the interests of children (domestic animals), which allows students to have experiential contact with their surroundings, as their families in an 80% are misfit from rural environments. The structure of the Didactic Units relates the categories of analysis (attention, following instructions and imitation, described on numeral 2.3.) and which intervention is settled through the relation established between the methodology and the TFU phases (see page 57). The units are developed in the regular English classes, as they are used as the didactic tool to perform them.

2.1. DIDACTIC UNIT: “ENJOYING AND LEARNING ENGLISH NOW AND FOREVER”

TITLE

“ENJOYING AND LEARNING ENGLISH NOW AND FOREVER”

GENERATIVE TOPIC



UNDERSTANDING GOALS

INTRODUCTORY	GUIDED INQUIRY			CULMINATING PERFORMANCES
1. Students will understand which the domestic animals are .	2. The students will understand the domestic animals features and will describe them by their particular characteristics.	3. The students will understand how to feed domestic animals and their usefulness to humans.	4. The students will understand what are the animals' roles in the farm and they will choose their favorite animal.	5. The students will understand how a farm functions and which is the function of its members each animal.

	PERFORMANCES OF UNDERSTANDING		ONGOING ASSESSMENT	
			FORMS	CRITERIA
EXPLORATORY PERFORMANCES Which are the domestic animals and which ones do I know about?	T I M E	G -"Who's there?" Students identify animals that are presented through sounds. - "Who did move in this way?" Groups of students mimic the movement and displacement of animals as they hear their onomatopoeia sound. A -"Where do animals live?" Listening again animal sound, students choose the card that shows the image of the animal. Then, they classify the animal on its own habitat - farm or forest-. L S	<ul style="list-style-type: none"> • Students group/individual participation, using their voices and bodies to show domestic animals' characteristics. 	<ul style="list-style-type: none"> • Resource full use of the elements and classwork. • Identification, discrimination and classification.

<p>GUIDED RESEARCH PERFORMANCES</p> <p>What can I say about domestic animals? Do the farm animal eat the same as me? Does my favorite animal live in the farm?</p>	<p>4 WEEKS</p> <p>2,3,4,</p>	<ul style="list-style-type: none"> - Students recognize the farm as a place where domestic animals live. Students listen to the song "Old Mac Donald" finding in it the sounds of the animals that live in the farm and take up again their characteristic movements. - And ... How is a farm?: Students watch a video of the song with special attention to the shape and distribution of a farm or ranch, and then compare with those who already know and express it into their notebooks. - Students work on a guide that has a farm with all its human and animal inhabitants. They do it following the instructions of the teacher. - Students recognize and use the grammatical structure for introducing a pet (This is a dog, this is a cat, etc...) - Who looks, watches and thinks does not lose!! Students participate in the game "Concentration" where the name should be paired with the image of the farm animal. The teacher asks questions about the basic features of animal (name, onomatopoeia, movement and / or displacement, color, size, food, etc) - "My animal is the most beautiful": Students choose their favorite animal and draw it on the notebook, then they show it to the group stating its basic characteristics. - Students carry out a manual activity doing a finger puppet of their domestic animal or animals. Then in couples they organize a presentation to personify their animals in short dialogues created by them. 	<ul style="list-style-type: none"> • Individual work. • Develop of a guide. • Qualitative evaluation. • Application of knowledge during the activities. 	<ul style="list-style-type: none"> • Identification of animal sounds and relation with its image. • Responsibility, active and creative participation in classes. • Organization of information. • Appropriation of vocabulary
<p>CULMINATING PERFORMANCES</p>	<p>3 weeks</p> <p>5</p>	<ul style="list-style-type: none"> - Students are organized in groups for assembling a presentation based on the story of a boy -friend of farm animals- who enjoys their company and who wants everyone to know the abilities of animals. The first presentation is organized with the group and then it is performed for the educational community by sharing knowledge and experiences with other children. - Students invite other courses' teachers and students to participate in the assembly of a staging of a farm, personifying animals and giving them characteristics in terms of movement, displacement, onomatopoeia, etc. Children are selected from all courses with the active participation of teachers, counting with parents' help, time, collaboration and provision of apparel. 	<ul style="list-style-type: none"> • Presentation of the staging. • Co evaluation and self-assessment work. 	<ul style="list-style-type: none"> • Responsibility and neatness. • Integration with the educational community. • Share knowledge and be a guide for others. • Pro activity. • Creativity in the delivery of work.

2.2 TEACHING FOR UNDERSTANDING PHASES AND ACTION RESEARCH MOMENTS.

Planning.

The research proposal is presented through the design, development and implementation of a teaching unit conceived according to the foundations of the conceptual framework of the Teaching for Understanding

The Didactic Unit is designed for teaching second graders of elementary school, between 6 and 8 years. It relies on the characteristics of children (described in the characterization of the population) who, at this stage, live in an active and pleasant way their inception in secondary socialization and learning processes, and during which the arts, orality and body language contribute significantly to the process of school initiation.

During the implementation of the Didactic Unit, didactic strategies are applied, promoting a better understanding in students. It is designed and developed in different ways of accessing to knowledge (narrative, numerical, logical, aesthetic and practical), and different ways of organizing it, thus a Generative Topic is introduced, that is central to the academic discipline and it is also attractive to students; it is also contextualized and presented through different media for linking it to prior knowledge that the child has about the topic. The Understanding of each one of the students is evaluated not just at the end of the course but through frequent performances as a "practice" (evaluation of process).

