

MULTIMODALITY AS AN APPROACH TO
ENGLISH ACQUISITION ON PRESCHOOLS IN
MEDELLÍN

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Content table

Abstract	5
Introduction	6
Objectives	7
Statement of the problem	8
Statement of the art	11
Conceptual framework	14
Methodological framework	20
Findings	29
Conclusions	35
References	37

Figure table

Fig. 1 - Gabriela Sanchez – 2018	21
Fig. 2 - Gabriela Sanchez – 2018	22
Fig. 3 – Guadalupe Valero – 2019	23
Fig. 4 – Guadalupe Valero – 2019	24
Fig. 5 - Gabriela Sanchez – 2018	25
Fig. 6 – Alejandra Sierra – 1997	26
Fig. 7 – Alejandra Sierra – 1997	27
Fig. 8 – Alejandra Sierra – 1997	27

Abstract

Preschool education has always been taken for a very important stage on children growth and schooling, it is the first process on kids' education and plays a major role on their progress during higher school years, but as important as it is to improve children motor abilities, creativity and social skills, language acquisition should be taken into account from a broader view as the language developmental sequences occur during this low stages of education, and according to renowned linguists such as Louis Bloom and Stephen Krashen the knowing of this stages is very important for children acquisition, and therefore, for teaching a second language.

Furthermore, the use of new technologies can improve teachers labor, since nowadays is becoming more and more common for children to have access to different devices and online platforms, consequently their mind is more ascribed to multimodal texts.

Key Words

Multimodality, Preschool, Language acquisition, Methods and approaches.

Introduction

This work was developed on the frame of licenciatura en Inglés – Español of Universidad Pontificia Bolivariana, Medellín, and is focused on the use of multimodal texts as an approach to English acquisition in preschools in the city. This concern began with the question about the foreign language teaching in Colombia, the regulations that the Ministerio de educación nacional (MEN) and the Common European Framework of Reference (CEFR) have placed and how the schools approach the language teaching.

During the development of this work, the question about preschool acquisition emerged, given the fact that there is no methodological plan for preschool foreign language teaching, and this became a study based on the theory of language acquisition, which shows that children have the ability to acquire a second language easier than an adult can learn one. So this, plus the great amount of stimulus that children have with the ICT's is so helpful to improve the multimodal texts use that it turns into a very broad topic to study and develop.

And during this text different concepts such as multimodality, acquisition, methods and approaches will be developed, also, will be reviewed some case studies about preschools work and the comparison of English students worksheets from 2018 and 1997, in order to review the evolution of the practice.

Question:

How the use of multimodality as an approach facilitates the acquisition of English on preschool students in Medellín?

General objective:

- Determine the influence of early language education on the acquisition of a second language.

Objectives:

- Analyze how a multimodal approach can be used to help kids acquire English in preschool.
- Compare the current methods with past methods to get a better understanding of the practice.

Statement of the Problem

Language education is a global concern starting on the concept that language is not only an instrument for communication but a way to contextualize and generate social knowledge. The study/teaching of language is an important term for big entities such as UNESCO which has written plans and statements for an optimal development of the language education and in this way the prolongation of those languages that have a lower speaking population and that have a tendency to disappear, in addition, the resolution 30 C/12 of 1999 proposes that “multilingual education” answers the national and international necessities of socialization and participation, also Common European Framework of Reference (CEFR) states that there is a need for a standard language teaching in order to improve international communication and systematize the learning and therefore assessment. Here is found that a global perspective validates language teaching as the main concern but there are no plans thought on a current context ICT revolution.

To understand the language teaching in Colombia, the first thing to look at is the legal frame that poses on the political constitution of 1991, article 67, that education is a social right and a public service that has to be mandatory between 5 to 15 years old and free on the state institutions, also on 1994, law 115 was presented to regulate the education on the country, it states that preschool education has to be at least 1 year for children under 6 years old but as the political constitution and the general education law set the age coverage from 5 years to above the government developed a new project called “de cero a siempre” that pretends to

unify the private and public efforts for early childhood education. Until here there we can see that there are no methodological plans concerning the acquisition of English on preschool but legal statements about the importance and the mandatory requirements of early childhood education, the resolutions shown affair education from the class transition to eleventh grade.

Looking into Colombian Ministerio de Educación Nacional (MEN) it is found that they file an educative plan on language teaching from first grade to eleventh grade but there is not a plan for preschool education which turns into an uncoupling of the education standards on the different institutions and a misstatement on the language acquisition process, education is thought in terms of acquisition for preschool students (4 - 6 years old) because according to Krashen (1982) the acquisition of a language occurs in the first stages as it is a subconscious process and he states this process is focused on the message rather than the form (cited on Contreras, 2012 and Abukhattala, 2013) but here, again, a disarrangement is found between government statements and theoretical concepts as the concept "Acquisition" is not presented on the government plans.

