

**English teaching through a transversal project to the sixth grade at the Fidelina
Echeverry Educational Institution in Puerto Tejada Cauca**



Universidad
del Cauca

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Bachelor in Modern Languages English and French

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RESUMEN

El presente proyecto fue diseñado con el fin de implementar estrategias transversales de enseñanza del inglés desde las diferentes áreas tales como: ciencias naturales, ciencias sociales, artística, matemáticas y literatura en los estudiantes del grado sexto de la institución Educativa Fidelina Echeverry esto se realizó teniendo en cuenta el paradigma cualitativo bajo el diseño de acción participativa.

Se usó como instrumento 10 planeadores transversales los cuales sirvieron como guía para el desarrollo de las 10 clases. Como resultado se obtuvo que la implementación de dichas estrategias utilizadas fue satisfactoria porque contribuyeron al fortalecimiento del inglés.

ABSTRACT

This project was designed with the purpose of implementing transversal strategies for teaching English from the different areas such as natural sciences, social sciences, art, mathematics and literature in the sixth-grade students of the Fidelina Echeverry Educational Institution, taking into account the qualitative paradigm under the participatory action design.

Ten transversal planners were used as an instrument, which served as a guide for the development of the 10 classes. As a result, the implementation of these strategies was satisfactory because they contributed to the strengthening of English.

PALABRAS CLAVES

Transversalidad, Interdisciplinariedad, currículo, estrategias, enseñanza, aprendizaje, docentes, estudiantes, escolaridad, materias, idiomas, educación.

KEYWORDS

Transversality, Interdisciplinarity, curriculum, strategies, teaching, learning, teachers, students, schooling, subjects, languages, education.

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INTRODUCTION

This is a research project based on transversal teaching strategies in the English language that consists of connecting and articulating the knowledge of other subjects such as mathematics, artistic, social sciences, natural sciences, and literature class and seeks to contribute to the strengthening of transversal processes in the sixth grade of the educational institution Fidelina Echeverry in Puerto Tejada -Cauca. For this, it is necessary to identify, implement and design teaching strategies to put them into practice. Furthermore, this investigation is considered important because it wishes to benefit the meaningful learning of the student community. Eventually, the problem that leads to carry out this research work is the little implementation of transversal classes that allow the integration of the different areas of knowledge.

This proposal will be carried out through a qualitative approach which will allow us to understand and analyze the facts and phenomena that occur in the social environment in which it will take place. And the participatory action research approach helps with the collection and analysis of information and at the same time is part of the process acting on the results found, using the recorder, questionnaire, and transversal plans as instruments to document the results progress achieved. At the end of this research, it is expected to carry out all the proposed objectives and thus allow students and teachers to understand that transversality, it should be a continuous process since it is a triangular process that includes students, teachers, and parents, however the use of this teaching strategies is an integral means to reinforce these processes. Therefore, these strategies must be created and put into practice in the classroom where students will be encouraged to learn English from different areas that attract their attention, feel empathy, and become familiar. plan as a pedagogical

process that must be used in an integral way allowing them to cover different areas of their environment to strengthen and connect their knowledge with everyday life.

JUSTIFICATION

This research work sought to benefit the target population, in this case, the children of the sixth grade of high school at the Fidelina Echeverry Educational Institution, through the creation of transversal strategies, which contribute to the development of their communicative skills, they improved their level of English, acquire knowledge and motivated to learn. For this reason, it should be taken into account that motivation in the teaching of a second language is essential, it should be a continuous process since it is a triangular process that includes students, teachers, and parents, however the use of these teaching strategies is an integral means to reinforce these processes. Therefore, these strategies must be created and put into practice in the classroom where students will be encouraged to learn English from different areas that attract their attention, feel empathy, and become familiar. In addition, one way to increase and improve the English learning process is to start with the children's interests in which areas are more attractive, without a doubt, this will allow them to enhance their cognitive processes and obtain significant learning.

This investigation focuses on creating teaching strategies and using them appropriately to determine the learning that leads to significant improvements in the process in the short and medium term. For this reason, it is essential to implement them, in order to influence students' interest in learning. In addition, when talking about developing new and better ways to teach English, it should be emphasized that each student has own learning style, pace, abilities, and educational needs, therefore with the realization of this project, seeks to promote the English teaching from a new transversal perspective, where imagination, playfulness, and motivation are linked, thus achieving those sixth-grade students of the Fidelina Echeverry educational institution are the protagonists of their development of the construction of their skills and abilities within the classroom.

In the same way, it was considered that this population would be important for this research because these students have a profile that fits the current research, in addition, it is intended that students benefit and that this will help them in their learning process during the years to study, it will also seek to contribute to their academic training to promote teaching.

Likewise, it will bring many benefits to the University of Cauca and its students, mainly to those of the Modern Languages Program, because through the realization of this research project, they will know some aspects that involve the implementation of , it should be a continuous process since it is a triangular process that includes students, teachers, and parents, however the use of this teaching strategies is an integral means to reinforce these processes. Therefore, these strategies must be created and put into practice in the classroom where students will be encouraged to learn English from different areas that attract their attention, feel empathy, and become familiar. projects from English and may serve as a base for other researchers. Besides, as future teachers, they will be able to teach English through transversal projects in the place where they work in the future.

From this, it can be concluded that, from what has already been mentioned above, this research also brought great benefits to the educational institution where the investigation was developed because it is the main site and has a large number of students and, therefore, the results generated a great impact because it is the first time that a project of its kind was carried out in the institution. Therefore, the realization of this work will help other people or experts in the subject to be interested in conducting studies or analyzing different perspectives from other angles or areas and thus be able to identify possible problems or situations that may arise within the institution. At the same time, we want to leave a legacy in the educational community, mainly to teachers to encourage them to improve or implement transversal strategies that facilitate the teaching and learning of different subjects to students.

PROBLEM STATEMENT

According to the statement of Danilo Perlaza, who is an English teacher at the Fidelina Echeverry educational institution, who, through a conversation with the researchers, mentioned that English language teaching through transversal design is deficient and they do not have the necessary teaching resources. This is a problem for teachers and students since the transversal design allows English to be taught from different areas, scenarios, and methodologies, making the learning process more complete and enriching. However, there is no initiative in the institution that promotes the transversal model to integrate the different areas of knowledge, so this does not continue to happen, innovative perspectives that comply with the one that is intended to be carried out. This research arises from the need to make known and apply the transversal design of English to different subjects so that teachers and

students understand that there are interesting and innovative learning practices that can be applied in the sixth grade of the Fidelina Echeverry Educational Institution. This investigation represents an important challenge since it intends to implement and design teaching strategies in order to contribute positively to one of the most important processes experienced by human beings, education.

Frequently in many Colombian educational institutions, the term transversal plans is not used in the institutions, or it represents a complex and difficult term to approach, this may be due to the fact that the national education system does not promote it and is not in constant innovation with programs that allow the training on these topics. Regarding this, Botero (2006) maintains that "transversal axes are constituted, then, in foundations for pedagogical practice, by integrating the fields of being, knowing, doing and living together, through concepts, procedures, values, and attitudes that guide teaching and learning." The fact that the teaching of English can be integrated from other areas is the central axis that drives this research.

Within the Institution in which this research was carried out, it was noted that sixth-grade students are the ones who need reinforcement in the area of English since, according to the English teacher of the aforementioned institution, primary school students take classes in English with a monolingual teacher since they do not have a degree in English, they speak in Spanish and when students go high school, they have greater difficulty in contact with the second language, they also have a notable need to learn English because possibly in primary school contact with the English language was scarce and that is why this course was chosen taking into account these profile.

It is important to highlight that, undoubtedly, the transversal project should be presented and proposed not only as an innovative educational alternative but also as a pedagogical instrument that generates comprehensive training. Based on the above, the following research question was formulated:

How does a transversal project strengthen English teaching in the sixth grade at the Fidelina Echeverry Educational Institution in Puerto Tejada -Cauca?