The Didactic Unit is designed to teach second graders in elementary school, in a public school, with an intensity of 110 minutes once a week.

Topic: Domestic Animals. The selection of this topic was based on an oral inquiry and previous observations made by the teacher who has been working with these students since preschool grade, -even though 85% of the community has changed due to its fluctuating condition, because of their social and economic characteristics-, situation that, linked to the unfavorable conditions to develop Teaching for Understanding model in the institution, does not allow the concrete realization of this model in the classroom, according to its didactic aspects, which represents a didactic problem, that does not find a response in the model itself. The didactic problem is addressed through the Prime

strategy to solve the failures before ending of first cycle (third grade), so when students are evaluated at this grade, they can be promoted to next cycle.

Oral inquiry was realized to know what was the issue of greatest pleasure studied during the English classes to students or what else they would like to learn more about and the answers led to domestic animals. Similarly, starting from this issue, which arises from the interests of children, English skills (listening, speaking, writing and reading) that were analyzed during the diagnosis, can be enhanced.

Objective: How to use the students' preconceptions- that correspond to Teaching for Understanding Exploratory performances- about domestic animals to communicate orally in English?

This Central Unit objective is based on the objectives of smaller didactic units, reflecting a step by step to reach the Understanding Goal. The objectives of the smaller Didactic Units are:

Didactic Unit 1 Objective: Students will identify domestic animals through their distinctive sounds.

Didactic Unit 2 Objective: The students will understand the domestic animal features by the description of their characteristics.

Didactic Unit 3 Objective: The students will understand how to feed domestic animals and What They bring to humans for food.

Didactic Unit 4 Objective: The students will understand how to behave the animals in the farm and will choose Their favorite animal.

Didactic Unit 5 Objective: The students will understand how is the farm organization and what is the role of its members.

Development: The five teaching units were designed and grouped under the key ideas of the conceptual framework of the Teaching for Understanding. They were organized into three stages that contain the sequence of performances of understanding, which are: the exploration stage (which correspond Units 1 and 2), guided inquiry performances (which correspond to units 3 and 4) and Final Stage of Synthesis Project (which corresponds to the unit 5).

Materials: The application and development of the didactic units were supported by appropriate teaching materials for students, which helped to keep the children's interest, focus their attention, provide information, guide students and provide environments for expression and creation.

The materials used, during the whole application of the Didactic Unit were:

1. Audio of animal sounds.
2. Domestic Animals and farms video images.
3. Flash cards with Images of domestic animals.
4. Audio with the song "Old MacDonald has a farm"
5. Domestic Animals Workshop
6. Finger puppets.
7. Tales of the farm.
8. Notebooks, pencils, crayons, markers, etc.
9. Costumes made or rented by parents for the final presentation.

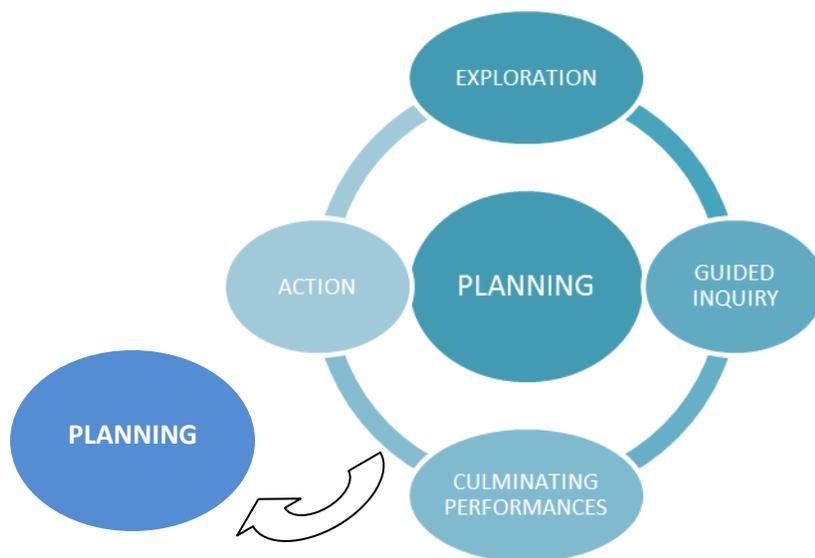
Action- Research Moments	Didactic Units Phases based on TfU	Didactic Unit: My Farm Friends
Action	Preliminary Performances	Exploration: At this stage, performances are promoted that allow students to show in new ways, through their body and facial and sound expressions what they already know about domestic animals and let the teacher to estimate the understanding of the topic by students.
	Ongoing Assessment	The group starts the class activity with the greeting routine and habitual location in

