"ENGLISH IMMERSION FOR THE INTEGRAL DEVELOPMENT OF EARLY CHILDHOOD IN VEREDA EL SENDERO"

"INMERSIÓN EN INGLÉS PARA EL DESARROLLO INTEGRAL DE LA PRIMERA INFANCIA EN LA VEREDA EL SENDERO"

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Advisor
Maria Cristina Garrido

UNIVERSIDAD DEL CAUCA

Facultad de Ciencias Humanas y Sociales

Departamento de Lenguas Modernas

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Acknowledgement

This project is another achievement that I have carried out. Thanks to God for being my strength all the time, to my parents and sisters for giving me their unconditional support.

Daniela Maria Fernandez Gallego

To God, who has been preparing me for the challenges I faced during my studies. My special appreciation to my family Mauricio, Marta, and Samuel who are always encouraging me with love. To my dear friend Jenny Muñoz for always being supportive opening the doors to work on this project through the Foundation Para un Mundo Mejor.

Finally, to my friends and co-workers who did an amazing job reaching great impacts in children's lives.

Sara Lucía Martínez Bravo

It has been an unforgettable experience, a bridge that I am about to cross by the hand of God and all the people who stood beside me. I am infinitely grateful for the company of my family during this journey. I am grateful for the company, trust, and immense love of my mother, father and brothers. Thank you to my husband for his unconditional support and my beloved daughter for being the spark that lit my life along this path.

Diana Mireya Rivera Muñoz

I thank, in a very precious way, the company and the support of my parents, sister and research companions during the journey that has been very comforting for my personal and academic training.

José Aldair Villarreal Medina

Dedicatory

This project is dedicated to my family, mainly to my mother Marta Lucia Villamarín; thanks to her support I was able to get my achievements. Also, I want to dedicate this project to my partners, Aldair, Daniela, Diana and Sara: they taught me that a little dream can become something big, being perseverant and working together like a team.

Jenny Lizeth Arcos Villamarín

To my mother María Leonor and to my sisters Juliet and Liliana.

Daniela Maria Fernandez Gallego.

I have worked on this project with passion to bring children a great experience in learning a new language. Regardless of the difficulties that this population of children are facing today, I would want them to remember that they have been blessed by God with high capacities to keep studying in the future and dreaming.

Sara Lucía Martínez Bravo

In memory of my beloved and sweet mother, María Mireya Muñoz Campo.

Diana Mireya Rivera Muñoz.

First, I dedicate this project to the children, their parents and the community mothers who were an important pillar during the development of this research; on the other hand, I also make an important mention to my family and companions, and all this is for them.

José Aldair Villarreal Medina.

Resumen

El presente trabajo se llevó a cabo con veinte y cuatro niños de la primera infancia pertenecientes a dos hogares comunitarios del Instituto Colombiano de Bienestar Familiar (ICBF). La población escogida nunca había tenido la oportunidad de aprender una lengua extranjera, y ahora, a través de nuestro proyecto pudieron sacar provecho de este conocimiento gracias a la etapa de aprendizaje en la que se encuentran.

Para llevar a cabo este proceso de investigación cualitativa se hizo uso del método investigación-acción; de esta forma se implementó y estudió la inmersión en inglés como estrategia pedagógica a través de diferentes técnicas que contribuyeran al desarrollo integral de niños en condiciones de vulnerabilidad, siendo éste nuestro principal objetivo; con este fin la pregunta de investigación es la siguiente: ¿De qué manera la inmersión en inglés como estrategia pedagógica contribuye al desarrollo integral de los niños de 2 a 4 años que pertenecen a los hogares comunitarios del ICBF, vereda el Sendero, Popayán?

Para realizar el análisis de datos de las sesiones de inmersión en inglés se utilizó la herramienta denominada *Tell the Story* para registrar lo experimentado durante cada sesión. En los resultados encontramos, primero, que la inmersión contribuye al desarrollo integral fomentando un ambiente adecuado a través del uso de ciertas actividades que se categorizan como herramientas; segundo, las emociones de los profesores y las reacciones de los niños juegan un rol vital en el proceso de enseñanza-aprendizaje y finalmente, es indispensable fortalecer los lazos emocionales y afectivos entre educadores y niños.

Palabras claves**:** Inmersión, primera infancia, desarrollo integral

Abstract

This work was carried out with 24 early childhood children from two community homes of the Instituto Colombiano de Bienestar Familiar (ICBF). The target population had never had the opportunity to learn a foreign language, and now through our project, they could make the most of this knowledge due to their learning age.

The research-action method was used to carry out this qualitative research process; in this way, immersion in English was implemented and studied as a pedagogical strategy through different techniques to contribute to the integral development of children in vulnerable conditions, being this our main objective; to this end, the research question is: How does English immersion as a pedagogical strategy contribute to the integral development of 2 to 4-year-old children who belong to the ICBF community homes, in vereda el Sendero in Popayan?

In order to perform the data analysis of the English immersion sessions, the tool called *Tell the Story* was used to keep track of the experience during each session. In the results we found, first, that immersion contributes to the children's integral development by fostering an appropriate environment through the application of certain activities categorized as tools; second, the emotions of teachers and the reactions of children play a vital role in the teaching process; finally, it is essential to strengthen the emotional and affective ties between educators and kids.

Keywords: Immersion, early childhood, integral development.

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Introduction

This research has by name "English immersion as a pedagogical strategy for the integral development in the early childhood in Vereda El Sendero"**,** where a group of children in vulnerability conditions from two Community Homes *Mis Ositos and Semilleros* of *Instituto Colombiano de Bienestar Familiar (ICBF)* took part of it, having as objective the implementation of English immersion by activities where children explore their environment using didactic tools to enhance cognitive, emotional and social skills.

In these last years, different strategies to promote and facilitate significant learning in a foreign language had emerged from several studies. Among the strategies, we highlight the linguistic immersion proposed at the turn of the XX century in which the learners are exposed to familiar contexts and daily experiences through immersion activities, allowing them to develop several abilities, such as communicative, linguistic, and socio-affective skills; it is indispensable to strengthen our population's innate capacities to learn a foreign language through the English immersion bearing in mind that in early childhood a great number of neuronal connections are being made for the development of language.

Finally, this project is a qualitative research following the methodology of Participatory Action Research. We designed some lesson plans with immersion activities; additionally, some information was collected through the observation and the registration of the data in the "Tell the Story" form.

1. Problem statement

Poverty, imbalance, and social inequality are factors of great magnitude in Cauca's Department with strong financial and social connotations. According to the last census done by the Departamento Administrativo Nacional de Estadística (DANE) in 2015, the data displays two types of poverty: firstly, the monetary poverty in which there is a valuation of goods and services such as housing, food, and education that are vital elements to subsist; secondly, the extreme poverty which just includes certain foodstuffs in the basic food basket. In Cauca Department, the rates of monetary poverty are 51, 6% and in relation to extreme poverty are 24%; according to that, the inequality in the distribution of wealth shows that the resources of our country are in hands of a small group of people. Poverty remains a problem that indisputably affects the majority of families in Cauca, especially children, placing them in a vulnerability situation.

Another factor that is reflected negatively in our society is unemployment; according to DANE in 2017, the unemployment rate was 9, 4% which indicates a considerable number of Colombian people affected by this problem; also, the lack of opportunities takes its place in the rural areas where the majority of parents are forced to look for informal employment to subsist, requiring big efforts in return for a low payment. This reality of disproportional employment and unemployment is reflected in Vereda El Sendero in Popayán, where most of the parents have to leave their children alone in their houses or in the care of third persons for a long time because they work along the day; in consequence, they expose children to all kind of risks, mainly emotional and physical abuse.