A dichotomy between the ideological conceptualization and the teaching of languages is found and turns into a necessity to analyze this dichotomy in a real context as an educative institution. The institutions claim to have a developmental educative model, which implies a very practical work with the students encouraging the acquisition of knowledge, but in the classroom the second language teaching is transversed by the concepts of different areas and is taught by repetition of concepts rather than practical acquisition even though students belong to a middle and middle-upper socioeconomic level and have access to different tools and techniques

that can overcome the reach of the classroom knowledge and as Lunenburg affirm teachers must use an approach that can give the students the convenience to learn and acquire the knowledge. From this last statement comes the idea of using a more current method as it is multimodality, and a question is stated: How the use of multimodality as an approach facilitates the acquisition of English on preschool students in Medellín? this because multimodality can appropriate concepts from other methods and turn into a method itself.

Statement of the art

Preschool teaching and multimodality are topics that have been widely studied and analyzed, the first one for its importance, as the first stage of education is one of the most important phases due to children openness to knowledge, plus the benefits in socialization, motor, and physical development, furthermore multimodality has been a broadly studied term since its possible combination of resources, formats, and methodologies to enhance, facilitate, or promote learning, also, as technology grows, multimodal texts are easier to implement, find, and be developed by teachers, subsequently, it becomes a focal point for investigations, and a new methodology to implement.

Even though these two topics are being largely researched around the world, the implementation of a multimodal method on preschool focused on language teaching has not been studied. Nevertheless, some of the studies made for preschool, multimodality, and language teaching can be used as a very good start to understanding the possibility that a multimodal methodology will open for language acquisition in preschool.

Some of the studies that appear to be important are texts about comprehensive reading which implement multimodal texts in order to enhance children learnings, such as Alba Patricia Torres Alayón, which says that "Los textos multimodales como una característica del contexto y herramienta didáctica y la unidad didáctica como estrategia en el proceso de enseñanza aprendizaje que favorece la lectura y la comprensión de textos y sus distintos elementos." And this shows how TICs implementation on school can benefit reading skills if they are used on a right and

meaningful way, focusing on the objective of improving children abilities, and having a constant re-evaluation from the teacher, in order to rearrange anything that can be out of line and also showing kids how these multimodal texts are beneficial for their learning process. It was also found a very important point of view on Wolfe, Sylvia and Flewitt, Rosie (2010). work, as they state “Close analysis of literacy practices and events allows us to explore potential differences between the modalities of interaction and the affordances of traditional and new media, in order to identify what early years practitioners need to know and do in order to support the developing literacy practices of all children across a range of media” according to this, is also important to note that “In order to assist children’s language and literacy development in different domains, educators need to help them make connections and reflect critically on the purposes of literacy.” Wolfe, Sylvia and Flewitt, Rosie (2010) P. 389.

Another important fact of multimodal literacy is that according to Hines, Samantha (2014) “multimodal literacy instruction can be an excellent way to engage learners and highlight non-traditional library resources and services” and this is very important in a world that has so many stimuli for children as they can use any ICT device, as Revista digital para profesionales de la enseñanza states on their article LA RIQUEZA DE LAS TICs EN EL AULA DE INFANTIL.

“Es a la edad de tres años cuando la mayoría de niños tienen el primer contacto con un centro escolar, y a diferencia de épocas anteriores, en las cuales no se otorgaba gran importancia a esta etapa de la educación Infantil, en la actualidad se considera relevante, ya que sienta las bases de futuros aprendizajes, se

adquieren hábitos de conducta y de convivencia, se suceden grandes cambios de crecimiento intelectual, adquieren gran capacidad de aprendizaje, etc.”

Revista digital para profesionales de la enseñanza, N^o 12 - Enero 2011. And with this notorious importance of attention on the first stage of children education and the use of technology, the use of multimodal texts gains importance.

The process of acquisition has been studied mainly by psychologists and they agree that the acquisition of a language occurs on the first stages of a child's learning development and it is a subconscious process, so in this way the children don't know they are learning and they are interiorizing the language and using the same methods to speak as they did when learning their first language, learn by listening and using.

These are some of the studies that have been made about these topics, but as can be seen any of them is focused on multimodality as an approach to english acquisition for preschoolers.

Conceptual Framework

Being a foreign language teacher and teaching on preschool implies thinking on different concepts like methods, approaches, acquisition and, currently, multimodality and throughout this section, those concepts will be explored to First understand better their meaning. Second, recognize the main approaches of language education on preschool globally and which are the most used methods to teach a foreign language to preschool students in Medellin. And finally, think about a multimodal approach to fulfill preschool students' needs in Medellin.