		<p>corresponding image and asks the children to move like animals, imitating animals' sounds and finally saying the name of the animal.</p> <p>+ The teacher inquires about animals through the structure What is it? It is a cat / dog / hen / cow /?</p> <p>The activity is carried out with a representative group of children, requiring attention from other students.</p> <p>Evaluation of this stage: the criteria taken into account are sound identification and the relationship between them with a specific movement that characterizes the animal heard. The creativity of children as well as their active participation in class with responsibility The ability to inquire about aspects or indications that they do not understand or recognize.</p> <p>The resources that are considered are individual work, applying new knowledge in classroom activities.</p>
Reflection	<p>Culminating Performances</p> <p>Ongoing Assessment.</p>	<p>Culminating Performances: This stage performances will allow students to synthesize and demonstrate the understanding developed during the performances carried out during the previous stages.</p> <p>The Culminating Performance allows the children to express, using their own resources, the sounds, environments and places of each domestic animal in a farm, which enable them to interrelate what they learn in English class to other academic disciplines. The preparation in each phase to the final set constitutes the synthesis project, and enables a continuous assessment that leads to reflection on the aspects that should be improved or maintained to facilitate and fix learning, allowing children to move in different levels established by the Teaching for Understanding. The project summary corresponds, then, to the materialization of understanding achieved by children, demonstrating the skills potentiated during each one of the phases.</p>

2.2.1. Reflections about the relationship between action research and the actors involved: teacher - students.

Investigative method used during the development of hypothetical deductive method of the present research is the action research method, which comprises the steps of action-planning-observation-reflection, which constitute a spiral. In the analysis, the stages of Action Research, generate findings that permit guiding the research actions to consolidate new knowledge through the implementation of a Didactic Strategy based on the Theory of Teaching for Understanding (TFU), which provides tools for teachers who teach English in Cycle 1 WITH educative communities with features related to constant mobility, lack of support at home, among others (see Diagnosis).

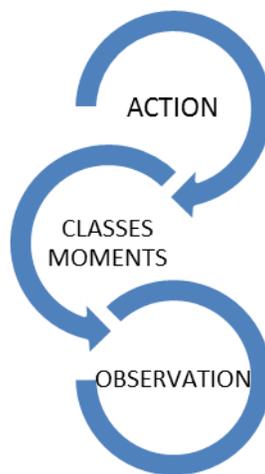
Didactic Units are developed in the Action Research frame, taking into account didactic principles of TFU, as shown below:



Graphic 2. Planning.(The authors)

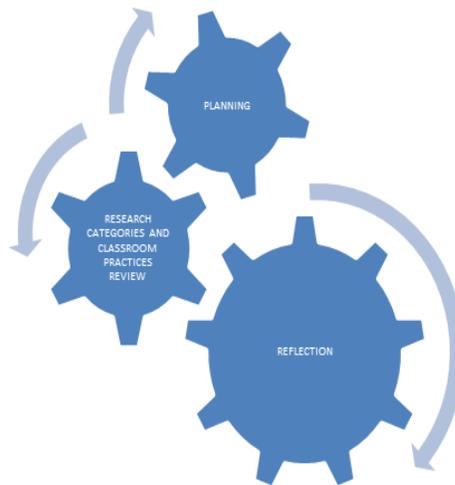
The planning phase of Didactic Units begins with the selection of a Topic, which emerges from the interests of children (domestic animals), which allows them to have experiential contact with their surroundings, as their families in a 80% are

misfit from rural environments and the topics present at home correspond to the elements of the farm and the percentage of the students who do not have this condition have a context very close to the rural surroundings as the geographical location of the school borders, as close as 20 blocks approximately, with the rural limits of Bogotá (see appendix G). The structure of the Didactic Units relates the categories of analysis (attention, following instructions and imitation, described on numeral 2.3.) and which intervention is settled through the relation established between the methodology and the TFU phases



Graphic 3 Action and Observation (The authors)

The Didactic Unit is applied in the classroom by the participant observer, and the classes go through specific steps that correspond to moments of Research Methodology as well as the phases of TFU, specified in the Didactic Units. Classes are recorded through audio visual means, in order to allow the development of observation and corroboration of the scope of the objectives proposed in planning and thus identify the learning rhythms of the groups. In this manner, the practice of the who teaches is analyzed as well as the learning of the students and once the actions carried out in the classroom, reflection can be addressed.



Graphic 4. Reflection for each one of the phases of Teaching for Understanding.
(The authors)

The reflection moment join together the analysis focused on observing the performances achieved by the children, which show the degrees of understanding that are acquired, and determines the degree of complexity to generate a new planning in the didactic units and advance through the comprehension levels, determined in the theory of teaching for understanding. This allows establishing a guide for the following classes to reach the participative MOMENTS of the students in the Culminating Performances as a result and evidence of the proposed objectives to this research project.

2.3 THE PRIME FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE FOR SECOND GRADERS.

The concept of Prime for this research project, is understood as a set of activities and experiences organized gradually, that promote in the child the development of capacities, skills and abilities and the acquisition of habits and positive attitudes to

achieve learning and that are related to the mental, conceptual, perceptual and language development, allowing learning without difficulty. For the teacher, this process includes planned activities or experiences to prepare the child to perform the tasks required by the learning situation as well as the determination of time and manner of teaching certain activities related to the progressive maturation of child's abilities. The Prime stimulates the development of the child's innate abilities, so it should be gradual and progressive (from the symbolic to the representative from the general to the particular, concrete model until the figurative to the abstract), as it provides adequate and timely training to develop the skills for future learning. The process discussed above, provides the ability to establish well-founded preconceptions that enable interaction in cognitive structure between the new and existing knowledge.