OBJECTIVES

General objective:

To implement transversal strategies that contribute to the strengthening of English teaching in the sixth grade of the Fidelina Echeverry Educational Institution in Puerto Tejada Cauca

Specific objectives:

- To identify transversal areas which will be worked on, taking into account basic learning rights.
- To design teaching strategies through class planners that catch students' attention and allow transversal axes to be put into practice.
- To employ transversal strategies to use it, in the English teaching of sixth-grade students at the Fidelina Echeverry Educational Institution.
- To evaluate the proposal taking into account the point of view of the participants.

REFERENTIAL FRAMEWORK

In all research works it is necessary to have a background, to account for previous research on each topic, in other words, it is used to show the different findings that precede the one that is being carried out. For this project, three articles were selected, one international, one national and one regional. These are research and results that are closely related to transversality.

The transversality of English in the Comprehensive Training of Higher Education in Venezuela was developed by Alvarez and Castellanos (2013).

The development of this research work was taken into account the study carried out at the University of Zulia as an international precedent. In order to build theoretical texts starting from different disciplines from the perspective of the transversality of English in comprehensive training in higher education. For this reason, it was proposed to analyze the data collection of the structured survey type, and an analysis matrix for the study programs;

When throwing the results of the present, it is evident and concludes that the positioning of the transversality in the integral curriculum is favorable.

This research continues in progress since it is proposed to redesign critical and creative thoughts and the desire to have more knowledge in the English language, in all careers for the positioning of transversality in order to improve the academic and social performance of your students.

This research work is relevant to this project because it involves transversality within other areas, contributing to the improvement of English from different disciplines.

The transversality of English in the new school (National) Universidad Pontificia Bolivariana de Medellín raised by Castañeda and Saldarriaga (2018)

This article aims to analyze the influence of teaching English as a second language mainstreamed in the curriculum in a new school model for elementary school students.

This work arises due to the need to solve a current problem in educational institutions, such as the passage of students from basic primary to secondary school without sufficient bases in the English language, since some of the teachers in these rural areas have degrees in other areas and due to the circumstances, they must guide the area of English, the teachers handle a limited knowledge of the English language and likewise are bases that they can provide to the students.

To solve this problem and meet the stated objective, a qualitative approach and the action research method were adopted, through this paradigm it is intended to respond to a problem by making self-reflective questions to improve the quality of the action in a certain situation through the search for explanations and causes in a collaborative way.

This research work serves as a support. Today this type of problem persists in educational institutions, due to the fact that English is implemented with little time intensity, and therefore knowledge in elementary school is very basic. This article is useful for this research work as the transversal strategies are used resources, and audio-visual strategies such as videos, identification of animals, repeating their pronunciation in English, imitation game of animals, coloring, search for hidden words in a word search, the graphic construction of a zoo and a farm classifying the animals and classifying the animals a zoo and a farm classifying domestic and wild animals. All this gives a great contribution to our research

because they are useful and profitable activities that motivate the student and strengthen the learning of the English language at the same time.

The transversality: its conceptions and practices in the department of Huila. Regional Article according to Cumaco (2011)

The article presents a general view of transversality in Huila, the author wanted to investigate the way in which this trend is developing in the department, it was proposed to analyze some educational projects of Huila institutions, the investigation was done through a collection of data and visualized by means of a graph, all the results obtained provided a new curricular approach to develop an interdisciplinary work in the Educational Institutions of Huila.

Cumaco addressed from this research, some objectives that were essential to its realization, such as achieving with transversality that the school contributes to solving the social problems that are experienced in its local context in order to favor significant changes in the realities of the students, teachers, parents and other members of the educational community and society in general. These approaches suggest the need to bring the school closer to society, to visualize in the institutions the daily reality of the students and, in general, of the entire educational community (Cumaco 2011).

This research work is important for the research work because it raises the importance of transversality when implemented in Educational Institutions and finally coincides that through transverse processes new perspectives are given in the educational field that benefit all the entities.

CONCEPTUAL FRAMEWORK

The conceptual framework presents definitions supported by each of the authors that support the line of the research, from transversality, language education, teaching strategies, schooling, subjects or areas, and interdisciplinarity some of them are:

Transversal project:

Transversal project is a cross curricular strategy that offers ways for teachers to plan and apply the knowledge incorporating more than one disciplinary area. In this case the cross curricular strategy through English allows connecting different areas such as mathematics,

English, social sciences, natural sciences, artistic and literature. From the point of view of students, they are able to make meaningful connections to each curricular area since they have the opportunity to enrich their knowledge in all areas at the same time, and from several contexts. In this way, this strategy focuses on uniting knowledge in a connected way, joining thematic units from each disciplinary area for example, in the transversal area of mathematics, doing operations such as addition, subtraction, multiplication and division through logic and base knowledge of numbers in English. Or in the transversal literature class when listening to already known stories in English and identifying the parts of them.

Also, under the perspective of Jacobs, he defines cross. curricular such as “a conscious effort to apply knowledge, principles, or values to more than one academic discipline simultaneously. The discipline may be related through a central theme, issue, problem, process topic or experience”. (Jacobs, 1989)

The curricular transversality

Transversality allows connecting and articulating different areas and knowledge to contribute to the meaningful and comprehensive learning of the individuals, in this regard several authors have presented arguments on this concept, such as Muñoz (2016) who understands transversality as the "set of characteristics that distinguish a curricular model whose contents and learning purposes go beyond the traditional disciplinary and thematic spaces, it serve as axes around which other learning revolves, or in an imperceptible way and beyond disciplinary limits they permeate the curriculum. Study of values and attitudes that constitute the essence of personal training, both individually and socially”.

Language education

Language education aims to acquire communication skills. In this regard, Abadía. et al (2000) states that the teaching of second languages refers to any didactic activity in the field of learning non-maternal languages, which has as its objective the acquisition of said languages by the learners. It includes the curriculum, among others, the method, approach and lesson planning, curricular materials and activities in the classroom by teachers.

It is important to mention that educational institutions are part of promoting the mastery of a foreign language, because it's allowing high school students to have a pluralistic vision of the world and come into contact with other ways of thinking and expressing

themselves, so that this recognition of diversity leads to recognition of tolerance and respect. According to this Manga (2008) affirms that the foreign language allows students to acquire more communication skills and opens the way for them to understand other ways of life. Their intellectual development imposes on students a double vision of materialized life.

Teaching strategies

Teaching strategies are mechanisms, methodologies, means, tools, and cognitive methods, which are used to lead the student to develop their meaningful learning. By exposing them to the exploration of knowledge, they acquire individual and collective learning. In addition, strategies lead to achieving different objectives depending on what is required.

The Autonomous University of the State of Hidalgo mentions that teaching strategies are defined as the procedures or resources used by teachers to achieve meaningful learning in students, in addition, the use of various teaching strategies allows teachers to achieve a learning process active, participatory, cooperative and experiential. (Nolasco del Angel, 2006)

Schooling

Schooling responds to the levels, stages, or years of schooling that a student spends during their learning process in educational centers. It is a stage where the child faces new challenges from the educational space. This structure guarantees the right to education of each individual because it provides the acquisition of knowledge, experiences and skills with the aim of training them to lead a full life and fulfill their desires to the greatest extent possible.

According to the Royal Spanish Academy, schooling is the set of courses that a student follows in a teaching establishment. (RAE, 2021). Consequently, the Colombian educational system is structured as follows: initial education, preschool education, basic education (primary five grades and secondary four grades), secondary education (two grades and culminating in a bachelor's degree), and finally higher education.

Subjects or areas

The subjects or areas are the pillar and are part of a study plan or in other words of an academic curriculum, they are taught to address knowledge, and put learning on trial. This is

a structured scheme and categorized into basic training, compulsory, optional, external internships, and final degree work.