MULTIMODALITY:

As a concept refers to the different semiotic resources that can be used to communicate something, either videos, photographs or music that have a deeper meaning and combining them to enlarge the communication effectivity throughout the use of images, sounds, speech combined. The language and its communicative power go beyond words, it takes symbols, gestures, smells, sounds, even silence. giving the kids a broader range of the meaning of literacy enlarges their capability of communication, delivering the tools to decode and understand different modes and correlating them. Multimodal literacies help foreign language learners to improve their skills through the creation of different meanings and enlarging their ability to develop communicative competence in the foreign language. (Lopez, 2013)

Also, According to Baynham, 1995; Gee, 1996; Barton & Hamilton, 2000. Literacy isn't only the ability to Read and Write; it's also a social developed practice that suffers constant changes concerning social practices and contexts. (Lopez, 2013)

To understand multimodal literacy is needed to take into account the fact that technology and ICT have a major influence on people's learning methods and their access to information added to the understanding of different modes that were not taken into account before. according to Lopez (2013), as most children have access to different devices, like computers, tablets, smartphones, smart TVs, and so on with the internet and the possibility to watch videos on youtube and play games, therefore the use of digital technologies makes people be constantly rearranging and developing new skills in terms of literacy and so on, the pedagogy must account to mutate as fast as this social changes, but a part of the low use of multimodal texts on class, whether preschool, high school or university classes, come because pre-service foreign language teachers aren't taught through multimodal texts so they won't use them when they start teaching, mainly because of them not having the tools that any other reason. (Lopez, 2013)

ACQUISITION:

Education is thought in terms of acquisition for preschool students (4 - 6 years old) because according to Krashen (1982) the acquisition of a language occurs on the first stages of a child's learning development as it is a subconscious process (Cited on Contreras, 2012) and he states this process is focused on the message rather

than the form (cited by Abukhattala, 2013). Regarding the child language acquisition, Chomsky (cited by Kumaravadivelu, 2006, p. 5) call "the poverty of stimulus" the input that the child is exposed to, that is both poor in amount and deepness but despite that the child can produce. To sum up all this information, preschool students will be acquiring their main language and a foreign language has to be presented with a strategy to achieve its acquisition.

METHODS AND APPROACHES:

Kumaravadivelu (2006) explained: An approach embodies the theoretical principles governing language learning and language teaching. A method, however, is "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural (p. 85)

Also on the "categories of language teaching methods," he divided them into three broad categories 1. Language-Centered, that has its focus on linguistic forms and use pre-selected linguistic structures, so the teacher presents those structures to the students and makes them practice it until they (the students) have successfully learned it, 2. Learner-Centered, have its focus on students' "real-life language" and present the linguistic structures through meaning-focused activities, assuming that the learners can (and will) use these language skills to fulfill their communicative needs outside the classroom, and 3. Learning-Centered, are "principally concerned with cognitive processes of language learning" (Kumaravadivelu, 2006, P.91)

Learning-Centered teachers set out that language learning is a nonlinear process

and there is no need to use a pre-design language input but the implement of meaningful activities among the classroom. "...A language is best learned when the focus is not on the language, that is, when the learner's attention is focused on understanding, saying, and doing something with language" (Kumaravadivelu, 2006, p. 92).

Lunenburg, citing Miller, 2011 and Bauman, 2012, affirms that teachers must use an approach that can give the students the convenience to learn and acquire the knowledge easily and after that proposes and describes six curriculum models that for him are the most appropriate to use with preschool students: 1. The Bank Street developmental-interaction approach: in which the educators pursue to find an equilibrium between helping the child strengthen the new knowledge and influence student development. 2. The Dodge creative curriculum for preschool: Which states that "Teachers arrange the learning environment into ten interest areas: art, blocks, cooking, computers, house corner, library corner, music and movement, the outdoors, sand and water, and table toys (Dodge, 2010a cited on Lunenburg, 2018)", 3. The High/Scope curriculum: Consists on giving the children time and tools to plan a daily routine on their learning process as well as the reflection of it and also "small-and-large group activities", all this process is evaluated by the teacher, 4. The Kamii-DeVries constructivist approach: This approach is student-centered and teachers help students to expand their ideas instead of changing them. 5. The Montessori Method: "aims at developing children's senses, academic skills, practical life skills, and character" (p. 3), 6. The direct instruction model: The teacher uses a "question-and-answer" planned lesson that lasts 20 minutes to assess students. Using the Direct Instruction Model, teachers lead small groups of children in

precisely planned 20-minute question-and-answer lessons in language, mathematics, and reading"

In Colombia Ministerio de Educación Nacional (MEN) file an educative plan on language teaching from first grade to eleventh grade but there is not a plan for preschool education which turns into an uncoupling on the education standards on different institutions and a misstatement on the language acquisition process. Former preschool teachers affirm that the foreign language is presented to the students in a transversal way, i.e. if the children are learning the parts of the body, those parts will also be taught in English. Based on this information the question that comes to mind is: How multimodality can be a more effective approach to English acquisition in preschool students in Medellin?