For second graders, since the learning process is based on the application of psychomotor skills in stimulation and exploration (SED, 2009), the use of these aspects in the design and implementation of the classes, allows their recognition as subject that interact in their environment, becoming the playful and body movement in the axes of learning for these children, given artistic processes. The Prime process allows children to advance through the Understanding levels, by means of the skills included in the Didactic Unit, allowing children to achieve performances that let them to be promoted to the next grade. This Prime process favors the advance in the understanding levels, through the skills taken into account in the didactic unit, allowing children to achieve performances that allow them to be promoted to the next grade.

According to Montero (2011), there are five phases for Priming. However, for the purposes of this research, we establish as pertinent the first three phases, which are directly related to the phases of the Teaching for Understanding:

- Motivation: Linked to capture the attention of students: a game, a song, etc., considering all those strategies that seek to change the background or even create

an appropriate startup situation (Kauchak, 1999). This phase is related to the Exploration of the Teaching for Understanding.

- Basic Moment: Performed to collect children's previous knowledge through questioning or a group activity that can be done in each class and correspond to the time of Exploring Teaching for Understanding.

- Practical point: It promotes the participation of children through games and exercises and onto the stage and Guided Research Synthesis Project of Teaching for Understanding.

Given the importance of the process to achieve priming for learning with understanding, it requires a tool to structure the activities taking place in the classroom and to establish a relationship between the two processes mentioned: the Prime and Teaching for Understanding. This tool, in the case of this research is in the teaching unit, which includes the steps of examination (Motivation and Basic Moment), and Guided Research Synthesis Project (Practical Time). These phases of priming are immerse during the planning and execution of each one of the activities during the classes and are closed interrelated to the phases of Teaching for Understanding, although they are not explicitly explained during the planning.

To carry out the analysis of the implementation of the proposal, the following categories are established, taking into account the related exposed from the Prime and implementation phases of the Teaching for Understanding, meeting the teaching unit.

2.4. CATEGORIES OF ANALYSIS.

The categories of analysis emerge from the performance of children in the classroom and that establish the playful and motor skills as basic and relevant to the design and implementation of activities by the teacher. Learning for children of

this degree, requires processes involving these factors, so the Teaching for Understanding, as a pedagogical-didactic approach taken by Antonio Van Uden School I.E.D. facilitates prime to establish foundations for learning, with the point concerning attention, following directions and Imitation, necessary for the prime process is achievable. For this, we assume the teaching unit as a tool to consolidate in actions, in the classroom, the processes related to the Prime and stages of teaching for understanding.

2.4.1. Attention. Being an important process in the execution of performance in different aspects of life of all human beings, and in our case, in the children's learning, it requires concrete and visible actions that establish grades reaching understanding children, in light of the playful and the sensorimotor process. These actions are demonstrated by showing specific processes whereby the continuous fixed child and focuses while performing activities that are based on the processes of look and watch.

2.4.1.1. Look. When referring to the verb look, we're talking about action to direct our gaze to something, without intention. It is related to the appearance of a new stimulus.

2.4.1.2. Watch. When we look, we fix our gaze and attention on an object or person, but when we watch more closely, usually because it moves, we analyze what is in that action or movement. It requires a conscious effort toward an object, directing and maintaining the senses to it.

2.4.2. Following Instructions. For learning a second language, takes special meaning following directions raised by method Total Physical Response (Asher, 1967), whereby the teacher uses body language of children as a way to demonstrate learning, thereby establishing the following subcategories:

2.4.2.1. Direct Commands. They are a special type of verb form used to lead directly to someone and give an order (Jehle, w.y.). Used as a means of

communication, instruction and classroom organization are a powerful means of learning a foreign language because it allows students to experience and consider the language as something real and immediate utility (Hearn, I. Garcés , A. 2003). In the context of the target population of this research are an effective means to address the understanding of language learners, allowing them to express the answers to the teacher requirements through movement.

2.4.2.2. Intentional Motor Activity. Psychomotor development can be seen as the evolution of the capabilities to perform a series of body movements and actions and the mental representation and aware of them. In this development there are maturational components related to the timing of brain maturation, and some relational components that have to do with the fact that through their movement and actions on the subject comes into contact with people and objects that are relate constructively, building one's identity. This is why the child is constructed from the movement, going "the act of thought" (Wallon, 1978) of the action to the mental representation, from the concrete to the abstract.

The psychomotor development goal is control and mastery of one's body to be able to pull it all the possibilities of action and expression that each one would be possible, and involves an external component or praxis (action) and an internal component or symbolic (the representation of the body and its possibilities for action) (Cobos, 1995).

In recent years there has been increased interest in the role of psychomotor development in the educational process of children, seeing that this development has a profound influence on the overall development, especially in early periods of life, then human learning processes are established on the tonic postural system (acquisition of balance and notions of schema and body image) and motor activity coordinated and intentional (Quiros and Schrager, 1979), so the movement is now seen as a primary facilitator of cognitive, affective and motor, particularly during infancy and childhood, these times in which these three areas of human behavior

are closely interrelated, so any difficulty in any of these areas can adversely affect the child's overall educational process.

