

# MEANINGFUL EXPERIENCE

Didactic Materials in Teaching English at Kindergarten Level

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## **ABSTRACT**

Katiana Contreras: Didactic Materials in Teaching at  
Kindergarten Level

(Under the direction of Irina Sysoeva and Jairo Pedroza)

The present study was carried out with the objective of implementing didactic materials in teaching English in kindergarten level at Luis Carlos Lopez School. The study aimed to identify the current issue that face public schools, regarding the lack of didactic materials in English class. In the analysis of results was evidenced that using pictures, posters, stories and some didactic resources such as videos, songs and games are helpful and necessary to teach a new language in kindergarten

Keywords: didactic materials, English teaching in kindergarten, new language, meaningful learning.

To all my family, my wonderful parents Narciso Gabriel and Delcy; the reason what I become today. My two sisters Katherine and Kiara. My nephews Sadam and Valeria. My beloved boyfriend Antonio Carlos and my friend Laura. You have been the best inspiration. I could not have reached this without you. Thank for your endless love, prayers, sacrifices, advice and support along my career.

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## **Chapter 1**

### **1. 1 Autobiographical Note**

My name is Katiana María Contreras Lozano. I am student of Foreign Languages at the University of Cartagena. I am currently in the last semester of my career.

The present paper is associated to my meaningful experience. It is directed to the course of "Professional Practice".

The adventure as a teacher began in 2010; in Normal Superior Lacides Iriarte School located in Sahagùn - Cordoba. It is a public school with a pedagogical approach where students from ninth and tenth course must carry out projects aimed at helping the community.

In 2012, I entered to "Complementary Cycle" and from that moment, I had to teach and rotate through the different grades such as preschool, first, second, third, fourth and fifth elementary school. All the teachers gave us valuable advice to achieve and leave traces on the students. It was not easy being in front of many students and teaching them new things.

At the end of each class, I only hope that students liked the class as well as they have learned something new and that everyone feels happy.

### **1. 2 Institutional context**

The Luis Carlos Lopez is a public school located in Blas de Lezo neighborhood in Cartagena Bolívar. Luis Carlos Lopez School seeks to be an integral family for children and young people, to train entrepreneurs who project themselves to the world with moral and spiritual principles and values that allow a good coexistence at school. It is based on the social-cognitive pedagogical model, which addresses diversity in response to the socio-economic context needs of the town.

I have been teaching English since August 2018 in kindergarten level. English language teaching is very poor; primary and kindergarten lacks of an English teacher and does not have the necessary materials to be taught. The kindergarten level has five teachers and it is

divided into 5 classrooms; each one with approximately 20 to 25 students; between the ages of 5 and 6 years old.

### **1. 3 Problem Identification**

One of the current issues that I could identify in school is the lack of teaching materials in classroom. From the first time, I arrived at the school I could see that classrooms were full of educational Spanish materials such as flashcards and posters. For two consecutive weeks, I could observe that each classroom did not have materials to teach English. This problem in kindergarten classrooms at Luis Carlos Lopez School can lead to children feeling unmotivated by learning English.

According to General Education Law (Law 115, 1994) second section. Preschool Education, article 15: "...Preschool students learn through pedagogical and recreational socialization experiences". Kindergarten teachers should teach with interesting didactic materials such as stories of all kinds, games and fun activities in which they can use materials suitable for them. Gómez (2011) says that "The child, having contact with real, striking, palpable and varied materials, leads him to experience what he wants learn, energizing its process of internalizing content and at the same time feel the enjoyment for what is learned".

It is important that English teachers know some factors such as the context and the needs of the students, since when we know these factors we can encourage and provide pleasant and active learning environments inside and outside the classroom.

## **Chapter 2**

### **2. 1 Proposal: Teaching English Through Didactic Materials**

During my teaching process at Luis Carlos Lopez School, I have tried to reduce learning barriers in English classes. I always tried to make dynamic and active classes in

which students can feel comfortable and have a meaningful learning. Considering that, Luis Carlos Lopez is a public school and do not have any didactic material to work and teach English I searched the Curriculum Structure Booklet (2016) including the Suggested English Curriculum that offers some sources and links about didactics materials. Taking into account that children between 5 and 6 years old are visual; these materials should be creative to get children's attention.