CLIL:

Content and Language Integrated Learning or CLIL is a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language. (EuroCLIL 1994, cited on The CLIL Guidebook, 2014).

CLIL integrates both Content Learning and Language Learning. Using CLIC, students learn one or more of their school subjects in a targeted language, often are not proficient in the new language before they begin studying. They learn the language they need for studying at the same time as they learn the subject.

CLIL lessons focus on giving more responsibility to the students, improving students research skills and creates more successful and motivated students, but as its name

says it, it is also focused on the language learning, that gives students appropriate language structures, helps them develop effective questions, improves listening and reading and generates a language scaffolding due to the reformulation, simplification and exemplification that students need to use.

Some characteristics of the CLIL learning are:

- The starting point of playing CLIL is to see learning as an active mental process of making sense of the world.
- Learning is a process, which means that it is constantly evolving and open-ended.
- Language is learned in context.
- Students learn the words, phrases and concepts as they need them.
- Language is learned naturally.
- Language is innately tied to motivation.
- Learning is equivalent to making sense.

Methodological Framework:

This investigation consists of research about the methods used in preschools in Medellin to teach English and to help the acquisition of a second language on that first stage of education.

There were made informal interviews with different preschool teachers about the methods used on the English teaching and all the answers achieved were exactly the same, they transverse the knowledge being imparted on different areas with the language teaching, such as, if they are teaching the kids the geometrical forms they will tell the kids the name of these in English, if they are teaching them the body parts, they will also tell them their name in English, this is because as there is no methodological plan given by the Colombian Ministerio de Educación Nacional (MEN), every preschool institution has the possibility to develop any area planning they want, the only command given by the MEN is that a second language has to be taught (they recommend English but that is not mandatory).

Given this information, of knowing that the interviewed preschools use a transversal method to teach a second language, not a language focused method, the next step of the research was a comparison between second language teaching in Colombia during the 90's decade and the methods used in the past 2 years. In order to accomplish this some preschool worksheets from 1997 were analyzed and compared to different worksheets from 2018 and 2019.

Up next some of the different worksheets will be presented as a comparison to analyze in a clearer way the change that English teaching in preschool has evolved in the past 21 years.

2018 – 2019 WORKSHEETS:



Fig. 1 - Gabriela Sanchez - 2018

This activity was labeled as: “Sensibilizar a los niños con el vocabulario básico del inglés (las frutas)”. As it is implicit on the activity kids begin to recognize English vocabulary by painting and seeing images.