Psychomotor development is becoming more important, if possible, from the work of Gardner (1993) on human intelligence. This author, in his "Theory of Multiple Intelligences", indicates the existence, along with other types of intelligence, kinesthetic intelligence-a body that relates to the control of the body, objects and situations, comprising global or fine motor movements of the fingers, producing highly differentiated actions or intentional expressive purposes. Gardner (1993) considers bodily-kinesthetic intelligence as a family of procedures to translate intention into action, being the basis of evolution, therefore the child to be able to perform an action or activity, is prepared to climb a higher level the same happening the same with each subsequent process, causing competition sequential steps.

In this respect, Arnold Gesell (Gesell, Ilg and Ames, 1977) states that ". The first six years of life are closely related to the emergence of a profuse variety of motor skills, and the interesting development is that these complex movements Automatic character becomes greater, rather than less, adaptability to new requirements. Once acquired, mechanized, skills not only allow greater freedom for the accommodation of new situations, but also serve as important preparation for the development of higher skills and more refined in subsequent years of development" (Gesell, Ilg and Ames, 1977), using the game as a tool to remove what is no longer useful in facilitating the inclusion of higher order skills.

2.4.3. Imitation. Defining imitation as a phenomenon is not easy. For Blackmore (1999), is to copy a new form of behavior, and the latter, according to Plotkin (1994) is essentially a goal and ends-directed activity. In this sense, learning a new form of behavior by imitation means learning a meaning that can use or a meaning that can "in-form" (Plotkin, 1994) a particular activity, thus evidence that imitation leads to the acquisition of new information, supported by the launch of the sum of

basic mental operations²⁹ required for this. From the imitation of their peers or an adult, children make learning setting processes allowing them to be more competent in the classroom and interpolate these learnings to their school context. The lack of fixation of learning is done mainly with data on technical terms, names, dates and definitions (Hirtz, 2009), aspects that may be related to grammatical structures, for example, showing that they were not properly learned by students. One way to counter this, is to provide interesting activities for students, through tasks that enable them to make sense of what they learn, they are especially useful in the early stages of learning, during which involve children's sensorimotor and perceptual aspects, privileging those over the cognitive process

Considering the above in the categories of analysis, when design, implement and evaluate a teaching strategy based on Teaching for Understanding (EfC) arises reflection on the purpose with respect to the formation of students: if it is the accumulation of knowledge or the cognitive development, transcending the

²⁹ García G., E. (2001). Piaget: la formación de la Inteligencia. México. 2da Edición. 2001. Piaget defines these mental operations as Scheme, which represents what can be replicated and generalized broadly into an action and initiate as reflex behaviors that evolve to voluntary movements becoming in mental operations. With maturing new schemes emerge and reorganize existing in various ways. These changes occur in a particular sequence and progress according to a series of steps. Structure: This is the set of responses that occur after the subject of knowledge had acquired certain outside elements, is more a balanced integration of schemes. So, for the child to move from one state to another with higher level of development, she or he has to employ schemes that already have, but at level of the structures.

Organization: It is formed by the stages of knowledge that lead to different behavior in specific situations. For Piaget an object can never be seen or learned in it but through the actions of organizations of the subject in question.

Adjustment: It allows the subject to approach and achieve a dynamic fit with the environment. It is present through two basic elements: the assimilation and accommodation.

"The mental assimilation is the incorporation of the objects within the patterns of behavior, patterns that are nothing but the shell of actions that men can play in an active way in the reality" (Piaget, 1948), though it new information is acquired.

Globally it can be said that the assimilation is the fact that the body adopt the substances taken from the environment to their own structures. The adjustment allows for accommodation of the new information by modifying the current organization in response to environmental demands. It is the process by which the subject is set to external conditions. Balance: Balance: This is the unit of organization in the knower. They are called "bricks" of all the construction of intellectual or cognitive system, regulate the interactions between the subject and reality, and that in turn serve as frames assimilators whereby new information is incorporated into the person. Cognitive development begins when the child is performing an internal balance between the accommodation and the surrounding medium and assimilates this reality to their structures. That is, as child relates to the environment, will incorporate the experience to their own activities and resets them with the experience gained; for this process to be carried out must be submitted the mechanism of balance, which emerges from external environment and internal structures of thought.

formulation of future goals and objectives to the needs and characteristics of students. Meanwhile, Gagliardi (2008) states that when students learn a structuring concept, they achieve changes in their ability to learn, and to that extent it "is possible to incorporate new information and build new knowledge; simultaneously they develop a new ability to observe the world ", an important element in analyzing the performance of students in performing mobility in each of the basic mental operations, raised by Piaget. Accordingly, this author believes that "education should be geared to teach a number of concepts that, once internalized, transformed the cognitive system and lead to a new conceptual framework for making progress in learning." Furthermore, Gagliardi (1986) considers that the transformation of the cognitive system allows new knowledge and understanding to reorganize and / or transform the above. Pozo(1999) suggests that conceptual change involves not only changing the concepts, but, in turn, they must submit changes in processes and representations through which students understand the phenomena, all of which indicate they are learning comprehensively.

According to Gardner (2000) "when a student understands a concept, a theme, a technique, a theory or a field of knowledge-, it can be applied in an appropriate manner in a new situation" To motivate this understanding, the author proposes three strategies: the first refers to the importance of student-teacher interaction, through practical experience, the second consists in introduce students to everyday life situations, in order they achieve proving or refute their knowledge by themselves, a framework facilitates understanding by students, this means, it is appropriate to create spaces where students can apply their knowledge.

