



PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR

SEDE AMBATO

ESCUELA DE LENGUAS Y LINGÜÍSTICA

**TEACHING ENGLISH AS A FOREIGN LANGUAGE TO PRE-
SCHOOL CHILDREN**

Suggestions and materials for how to take advantage of their age and capacity

**LICENCIATURA EN LINGÜÍSTICA APLICADA
A LA ENSEÑANZA DEL IDIOMA INGLES**

Marcia Judith Moncayo Peñafiel

Hilda Violeta Tobar López



April, 2002

DECLARACION

Yo, el abajo firmante, en virtud de haber sido nombrado para el cargo de investigador en el área de la lengua alida por el Comité de la Academia de la Lengua alida, me declaro responsable de los resultados de los trabajos que se realicen en el área de la lengua alida durante el periodo de mi cargo. Asimismo, me comprometo a cumplir con las obligaciones que se me asignen en el área de la lengua alida, de acuerdo con el programa de trabajo que se me asigne y a reportar los resultados de los trabajos que se realicen en el área de la lengua alida a la Academia de la Lengua alida. Asimismo, me comprometo a cumplir con las obligaciones que se me asignen en el área de la lengua alida, de acuerdo con el programa de trabajo que se me asigne y a reportar los resultados de los trabajos que se realicen en el área de la lengua alida a la Academia de la Lengua alida.

En fe de lo cual, firmo la presente en la ciudad de Quito, a los días ____ de ____ de ____ del año ____.

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[Firma]

DIFICULTADES.

Quiero de mí quejas al Sr. conde por haber
dejado mi familia por haberme dado una lección de
honoraria para padres que me era reclamada, puesto
que también a los niños se les enseñó y enseñó una lección
por no pagar y por no pagarle en todo el tiempo de
estudio que había sido posible a la vez que me
deja a mi madre.

M. J. J.

De nuevo vuelvo a presentarle a Sr. conde de
mi familia de este momento, quedando a mi madre
por no haber estado siempre pagando, a la vez que
quedaba de un lado para otro de la casa de Sr. conde
y al Sr. conde me voy a pagar por haberme presentado en la
casa de Sr. conde a la vez que quedo pagando por no
dejar a mi madre.

M. J. J.

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INTRODUCTION

The teaching of English as a foreign language to very young children has increased in recent years. As a consequence, teachers are more interested in learning how to teach pre-school children. Also, parents want their children to receive an adequate education which will prepare them to be competitive in future years.

The awakening of interest in teaching young learners requires teachers to be prepared for it. Many teachers do not have any knowledge about the language acquisition capacity that children have. Consequently, they cannot take advantage of it and also do not know which methodology is appropriate for them. Moreover, appropriate materials and activities that can be applied to teaching very young learners are not well known by teachers.

For this reason, the authors have decided to work on this topic because it will be useful for teachers to know about the language acquisition capacity that children have in order to take advantage of it, and to use an appropriate teaching methodology. Therefore, this paper will provide valuable information, suggestions and materials that can be applied by teachers in order to improve teaching English as a Foreign Language (EFL) to pre-school children.

1. THEORETICAL FRAMEWORK

INTRODUCTION

For the purpose of this paper, the authors advocate the following theoretical background regarding the language acquisition process in four-year old children, in order to identify their skills and characteristics, such as their ability to grasp meaning, and their capacity for indirect learning, which can help them to learn another language. All this background will provide this work with the basic theoretical support necessary for presenting suggestions and materials that can be applied by teachers in an EFL classroom.

1.1. LANGUAGE AND THE BRAIN

According to Lyons, (Lyons, 1981:248) the brain – more particularly, the cerebrum- is divided into two halves, or hemispheres, linked (in normal circumstances) by the corpus callosum. The right hemisphere controls (and responds to signals from) the left side of the body, whereas, the left hemisphere controls the right side. Each hemisphere of the brain receives information primarily from the opposite side of the body, and there are connections between the two hemispheres, allowing each half to “know” what is happening in the other.

Each hemisphere is specialized for the performance of certain functions -for example, non-speech-sounds are processed efficiently by the right hemisphere, while speech-sounds are generally passed to the left hemisphere, and that could

happen because of a process known as lateralization, which is a precondition for the acquisition of language. The process of lateralization is maturational, in the sense that it is genetically preprogrammed, but takes time to develop. It is thought to begin when the child is about two years old, and to be complete at some time between the age of five and the onset of puberty.

According to analysis, there is a special relationship between language and the left hemisphere. However, the right hemisphere is superior at: detecting nonlanguage environmental sounds, and musical melodies; interpreting stress and intonation, discriminating vowels, among others. These two sets of hemispheric functions constantly interact. If the left hemisphere is damaged or removed early in life, language does develop in the surviving right hemisphere, but it affects the course of language development; in adulthood, the syntactic capacity does not fully reach normal levels.