According to Emilio Lledó (1982), the subject responds to a distribution of teaching material linked to a detailed program, which many teachers feel compelled to give completely and, therefore, to offer a superficial and inconsistent exposition. But, at the same time, the concept of subject, often in contradiction with a modern and interdisciplinary organization of knowledge, has turned the university into a conglomerate of stagnant and useless knowledge, where a series of subject teachers who fulfill the mission of to explain the inexplicable, to impart stagnant vulgarities many times that to top it off they will demand in the ritual blackmail of the exam. (p.2)

Interdisciplinarity

Interdisciplinarity corresponds to instructing the knowledge from different disciplines subjects, integrating between them through the methodologies, instruments, materials, resources etc., that lead to the cooperation to achieve an objective integral. This is a process that does not allow the areas to work in isolation, but rather together.

Interdisciplinarity is a method or system of integration responsible for interconnecting different and varied disciplines at the same time with the aim of empowering and cooperating with each other, making each one develops collectively. Interdisciplinarity can be seen as a pedagogical strategy that implies the interaction of several disciplines, understood as the dialogue and collaboration of these to achieve the goal of new knowledge (Van del Linde, 2007).

Transversal plans

Transversal plans, was the name given to it by the researchers of this project. This is conceived as a fundamental tool that accounts for each and every one of the resources, activities, materials, skills to work on, objectives to be developed in transversal classes. This is a format created in order to plan and organize everything related to the classes, it also serves as a record of each activity carried out with their reflections and observations with the objective of improving each time in the sessions, and doing an organized and functional. with the sixth-grade students of the Fidelina Echeverry educational institution.

According to Agudelo and Flórez (1997), they are a teaching planning strategy with a global approach, which takes into account the components of the curriculum and is based on the needs and interests of children and young people, and of the school, through in order to provide them with an improved education in terms of quality and equity.

THEORETICAL FRAMEWORK

In the development of this proposal, it is intended to give clarity to the concepts based on a theoretical structure and with the help of statements by some authors, which are taken as a reference and which will henceforth support the arguments present in this research.

The theory of transversality has been mentioned in the educational field and some authors hold positions on this concept, as stated by Perlaza, Alarcon, et al (2003), who posits transversality as:

"The set of characteristics that distinguish a curricular model whose contents and learning purposes go beyond the traditional disciplinary and thematic spaces, developing new spaces where other learning is inserted, permeate the study plan with values and attitudes that constitute the essence of personal training, both individually and socially" (Oraison, 2004: p31).

With this statement, the author wanted to express his theoretical point of view on transversality and explains that it has become an articulating instrument that allows the different disciplines and areas of knowledge to be interrelated. With reference to this theory, other authors mention that:

Transversality is a way of organizing the curriculum, oriented towards a comprehensive education that connects the school with student life and its context from a method or sensitivity that transcends disciplines, through the construction of articulated knowledge and generative webs of knowledge (Alarcon, et al., 2003p; Barnes, 2015; Yus, 2005).

What was said above, for the proposal, represents a teaching and learning strategy from this perspective "are clearly outlined with methods, procedures or techniques, which are aimed at achieving a main objective that in general is to promote student learning. In short,

the notion of the teacher is to teach, direct, instruct, impart, and build knowledge through appropriate techniques for its development.

In this framework, Alicia Camilloni (1998: 186 p.) and (Anijovich and Mora; 2012: 23 p.) state that:

“It is essential, for the teacher, to pay attention not only to the topics that have to be included in the programs and that must be treated in class, but also and, simultaneously, in the way in which it can be considered more convenient that these topics be worked on by students. The students. The relationship between topics and the way of approaching them is so strong that it can be argued that both topics and didactic treatment strategies are essential.”(Anijovich and Mora; 2012: 23 p.).”

It can be affirmed that the teaching work implies the execution of educational activities that favor the pedagogical training of the students. Teachers play a vital role since at all times they act as a guide for their students, providing them with an education.

“The set of decisions that the teacher makes to guide teaching in order to promote student learning. These are general guidelines on how to teach disciplinary content considering what we want our students to understand, why and what for” (Anijovich and Mora; 2012: 23 p.).”

These strategies allow an interdisciplinary process, since interdisciplinarity is the ability to make use of different disciplines connecting with each other.

“Interdisciplinarity refers to the ability to combine several disciplines, that is, to interconnect and thus expand the advantages that each offer. It refers not only to the application of theory in practice, but also to the integration of various fields in the same work.” (Louis Wirtz -1937 58 p.)

Interdisciplinarity is a dynamic process that serves to address different disciplines as proposed by Louis Wirtz. (1937: 59p).

“From interdisciplinarity, it is intended to address and structure the different disciplines and their contents towards the globalization of knowledge from a pedagogical approach”

CONTEXTUAL FRAMEWORK

The Republic of Colombia is located in the Northwest of South America and it is limited to the east by Venezuela and Brazil, to the south by Peru and Ecuador, and to the northwest by Panama, its capital is Bogota and is the second most biodiverse nation in the world, counting with 54,871 registered species, making agriculture one of the main source's economies of the country along with livestock and oil. The official currency of Colombia is the PESO, which is divided into 100 cents.

Colombia is currently the 28th most populated country in the world, with a population of 51 million inhabitants. With a population of 51 million inhabitants, this is a presidential country, since 1819 with its first president Simón Bolívar and its first president Simón Bolívar currently, the country is governed by President Gustavo Petro Urrego, since 2022. Colombia is divided into 32 departments which are divided into cities, municipalities, townships, and villages. One of these departments is the department of Cauca, which is located in the southwest of the country between the Andean and Pacific regions, it is divided into 38 municipalities, 99 districts, 474 police inspections, as well as numerous hamlets and populated places. The city of Popayan is the capital of this department, where the Universidad del Cauca is located taken from national geographic.

The University of Cauca Campus Carvajal, in Santander de Quilichao, has existed since 2012, and was founded by Francisco de Paula Santander. The University of Cauca It has great prestige, according to the web ranking of universities in Colombia 2021.2 edition, and ranks 10th out of 293 universities across the country. In turn, it has a 23 proximity of 17,188 students from different regions and 1,256 teachers from the different 9. The Bachelor's Program in Modern Languages with an Emphasis on English and French has a range of research papers that emphasize the language teaching processes of English and French.

The place where this research proposal was carried out is Puerto Tejada Cauca, it was founded on September 17, 1897, by General Manuel Tejada Sánchez, Puerto Tejada is one of the 42 municipalities belonging to the department of Cauca, with approximately 45,000 thousand people.

This municipality is crossed by two important rivers, the Palo River and the Paila River, these two join and flow into the Cauca River, also in this place there is evidence of a very distinctive culture that represents the majority of its inhabitants belonging to the Afro-descendant ethnic group. Education is a fundamental part of this municipality; this justifies that there are approximately 10 main educational institutions without counting the venues where the primary levels are taught. Among those important institutions is the educational institution Fidelina Echeverry, located in the neighborhood Ricardo Holguín, is directed by Mr. Javier Idrobo Diaz, who is the director, the institution has approximately 500 students at the levels of Preschool, basic primary, basic high school, and middle. It is known that this school is taught through a model of flexible education, this facilitates the realization of this research project, in which It is expected to obtain positive results that benefit not only the Educational Institution but also the municipality and in general, to the Department of Cauca in its educational processes. Within this institution is the sixth grade, this is the grade selected to carry out the project. 23 students are enrolled in this grade who are in an age range of 10 to 13 years of age,

METHODOLOGY

In this research work, the qualitative paradigm was adopted under the design of participatory-action research from Hernández-Sampieri (2014) and Creswell (2013 pg. 14). This paradigm provided a subjective point of view where the phenomena were perceived, interpreted and understood, and the data was deepened and its reality was defined through the interpretations of the participants and observations by the researchers. Likewise, the participatory-action research design was used from the perspective of Orlando Fals Borda (1981), since it allowed immersion in the field of study. The data collection technique corresponded to observation, accompanied by a recorder, and a questionnaire addressed to teachers and at the end feedback with the students sixth grade that served as instruments.