Meanwhile, Boix and Gardner (Stone, 1999) suggest four levels of understanding, within which one can performances of students can be described, and that correspond to the naive, novice, apprentice and master understanding levels.

In the first, students base their explanations on a naive understanding based on intuitive knowledge without make connections between what they learn in school and everyday knowledge.

At the novice level, students present some simple concepts and establish relationships between them, likewise, considered the methods of the disciplines as a recipe. In it, the performances are rooted in testing and schooling rituals and start to interpolate disciplinary concepts or ideas and make simple connections simple, often tested among themselves (Stone (comp), 1999)

At the level of apprentice understanding, students demonstrate the flexible use of discipline concepts, if they are guided, the performances of this level glimpse the relationship between disciplinary knowledge and the daily life.

At mastery level of understanding, integrators, creative and critical thoughts predominate, therefore, "students can use the knowledge to re-interpret and act in the world around them." (Boix and Gardner, in Stone, 1999).

2.5 Descriptive Analysis of the categories of analysis of data provided by the collection technique (video)

The approaches to research considered in the framework of the Action-Research are applied in this research project during eleven months, as follows:

- Planning: It is done by the teacher during the preparation of the five didactic units that were applied in different classes.
- Action: Performed by children, according to the instructions and activities that were established for the Didactic Units.
- Observation: It was realized by the teacher and an external observer, who recorded the classes. This observation leads to the reflection.
- Reflection: The teacher reviewed the performances of the children and adjusted the activities for a better implementation in the subsequent Didactic Unit.

The progress in the performance of students in the sample, in each one of the categories, is illustrated through the analysis of the data obtained from the use of the didactic units -as didactic strategy- that were applied in classes during 18 months.. This analysis is qualitative as it describes the performance of children in the classroom, as they progress in their performance.

In order to perform this analysis and using participant observation as a means to collect information that will uncover the process outlined by the didactic unit, recording classes is done via video, which seeks to show concretely as children make progresses through the path of understanding, achieving performances increasingly structured and incorporating learning basic repertoires in their performances in the classroom.

It was performed the analysis of some segments of videos that recorded the development of classes, planned by the didactic unit, framed in the Teaching for Understanding (goals and performances of understanding) and taking into account the actions that denote attention, following directions and imitation, through the activities involved in the basic learning repertoires. The analysis process is based on the categories of analysis that correspond to the three stages of the Teaching for Understanding (Exploratory, Guided Inquiry and Culminating), from which are chosen, as evidence, three samples of videos of the five didactic units planned, organized in the Video (Appendix F) as follows: Video 1: Attention Category: Look and Watch, Video 2: Following Instructions Category: Commands and intentional motor activity and Video 3: Imitation category: Mental fixation: These categories are arranged in this order in three videos on the CD (Annex C).

Regarding attention as it was defined, in terms of look and watch, -clarifying that look precedes watch, and as the activities take place look moves through watch, it is demonstrated its presence in the exploratory stage of teaching for understanding

where students through ludic and body movements explored onomatopoeia as universal sound depicting animals, thus channeling their attention. For the analysis of this stage are three tracks that correspond to a sequence, in which is observed how the percentage of students increases that go from look to look- watch and finally they execute a complete watching (Watch Video 1: Look and Watch).

Referring to look and watch, it was found that at the initial phase of the exploration performances, the teacher tried to draw the attention of students, who showed difficulty in understanding the instructions of the teacher by looking at each other trying to find a hint of what to do, showing anxiety which is manifested through laugh and uncontrolled movements, or avoiding looking directly to their peers and teachers choosing to do other things like moving in their chairs or lying on the table, or just watching what happened around in an average of 60% (Video 1 “Look and Watch”, first track). Some of them (20%) waited for the reactions of the group pals and then copied their movements. (Watch video 1 “Look and Watch”, track 2). As classes go through the exploratory stage, it is clear that the children’s process moved forward from look to watch as their understanding of instructions increased, focusing their attention on the requested actions (50%). Likewise, in a smaller percentage, they needed to refer to their peers (10%) to know what was happening, as it is showed in Video 1, track 2.. It is evident that through the five didactic units, students direct the initial look to watch, in an estimated of 80%. (Track 3, Video 1: “Look and watch”.)

Regarding to Following Instructions category, the consistent use of direct commands by the teacher -during the guided inquiry stage of the Teaching for Understanding-, guiding the performances related to intentional motor activities during the classes, allows children to make connections between their body movements and the movements of the animals of the farm that are studied through the didactic unit. (Watch video 2: Commands and intentional motor activities). The teacher's role at this stage -guided inquiry- is critical because it is the follow-up

model, which permanently accompanies students with signs, movements, frequently using ludic to present the activities, playing the role of model for the executions of children, framed in the naive level of understanding and leading children step by step to the novice stage.

In this stage's video (Video 2), it is evident that the teacher uses simple commands accompanied by particular body movements to get students' comprehension and maintain students' attention. Students watch carefully and although initially there is a percentage (25%) of children, who do not initiate any movement, slowly commands and body movements get their attention and they join the activity.