It becomes progressively more difficult to acquire language after the age at which lateralization is complete; "it generally thought to begin when the child is about two years old and to be complete at sometime between the age of five and the onset of puberty" (Lyons, 1981:249). In the words of de Villiers and de Villiers, "after puberty language learning seems to proceed more laboriously and is never complete" (de Villiers and Villiers 1979:124)

As a conclusion, it can be said that the human language capacity has a specific neurological base, with a degree of inborn potential, tied to a maturational timetable. (Slobin, 1979:126). That is to say that the age at which children acquire

language is very important because of lateralization; during this period, children's brains are ready to develop communicative competence.

1.2. NEUROPHYSIOLOGICAL REQUIREMENTS FOR LANGUAGE

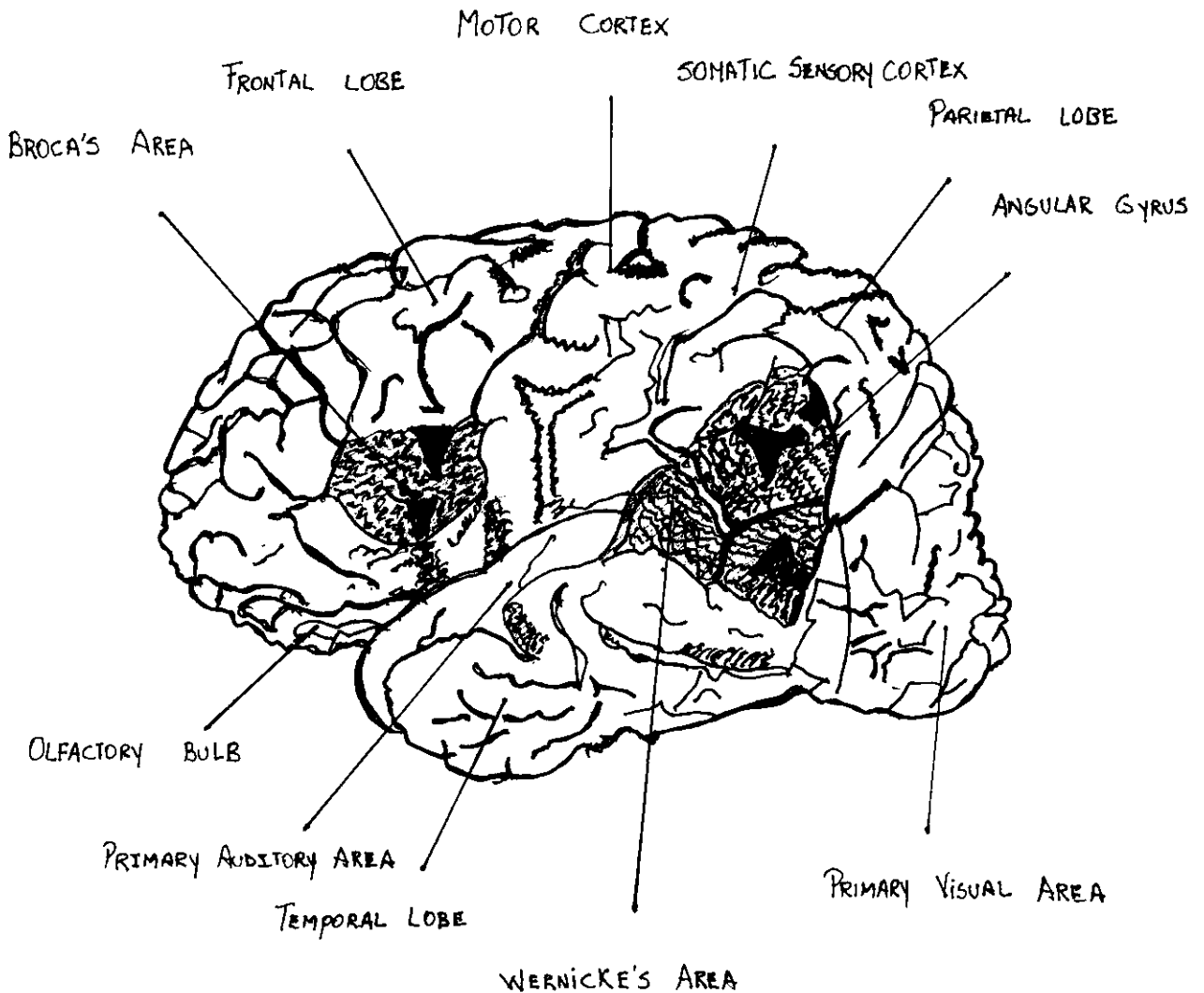
The process of language development requires some neurophysiological characteristics which are necessary to be known, because they are fundamental in this process.