According to the DBA, the basic learning rights, it was considered to take into account the main areas within the curriculum and that could be worked from the point of view of transversality which were (social sciences, natural sciences, literature, mathematics and artistic).

This research work was carried out in 5 steps, The first step was presenting the research proposal to the rector of the sixth-grade coordinator of Fidelina Echeverry. A second step was to deliver to the rector some documents (photocopies of ID, and ARL certificate). In the third step was presenting the transversal work to the five teachers of different areas such as mathematics, literature, natural sciences, social sciences, and artistic. Step four was, each teacher provided us with the topics to teach in each transversal class. And the final step was, a short semi-structured interview of 7 questions was conducted to teachers of the five areas already selected. This final step was carried out with the aim of knowing about transversality if they implement it in their classes and how they do it. (See appendix A)

For the development of this research work was designed the transversal plans this name was considered by the researchers, they provide all the necessary information for the development of the ten classes, for example: the data , name of the institution, professor in charge, subject, duration of the class, number of students, age group, grade, date, subject, objective of each class, skills to be developed, activities, activity time, teaching resources, vocabulary, material evidence, session evidence, classroom observation and reflection.

As shown below:

Table 1. Literature: The parts of the story.

Transversal plans	
Number 1	
Educational institution Fidelina Echeverry	
Teacher in charge:	Canola Ochoa
Cross-sectional area:	Literature class
Academic period:	Period II
Class duration:	2 hr.
Number of students:	23 Students
Date: 08/07/2022	Ages: 10 -13
Grade	Sixth grade
Theme:	Story structure
Objective:	Identify the parts of the story. The beginning, the middle and the end
Competencies to develop:	<ul style="list-style-type: none"> ● Communication skills ● Functional competence ● Skills; listening, speaking and writing

Transversal plans	
Number 1	
Educational institution Fidelina Echeverry	
Teacher in charge:	Canola Ochoa
Cross-sectional area:	Literature class
Academic period:	Period II
Class duration:	2 hr.
Number of students:	23 Students
Activities: Time of each activity:	<ul style="list-style-type: none"> • They greeted and socialized what would be done in that session, introducing the topic. (15 minutes) • With the help of a ball, they played Hot Potato for the students to introduce themselves, break the ice and gain confidence. (15 minutes) • The structure of the story was explained: what was the beginning, what was the middle, and what was the end. In addition, they were able to identify the setting of the story and the characters. (30 minutes) • A short video was shown in English about a story that they already knew in Spanish called Red Hood. (20 minutes) • Feedback was given to the video in which students were first asked what they managed to identify and then explained with the help of a flashcard. (20 minutes) • Then the class reflected on what they learned, what they liked and what they didn't. (20 minutes)
Teaching resources:	Videos, flashcards, board, markers https://youtu.be/nOxZiav_pv8
Vocabulary:	Parts of the story: Characters: Main Characters, secondary characters, characters, antagonist. Scenery: time and place Parts of the story: Beginning, middle, end.
Class Observation:	In the first class when the students heard the term transversality, they were confused and began to reject the class because they thought it was something boring. In spite of that we started with the section and in the development of the topic they realized that it was something new and easy to learn because they were topics that they had previously dealt with in the area of literature and now they were working on it from English.
Reflection:	The development of this section had very gratifying results. It was evident that the topic dealt with in them an encouragement to continue learning in a transversal way, since listening to a subject from the

Transversal plans	
Number 1	
Educational institution Fidelina Echeverry	
Teacher in charge:	Canola Ochoa
Cross-sectional area:	Literature class
Academic period:	Period II
Class duration:	2 hr.
Number of students:	23 Students
	literature area oriented from English produced many expectations. At the end of the section, it was concluded that the tools implemented were suitable for the ages and the orientation of the class was pleasant.
Evidence of the material and the session	See appendix D

Table 2. Literature: The structure of words, phrases and sentences

Transversal plans	
Number 2	
Educational institution Fidelina Echeverry	
Teacher in charge:	Canola Ochoa
Cross-sectional area:	Spanish language (Literature)
Academic period:	Period II
class duration:	1 hr.
Number of students:	23 Students
Date: 08/07/2022	Ages: 10 - 13
Grade:	Sixth grade
Theme:	know the structure and how to organize a word, a phrase and sentence.
Objective:	Know what is the meaning, the structure, and how to make a sentence, a phrase, and a word.
Competencies to develop:	<ul style="list-style-type: none"> • Communication skills • Functional competence • Skills; listening, speaking and writing
Activities: Time of each activity:	<p>Activity 1: An activity was carried out to break the ice which consisted of playing music and when the music for everyone should stay still (10 minutes.)</p> <p>Activity 2: The explanation of what is the word, the fraction and the sentence was made with the help of flash cards and listening to the previous knowledge of the students. (20 minutes)</p> <p>Activity 3: The students were divided into three groups and each group was then distributed letters with which they created words and</p>

	words with which they created sentences. (20 minutes) Activity 4: Each group exposed their words, sentences and phrases. (10 minutes)
Teaching resources:	Flash card, markers, erasers, speaker, scissors, board.
Vocabulary:	Word, phrase, sentence, parts, mom, dad, verb to be, house, kitchen, basketball player, table, beautiful, ugly, crazy, happy, he, she.
Class Observation:	During the second literature class, the students had already lost their fear of participating and interacting with the researchers, who were new people in their environment, responding assertively to the activities, answering and asking questions in class. Most of the children quickly finished the proposed activity and carried it out correctly.
Reflection:	The proposed objective was met and improved in many aspects since we knew the children and knew how to react in the situations that arose during the class, maintaining order and discipline. Meeting the objective showed that the students assimilated and responded positively to transversality all thanks to the methodology implemented in the session which was very useful and appropriate for the selected group.
Evidence of the material and the session.	See appendix D

Table 3. Social Sciences: The continents.

Transversal plans Number 3	
Educational institution Fidelina Echeverry	
Teacher in charge:	Luz Dary Rodriguez
Cross-sectional area:	Social Science
Academic period:	Period II
class duration:	2 hr.
Number of students:	23 students
Date: 22/07/2022	Ages: 10- 13
Grade:	Sixth grade

Theme:	Continents
Objective:	Reinforce the topic seen previously and correct the exercise carried out.
Competencies to develop:	<ul style="list-style-type: none"> ● Communication skills ● Functional competence ● Skills; listening, speaking and writing.
Activities: Time of each activity:	<p>Activity 1: through questions a diagnosis is made about the topic of the previous class(15minutes)</p> <p>Activity 2: the video was reviewed again with more time and it was explained part by part together with the students(30minutes)</p> <p>Activity 3: the group correction of the exercise carried out in the previous class was carried out. (15 minutes)</p>
Teaching resources:	Videos, markers and a billboard.
Vocabulary:	Europe, Africa, Asia, Australia, Antarctica north America, south America, English, Spanish, French, Portuguese, German, Italian, Arabic, Swahili, Chinese, Hindi, Japanese, Moose, bison, armadillos, monkeys, macaws, toucans, deer, hedgehogs, wolves, giraffes, elephants, lions, tige, panda bears, kangaroos, Koals, crocodiles, penguins, seals.
Class Observation:	This class did not produce 100% satisfaction because during the class some students lost concentration and at the time of doing the activity, they had a hard time locating the continents geographically on the map. Despite this, their effort and participation in the class can be highlighted.
Reflection:	Taking into account that the class did not have the expected results, it can be deduced that the same methodology is not functional in all cases and that some activities should be more demanding in order to meet the objectives set.
Evidence of the material and the session.	See appendix E

Table 4. Social Sciences: Continents and General aspects.