An increase of the active participation of children in class is evident, especially when after teacher's instruction, students perform movements, displacements around the classroom, sharing with peers, questioning, asking for explanation, wishing for participating and showing their progresses, all of this within the central idea of the Didactic Unit developed; even if some of them (15%) (Track 2) do not see the teacher, their activity is focused on what it is being requested. Facing indications that are directly related to the use of grammatical structures and oral performance in the foreign language, a teacher-student communication is established with inputs not only from the teacher, who said the structure and ask the student to repeat-but individual or group contributions to add information to the activity. (Watch track 2, video 2: Commands and intentional motor activities). Through the gradual increase in the integration of student to the activities and by means of the directions of teacher (75% at baseline to 90%) it is evident how the students achieve interaction not only to the activities indicated by the teacher but also to the work with their classmates, without neglecting that the teacher remains guiding the group or pair work. In first pals performances, beginning signs of the naive understanding are seen, as it is, at this stage, when students construct knowledge capturing information that is directly available in the world and their performances are rooted in the intuitive knowledge and in the exhibition of their

own constructions, as well as the simple relations established between concepts (commands and intentional motor activity), as it is evidenced how the performances are taking root in trials done through their performance in the classroom. But it was also evident, as classes advanced, how the performances of the students demonstrated a flexible use of the concepts learnt during the classes, showing a basic establishment of the relation between disciplinary and day-to-day knowledge, which shows a primitive novice level of understanding. (Watch: Track 3, Video 2).

During the Teaching for Understanding's phase of the project that involves culminating performances, the analysis is focused on activities that demonstrated the presence of imitation as mental fixation that leads to more complex levels of understanding. The culminating performance was executed through the staging of "The life in a Farm", where each one of the characters took over his role and executed it in a foreign language (in this case, English), demonstrates a process in which students make connections with their peers through rehearsed situations – about domestic animals' aspects of movement, onomatopoeia and identifying both their name and their role in the farm- which evidence imitation as a mental fixation, that, related to Teaching for Understanding, establish relevant aspects of the beginner level of Understanding (subsequent to naive level) on two basic aspects relevant to this research: first, performances are rooted in rituals of testing and schooling, and second, students begin the interpolation of some disciplinary concepts or ideas and make simple connections, often rehearsed among them. (Watch Video 3) The categories of look, watch, following instructions and perform activities with intentional movements, show greater autonomy at this stage from those showed at exploratory and guided inquiry performances and are synthesized in a school sample, that demonstrate understanding in both the above aspects of beginner level, invaluable and representative findings to this research.

The beginner level of Understanding is evidenced through two actions: the assembly, done in class, with its rehearsals and practices where children start

playing individual roles, practicing their monologues, or the roles of couples with items like finger puppets which students personified to express themselves through simple messages accompanied with onomatopoeia and characteristic movements of the animal. The second action that shows the beginner level of understanding is when children interact not only with their classmates but involving other levels' students in their staging and demanding collaboration and active presence of other teachers (teachers in charge of the course, who work all day long with students, and teach almost every subject, except English, technology, physical education and artistic education).

The practices that were fulfilled in classes to build knowledge, during which it was observed the transit of children from look to watch, actions that show levels of attention that go into more complex levels of understanding and that are involved into the first stage of the process; the subsequent following of instructions through the commands with a higher and higher level of appreciation and acceptance by students, is a process that is evident in the video-recorded samples that were collected during the execution of activities, which include body movements, issuance of specific sounds and words in a foreign language, are valuable tools to concretely appreciate children's progress on the path of Understanding to the beginner level.

Similarly the evidences lead to the sharing of the play "A Day in the Life of a Farm" with great preparation not only by the second grade students but by other community members (teachers in charge of other courses with their speeches and presentation, time and dedication of the parents in the organization of apparel, home rehearses and association with children of pre-school and first grades who were led by second graders in rehearsals inside the school, offering ideas that supported different methods to achieve successfully the body movements and sounds made by the animals that were been characterized), who were actively involved in the process from the work done in the classroom by the teacher and

second grade students and through which simple connections were established and thus demonstrates knowledge construction, appropriation of initial concepts and disciplinary features and a level of understanding and process in accordance with the contextualization of the proposal.

It should be appreciated that the students of the random sample for this qualitative research, have been able to advance to deeper levels of disciplinary understanding, going from naive understanding, -where they did not find the connection between what they learn in school and their daily lives and did not show control of signs of what they know, to a beginner's understanding with aforementioned features, with significant achievements. While it cannot be argued that they are exclusive causal result of the implementation of the Framework for Teaching for Understanding in this context, these changes in the levels of understanding of the subjects in the sample provide promising signs.

It is equally important to stress the potential of the framework of Teaching for Understanding that gives teachers an opportunity to reflect on their teaching practice and the learning processes of students, providing to prime for learning English as a foreign language a privileged place, when working with students characterized by the features that are evident in this research.

2.6. Validation of the proposal.

The proposal covers the development of a central didactic unit based on Teaching for Understanding framework, which emerges from five units (see appendix G) that were applied and developed during a year and a half (taking into account that the students had just two classes consecutively, during the week).