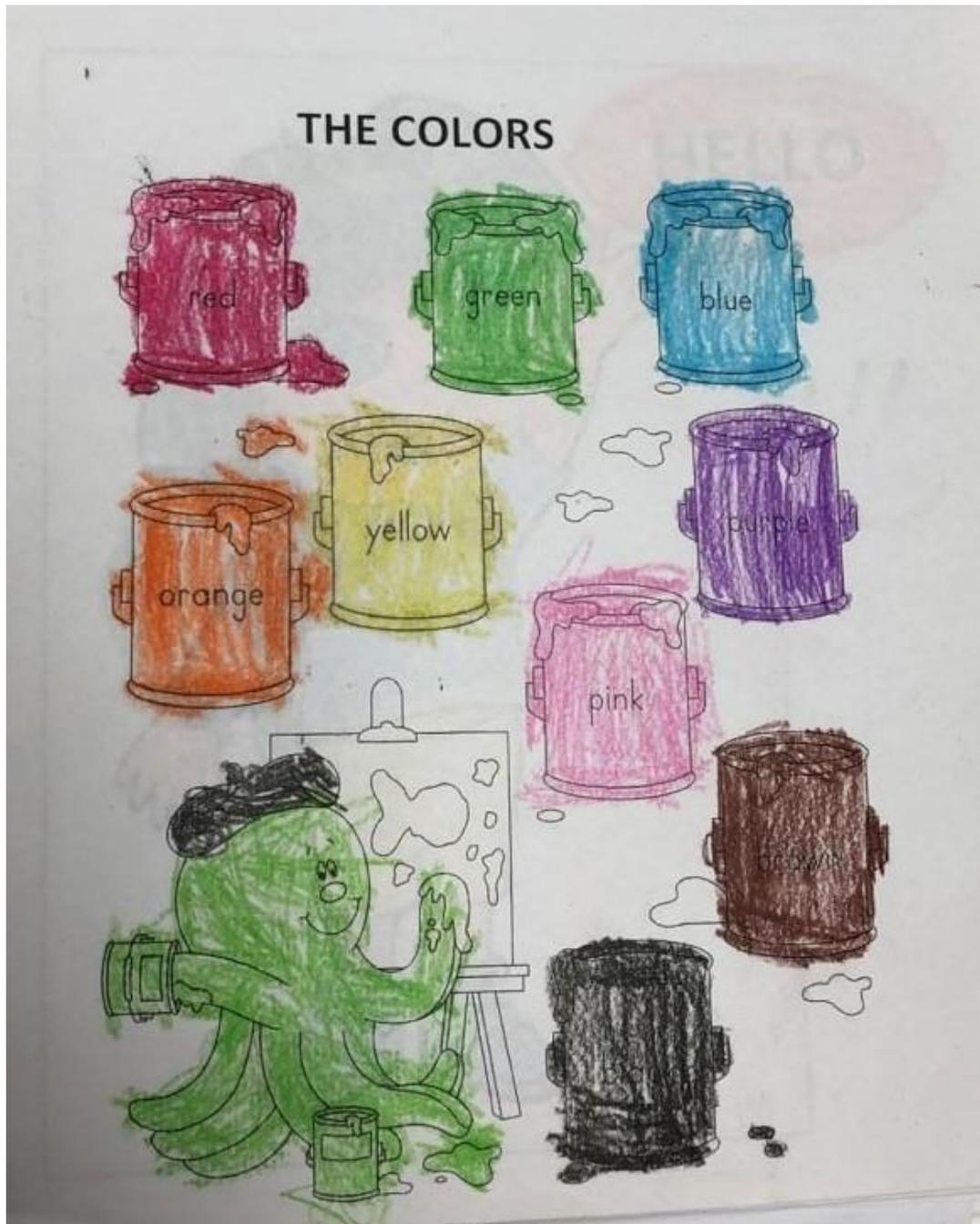


Fig. 2 - Gabriela Sanchez - 2018

This activity was labeled as: “Sensibilizar a los niños con el vocabulario básico del inglés (los colores)”. This activity kids begin to recognize english vocabulary by painting and recognizing words, but this activity shows a vocabulary learning more centered on translating words.



Fig. 3 - Guadalupe Valero - 2019



Fig. 4 - Guadalupe Valero – 2019

This activity was labeled as: “Orientar y reconocer los saludos en inglés y su pronunciación”.