The following didactic materials were proposed for the English teaching in kindergarten:

- Hand drawn posters
- Stories
- Pictures
- Flashcards
- We can also include some didactic resources such as songs, videos and games

“In the English teaching, the use of teaching materials favors the learning process in students. Through these materials, teachers can stimulate the development of memory, fine and gross motor skills, cognitive and physical part, among others” (Manrique & Gallego, 2013, p.105).

## **2. 2 Application of didactic materials**

Below is detailed how these teaching materials were implemented in English classes:

- Hand drawn posters: Creating my own poster as teaching material is a complicated task that requires a lot of effort, dedication and time. However, the use of posters leads to satisfactory results. Hand drawn posters are a valuable material in the teaching of a foreign language since through this I was able to explain, show and encourage learning with striking drawings.
- Stories: Using stories in English classes students were able to identify words and answer questions related to the text.



- Pictures and flashcards: Through these didactic materials, students try to remember, identify and say the correct words given by the teacher.
- Games: The goal of including games in my classes is to provide dynamic and comfortable environments, in which students can learn, interact with their classmates and have fun.
- Songs and videos: With these didactic resources, English classes become dynamic and students can drill the language, participate and memorize words in easy way.

## **Chapter 3**

### **3. 1 Analysis of results**

After the observations made and the implementation of didactic materials and resources, it was possible to establish:

- Using pictures and posters facilitated the understanding of new words within the learning process of the English language in kindergarten.
- Through videos, I was able to introduce new vocabulary, asking questions and drilling words many times as possible without boring children.
- Using songs in class was very useful since the students were able to memorize words and structures.
- With the implementation of these materials, it was possible to establish that the majority of the students participated in classes.
- Students enjoyed learning English by moving every part of their bodies.
- Students showed more confidence.

In my experience as an English teacher at Luis Carlos Lopez School, I have noticed that using didactic materials in kindergarten is necessary for teaching a new language.

To conclude, using these didactic materials students can easily identify new vocabulary, remember and memorize words, participate actively in the activities, enjoy the classes and have fun.

### **Reflection: As an English Teacher at Luis Carlos Lopez School**

After one year teaching at Luis Carlos Lopez School, I think it was a wonderful experience to teach English. First, it was a surprise I was going to be the new English teacher at kindergarten level; to be honest I did not know what I really wanted. Nevertheless, the great moment had come to choose the course we were going to teach, all my classmates had chosen and only one course per English teacher was missing; and that course was kindergarten.

Truth be told, I had always wanted to teach children and I do not know the reason; but it is something that has always caught my attention. Perhaps, it is because when I was in the sixth semester the teacher asked us to prepare a class to show others, so I decided to prepare a class for children. At that time, I did not know anything and I do not know why I took so much risk. Because, teaching children is very different from teaching in high school.

I had a new opportunity in front of me, I was going to teach and, now I had to do it well because it was not going to be a demonstration. In August 2018, the foreign language program told us to choose the school where we wanted to teach English. Then, I chose Luis Carlos Lopez School.

At Luis Carlos Lopez School, I realized that things were not easy. However, I learned a lot from the teachers; I learned many positive things inside and outside the classroom, as

well as I learned from negative things. For example, letting children paint with colors, they want.

I learned that classes should be dynamic and active for children. Moreover, every detail counts because they noticed everything and they can tell you what was wrong in your class. It is something so simple that as a teacher sometimes we do not notice it. For this and much more I say that children taught me how to teach them.

Overall, it was very nice to be surrounded by children because they always make you smile and make you feel good.

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## Appendix 1

Yo Katiana Contreras, estudiante de octavo semestre de Lenguas Extranjeras en la Universidad de Cartagena solicito permiso para realizar una videograbación en el que se incluyen fotos con fines pedagógicos. El propósito del video es evidenciar el desarrollo de la Experiencia Significativa (Trabajo de grado) con uso pedagógico.

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Nombre del padre/ madre de familia/ acudiente

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## Appendix 2





# THE FOOD PYRAMID





A E I O U

THE GREETINGS  
(Los Saludos)

 GOOD MORNING  
(Buenos Días)

GOOD AFTERNOON  
(Buenas Tardes) 

 GOOD NIGHT  
(Buenas Noches)

GOOD BYE  
(Adiós) 

Vivos  
en y muer  
alvajes,

domésticos, acuáticos.

# THE COLORS.