Transversal plans	
Number 4	
Educational institution Fidelina Echeverry	
Teacher in charge:	Luz Dary Rodríguez
Cross-sectional area:	Social Sciences
Academic period:	Period II
class duration:	1:30 hr.
Number of students:	23 students
Date: 29/07/2022	Ages: 10-13
Grade:	Sixth grade
Theme:	The Continents
Objective:	Identify the continents, their geographical location and learn about some animals and the language of each one.
Competencies to develop:	<ul style="list-style-type: none"> • Communication skills • Skills; listening, speaking and writing
Activities: Time of each activity:	<p>Activity 1: With the help of a video, it is explained what are the continents where languages are spoken, which countries exist and what are the animals that live in each of them. (40 minutes)</p> <p>Activity 2: Random questions were asked about those seen and explained in the video. (10 minutes)</p> <p>Activity 3: A group puzzle was carried out in which each continent should be modified. (20 minutes)</p> <p>Activity 4: An individual activity was carried out in which students should join the figure of the continents with the name. (20 minutes)</p>
Teaching resources:	Videos, markers and a billboard.
Vocabulary:	Europe, Africa, Asia, Australia, Antarctica north America, south America, English, Spanish, French, Portuguese, German, Italian, Arabic, Swahili, Chinese, Hindi, Japanese, Moose, bison, armadillos, monkeys, macaws, toucans, deer, hedgehogs, wolves, giraffes, elephants, lions, tige, panda bears, kangaroos, Koals, crocodiles, penguins, seals.
Class Observation:	In this session, we can observe that during this class the children were more concentrated and interested in locating the continents geographically on the board, and they did so after reviewing the previous session in the area of social sciences. Also, they asked them about all the continents, animals, and each language studied, they responded positively. This shows that there was meaningful learning.

Reflection:	Many times, the classes are not carried out as planned, this could be evidenced in this session, we thought that the subject would be easy for the students because they had previously discussed it with the teacher in charge, but at the time of the practice we realized that it was still difficult for them to carry out the activities in a transversal way, so we decided to work on the same topic in this class. We can reflect from this experience that it is not about teaching topics and work must be done so that students have significant learning.
Evidence of the material and the session	See appendix E

Table 5. Mathematics: Basic symbols.

Transversal plans Number 5	
Educational institution Fidelina Echeverry	
Teacher in charge:	Jose Antonio Martinez Lopez
Cross-sectional area:	Mathematics
Academic period:	Period II
class duration:	2 hr.
Number of students:	23 students
Date: 08/08/2022	Ages: 10 – 13
Grade:	Sixth grade
Theme:	Mathematical Symbols (multiplication, subtraction, division and addition signs)
Objective:	Know the mathematical symbols in English, and also be able to perform mathematical operations in their daily lives.
Competencies to develop:	<ul style="list-style-type: none"> ● Communication skills ● Functional competence ● Skills; listening, speaking and writing.
Activities: Time of each activity:	<p>First: Greetings and welcome (5 minutes)</p> <p>Activity 1: We explain to students each mathematical symbol in English, how each one is said, and in what operations they are used, then they resolve on the board addition, subtraction, multiplication and division operations. (40 minutes)</p> <p>Activity two: In this activity, the room was divided into two groups with the objective of doing the operations corresponding to a printed sheet that showed a labyrinth of mathematical operations. They had to roll the dice and if the die lands, for example, on the number 3 of the game, they count up to box 3 and solve the operation of that box, or the question. (45 minutes)</p>

Teaching resources:	Straw cardboard dice, printed game
Vocabulary:	Math Symbol: plus, sign, minus sign, division sign, multiplication sign, equals sign, percent sign, parentheses, fraction slash.
Class Observation:	We arrived at the classroom and the students received us with great expectation, they wondered what subject we would work transversality with English that day, when we said that the area would be mathematics and the subject would be mathematical symbols, they expressed that this subject was very easy and that's how it was, we started teaching what each symbol meant and we made examples of each operation, they repeated the pronunciation of each symbol and operation and some went out to the board to do some exercises at that moment it was a bit difficult for them to say the numbers in English that's why it was done a short review of the numbers from 1 to 10, after that it was easier for them to carry out the activity using the dice and solving the riddle. It was observed that the most difficult mathematical operations to solve were always divisions.
Reflection:	The methodology used in the class facilitated the explanation of the subject and its assimilation, the use of materials such as the dice and the riddle with mathematical operations in English obtained satisfactory results in the investigation since more and more students understand the concept of transversality, how it works and articulates with different areas.
Evidence of the material and the session	See appendix F

Table 6. Mathematics: Operations.

Transversal plans	
Number 6	
Educational institution Fidelina Echeverry	
Teacher in charge:	Jose Antonio Martinez Lopez
Cross-sectional area:	Mathematic
Academic period:	Period II
class duration:	2 hr.
Number of students:	23 students
Date: 16/07/2022	Ages: 10 - 13
Grade:	Sixth grade
Theme:	Mathematical symbols review and some practical operations. (Addition, subtraction, multiplication and division)
Objective:	Practice math operations like addition, subtract, divide and multiply through competitive games

Competencies develop: to	<ul style="list-style-type: none"> • Communication skills • Functional competence • Skills; listening, speaking and writing • Analyze, reason, solve operations. • Recognize and understand numbers in English.
Activities: Time of each activity	<p>Review. Before starting any activity, greet them, and ask them if they remember what we saw last class, also ask them if they remember what we call mathematical symbols in English. (10 minutes)</p> <p>Activity 1: Some multiplication, division, addition and subtraction activities are dictated in English so that they can copy them in the notebook and solve them, then some students will go on to solve them on the board to confirm that they are right or wrong. Or who have other possible outcomes. (30 minutes)</p> <p>Activity 2: Name of activity: Is this operation False or true?</p> <p>Divide the room into 2 groups and arrange the chairs in a circle so there is more space. Once everyone is organized, we will explain the rules and how the game works, which consist of the following:</p> <p>Make a line for each group, and give it a name, 2 participants from each group must go to the board to do the operation dictated in English by the teacher, be it multiplication, subtraction, division, or addition, to perform these operations they will have 3 minutes to solve them, and when those three minutes have passed and the teacher says Time is over! The teacher will see if they are well done and those that are not well done will lose their team's point, and the other team will win, and so on until everyone passes to the board. (1 h: 20 minutes)</p>
Teaching resources:	Board, marker, teacher's voice, agility to solve operations on the part of the students.
Vocabulary:	Math Symbol: plus, sign, minus sign, division sign, multiplication sign, equals sign, percent sign, parentheses, fraction slash.
Class Observation:	This time we decided to make a small competition in order to see if the students remembered the topic and if they could solve mathematical operations using the numbers and symbols in English. Whenever there are competitions, spirits rise and this class was not the exception. All the students made an effort to give the correct result and give their team a point. It is necessary to highlight those listening skills played a very important role, since the different operations were dictated in English and they understood what they were told and could easily write it on the board;, in the end the class ended with very close results and everyone was satisfied to have participated.
Reflection:	At this point of the investigation some results can be evidenced, this session left many in sight such as the memorization of numbers and mathematical symbols in English and then carry them out on their own, this reflects that teaching strategies through transversality are

	effective.
Evidence of the material and the session	See appendix F

Table 7. Artistic: Specific commands.