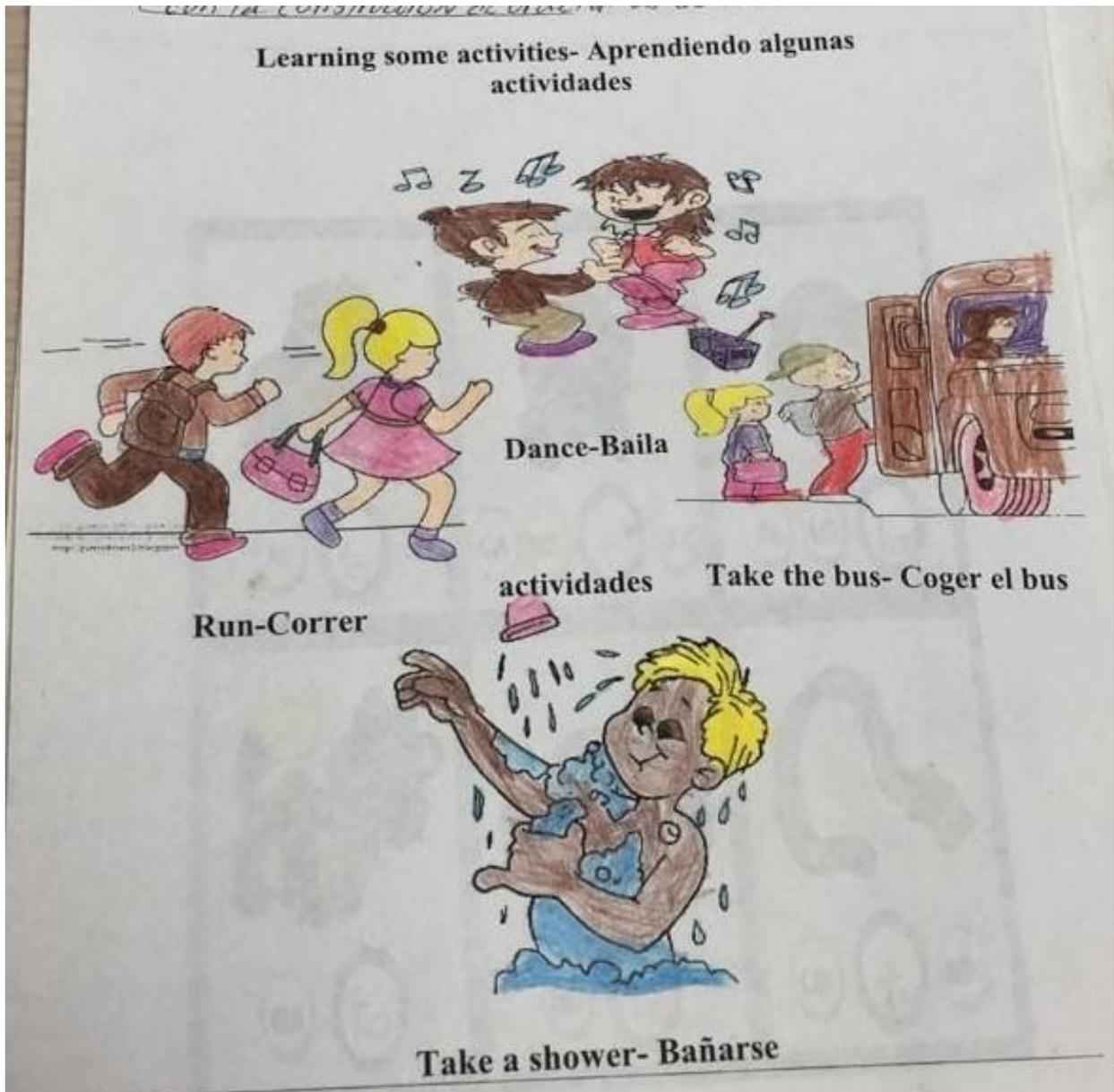


Fig. 5 - Gabriela Sanchez - 2018

This activity was labeled as: “Contribuir en el aprendizaje de un nuevo idioma con la construcción de oraciones de actividades básicas”. And this shows a more translation focused teaching, using activities that kids find appealing as painting and using images.

1997 WORKSHEETS:



Fig. 6 - Alejandra Sierra - 1997

These worksheets didn't have any explanations of the activity, but as it can be seen, the focus of the previous one is on the colors learning, the method was to fill the color circles with torn paper of the same color and to rewrite the color under each circle. With this the activity was vocabulary recognition and writing.



Fig. 7 - Alejandra Sierra - 1997

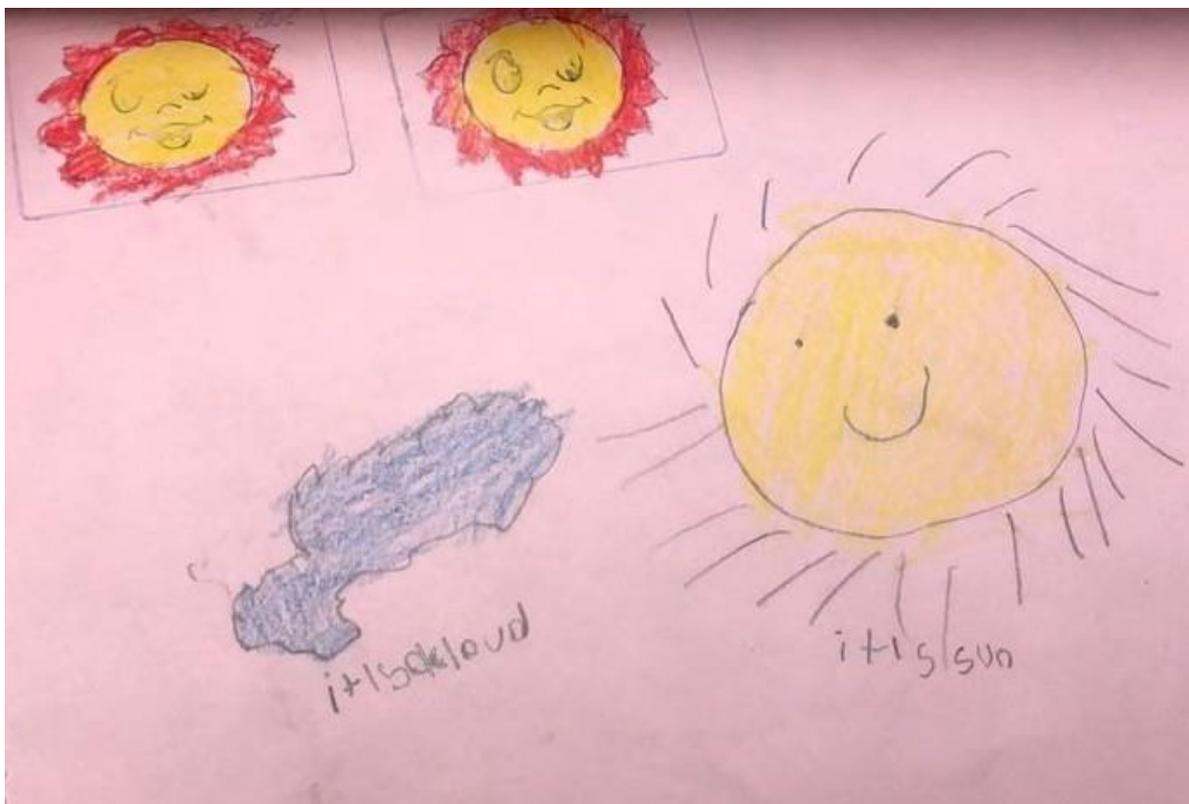


Fig. 8 Alejandra Sierra - 1997

On the last two activities we can see drawing and writing, some words were shown to the children and they had to write them and draw them, and these show word recognition, motor abilities and writing.