The validation of the proposal had its settlement in the following actions

- Students' performance showed an advance through the development of the classes, in which the didactic unit was applied. The use of Perceptual Motor approach as a strategy for priming the learning of English, including activities that correspond to students' physical and cognitive level of development, as can be seen at different tracks (Appendix F). Children produced dialogues, show more confidence, assume the characters and show all of this features during the staging, that correspond to the final activity of the proposal application.

This advance can be appreciated through the way the students went across the categories of analysis: attention (look and watch), following instructions: commands and intentional motor activity and imitation: mental fixation, that were followed during all the implementation of the didactic proposal. These advances can be perceived in the different tracks of the video, that show how the children responded to the activities planned and that evidence the progression in the understanding.

In the same manner, the progress in the level of understanding shown by students, who began at the naive level in which students show basic concepts, establishing links among them, as Perkins (2003) establishes: Performances of naive understanding are grounded on intuitive knowledge. They portray knowledge construction as an unproblematic process of grasping information that is directly available in the world. In these performances students do not see the relationship between what they learn in school and their everyday lives; they do not consider the purposes and uses of knowledge construction. At this level performances show no signs of students' ownership of what they know. Performances of naive understanding are unreflective about the ways that knowledge is expressed or communicated to others.

This level is characterized by ritual practices, which allow the interpolation of the disciplinary concepts and making simple connections. The actual research

students' initial performances are related to these characteristics, as they show a minimum level that does not reach a basic level, which, in the other hand, through Priming, reach the next level (novice) that corresponds to the minimum performance which allow them to be promote to the next academic grade.

Performances of novice understanding are predominantly grounded on the rituals and mechanisms of testing and schooling. These performances begin to interject some disciplinary concepts or ideas and to establish simple, often rehearsed connections among them. They portray the nature and purposes of knowledge construction as well as its forms of expression and communication as step-by-step mechanistic procedures. The validation of these procedures depends on external authority rather than on rationally agreed-upon criteria developed within disciplines or domains. (Perkins, 2003). At this last level are included the performances showed by students in the final staging.

- The proposal was selected to participate in Antonio Van Uden school's institutional forum. After that, Ninth Locality (Fontibón) jurors' (delegated by the local representing of Distrital Secretary of Education) selected the research project to represent Antonio Van Uden school in the local forum. (See appendix F).

- Similarly, It was socialized in the First International Congress of Bilingual Education promoted by the Distrital Education Office and the Human Sciences Department of the Universidad Nacional de Colombia in 2011 (Watch link [http://www.humanas.unal.edu.co / congresobilinguismo](http://www.humanas.unal.edu.co/congresobilinguismo) left column refer to the prospectus of programming - FRIDAY 11:30 am)

Second Chapter Conclusions

- The categories that were established related the Teaching for Understanding stages and the basic learning repertoire, allowing the priming process.

- The importance of the proposal is within the scope of imitation as mental fixation by children which leads to a novice level of understanding.
- The achieve of the novice level of understanding through imitation allowed the students of the sample to act as guides of children from other levels and invite teachers, in charge of other grades, to the staging.

GENERAL CONCLUSIONS

The Teaching for Understanding approach provides theoretical tools that allow, through the different phases; raise appropriate actions in the classroom to facilitate a process that addresses children learning English as a foreign language, through a permanent continuous that includes review of learning achieved and its communication with the new one. Similarly, through the application of the Didactic Unit as a strategy in the classroom with second graders at Antonio College Van Uden school IED, they were implemented the research categories (attention, following instructions, Imitation) that allowed children through daily work, achieve performance levels that show increasingly complex understanding, and evidenced through final setting (see annex C). These categories emerge from the performance of children in the classroom and seek, first, to facilitate the learning process of English as a foreign language, and on the other hand, fill the gaps present in the process and establish a solid foundation that will enable them to address increasingly complex processes, always looking for that such learning is meaningful to them and to establish simple relationships between what is learned in English class and other disciplines. The categories remain closely related throughout the process, with the steps established by the Teaching for Understanding (Preliminary, Guided Inquiry, Culminatory), thus further satisfying requirements for both aspects through the interrelationship and mutual support between the two elements. Similarly, to establish the necessary foundation for children to progress in their learning process, it seeks to facilitate prime through the influence of the underlying basic repertoires in the early stages of the learning process and that correspond to the research categories, evidenced from observable actions (watch, look, respond to direct commands, intentional motor

activity and imitation) during classes. All the above elements are embodied in five didactic units, whose final product is evident in the synthesis setting and becomes the means by which the proposal is validated and that leads to project participation in local educational forum, on behalf of the school, as well as the participation in the First Congress of Bilingual Education, sponsored by the Distrital Education Office and the Department of Human Sciences at the National University of Colombia, both events in 2011.

The above process evidences advances in the levels of comprehension achieved by children and the phased introduction of performances related to research categories, carrying out the process of prime for learning English as a foreign language, especially for oral competence and mental fixation of such learning, leading them to the beginner level, according to Teaching for Understanding Framework.

Finally, it can be settled, as the answer to the research question that children respond to the application of the Didactic Unit “Enjoying and Learning English now and forever”, in terms of prime in two ways:

- The children progress in the way of Understanding by showing up better performances in the features of each one of the categories established for the present research project, related to the basic learning repertoires as the classes advanced and more complex achievements were requested.
- The staging, where the children showed mental fixation of the concepts learned during the classes and involved children and teachers of other grades.

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