Due to the lack of economic resources, children's opportunities are limited even in aspects of the human development; as a solution for this reality, in 1986 the national government

created the Community Homes in ICBF, targeted at children under the age of 5, who take part in the ***early childhood group*** to benefit and work for their integral development; however, the ICBF has some shortfalls that prejudice children directly like corruption cases affecting a large part of the economic resources. Instead of allocating these resources to education, food and children protection, they are redirected towards third parties and not invested as they should be. Based on the previous information, we understand the reasons that do not allow to foster an educative environment for the human development in the community homes of ICBF where the children stay during the day; for strengthening this sector to which our population belong, we firmly believe that education can generate a mentality change, so it is necessary to take different educative paths from various enriching experiences to arise love for learning, since little children learn naturally by actions and games recreating their own lives and solving conflicts through imagination; therefore, we agree that the creative learning environments must be strengthened, as it is supported by Ministerio de Educación Nacional – MEN (2009):

The interaction that children have with objects, daily events, and forms of cultural mediation, allows them to construct and to transform increasingly complex procedures based on the experience. The predominant aspect is found in the contexts of interaction, which fosters the development, the most advanced ways of thinking and relating with others, which in turn allows children to deal with the complexity of problems in the society [1] (p.92).

It is crucial to be based on the observation of the characteristics, interests, and needs of children to create experiences of significant learning through English immersion activities. It demands from teachers and educational actors an intentional work that seeks to promote

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enriching environments with challenging situations for them. It is essentially a relationship of love and comprehension between the teacher and children because an appropriate attitude of the teacher will affect children's learning, taking into account that the emotional aspect is closely linked to learning; thereby, we highlight the importance of being willing to get involved in children's lives to support, accompany, and motivate them. For this reason, incorporating the English immersion with daily activities takes an important role in education and the cognitive development of the child; along these lines, the research question arises:

How does English immersion as a pedagogical strategy contribute to the integral development of the 2 to 4-year-old children from ICBF Community Homes, in Vereda El Sendero in Popayan?

2. Justification

In order to contribute to minimizing the levels of social inequality and educational exclusion that face most of the families in Cauca department, it is our duty to decide on promoting equality of educational opportunities within environments of joy, respect, and coexistence. To be committed to kids' education is to invest in the future of our country, a country that has suffered the scourge of war for many years, and today it is aiming to transform the nation with peace and respect. We firmly believe that the education given with love allows us to forge in kid's bonds of unity, respect, and critical thinking, essential elements for living together in a society. As a contribution to the commitment that the University of Cauca has been developing, *toward the Construction of a Territorial Peace*, we consider pertinent the implementation of our project because we hope to impact our population positively.

We take into account the importance of fostering an environment in English, recreating activities of daily life for promoting meaningful learning experiences. Piaget explains that the cognitive development process based on exposing children to new experiences, allows them to create ideas and to build concepts of the environment that surrounds them. In the stage of early childhood, it is essential to support the integral development through English immersion activities such as those we proposed in this study, that is why we agree to Piaget when he affirms:

A process of reorganization and permanent transformation of the competencies requires some experiences and challenges that allow children to know the real world, others, and themselves progressively. Throughout the first years, little children interact in spaces which

can be wealth and novel to the extent that exposes them to the demands of daily life; for example, the dialogues between mother and baby, the resolution of daily problems like tying shoes and traditional practices of their Community, such as games, rounds, dances, and stories [2] (p.86).

The teaching of the English language focused on early childhood population had been worked on our undergraduate program only once, and there are no proposals of implementing an English immersion with communities overwhelmed by poverty and lack of opportunities. For the above reason, our project bets on the teaching of English as a foreign language through an alternative pedagogy, turning our proposal into a transformative idea for the Programa de Licenciatura en Lenguas Modernas Inglés-Francés. Likewise, we expect to awake some interest in the importance of educational- social work, so we dream of getting other students involved in the future through a pedagogical practice in this rural area, and enriching our initiative with critical thinking that leads towards the transformation of the education. Concerning pedagogical practice, Elliot (2005) affirms:

The teacher's professional practice is a process of action, cooperative reflection, inquiry, and experimentation, where the teacher learns by teaching and teaches because he learns; besides, he intervenes to facilitate and not force or substitute the student's understanding and, upon his reflections about his intervention, he exerts and develops his understanding. [3] (p.18)

Undoubtedly, the impact on the children's lives starts when the educator has a positive attitude and he is ready to establish links with the students; that means not only to transmit

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intellectual knowledge but also to support, to accompany and to motivate them in order to generate an integral impact on the intellectual and emotional part of the learners.

The present project is carried out in order to contribute to the integral development of children through English immersion, promoting equality of opportunity in bilingual education of underprivileged children, and recreating a learning environment of joy, respect, and coexistence where children feel themselves confidence of exploring and expressing openly.

3. Objectives

3.1. General Objective

To implement English immersion as a pedagogical strategy for the contribution in the integral development of 2 to 4-year-old children, who belong to community homes of ICBF, located in Vereda El Sendero.

3.2. Specific objectives

- To recreate English immersion daily activities for the stimulation of cognitive, emotional and social abilities.
- To apply didactical tools that allow children to explore their environment.
- To describe and analyze the essential aspects of the implementation of immersion as a pedagogical strategy.

4. Limitations

The crucial factors that possible delay or restrict the execution are exposed down below:

- The absence of some children during the immersion, which caused children who did not attend the community homes to have less progress than the others.
- The interruption of the external actors during the English immersion in the community homes because they were family houses and sometimes there were a lot of people around.

5. Methodology

Social investigations seek to know more about individuals and their emotions; for this reason, it has been decided to do this research using a qualitative approach, which allowed us to observe the progress in the integral development through the analysis that was carried out after each session.

Qualitative research is known as a process of interrogation and knowledge that explores certain social and human problems. The researcher constructs a complex panorama and he analyses the discourses; finally, he refers to detailed visions provided by the population to carry out the study in a natural environment.

5.1. Methodology Design

In the development of a project, it is vital to choose a research design that contributes to obtaining the fundamental aspects shown in the results of the analysis allowing the achievement of the objectives later, and finally to reach an answer to the research question posed. The design chosen is the Participatory Action Research (PAR) because it is a particular experience inscribed in the real world, not just into mind, with intentions of achieving a social and educational change. To explain this design clearly, Elliot, cited by Latorre (2003), defines action - research as:

A study of a social situation to improve the quality of the action within it, and understood as a reflection about the human actions and social situations experienced by the teachers that aim to broaden the understanding (diagnosis) of the teachers' practical problems[4] (p.2).

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The implementation of the action research is carried out in a participatory and collaborative manner. Zuber-Skerritt (2003) points out that:

Action-research is characterized as being participatory and collaborative; the researcher is not considered as an external expert who conducts a study with people, but a co-investigator who researches with and for people interested in practical problems and improving the reality (p.25).

This design of the action research implementation is effected cyclically; first, the problem is identified; second, a solution is planned and implemented; third, the observation and reflection of the results are done; finally, a new cycle is started.

5.2. Data collection instruments

To highlight the work that we did, and report the process where both children and community mothers are part of, the observation became a significant tool for the data collection because it helped us analyze children's reactions, their evolution in a foreign language and the effectiveness of the activities proposed.

Based on keeping a written record or binnacle of the observation, it was used the "Tell the Story" form (*Annex 1*) adjusted by us to describe the moments spent in each session. Besides, it was written a reflection at the end of each session as well as the contributions of each activity to the general objective and the specific ones, and it was taken audiovisual elements such as videos and photography that allowed us to complement the investigation.

5.3. Population

24 children between 2 to 4 years old in vulnerable situations, among which 6 have been displaced, 8 belong to indigenous people, and the rest of them do not apply to a specific group of these categories. The population belong to the ICBF community homes, named: Mis Ositos and Semilleros, located in Vereda El Sendero, Popayán, Colombia.

5.4. Procedure

With the purpose of developing the project in an orderly way, the procedure was divided into five phases: The sensitization, the exploration, the implementation, the analysis, and the socialization.