Transversal plans	
Number 7	
Educational institution Fidelina Echeverry	
Teacher in charge:	Martha Cecilia Riascos
Cross-sectional area:	Artistic
Academic period:	Period II
class duration:	2:hr
Number of students:	22 students
Date: 18/07/2022	Ages: Ages: 10 – 13
Grade:	Sixth grade
Theme:	Some specific commands.
Objective:	Listen and identify some commands like right, left, down, up, turn around through dance.
Competencies develop:	to <ul style="list-style-type: none"> • Attentional competence.
Activities: Time of each activity:	<p>Activity 1: Ice breaker, this activity was carried out through a song where the students had to follow the rhythm, the steps, and the commands (20minutes)</p> <p>Activity 2: We practice some commands already seen before and some new ones to implement them in the choreography (60 minutes)</p> <p>Activity 3: To finish, we made feedback in order to know what they liked about the class and what they didn't, why (10 minutes)</p>
Teaching resources:	• Videos, songs
Vocabulary:	Raise your hand, hands, feet, head, shoulders, knees, sleepy, nap, scared, clap, back, left, right, one hop, round, foot, stomp, Criss cross, freeze, low, top, stop, reverse, slide, again
Class Observation:	The students felt encouraged and they really liked performing choreographies since they live in an area where dance is an artistic and cultural expression. The class was held on a Monday first thing in the morning, they arrived a little lazy but when they entered the commands in English and listened to the music they began to cheer up and get into the mood. It was observed that during this session some students who had not participated frequently in the classes of the other areas in this one were located ahead and were the leaders and tried to

	help other classmates who did not carry out the commands not as well as the others.
Reflection:	It is important to highlight that not all students learn in the same way and that although they all have emotional intelligence, each one develops each of these in a different way, this is totally acceptable and it was noted in this session that some of the students who were not provided with theoretical classes they were excellent in the artistic class and showed all their skills to dance rhythmically.
Evidence of the material and the session	See appendix G

Table 8. Artistic: Specific commands and aerobics.

Transversal plans	
Number 8	
Educational institution Fidelina Echeverry	
Teacher in charge:	Martha Cecilia Riascos
Cross-sectional area:	Artistic
Academic period:	Period II
class duration:	2 hr.
Number of students:	23 students
Date: 23/07/2022	Ages: 10-13
Grade:	Sixth grade
Theme:	The commands.
Objective:	Review the commands and practice aerobics in English.
Competencies to develop:	<ul style="list-style-type: none"> • Attentional competence.
Activities: Time of each activity:	<p>Activity 1: “Papi Parirupa”, is the name of this first activity which consists of say 3 times “Papi Parirupa”, and immediately then order students to move their heads or other parts of their bodies to one side or back and forth. (10 minutes)</p> <p>Activity 2: In this activity, we took into account how many commands already practiced before and we taught others to complete the aerobics choreography (45 minutes)</p> <p>Activity 3: a reminder was performed by dancing the previously practiced choreography (20 minutes)</p>
Teaching resources:	
Vocabulary:	Raise your hand, hands, feet, head, shoulders, knees, sleepy, nap, scared, clap, back, left, right, one hop, round, foot, stomp, Criss cross, freeze, low, top, stop, reverse, slide, again

Class Observation:	<p>In this class the students showed a lot of interest at the beginning of the class as it was something they liked to do.</p> <p>Some students commented that they had reviewed the choreography at home and already mastered the steps, for that reason many wanted to dance in front and guide the others to repeat the choreography with their classmates, they asked us to let them do it without the commands and others they managed to do all the choreography by themselves.</p>
Reflection:	The dances, the choreographies, and applied commands were dynamic activities, since they provide a fun and unique alternative. To conclude, the students expressed their emotions and released tensions caused by the daily routine and school work. Undoubtedly, the use of this type of didactic strategies favors collaborative learning.
Evidence of the material and the session	See appendix G

Table 9. Natural sciences: How the food chain works.

Transversal plans	
Number 9	
Educational institution Fidelina Echeverry	
Teacher in charge:	Luceli Uzuriaga Lasso
Cross-sectional area:	Natural Sciences
Academic period:	Period II
class duration:	2 hr.
Number of students:	23 students
Date: 25/07/2022	Ages: 10-13
Grade:	Sixth grade
Theme:	The Food chain
Objective:	Know how function of the food chain
Competencies to develop:	<ul style="list-style-type: none"> • Communication skills • Functional competence • Skills; listening, speaking and writing
Activities:	Activity 1: greetings and welcome
Time of each activity:	The class will start with a short welcome song allowing the children to learn some ways to greet the dance and have fun (15 minutes)
	Activity 2: after the explanation they discovered the animals that belong to each group of the food chain. (15 minutes)
	Activity 3: Students will be presented with an activity where there will be different animals, the objective is for them to place each animal in the group of the food chain to which it belongs. (15

	minutes) Activity 4: Farewell Feedback and There will be a socialization at the end where the opinion will be heard and each comment will be taken into account for the next session. And it will end with the class. (15 minutes)
Teaching resources:	Activity 2 Sheets of paper, markers, teacher's voice, colors, straw cardboard, and block sheets. Activity 3 Markers and teacher's voice, photocopies.
Vocabulary:	Food chain, carnivores, consumers, decomposers, habitat, ecosystem, microorganism, animals, organisms.
Class Observation:	In this section, the use of transversality was successfully implemented, since the children were taught everything related to the food chain, carnivorous animals, consumers and decomposers. It was undoubtedly something new for them because they were not clear on the subject, they did not know that some animals feed on others to survive. And at the same time, they learned the names of these animals in English. It was meaningful learning since they themselves drew conclusions such as: if the cow feeds on the grass, what animals feed on the cow?
Reflection:	The students reflected the desire and willingness to participate. The materials used were very helpful when explaining the subject, the help of the teacher in charge of the area greatly strengthened the knowledge, explained and clarified their doubts in the Spanish language while we guided the same. subject in English, that is the beauty of this transversal work, the integration of knowledge.
Evidence of the material and the session	See appendix H

Table 10. Natural sciences: Digestive systems and their functions.

Transversal plans	
Number 10	
Educational institution Fidelina Echeverry	
Teacher in charge:	Luceli Uzuriaga Lasso
Cross-sectional area:	Natural Sciences
Academic period:	Period II
class duration:	2 hr.
Number of students:	Group:
Date: 29/07/2022	Ages: Ages: 10 – 13
Grade:	Sixth:

Theme	Digestive system
Objective:	Identify some parts of the digestive system and its functions
Competencies to develop:	<ul style="list-style-type: none"> • Listen • Speech • Fine motor
Activities: Time of each activity:	<p>Icebreaker activity: students will be shown some symbols with which they must guess the name of some Disney movies. (10 minutes)</p> <p>Activity 2: Through a drawing of the human body, students will be shown each part of the human digestive system, then the function of each one and how it works will be explained. (20 minutes)</p> <p>Activity 3: Children will be given a word search with keywords mentioned in the explanation of the topic, they must find the largest number of words. (10 minutes)</p> <p>Activity 4: Finally, there will be a labyrinth of the large intestine, the first child who discovers the way to reach the end of the labyrinth will have a prize. (10 minutes)</p> <p>Farewell Feedback and There will be a socialization at the end where the opinion will be heard and each comment will be taken into account for the next session. And it will end with the class. (10 minutes)</p>
Teaching resources:	<p>Activity 2 Sheets of paper, markers, teacher's voice, colors, straw cardboard, and block sheets.</p> <p>Activity 3 Markers and teacher's voice, photocopies,</p>
Vocabulary:	Month, esophagus, stomach, large intestine, small intestine, liver, rectum.
Class Observation:	In this section it was possible to demonstrate the use of transversality through the activity of the human body, the name of the parts and the functions that each one fulfills, the children not only associated the parts of the body with the word in English, but also that the functions fulfilled each one, at the same time they felt protected with the parts because many did not know, for example, the process that the body does once it ingests food.
Reflection:	In this section, the students were very active, attentive, they showed interest in the activities, they all wanted to participate, even in the feedback that we all made, each part of the body and the functions that each one fulfills was very clear to you.
Evidence of the material and the session	See appendix H-

ANALYSIS

This section is the analysis of the entire process that was carried out in relation to the transversal project of English in the educational institution Fidelina Echeverry in Puerto Tejada-Cauca. The analysis of this research work includes essential information that proves its validity.

The starting point of this research work was an interview with the teachers of the five areas to work: (Natural Sciences, Mathematics, Social Sciences, Artistic and Literature). Therefore, the objective was to find out if teachers knew about transversality or not, and how they implemented it. In other matters, with the observation and the reflection of the implemented classes, thus it was evidenced using teaching strategies, new didactic and useful tools allowed children to get involved in the subject. At the same time, all the classes carried out met the objectives that contributed to the strengthening of English through transversality.