There was also conducted an observation on a semi-bilingual school, Colombo británico, which has a wide focus on the language teaching/learning from the basic levels of education, children study around 10 to 14 hours of english a week, from their English class to CLIL based classes, in which the students learn content on another language, it is usually classed as science, history or ethics.

As this school has such a wide range of language hours, children are exposed to the language learning since the beginning of their schooling process, and this shows very different results on the children qualification for the language.

Most of the students are able to communicate when they are just on second grade, that shows the importance and the benefits of early language education.

Findings

According to these findings, it is seen that the evolution of the practice has been given by the change of the material used for teaching the new language to the children, being the current worksheets more elaborated, clearer prints and having a better explanation of the competencies that are being developed, also nowadays preschool teachers are people specialized on teaching children, with studies on the area and full capacities to help develop youngsters' skills to their higher level through methodological strategies, knowing the developing stages of children minds, and physiological phases that are needed to be improved in order to achieve a better educational process on further educational levels.

however the bottom line of the practice of teaching English to children is that it keeps being the same method of traversing the knowledge of different areas and teaching the new language by just showing vocabulary and the translation of words, making it just a comparison with the main language and not engaging into acquisition of the second language, so children learn to translate instead of learning meanings or use of the linguistic competence, that ends on the low level of absorbing the new language, consequently kids are able to recognize certain words such as colors, body parts or family members, which is content that is commonly taught during preschool years due to the necessity of teaching children to use these words also on their main tongue since of the usage of the same, but do not connect these with the real life knowledge or real communication situations.

This meaning that they just think of these words when are needed for a class, a song

or a homework and just turn to be knowledge of short term memories instead of acquiring the vocabulary to use it for real life situations, which leads to a misuse of the language stages stated by linguists that address the critical age, which is before puberty, when the brain is more flexible and languages are easier to attain.

All this means or can be summarized on the fact that the knowledge of the language is not acquired, but just learnt for studying situations, which will eventually lead into bigger problems on higher levels of education, when the students will be asked for a level of the language but won't be able to achieve then due to the lack of stronger bases that are needed for the higher levels of the language.

Another important finding is that teachers of preschools frequently use music videos of songs in English for entertaining the children during the rests or lunch and for the final presentations of the closure events of the years, but this practice has not been focused on the acquisition of the language (even though it would be very helpful) but only on the psychomotor ability, which is very important to develop and one of the main aims that preschools have, and may be this activities are focused on this because most preschool teachers are majored on primary education, which is really important to know due to the importance of the first stages of development on children, but it is also necessary to have someone specialized on the language teaching to perform this, given the importance of communication and acquiring a second language on the proper stages.

Nonetheless this music and videos are not completely lost learning events, because children have also shown that they enjoy these activities that involve movement, music and colorful videos that they can dance to and express themselves freely, and

by these techniques they learn more, because is closer to the functional method, that has the requirement for children to be using the language and other different abilities in order to learn, not only sitting on a classroom, listening and repeating, but also using and relating knowledge to different social situations such as dancing, painting or singing, combining in this way the learning of a language with a artistic activity.

These two abilities, listening and movement, can be combined into a multimodal approach that will help children acquire the English language the same way they acquired their main language, by listening and using it. The theories about the developmental sequences suggest that children begin to acquire language knowledge on different stages, beginning with single words, then learning verbs (on their simple form), and eventually children will have enough language information to start developing a morpho-syntax level that corresponds to higher language knowledge. Subsequently, this use of multimodal approaches, has been shown a major improvement on the kids use of English by singing the songs and trying to explain their meaning, this can be due to the images used that can be a way for children to understand better and to start linking second language words to their main language knowledge.

Other finding, that is very important for this investigation, is based on a further look on children's education, in which I can see that when the second language is introduced into kids life from a basic stage (preschool), focusing on the use and enjoyment of the communication, upper stages will have more communicative competence, Particularly I would like to include a case of children seen on Colegio Colombo Britanico, a semi-bilingual school, that has an important focus on the

English language. A kid from second grade, that has down syndrome (Lucca), is able to communicate effectively on the second language. One example of this is that one day, the children were playing “HOT SEAT” a game on which the kids have to sit facing the classroom and classmates, on the board, that is sight unreachable for the kid that is on the hot seat, the teacher writes a word that the kids know, something that they have studied or learnt previously, and the other students have to describe it so the one in the hot seat guess it. The word that was given to Lucca was “Egg”, that week they had been learning about food, so the word was very familiar for them. His partners started to describe it as a white and yellow food, that was healthy and for the breakfast, he understood everything and guessed “Banana”, which is not the word we were expecting, but matched all the descriptions and was valid.