5.5. The sensitization phase

During the II Semester in 2017, this phase took place where the group of children had the first contact with the English language. One of the main purposes was to know our population creating a bond of trust. Some photographs, videos, and written reflections were collected with the aim of monitoring and recording the progress. Additionally, we read some investigative articles about the development of early childhood and the strategies used in teaching.

5.6. The exploration phase

During the I semester in 2018, a work of observation in three community homes of ICBF in Popayan city was carried out; we noticed the remarkable differences with the aim of contrasting the community homes in the city and the community homes in Vereda el Sendero. On the other hand, we visited Tejiendo Vida school, Amalaka school, and Campestre Americano school where are implemented alternative pedagogical strategies for stimulating the students towards the caring of the environment, having a motivation to learn through daily activities.

5.7. The implementation phase

We carried out activities with children according to objectives such as to stimulate their gross and fine motor skills, to encourage language development, to promote their communicative and social skills, and to motivate their creativity and logical-mathematical intelligence which contribute to their integral development.

Sessions were developed in a total of 44 hours, two days per week, from 8:00, am to 10:00 am. They were documented through the "Tell the Story" form and recorded through videos and photographs.

The following chart shows the activities planned for one of the sessions.

Chart. 1. A model of the Lesson plan for the second session.

Time	Activity	Objective	Description	Materials
8:00- 8:10 (10')	Song	To promote gross motor and listening skills.	Sing the song: the wheels on the bus. (*Annex 6*)	-Speakers. -Computer.
8:10-8 :30 (20')	Breakfast	To spend time with them.	Children sit down and have their breakfast	-Food
8:30-8:50 (20')	Categorizing geometric shapes according to their color.	To stimulate fine motor skill.	Each child has a number of cards combined, and the challenge is to identify the colors and insert them in a toilet paper tube (of the same color) doing it by association.	-Geometric shapes cards. -Toilet paper tube with different colors

8 :50-9 :10 (20')	Geometric Shapes	To enhance fine motor skill.	We form some geometric shapes on the floor with adhesive tape. Children complete the interior with small shapes similar to the big ones.	-Geometric shapes cards. -Tape.
9:10-9:20 (10')	Clean up	To create good habits.	The children help clean up while they sing.	-Cleaning elements
9 :20-9:40 (20')	Ellipse game	To develop gross motor skill.	We draw an ellipse on the floor using an adhesive tape. Children start walking around on the line of the ellipse with music. Then the game changes and they had to jump with one leg on the line of ellipse.	- Speakers. - Tape.
9 :40- 10 (15')	Hands and teeth!	To create good habits.	Children wash their hands and brush their teeth with our help.	-Water -Soap -Toothbrush

5.8. The analysis phase

The analysis of data was based on the fundamental theory, which in words of Glaser (1992), "is a methodology of analysis, starting from the systematic collection of data, to generate an inductive theory on a substantive area" (p.16). Therefore, the content registered in our tool "Tell the story" form was organized according to the community home and the number of the session; later, the patterns were identified to extract categories and subcategories; finally, the description of each category was analyzed, taking into account the findings, our opinions, and opinions of experts related to our results.

5.9. The socialization phase

It is the final part of the research, in which the results of the project will be socialized to the public.

6. Referential Framework

6.1. Theoretical and conceptual references

For the development of this project, we studied some important concepts, among which we highlight the principal ones: *linguistic immersion, early childhood,* and *integral development;* Besides, we relied on diverse fundaments like the Montessori Method, learning by doing, the five dimensions from a constructivism approach, a sentient psychology in education which are closely related to the principal concepts. These studies allowed to establish bases for the creation of suitable environments within a context of immersion.

6.1.1 Linguistic immersion.

It proves to be a very useful pedagogical strategy for motivating and encouraging the learning of a foreign language in a way as natural as it is the acquisition of the mother tongue; the immersion activities are carried out with the purpose of abstaining precisely from the grammatical explanations and the traditional methodologies in the classroom. In this sense, the linguistic immersion enables our participants to live real learning through repetition, imitation, and demonstration, developing the oral comprehension and production of a foreign language. According to Bostwick and Gakuen (2004), language immersion is an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language.

For the implementation of the immersion, Montessori Method and the curricular guidelines established by La Secretaría Distrital de Integración (SDIS) were a solid support because learning is more effective when children have a prepared environment and the appropriate tools according to their ages, characteristics, and interests which allow them to develop self-

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confidence, independence, and take active participation of their learning process; therefore, this intention is consistent with our purpose since during each session the activities and the materials were carefully planned, creating an immersion environment where children feel encouraged to explore, take risks, express ideas, and interact. The MEN (2009) states:

A meaningful educational space is a structured scenario to challenge and generate multiple experiences for the children that participate in it. It is a set of interrelated situations that facilitates the construction of new knowledge and allows the development of more advanced thought forms for interacting with the world [5] (p.86).

Learning by doing is a proposal made by John Dewey (1938) where the learning experiences are relevant for students, making learning enjoyable and effective; moreover, based on this student-centered theory, we offered children experiential activities with the purpose of enabling students to be an active agent of their learning where the English language is achieved through practical tasks. It is necessary to cover the teaching of English from encouragement through innovative activities in a loving, cheerful, motivating environment; bringing as a result, the strengthening of the skills and abilities.

Finally, taking into account that a linguistic immersion with an early childhood group is an incredible opportunity to approach naturally to a new language, Deprez (1994) affirms:

The pre-school level facilitates the learning of other languages while developing the capacity for abstraction, the interaction between linguistic and cultural skills, listening, adaptation, and creativity. The combination of all these metalinguistic skills prepares the

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student to conceptualize the two linguistic systems and contributes to the development of the mother tongue [6] (p. 207).

6.1.2 Early childhood.

The implementation of English immersion as a pedagogical strategy is ideal in early childhood (the stage between 0 and 5 years) allowing children to start exploring the world around them and develop their emotions and skills; in terms of Perinat (2007) "early childhood is the most important evolutionary stage of human beings, as the experiences that children live in these years are fundamental for their subsequent development" [7] (p.7). Furthermore, the ability to generate neural connections and the learning experiences that children acquire is transcendental for creating strong internal roots.

In the work *Sentient psychology and the education*, Célestin Freinet establishes the importance of the natural process young children have through the repetition and imitation of the behaviors they see around them for creating concepts about life itself. Little children not only tend to recreate fantastic scenarios with great imagination but also to repeat familiar scenarios to find out their preferences and their own identity. Teaching toddlers has to be approached from a sentient psychology since they learn through symbols; for instance, a doll can be a real baby, and a block can be a phone; this is called symbolic thinking that helps them to learn the roles in daily life. That is why the early years of a child's life are so important to build solid foundations; besides, taking into account that patterns of behaviors and competencies are developed during this stage of life, these theories contributed significantly to a linguistic immersion with little children because they are at the best stage of life for acquiring a new language, as Eming (2002) affirms:

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Toddlers usually begin to establish a recognizable vocabulary, which grows exponentially over the next few years as language structures emerge and speech and language continue to develop. These infant and toddler years are critical for establishing the foundation for future literacy development (p.17).

6.1.3. Integral Development.

A principal component in the growth of early childhood is the integral development, understood as the development of aspects of life such as physical, educative, social, and cultural. In Colombia, according to the article 29th of Código de Infancia y Adolescencia, the integral development in early childhood is established as a fundamental right: "the early childhood is a vital stage in which the bases for cognitive, emotional, and social development to the human being are established. It includes the population range from 0 to 5 years old" [8].