In addition, during the development of this research work making use of some tools, materials methods, and methodology allowed students to provide different types of strategies: problem -based learning, meaningful learning, and associative learning. In the literature class, the audio-visual method was applied, through which it was observed that the students developed meaningful learning through the story of Little Red Riding Hood, since they knew it in their mother tongue. In this manner, it was realized that transversality was satisfactory because through the tale they learned to identify the main characters and the parts of a story in the English language. Referring to this, Rubino (2010) mentions that the audiovisual method refers to both sound and pictures which is typically in the form of slides or video and recorded speech or music; all is visual presentations that are shown by the teacher to the students. It can be called a new trend because technology is used in this method such as, computers, televisions, language laboratories or the others which can support the teaching learning process in order to improve student's skills.

Another method was problem-based learning; It was developed from math class, it was really evident that during the realization of these sessions, it represented a transversal important factor since the students actively participated and learned through the formulation of mathematical problems, in this regard, Duch (2001) affirms that problem-based learning is a teaching method in which complex real-world problems are used as the vehicle to promote the student's learning. PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning (Duch et al, 2001).

During the science social class some of the communicative skills such as associative learning were developed, since through some activities it could be noticed that they contributed to the strengthening of English, according to Arriel (2008) this occurs when we associate, ideas, or thoughts with certain actions and, as a result, our behavior changes. This type of learning is characterized by its repetitive nature, which with each new reinforces the connection of both concepts in the brain. (Ariel,2008). Also, in both classes of artistic English class the total physical response method was developed, since it is a teaching method that combines verbal and motor skills allowing children to physically respond to communication in addition, during the artistic classes the students reacted with movements to the instructions given. According to Escribano (2020) this is a multilevel technique, it attends to the diversity of the classroom, all students learn significantly by using physical movements in the classroom, either to learn a language or to learn any other subject.

Also, the last one class was Natural Sciences class in which Meaningful learning was focused on uniting and restructuring a new learning by comparing it with a previous one. During the class, this process was experienced since the students had the ability to apply the theme of the natural sciences area previously seen with the transversal class in English. According to David Ausbel (1989), Meaningful learning is a process through which new information is related to a relevant aspect of the individual's knowledge structure; it deals specifically with learning as it occurs in formal teaching contexts and, in particular, in the school classroom. (Ausubel 1989).

The previous paragraphs gave a brief introduction to give way to the events of each of the classes and how they were enriched through the transversality from English:

Literature class

In the Literature-English class, the contact with the children left them with many mixed feelings because this was their first class and, therefore, everything was totally new to them. It should be noted, this class contributed satisfactorily to the strengthening of transversality because in an interactive way with the implementation of some strategies and communicative competences skills such as: listening, speaking, questions and answers while the video was being broadcasted, and its vocabulary were strengthened in the students. By

this way, the transversality was really remarkable because students learned the parts of a story which were beginning, middle, and the end through a video about “Little Red Riding Hood”. The video contained subtitles and images to make it easier for students to understand, and they were able to identify those parts and the characters, because when they watched the video, we asked them some questions related to it, the following are some examples:

1. Who is the person that little red riding hood visits?
2. Who does Little Red Riding Hood meet on the road and what happens?
3. What happens when Little Red Riding Hood arrives at granny's house?
4. What happened to Little Red Riding Hood and her granny?
5. What were the main characters of the story?

In the second class of Literature-English, the transversality was evident when the students learned what was a word, the structure of the phrase and a sentence from English through the means of the resource of flashcards, it illustrated the simple and easy sentences. In addition, the students stimulate and corroborate what they have seen before reorganizing some sentences. From this session it is clear that this theme was consolidated because the students obtained improvements in their learning in both languages, (Spanish and English). In addition, they put into practice their speaking and writing skills.

Social science class

The third class was social science, and the topic was the continents. Visual memory was used as a learning strategy to teach students the 7 continents. Through an explanatory video, students could visualize where the continents were geographically, they could also know the official language and some animals of each country. Of course, the students stimulated their visual memory with an exercise in which they located the continents on a map showing the silhouettes of each continent. The students were impressed by the diversity of each of them. It can be analyzed that with the development of this session the students related to real life. They knew details related to their environment and the general information about the world in a transversal way through the English, it is really relevant for research work because the area of social sciences contributes to the strengthening of

transversality, in such a way that, the students understood some organizational geography of the continents with some social and biological aspects of each one.

During the second section of social sciences, the information of the first section was complemented and the students were more enthusiastic because the class was more didactic and the subject was contextualized with reality using images and allusive videos.

Mathematics class

Teaching mathematics through English was a real challenge because we had to teach a specific topic in the area of mathematics that could be taught through English. It was decided to teach Math Symbols in the first class through English, since it could be adapted so that the students could do mathematical operations using numbers in English. In this class, students practiced their mathematical skills based on the strategy of mental calculation, in which

students were asked to perform mathematical operations using some activities, for example: The classroom was divided into two groups, so two students of each group go out to the board, they had to write on the board the operation dictated in English and solve it, at the end they had to say the result of the operation in English. In addition, it is notable that working on the activities collectively was very productive since dividing the students into two groups made them feel motivated to participate and among all of them, they corrected the operations, because they were asked if it was right or wrong and why.

This class clearly contributed to the strengthening of English because when reviewing the numbers and when they performed the operations the students submitted their brains to new challenges that helped cognitive flexibility, because they thought and solved under pressure, because solving each activity had a specific time of one minute. This undoubtedly improved their speed of response.

On the other hand, In the second math class, solving operations, and questions quickly such as: I have two parents and six sisters. How many people are in my family? If I have 50 apples and I eat 14, how many apples do I have? 4×5 is =, 100 times 1000 is equal to 100? and A dog has four legs. How many legs do two dogs have? among others. It

successfully contributed to the strengthening of problem solving, logical reasoning and problem-based learning and collaborative work, and dexterity among others.

Artistic class

In both Artistic classes, it was decided to teach English through choreographies with commands in English. The Total Physical Response (TPR) method was adapted to carry out the activities. By the means of facial expressions, body language, gestures, or physical props students react to verbal input. Having said that, the children were able to enhance their gross motor skills and multiple intelligences such as spatial-temporal localization, so they learned what movements to make and where to go, for example: right, left, down, up, among others. During this session, while listening to the songs, the commands were mentioned and the students immediately performed the action, while reinforcing listening and coordination.

Natural sciences English class

In the first class of Natural Sciences, we worked on the topic of the food chain, in which through allusive slides and some photocopies we explained in detail to the students what the animal food chain is, how it works, and which are the elements of the food chain: Producers, consumers, decomposers. With these didactic resources, the students were able to place each animal in the food group to which it belongs. However, they generated multiple doubts that were answered during the class. Therefore, this process contributed to learning by association and meaningful learning because the students related the information previously seen in their mother tongue with the information presented in this session through English. Undoubtedly, this enriched their English because they learned and expanded their vocabulary about animals, and if not only that, they learned knowledge of the animal environment.

In this second session of the Natural Science class, a poster board was used on which the human body was drawn with all the parts of the digestive system and each of its parts written in English. The objective of this class was to identify the parts of the digestive system and to know their functions. This was done with the intention of having the students recognize what these parts are called in English and what function each one fulfills, through this activity the students developed learning by association since each one of these parts had to locate them again where they belonged. Also, meaningful learning was developed because they learnt everything about their own body.