These example shows that when a language is introduced on the curriculum from lower stages and is imparted to the children using multimodal approaches such as videos, games, movement activities and others, it has such a big impact on the children language development, and that even children with a moderate intellectual disability as down syndrome, can learn and be proficient on the language, being almost on the same level that his classmates and to achieve the legal requirements given by the local government.

Also, in this classroom was seen that the kids that came having a good work in the second language from the lower stages where proficient and able to communicate through short sentences, they can communicate in English during the whole class not only to the teacher but also to their classmates, and had a higher confidence

when asked to present a work in front of the classroom, in contrast to children that have not had the stimulus since preschool, that were not able to show those abilities of speaking and producing.

Most of the kids on second grade (from formal education) are able to repeat phrases that are commonly used as “May I go the bathroom please”, “Good morning teacher, how are you?”, and basically basic greetings, but children that have had acquired the language since early stages (such as Colombo Britanico students) show a higher language use skills, as being able to do prayers, to talk to their classmates in English, to play games that require only English use, better spelling skills, a reading competence more developed, and basically more understanding of the language.

The bottom line of all these findings is that Colombian educational system need a better development on the language requirements since preschool education, because what was found on the Lineamientos Curriculares is merely a statement of the need of introducing a second language since the beginning of the educational processes of the kids, but opposite to the name of the publication, they do not present a curricular line to the teaching of the second language, instead of that it is further concentrated on the main dexterities that must be developed on children, the competencies required by the MEN that are: to know how to Think, how to Do, how to know, how to live together and to Be, and it is more focused on rising alternatives for teachers to lead their practice instead of specifying the content to be taught.

However, the importance of the language is not stated but can be seen on the contemporary world needs that are turning to be more and more concerned on the

international issues, as the globalization is engaging schools to become more efficient on teaching children to see their life's from a broader perspective that include the global market needs and the socialization skills on different language to understand cultural differences that can only be approached throughout the knowledge of a different language.

Finally, it is thought that more investigation on this field of the early language education on Colombian preschools is important for the better understanding of the different needs that the institutions presents and that might help improving both national and international standardized tests such as Saber 11/ Saber pro – Pisa, that always show a very low development on second language education, and lower the country's percentage amongst other countries. Also, multimodality can be a very helpful approach to English acquisition, not only for preschool students, but also to students with language voids on higher educational level.

Conclusions

- Methods used for teaching a second language have not evolved very much during the past 22 years, teachers keep using the same methods that are proven to work and that imply the development of motor skills but does not necessarily involve the acquirement of the language, this is mainly because preschool teachers are specialized on primary education not language education so this may cause the focus on developing certain abilities more than language skills.
- The English teaching methods are still based on word recognition and translation, but not used on real conversation situations, and acquisition processes are not being taking into account on the preschools, or even on higher education levels, which makes it harder for students to connect to the language knowledge due to the lack of foundation either on vocabulary, word order, use of prepositions or the syntax, and as these developmental sequences are not being taken into account students learn with voids on their knowledge and it becomes harder and harder to improve the language when there are missing parts and no one is even noticing them.
- Preschool teachers use Multimodal methods not being fully conscious about this practice, this texts such as videos or audio books are commonly used for preschool due to the magnetism they generate on children, because music and colors are attractive and children focus on them, but are poorly

consider as multimodal approaches that can be the beginning of a CLIL approach and usually end up turning it into recreation instead of learning.

- A multimodal approach can be easily developed on a preschool in Medellin due to the use of internet and the easy access to English videos and activities, but this would have to be planned and strategized by a teacher with the knowledge of the language teaching and the correct use of these tools with children.

- Parent work is widely useful and necessary in order to help the acquisition of English, as children spend most of their time at home, where they have smart devices and full access to internet, the use of these can be focused on improving the acquisition process, helping children to stay learning while having fun or feeling relaxation, but also taking advantage of the brain's plasticity to learn, this can also be a relieve for parent according to the constant worry for the amount of unnecessary and undesired content that can be found online, if the kids are learning or watching a formative video of any kind the parents can be calm about what they will end up watching and learning from their time on the screen.

- When children are exposed to the learning of a new language from early education stages, they show better results on higher levels due to the scaffolding they get on language, and this makes the upper levels easier to achieve, furthermore, the student will be more proficient on the language.

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