Our English immersion proposal aims to contribute to the integral development through activities that empower the social relationships and cognitive development of the children, helping them not only to establish good relationships but also to have a good educational performance in the future. One of the references taken was the curricular guidelines established by SDIS (2013), which is a district entity that has special attention to those in conditions of poverty and vulnerability, establishing a strong focus on the integral development of early childhood. According to la SDIS, the five dimensions proposed from a constructivist approach to work with early childhood are:

- Personal and social dimensions: Social development and personal well-being are fundamental in the early years of life. The child is a social being by nature who learns easily over the years but takes a lot of time recovering from the emotional damage.

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‎ Corporal dimension: Considering development as a process in which various factors interact with one another, it is in this dimension that the interdependence of biological maturation and the influences of the social environment are clearly stated. During this stage, children create their bodily image, become more dynamic and active in the relationship with the environment, and they move from their initial immaturity to autonomous development.

‎ Communicative dimension: Communication is an important process to make coexistence possible through the exchange and construction of meanings with the people around.

‎ Artistic Dimension: Art arises from the need to shape significant events in the lives of human beings and evidence of its symbolic character.

‎ Cognitive dimension: It is conceived cognitive development as the set of thought processes that allow the human being to build knowledge and give meaning to reality.

For the integral development, little children need appropriate conditions, psychosocial stimulation, and meaningful interactions with their parents, relatives, and teachers who influence in their process. For this reason, we firmly believe that educators must take full advantage of this early stage of life to enrich English environments that contribute to the integral development; educators must look at the extraordinary qualities and abilities young children have, and be interested in their well-being in order to support them during the learning process.

6.2. Contextual references

In Vereda "el Sendero" located at kilometer 3 in Popayán, there are approximately 180 families, 540 of them are between 0 - 10 years old, and 24 of this group are 2 to 4-year old children who belong to the Community Homes of ICBF "Mis Ositos" and "Semilleros." Both community mothers not only have to prepare the food and look after the children from 7:00 am to 3:00 pm, but also to teach a monthly theme planned by the ICBF using few didactic resources as ream of papers, glue, crayons, and so on to teach children in a very reduced space at home.

The living room of the community mothers is a place used in the care and attention of children. The two houses were built in brick; one of them is located on the road, and the other one takes place in the settlement of the rural area. Both houses have two bedrooms with beds for the family members where children can also take a nap; furthermore, there is a kitchen divided by a fence and a bathroom that children and adults use.

6.3. Backgrounds

6.3.1. International Backgrounds.

A preliminary work corresponds to a research project carried out in 2016 by Mi-Hwa Park, with a qualitative approach named *Emotional Scaffolding as a Strategy to Support Children's Engagement in Instruction*. Bearing in mind that little children pass through a crucial time for the strengthening of their character, this project highlights the importance of early childhood in education and suggests that it is essential to propitiate educational centers where children can be independent, providing them support and encouragement in their achievements.

This work is linked to our research because it gives an approaching in the teaching of a foreign language that should not be focused only on the intellectual area, but also on the teachers' awareness concerning the comprehension and connection they get with the children's reactions. The attitude children have towards learning is influenced by teachers especially in the early stages of life.

A second work corresponds to Nielsen Niño, J.B., Lopez Perilla, A.M., & Jimenez Vanegas, E.R, (2015), who created a proposal of didactic units to promote the learning of oral skills in two languages in early childhood. This qualitative research emphasizes clearly the way the teacher carries out an activity to contribute to the construction of children's thinking applied in two kinds of modules: the first one is "Interacting colors" to develop basic vocabulary within different context of children's lives while they learn the colors, and the second one named "Sensorito" with the purpose of getting information about the emotional states of children. In this regard, this study contributes considerably to our research because it takes into account the environment and emotions of the children to achieve a meaningful learning.

6.3.2. National backgrounds.

It was found a research project with a qualitative analysis and descriptive approach called "Hacia el diseño de una propuesta pedagógica para la enseñanza de inglés a niños de 3 a 5 años del centro de desarrollo integral Semillas de Vida", carried out by a student of modern languages in the Pontificia Universidad Javeriana.

The main feature is that the population belongs to a vulnerable sector, where there are some cases of unwanted children, parental neglect, and forced displacement; consequently, this investigation proposes teaching English in a significant manner, according to the children's needs and interests, in line with their social, economic and cultural situations that surround them. From the profits shown in this research, like English learning with activities that promote the development of childhood, we consider that this project can provide relevant information to our initiative.

6.3.3. Local Backgrounds.

It should be noted that the local references related to the matter of investigation in our field are limited. However, it has been found a research carried out in 2008 by students of the program of Modern Languages English-French (PLLMI-F) of the Universidad del Cauca, named "The first contact of the transition level children at the Divino Niño kindergarten with the English language learning through ludic as a means to alleviate the problem of dispersion", which aims at the implementation of playful activities based on real experiences to study the troubles of dispersion that children have when they learn English. The execution of this strategy enhances the motivation children have towards learning English, allowing them to have creativity through active participation, sociability, and having fun; according to that, it has been taken into consideration the good ideas developed in this research in order to implement them in our project.

7. Ethical and Legal Aspects

Based on article 29th "The Right to the Integral Development in Early childhood", the current research and academic project carried out with children from the Community homes ICBF in Vereda El Sendero analyzed the contribution to the integral development through the implementation of a proposal for English immersion, respecting the right to the integrity and education.

For researchers, it is vital to prevent the diffusion of the data gathered outside the context of the study; similarly, parents/legal guardians of the participants were previously informed about the use of the information that contributes to the research and the PLLMI-F, as well as they agreed on allowing us to take videos and photographs (*Annex 7*). According to article 33rd in Código de infancia y adolescencia, the data is confidential and the information will be used only to enrich the research.

This academic research did not affect negatively the participants; on the contrary, it made meaningful contributions to their development without any risk.

8. Findings and Data analysis

To obtain the findings, we categorized the content registered in the Tell the Story form, and we expressed the different situations observed in each session; likewise, the quotes that are going to be shown in quotation marks correspond to the *Tell the Story* form.
 Now, we specify the initials to understand the elements used at the end of the quotes.

- *Tell the Story (TS)*
- *Class (C)*
- *Community home (CH)*
- *Community home "Semilleros" (SM)*
- *Community home "Mis Ositos" (OS)*
- *Tool (T)*

It was found that children have a great ability to learn a language naturally through several factors or means like conversation, games, subjects, etc. Therefore, to base the activities on their needs, and to create a safe environment according to their context contributes significantly to children's lives; in this vein, at the beginning of the project a group of activities were selected and established for carrying out the English immersion work with children; they were: *clean-up, commands, exploration, songs, and arts & crafts*, which arose children's interest in learning a new language.

It is important to implement good habits in children through the daily routine; it helps them feel safe, to generate virtues and an emotional balance, contributing to developing their personality; according to this, it could be said that the *clean-up activity* (*picture 1*) helps

children establish order, autonomy, cooperation, perseverance, and strength of will; then, it becomes a starting point of right habits that will endure throughout their lives. The development of our *clean-up activity* consisted of singing the *Clean-up* song while we showed them the meaning of it by doing the actions of tiding and organizing while they observed how to do it. We perceived that by doing this kind of activity, children responded with more enthusiasm as it was registered: "We also cleaned up the tables and all the place singing "clean-up"; children sang this song while helping us clean." (T:TS/C:10/CH:Sm). During every session, we did the *clean-up routine* and we observed that children could understand the purpose of the activity establishing a song as a code to organize the place; in this context, after doing each activity, we sang: Clean up, clean up! (*Annex 2*) Kids knew that the song meant "let's organize and clean" In short, *"Clean up activity"* turned into a daily routine.

Picture 1: Clean up activity

On the other hand, children are in continuous movement because in the first stage of childhood they need to explore their environment; besides, children are improving the coordination of the body naturally, so *commands* also known as *total physical response* are good means that promote the curiosity, motivation, and corporal expression in the development of memory by repetition, listening skills, and gross motor skills. In the process of immersion, we played commands like *sit down*, *raise your hands*, *turn round*, *jump*, *move your body fast and slow* as a way to keep the attention and to learn to follow instructions; an example of this is that "we knew that children does not speak English, so we showed them the meaning of the word with motions; when we were sitting we said "stand-up" and immediately we stood-up." (T:TS/C:01/CH:Sm). During the first sessions, we used some *commands,* and then we introduced more of them when children understood the meaning of words like "*stand up*" "*sit down*" "*turn round*" which were the first words that we worked on.