CONCLUSION

According to the research work conducted on how transversality contributes to the strengthening of English teaching in the sixth grade of the Fidelina Echeverry Educational Institution of Puerto Tejada -Cauca, through the transversal classes whose subjects were Mathematics, Social sciences, Natural sciences, Artistic and Literature, it can be concluded that:

- The population studied did not know about transversality, but both teachers and students were interested in the way the classes would be developed and they showed interest and reacted positively.
- Through transversality, it was possible to see that students learn knowledge from the teacher's connection of interdisciplinary knowledge. The strategies implemented for each subject and area played a fundamental role and as a result, students developed learning, skills and abilities such as: speaking, writing, listening, and reading. In this way, transversality could be taken into account as a way of teaching within any educational institution and provide high cognitive and formative benefits for students.
- The 10 classes of all subjects were planned in different ways taking into account the different teaching methods such as: Learning by association, total physical response, collaborative work and problem-based learning it catch the students attention to transversal topics dictated and contributed to meaningful learning, as in the case of the art class the students, responded to the commands taught and in the literature class they identified together what is a phrase, a word , the structure and how to make a sentence.
- This managed to draw the students' attention to the cross-cutting themes dictated and contributed to meaningful learning, as in the case of the art class the students, responded to the commands taught and in the literature class they identified together what is a phrase, a word, the structure and how to make a sentence.
- By means of transversality and its facility to connect and combine subjects through different teaching methods, it could be noticed that the students

showed taste and interest in all areas and subjects, thus achieving the learning of English.

- During this research work, it is important to highlight the importance of how transversality is implemented, that's to say, what resources, materials, strategies and methods should be used and how to make students learn. At the same time, the population must be taken into account, that is, planning which activities can be developed according to the age of the students and, finally, taking into account their environment, is to say, the social and cultural context and its influence.

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APPENDIXES

Interview directed to the teachers

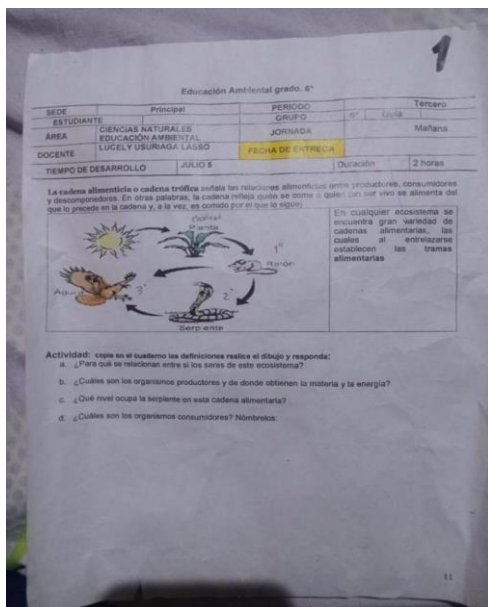
This section intends to present the different questions that were asked to the five teachers of the areas selected to work. There were 7 open questions with the objective of inquiring if transversality was something already known to them and if they were implemented in their classes, and in what way. All this in order to know their point of view about the different contributions that they believe it provides in their classes. The 7 questions are represented below.

Appendix B: Interview with the teachers

1. ¿De qué área es usted profesor?
2. ¿Tiene conocimiento usted de la transversalidad?
3. ¿Cree usted que la transversalidad es importante en la educación?
4. ¿Implementa la transversalidad en sus clases?
5. ¿Cuáles son las principales áreas en las que trabaja la transversalidad en sus clases?
6. ¿De qué manera cree usted que la transversalidad puede verse reflejada de manera positiva dentro del aula?
7. ¿Qué estrategias de enseñanza implementaría usted para dar cabida a la transversalidad?

Appendix C: Social Science material

In this appendix are two images which were the theme shared by the teacher and which was used as the basis for organizing the cross curricular class.



Appendix C: Literature class

In this appendix are the students performing the activities of the 2 literature classes which were to identify the parts of the story and organize a word, a phrase and sentence in English with the elements provided.



Appendix D: Social science class

This is the social science activities in which the students identified the continents, the language and some typical animals of each continent.



Appendix E: Mathematics class

This annex shows students to solve mathematical equations and problems through a group game.



Appendix F: Artistic class

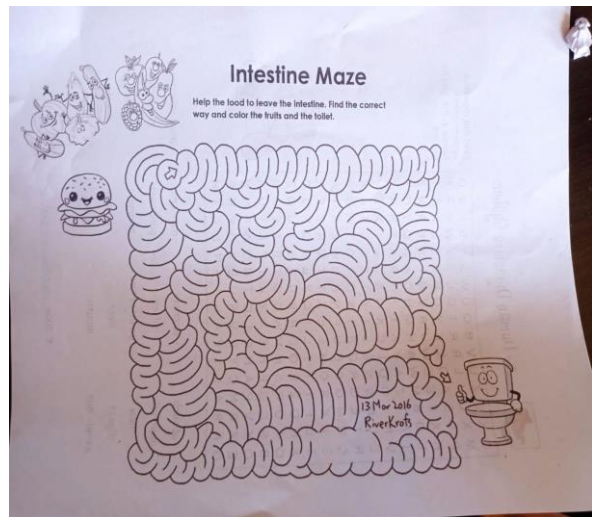
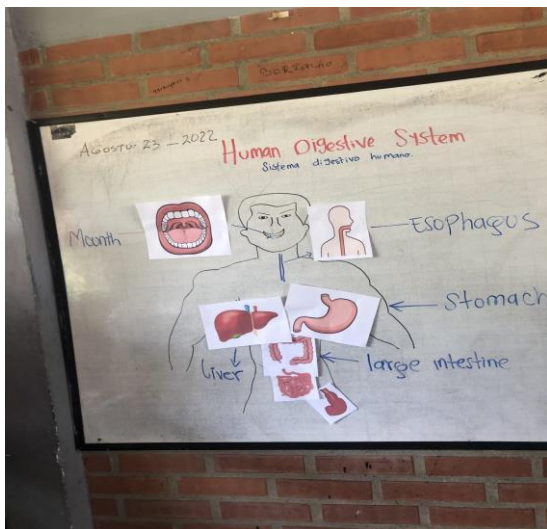
This appendix contains images in which students follow choreography instructions using English commands.





Appendix G: Natural sciences class

In this annex you can see the materials provided by the teachers of relevant topics such as the food chain and the digestive system, in turn you can see the students developing the corresponding cross curricular activity that consists of identifying the digestive system and making soups of letters.





The Human Digestive System

Find the digestive system words below in the grid to the left.

Q	K	Z	Z	U	V	B	Q	U	W	S	Y	S	P	V	D
M	X	L	V	L	R	R	T	C	U	J	Y	W	H	A	I
P	S	B	A	E	O	L	K	Y	G	M	B	S	B	A	A
K	X	S	S	E	W	U	A	V	M	L	S	F	R	N	Z
L	O	B	M	W	A	H	M	U	D	A	W	Q	Y	C	T
I	A	T	Z	A	P	K	T	J	T	R	A	F	N	R	Z
V	N	I	O	O	L	C	X	W	S	G	L	I	X	E	V
E	U	M	S	N	E	L	T	X	T	E	L	L	T	A	K
R	T	E	G	R	G	S	I	X	O	I	O	T	W	S	F
C	R	M	G	P	E	U	P	N	R	N	W	E	R	Z	I
S	I	K	S	G	H	E	E	X	T	T	M	R	O	N	J
T	E	F	I	T	T	L	I	Q	Y	T	E	N	S	I	U
X	N	D	Z	E	O	D	R	B	U	S	S	I	U	Q	Z
Q	T	U	R	S	E	N	M	W	C	G	T	B	T	F	I
B	S	C	C	E	F	E	A	Y	K	I	Z	F	I	V	H
O	X	V	P	A	H	C	L	C	T	N	Q	W	F	N	N
E	X	P	N	C	Y	R	V	S	H	E	X	D	F	R	E
D	A	S	A	L	I	V	A	H	I	F	T	E	E	T	H

absorb excrete nutrients small intestine
appendix filter pancreas stomach
chew large intestine pharynx swallow
digest liver rectum teeth
esophagus mouth saliva tongue

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