One of the elements that educators can use in immersion as a fun activity is *exploration*, because when children are between one and five years old, they have an interest in everything that surrounds them; it seems like everything is new for them, and they have the need to know how things work and what they are made for; for example, we planned the activity of *cooking masitas (picture 2)* and we made small stoves with cartons to develop the task and make it more real; in that session "we organized the dishes and the ingredients to prepare the dough; then, children sat in a circle on the floor and we gave them the flour mixture so they could touch it with their hands; after frying the dough in a pan on the cardboard stove, they washed their hands and then they had breakfast together while we listened to music watching some videos." (T:TS/C:13/CH:Os).

Picture 2: Cooking "masitas"

Exploring benefits children in different ways, fostering them to dive into their senses like tasting, touching, seeing, and smelling, as it was mentioned in our tool "We sat down on a circle and showed children the gloves filled with different textures such as rice, cotton, flour; we noticed that they had not had the opportunity to do it before; in this case, they had to share the gloves filled with different textures with their classmates, so we benefit from this situation and taught them the importance of sharing." (T:TS/C:03/CH:Os). Another advantage of the exploration is social and emotional growth because the little children love to discover new things, becoming more confident when they are sure they have the support of their parents and guidance of their teachers. Through games planed teachers capture learners interests, but it is also important to remember to involve free play during certain time to enhance natural exploration, as it was quoted: "we did a game with hoops, so we tried to talk to them into the game with fun music, and when they saw us doing the representation of the activity, they got ready to join us. After the activity, they had free time to enjoy the hoops as they wanted.

Music played was an essential tool in this activity for engaging babies in the game."
(T:TS/C:03/CH:Sm)

Finally, through activities of exploration little ones improved the eye-hand coordination, that is the ability to track the movements of the hands with the eyes. For instance, "the activity of shooting colorful little hoops (made with recycled materials) was about throwing the little hoops and putting them into little tubs of cardboard, associating the color of the hoops with the color of the tubs." (T:TS/C:06/CH:Os).

The implementation of creative projects is an important factor; while children are doing their crafts stimulate fine motor skills. For instance, in kneading the play-dough is worked the eye-hand coordination because the fine motor activities help in the reinforcement of the cognitive capacity, creativity, and concentration. In addition, making *crafts* is an adequate way to propitiate a social interaction space through teamwork activities, and also to allow for an open artistic expressions and personal preferences; as it is stated in the next example "All children chose the color of the water painting they wanted to; they said phrases like "Yo quiero blue, yo quiero black*"* (T:TS/C:07/CH:SM), so we realized they were expressing their likes, and using the both languages to communicate their ideas. Something similar happened when they were with their parents at home; according to one of the community mothers the children used some expressions like "Hello" y "Goodbye".

The role of us as educators is meaningful since we are called to propitiate a positive environment where children feel they are appreciated through *encouragement words* such as: "you're doing great" or "you got it!" "That's beautiful!" among others. Another way educators are involved is through the reinforcement of the content learned by asking questions like "what color are you using?" while toddlers are making crafts.

Not only synthetic materials such as papers, crayons, painting, play-dough, and so on are found in our sessions; also we implemented some ingredients that they were familiar with in their daily routine to make some of the *crafts*. Thus, we showed them a fun and different way of taking the elements that surround them in order to create meaningful learning. For example, "we gave each child a piece of bread that we cut in the shape of a bear. The idea of this activity was to create a bear (*picture 3*), so children put its eyes, nose, and mouth with strawberries' marmalade. When they finished, they ate their creation" (T: TS/C:06/CH: Os).

Picture 3: Little bear with jam.

Finally, in every session we took into account the reinforcement of the vocabulary already learned in order to implement a new one; therefore, to explain the activities, we always used the tactic of sitting down on a circle with them to propitiate closeness, since the fact that we as educators are placed to the same height as children helps us to be more understandable; likewise, the vocabulary of the target language was presented by using interesting and relevant

examples. For instance, in the development of the activity of *little chickens* (*picture 4*) "we sat down and made little chickens with play-dough. The objective in this case was to potentiate artistic expression and to work fine motor skills through the visual-motor coordination. They remembered the yellow color, parts of the body like nose and eyes. It happened the same about the ripping activity where the fine motor skill of children was stimulated; we also encouraged them saying words like *Great! – It's beautiful! - Well done!*" (T: TS/C: 05/CH: Os).

Picture 4: Making little chickens with play-dough

In like manner, activities with *songs* are useful tools to carry out an English immersion with children because they facilitate the social and affective development to foster feelings of emotional security, self-confidence, and autonomy, so every day we started our sessions by sitting on a circle and singing the month's song. At the first sessions, they were shy and they just listened to us while we sang, but after several sessions children felt very comfortable and

participated enthusiastically. With this activity we intended to stimulate their listening abilities, intelligence, creativity, gross motor skills, and to start the journey with joy and happiness; *songs* involved gestures and body movements that served to establish a connection with the environment. In addition, *songs* improve the little ones' memory and cognitive skills thanks to repetition. "We sang a song together; other times, we moved our body doing movements with the rhyme; "sometimes we sang some songs like (*Annex 4*) and (*Annex 5*) without speakers neither multimedia; we did it by ourselves" (T:TS/C:04/CH:SM). In those opportunities, we realized that singing without music, the little ones could understand our pronunciation and they tried to follow us repeating some words enthusiastically.

Picture 5: Game to reinforce gross motor skill

The emotions that children experienced during the activities affected their perspective about English and generated different kinds of reactions. The way young children perceive knowledge the first time is very important in their learning process because, if children are not

interested in the topic, they probably will not have a good attitude to learn and understand the purpose of the activities, so observing *children's reactions* towards the activities was a starting point that helped us enrich the learning experience and the teaching process to evaluate the effectiveness of the lesson plan, and take what we observed to improve the plan if necessary.

Some of the reactions that were observed during the development of the sessions were *apathy, engagement, shyness, and curiosity*. The *apathy* was manifested as a lack of motivation of children to participate in immersion activities; sometimes, some children showed an expression of indifference, laziness or disengagement in the learning environment, "In the activity of singing two children did not participate, they were just sitting and observing their classmates". (T: TS/C: 04/CH: Os). *Apathy* is not always represented with a quietness or shyness behavior; children can also behave in noisy and restless ways, this is the following case "children were dispersed during the songs; they were clapping or making other sounds not related with the songs, and sometimes jumping; as a result of this behavior we asked for attention and finally everybody participated." (T: TS/C: 05/CH: Os).

The reaction of *apathy* can be identified as a barrier for spontaneous learning; this barrier avoids that children achieve the goals proposed by educators, also apathetic children can influence negatively in their classmates' involvement during the sessions; for example, "the kid who always said "*I don't like English*" did not want to sing and influenced the disposition of others trying to call for attention." (T:TS/C:10/CH:Os). Over time this child became familiar with us and the immersion process.

It is well known that in educational field certain intellectual, emotional, behavioral and physical factors play an important role in the learning process; all these aspects are included implicitly in the term "*engagement*", which is a group of non-cognitive factor-like interest, curiosity, perseverance, attitude, including others that children could evidence when they are

learning. For this reason, it is important that educators establish a positive environment of opportunities for children during the learning process, and that starts by the attitude that we as educators have towards children, spreading happiness, peace, and creating a kind of relationship that strength motivation. It is clear that our energy was very important to motivate children to participate in activities, because when children are interested in the activities and have curiosity, they reach a high level of engagement, increasing their motivation, and as a result, they get a meaningful experience. For instance, "When we saw the reactions they had when we encouraged them, it made us believe that the kids' learning attitude and progress depended mainly on how we connected with children emotionally to build a self -confidence in what they do." (T:TS/C:06/CH:SM). Generally, engagement has several benefits such as enhancing their learning experiences, fostering interaction, having fun, improving concentration and promoting participation.

It is important to stimulate the *curiosity* of children because it helps children comprehend the environment that surrounds them, and improves the learning process. When we presented alternative materials and games in the sessions, we noticed that toddlers were amazed and showed great interest; in the activity of sensorial hands (*picture 6*), for example, they could try different textures: "This was something new for them and their faces seemed to be surprised with great expectation when they saw the gloves. They took a glove and they wanted to guess what kind of texture they were touching" (T:TS/C:03/CH:SM).

Picture 6: Touching the gloves with different textures

On the other hand, there were moments where kids felt somehow uncomfortable or nervous because they faced up unfamiliar situations, and strange people which produced *shyness* reactions. *S*hyness can arise affecting relationships, and inhibiting in classroom participation; also, the main characteristics of *shyness* are fear, wariness, and self-consciousness in social situations, generating kids to speak less. In one session we perceived that children were too shy, so they did not want to join us singing, and they were staring at us when we were doing motions. In some cases, the presence of *shyness* was too intense that kept some of them away from the interaction with other classmates even if they needed to.

Taking into bear that the motor skills are not developed entirely in the early childhood stage, sometimes *shyness* affected negatively in the performance of some activities that required motor skills; as it was stated "we also noticed that the youngest babies were shier than the other ones, and it was harder for them to move their bodies with some commands, so they preferred to sit still and quiet" (T:TS/C:01/CH:Os).

Picture 7: Children and educators

The emotions that educators experience with children's reactions (*picture 7*) are important too because they influence our teaching process, taking into account that the positive way of managing these emotions can transform teaching and learning into a meaningful experience. During the sessions, *the educator's emotions* can be summed up as *amazement, satisfaction, and frustration*. Children's positive reactions motivated us to continue with the labor, and, the different unexpected factors that were presented in the process challenged us to improve.

An amazement reaction comes from a good outcome unexpected during the activities; for example, when we observed the talent of children using great creativity in crafts, when children remembered the learned vocabulary in previous sessions, and when they loved to cooperate with each other and did not complain about sharing stuffs; all of those situations made us feel amazed.

Picture 8: Positive response of children while reading stories

Additionally, the other reaction was the *satisfaction* we felt in some moments when children showed positive responses towards us (*picture 8*). Our efforts as educators were meaningful impelling us to give the best of us, and keeping high motivation in both parts; for instance, when we noticed children eyes lighted up with unusual activities that awoke their curiosity to discover, it definitely made us feel very amazed since it is always gratifying to bring happiness to learners while they explore new things, as can be seen in the following quotation "At the moment of touching different textures, they had in their faces that expression of enlighten and we felt satisfied because everything worked as planned; it was a new experience for them to try out a glove filled with rice and sand." (T:TS/C:03/CH:Os).

On one hand, they inspired our motivation to keep going since we really wanted to be seen as close guides, instead of teachers who just impart some knowledge; on the other hand, many times our satisfaction not only had to do with the bonds strengthened (*picture 9*) but also with the improvement of English language, for instance: "We are very satisfied with the level they are acquiring in listening and understanding instructions. It is fantastic how communication in

English is being effective in this group!" (T:TS/C:06/CH:SM), and in this way, it was registered.

Picture 9: Strengthening bonds

Throughout the project implementation, we experienced many emotions such as happiness and excitement; however, not always things went great and in some cases we felt *frustration* because of many factors including children's misbehavior, disinterest, apathy, external agents, and one special case in which one child sometimes expressed that he did not want to learn English, so the impact of his attitude led us to look for more didactic tools to

make he enjoyed the immersion; another factor that provoked our frustration was the noise around the community homes especially when we were at the yard of the house, and many cars and trucks passed close to us which caused the inattention of children.; as it was quoted "When we did the activity outside, we felt incapable of taking the control of the group since we tried to speak louder, but the noise was a huge distraction turning it into an obstacle to continue with the activity." (T:TS/C:02/CH:SM); therefore, we noticed that this kind of frustration arose from the resistance to something to achieve the goal that had been proposed, in this case, the lack of control made us look for another alternative to engage students with the immersion.

Knitting reactions and emotions through the English immersion for the integral development of childhood:

The first contact we had with children started in 2017, with the desire to help out vulnerable people that cannot afford these English lesson experiences, providing a warm and comprehensive learning environment. As time went by, we felt in love with this idea, and in 2018 we enriched the project by focusing on English immersion. According to Bostwick and Gakuen (2004), "Language immersion is an approach to foreign language instruction, in which the usual curricular activities are conducted in a foreign language." [9] (p.1). As a result, whenever we went to the two community homes to share with these little ones, we started to speak only in the English language in order to do a language immersion, and as long as we got in touch closely with these little children and their necessities, we widen our vision about the purpose of the project, having now the intention of contributing to their integral development.

9. Our translation

We considered that it was an innovative idea because when we were revising previous studies of early childhood, we found out that the English immersion with toddlers had not been proposed commonly, especially in our program where we scarcely found only one project related. Additionally, from the very beginning, we dreamed of placing this project as a pilot project for the University of Cauca.

It was necessary to study the language immersion with toddlers, and after some researches, we decided to direct the intention and purpose of our project using the immersion not only as a goal of teaching an English language, but also as a tool to get closer to the little ones, to know their social context, their personalities and their talents, in addition, to provide a supportive environment, and to foster activities in which they enjoy new things and work on their abilities.

There are different conditions or variables for a language immersion context, among which we have considered, the age of students, the class time spent in the L2, and the contents taught. In our case the most important variable was the age of children which was ranged between two and five; along these lines, in terms of Morrison (2005):

Childhood is a vital stage of the life cycle of human beings that is extended from the gestation to five years old, in which foundations in the cognitive and emotional development are established as well as social aspects of the human being [10] (p.18).

10. Our translation

Picture 10: Warm-up

During this process, we had the opportunity to experience all the learning potential of children; we wanted to promote and strengthen all their skills, so every activity had one or two aims related to the contribution of different factors like the introduction of a new language, toddlers' psychological reactions, gross and fine motor skills, and a positive social environment to achieve confidence in themselves.

Among the several activities that we carried out, we found out that the following activities were the most significant ones: *Commands (Total Physical Response), Arts and Crafts*, *Songs*, *Clean up*, and *Exploration*. Through the implementation of these activities, we obtained some techniques: *Imitation*, *Repetition* and *Encouragement words,* which made the activities more understandable for children.

By interacting with children, we realized that in first place *imitation* is an adequate technique to make the activities more understandable, so in that way toddlers were engaged with the actions. In words of Noel Schumann (1980) "Imitation is the action that consists of the reproduction of observed behavior in other individuals; it has been considered as the result

of learning, or as the natural consequence of the sensory-motor activity" [11] (p. 68). In early childhood, one of the most effective ways of learning is by imitation; for this reason, we turned it into a technique of English immersion which allowed us to communicate with children, so when we explained an activity, our demonstration was crucial to make children understand, and the more interesting part was that they used to copy our words and our movements.

In second place, the *repetition* of the activities was another fundamental technique in our project that helped children feel at ease in getting instructions in a new language; for example, we repeated the activity of "cleaning up" several times. To do this, we used to sing the clean-up song, and they already knew what they were supposed to do. It is essential to mention that we used to sing songs many times, resulting in the improvement of their pronunciation. The repetition can be a highly effective way to help them acquire new skills. Aristotle (1906) said about it "is frequent repetition that produces a natural tendency" [12] (p. 113)

Finally, another technique was the *encouragement words* used in classroom. Phrases such as: "you're doing great!" "you got it!" "That's beautiful!" were the key to strengthen their confidence in performance; thus, hearing this kind of positive expressions helped them try new things when they could think they were not able of doing something. Taking into account that they are in the stage of life in which they need foundations for the self-esteem, we pursued to teach them that failure in any activity was part of their learning process and that they could be very good at performing any activity as long as they kept trying; that is why the psychiatrist and educator Rudolph Dreikurs (1976) considered that "the education of any child has two fundamental elements: encouragement and not discouragement. All children need to be continuously encouraged as much as the plant needs water" (p. 29).

11. Our translation
12. Our translation

From an early age they need to learn how to cope with the frustration that life brings their way.

On the other hand, another aspect found during the immersion was *the educator's emotions*. Hockenbury and Hockenbury (2003) affirm that "Emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response" (p. 344). Now, it is clear that the teaching-learning process is just as much emotional as a cognitive one; therefore, the registration of educators' emotions contributed to the development of the project because we could analyze how we were affected by many factors, concluding that educators' emotions were linked to children's reactions and vice versa. Reflecting on our own feelings as a result of children's reactions and our expectations, made us wonder about our teaching strategies, so we decided if they had to be improved or not, according to the methodology of Action Research that we focused on where everything is continually monitored to be better. Consequently, the children's reactions and educators' emotions are correlated with each other as components and results that influence the English immersion process.

From the activities and techniques, we found that the *children's reactions* and *educators' emotions* were factors that the development of the immersion.

Talking about *children's reactions*, it was found: *Shyness*. Sometimes children were pretty quiet and timid, giving themselves time to process new things; Noel Schumann, (1980) defined it as "a feature of character marked by a lack of security, mainly with the contact with others, the anxiety, the fear by the judgment that the others can do" [13] (p.123).

Another reaction was *apathy;* Noel Schumann, (1980) said that "it is the decrease of the activity, especially in the domain of affectivity and relational life" [14] (p.18). Sometimes

13. Our translation
14. Our translation

the toddlers showed a lack of interest in some sessions with an attitude of disengagement towards certain activities, or just because they wanted to attract attention; however, there were times where their *curiosity* and interested arose; William C. Morse and Max Wingo, (1969) stated that "The child's endless curiosity about the world around him is one of the greatest assets the teacher can draw upon" [15] (p. 123). It is a great experience to spend time with toddlers due to the desire they have to explore everything and everywhere; during the immersion, we could see how they were fascinated with new materials like papers with different textures, colorful paintings, play-dough, cotton, and other similar facilities that allowed them to express themselves creatively. Finally, the last finding in children's reactions was *engagement* that could be seen mainly during the activities that involved motions, games, and crafts according to their preferences. In words of Skinner and Belmont (1993), "there are three kinds of engagement: behavioral, cognitive, and emotional engagement (…) there are students' feelings of interest and happiness during achievement-related activities" (p.24).

Picture 11: Free play activity

15. Our translation

Every time we went to the community homes to do the English immersion, we observed not only the toddlers and their reactions, but also we reflected upon our reactions depending on how we conceived the situations; that is why we are going to introduce the main educator's emotions we registered: amazement, satisfaction, and frustration.

Amazement is an "Emotive state provoked generally by unknown situations, apparently important and disconcerting"[16] (Noel Schumann, 1980); this sensation arose in us mainly when children exposed their great capacities during the activities, and when they understood the English language through simple instructions. The children and us enjoyed a lot the time we spent together, and we were proud of seeing the progress.

Another emotion is *satisfaction* "It concerns the outcome of an activity, referring to the combination of extrinsic rewards such as praise or good marks and intrinsic rewards such as enjoyment and pride."[17] (Zoltán Dornyei, 2001, p. 110). When children got to the objective that we had set, and when everything was going smoothly, a great satisfaction was produced in us; however, when things did not work as planned we had to deal with what we know as *frustration*, which in words of Noel Schumann, (1980) is "a term of the psychoanalytic vocabulary that has passed to the usual language with the general sense of in-satisfaction" [18] (p. 61).

Having mentioned the findings that we obtained thanks to the data analysis, it is absolutely clear that the activities proposed for the English immersion process contributed to the integral development of the population because they stimulated gross and fine motors skills, listening and speaking skills, and social and emotional skills. Also, changes over time could be

16. Our translation
17. Our translation
18. Our translation

appreciated, allowing emotions and reactions to be expressed in both parts, and one important aspect was that children looked really happy to learn English because when it came to participation they really loved to be part of the activities in an English context; they understood simple and repetitive sentences surprisingly.

We consider that those results with a positive impact come from the environment where they were at, taking into account that we propitiated a warm and safe place they could be familiar with; therefore, it is important to say that knitting a good and close relationship between educators and children has a relevant point in aspects such as confidence, learning, and free expression. During the development of this project, we found that there was a correlation between children's reactions and educators' emotions such as feeling motivated when children showed a good reaction during the activities.

If toddlers feel loved and accepted they will live an English immersion naturally and express themselves in the foreign language with confidence. Our project proved that teaching English can be done as a means of helping and contributing to little children in the cognitive, linguistic and socio-emotional aspects.

9. Conclusions

↓ The English immersion as a pedagogical strategy contributes to the integral development of children between 2 and 4 years old, who belong to community homes from ICBF located in Vereda el Sendero.

↓ It was determined that children are influenced positively during the implementation of this project, thanks to an appropriate environment that promote creativity and a desire for learning English.

↓ Daily activities like songs, crafts, commands, and clean-up are indispensable during the English immersion because they turn into didactic tools for stimulating social, cognitive, and emotional skills.

↓ Repetition is so important in an English immersion process because, with this technique, children improve their listening skills, pronunciation, and comprehension of simple words, and also it helps them remember what they have learned previously.

↓ It was found that reactions and emotions between children and educators have a significant role to establish close ties, benefiting children with confidence to learn, express themselves freely, feel motivated, and have good perceptions.

↓ Background English music during the activities is a great aspect to implement in the immersion and obtain better results because while an activity is developed, children are singing the songs and improving their listening and speaking skills.

↓ One of the indispensable aspects to implement an immersion with toddlers is sitting with them on a circle to teach the class, and also observing how children play and interact with each other.

＋ After analyzing our tool "Tell the story", it was found out three techniques: imitation, repetition and encouragement words, which help the implementation of this project.

＋ Learning by doing is essential for English immersion with young children because they practice what they learn in a context of a foreign language.

＋ The use of simple and economic materials such as salt, flour, beans, fruits, cardboard stove, and so on, gives a good opportunity to learn and explore new things. They also have the chance of recreating their reality through games proposed by themselves and spending time with each other.

＋ This study concludes that it is possible to stimulate and contribute to the integral development of early childhood during the learning of a foreign language in a positive immersion environment, characterized by factors as comprehension, acceptation, and motivation.

＋ This entire road towards knowledge has instructed us wonderfully both in academic and personal life.

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Annexes

Annex 1. "Tell the story" form.

NAME OF THE PROJECT:				
INMERSIÓN EN INGLÉS PARA EL DESARROLLO INTEGRAL DE LA PRIMERA INFANCIA EN LA VEREDA EL SENDERO				

Name of School:	Classification: Observation and participation		Number:	
Subject: English immersion	Grade: Age of group:	Time:	Type of school: public	Number of students:
DESCRIPTION: (A brief description of the school) Address, neighborhood Distinguishing features of the school				
TELL THE STORY				

DESCRIPTIVE/NARRATIVE LEVEL

WRITTEN NARRATION:

1. DEVELOPMENT OF THE LESSON

2. END OF THE LESSON

REFLECTIONS/ACTIONS/FINDINGS

CONTRIBUTIONS TO THE SPECIFIC OBJECTIVE 1

CONTRIBUTIONS TO THE SPECIFIC OBJECTIVE 2

CONTRIBUTIONS TO THE SPECIFC OBJECTIVE 3

CONTRIBUTIONS TO THE GENERAL OBJECTIVE/IN CONCLUSION

Type of chart: Narrative	Presented by: Students' names) Date :

Annex 2. Clean-up lyrics

Clean-up

Clean-up

Clean-up

Everybody everywhere

Clean-up

Clean-up

Everybody do your share

Annex 3. If you're happy lyrics.

If you're happy

If you're happy happy happy, clap your hands.
If you're happy happy happy, clap your hands.
If you're happy happy happy, clap your hands, clap your hands.
If you're happy happy happy, clap your hands.
If you're angry angry angry, stomp your feet.
If you're angry angry angry, stomp your feet.
If you're angry angry angry, stomp your feet, stomp your feet.
If you're angry angry angry, stomp your feet.
If you're scared scared scared, say, "Oh no!"
If you're scared scared scared, say, "Oh no!"
If you're scared scared scared, say, "Oh no!" Say, "Oh no!"
If you're scared scared scared, say, "Oh no!"
If you're sleepy sleepy sleepy, take a nap.
If you're sleepy sleepy sleepy, take a nap.
If you're sleepy sleepy sleepy, take a nap, take a nap.
If you're sleepy sleepy sleepy, take a nap.
If you're happy happy happy, clap your hands.
If you're happy happy happy, clap your hands.
If you're happy happy happy, clap your hands, clap your hands.
If you're happy happy happy, clap your hands.

Annex 4. One little finger lyrics.

One little finger

One little finger, one little finger, one little finger.

Tap tap tap.

Point your finger up.

Point your finger down.

Put it on your head. Head!

One little finger, one little finger, one little finger.

Tap tap tap.

Point your finger up.

Point your finger down.

Put it on your nose. Nose!

One little finger, one little finger, one little finger.

Tap tap tap.

Point your finger up.

Point your finger down.

Put it on your chin. Chin!

One little finger, one little finger, one little finger.

Tap tap tap.

Point your finger up.

Point your finger down.

Put it on your arm. Arm!

One little finger, one little finger, one little finger.

Tap tap tap.

Point your finger up.

Point your finger down.

Put it on your leg. Leg!

One little finger, one little finger, one little finger.

Tap tap tap.

Point your finger up.

Point your finger down.

Put it on your foot. Foot!

Put it on your leg. Leg!

Put it on your arm. Arm!

Put it on your chin. Chin!

Put it on your nose. Nose!

Put it on your head. Head!

Now let's wave goodbye. Goodbye!

Annex 5. Open close lyrics.

Open close

Show me your hands!

Chorus:
Open close,
Open close,
Everybody clap clap clap.
Open close,
Open close

Everybody touch your eyes. Eyes!
(Chorus)
Everybody touch your ears. Ears!
(Chorus)
Everybody touch your nose. Nose!
(Chorus)
Everybody touch your arms. Arms!
(Chorus)
Everybody touch your knees. Knees!

Annex 6. The wheels on the bus lyrics.

The wheels on the bus

The wheels on the bus go round and round. Round and round. Round and round.

The wheels on the bus go round and round. Round and round.

The door on the bus goes open and shut. Open and shut. Open and shut.

The door on the bus goes open and shut. Open and shut.

The wipers on the bus go swish swish swish. Swish swish swish. Swish swish swish.

The wipers on the bus go swish swish swish. Swish swish swish.

The horn on the bus goes beep beep beep. Beep beep beep. Beep beep beep.

The horn on the bus goes beep beep beep. Beep beep beep.

The people on the bus go up and down. Up and down. Up and down.

The people on the bus go up and down. Up and down.

The babies on the bus go, "Wah wah wah. Wah wah wah. Wah wah wah."

The babies on the bus go, "Wah wah wah. Wah wah wah."

The mommies on the bus go, "Shhh shhh shhh. Shhh shhh shhh. Shhh shhh shhh."

The daddies on the bus go, "Shhh shhh shhh. Shhh shhh shhh."

Annex 7. Prior informed consent.

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN EL PROYECTO: *INMERSION EN INGLES PARA EL DESARROLLO INTEGRAL DE LA PRIMERA* INFANCIA *EN LA VEREDA EL SENDERO*

Asesora del Proyecto: María Cistina Garrido Ramírez
Docente del Departamento de Lenguas Extranjeras de la Universidad del Cauca

Co-investigadores: Jenny Lizeth Arcos Villamarin, Daniela María Fernández Gallego,
Sara Lucía Martínez Bravo, Diana Mireya Rivera Muñoz, José Aldair Villareal Medina.
Estudiantes del programa de Licenciatura en Lenguas Modernas Inglés – Francés de la Universidad del Cauca

Lugar donde se realizará el estudio: Vereda El Sendero kilómetro 3 vía al Huila

Después de iniciar y realizar durante 1 año como voluntarios el acercamiento con los niños de los jardines infantiles del Instituto Colombiano de Bienestar Familiar (ICBF) "Mis Ositos" y "Semilleros" el grupo considera importante y pertinente plantear un proyecto de investigación que permita **implementar** la inmersión en inglés como estrategia pedagógica para contribuir al desarrollo integral de los niños, cuyo fundamento es totalmente social y educativo. La experiencia desarrollada en este espacio contribuirá a nuestra formación como docentes humanistas, al mejoramiento de los procesos educativos; así mismo, este proyecto vela por el aprendizaje oportuno y adecuado de la lengua extranjera "inglés", de los niños de la primera infancia pertenecientes a la vereda El Sendero; pero sobre todo generar un espacio de amor y dedicación hacia esta población de niños; además de esto, nos permitirá tener una conciencia y un conocimiento profundo de los beneficios que tiene la inmersión en una lengua extrajera. Con este proyecto, el grupo pretende describir y reflexionar sobre el proceso de adaptación de los niños durante la implementación de la inmersión, con el fin de conocer los beneficios que este tendrá en relación a su desarrollo integral.

Como objetivo general el proyecto plantea:

- Implementar la inmersión en inglés como estrategia pedagógica para contribuir al desarrollo integral de los niños de 2-4 años que pertenecen a los jardines infantiles del ICBF. ubicados en la vereda El Sendero

Como objetivos específicos:

- To recreate English immersion daily activities for the stimulation of cognitive, emotional and social abilities.
- To apply didactical tools that allow children to explore their environment.
- To describe and analyze the essential aspects of the implementation of immersion as a pedagogical strategy.

CARTA DE CONSENTIMIENTO INFORMADO

Yo, _____, identificado(a) con c.c. No.
_____, de _____, padre o madre de familia y/o acudiente
del niño_____ del jardín infantil
_____ de la Vereda "El Sendero", mediante este consentimiento doy
mi autorización para que mi niño o niña participe en el proyecto "*INMERSION EN INGLES
PARA EL DESARROLLO INTEGRAL DE LA PRIMERA INFANCIA EN LA VEREDA EL
SENDERO*".

En este sentido,
- Entiendo que la información obtenida durante toda la práctica será utilizada para fines netamente
  académicos y pedagógicos y pueden ser publicados con fines científicos.
- Entiendo que el proyecto consiste en la reflexión y análisis de la experiencia llevada a cabo por
  los niños en los diversos espacios correspondientes.
- Entiendo que se utilizarán los videos, registros escritos y fotografías correspondientes a dichos
  espacios, en los cuales los niños han participado.
- Entiendo que el proyecto no existe ningún riesgo o efecto colateral que comprometa mi nombre,
  el de los niños o el de la institución donde se realiza.
- Entiendo que el proceso aportará significativamente al proceso de formación de los niños en el
  ámbito académico y humano.
- Entiendo que soy libre de aceptar o no la participación en el proyecto.

FIRMA: _____ c.c. No. _____

Popayán, _____de 2018.