1.2.1. Specialized Language Areas

There are two important areas in the cerebrum that encode and decode verbal language. These are called Broca's and Wernicke's areas. Broca's area is located in the lower part of the left frontal lobe. Wernicke's area is located in the upper portion of the left temporal lobe, adjacent to the parietal border. (Lane and Molyneaux, 1992: 135) If there were some problems in either one of those lobes, language development would be very difficult. For example, disruption of normal neuronal processing in Broca's area can result in aphasia; such patients that have this difficulty cannot produce individual phonemes and words, and the paralinguistic factors of rate, rhythm, and voicing are disrupted.

Patients that have damage in Wernicke's area retain the paralinguistic features of normal speech, but the content is not meaningful. (Lane and Molyneaux:135)

As stated above, these areas are fundamental in language development; teachers need to be aware of this in order to identify if children have some language problems that can be treated by a specialist.



1.2.2 Hemispheric Specialization

Wernicke and Broca established the importance of designated areas in the left hemisphere in the comprehension and expression of verbal language. The left hemisphere has more dominance for verbal processing than the right hemisphere.

However, the right hemisphere plays a dominant role in the processing of affective information, and in the interpretation of signals in the nonverbal domain.

The left hemisphere is described as explicit, analytic, prepositional, lineal, sequential, focal, verbal, and intellectual. The right hemisphere is described as tacit, holistic, appositional, nonlineal, simultaneous, diffused, spatial, and intuitive (Lane and Molyneaux pg 147, 148)

Hemispheric contributions to language development:

Left Hemisphere

Control of right side of body

Discriminations among consonants

Verbal fluency

Word pattern recognition

Reading and writing skills

Speech recognition

Control of articulatory movements

Control of speech rhythm and flow

Right Hemisphere

Control of left side of body

Discriminations among vowels

Pitch and tone recognition

Visual pattern recognition

Map reading and drawing

Recognition of environmental sounds

Recognition and expression of emotions

Nonverbal communication

It is important to mention that both hemispheres contribute to all cognitive processing and intellectual activities, but in varying proportions, depending upon

the particular activity and pattern of neural interconnections in the brain that are being used.

It is true that one of those hemispheres is predominant in each human being, and this determines why each person has an individual way of learning. This needs to be kept in mind so that activities presented to students suit the different learning styles.

1.2.3. Establishment of Neural Connections

Neural connections are necessary for learning and for the retention and recall of experience. There are three types of cortical areas that process incoming information; these are:

- Primary Zone: It is also called the projection area. This area receives impulses from a sense organ at the periphery

- Secondary Zone: It is also called the projection-association area. This area receives impulses from a primary zone and attaches meaning to the stimulus impulses. Primary and secondary zones are modality-specific because they deal with information from one sense only.

- Tertiary Zone: it is also called the association area. This area receives impulses from primary and secondary zones of more than one sense

modality. These zones are called overlapping zones, because impulses arrive with information from more than one sense receptor.

In the tertiary zone, the neural connections are established and enable us to identify and attach meaning to multisensory experiences. Also, operation of this zone enables us to recognize and recreate an experience with minimal cues.

The child's cognitive development depends upon the increased processing of information in the secondary and tertiary zones of the cerebral cortex, as neural connections are established. (Lane and Molyneaux, 1992:138). These zones determine how children identify, recognise and give meaning to what they learn. People who work with children need to know about neural connections so that they can give appropriate input to their students.

1.2.4. Attention

There is a crucial area of the brain that keeps us awake and permits us to focus our attention. This area is called the reticular system. Electrical stimulation in different parts of the system will result in waking or dreaming. Reduced electrical activity in the system will result in sleeping. (Lane and Molyneaux, 1992:137). This lets us figure out that children need to receive stimulus in order to get their attention. Those stimuli should be constant because children have a short attention span.

Indeed, children need frequent changes of activity; they need activities which are exciting and stimulate their curiosity: they should be involved in something active (Harmer:1991,7)

1.2.5. Memory and Learning

The child's development of language and other skills is dependent upon his capacity to learn. Learning can be defined as the acquisition of knowledge and the modification of behaviour through experience. Memory is the totality of what has been learned and retained, especially as evidence by recognition and recall.

In order to store information, we need some prerequisites, and they involve the following:

- Participate in an experience

- There must be some incoming sensory information related to that experience

- The received information is held for a few seconds to about two minutes in what is known as short-term memory.

- The experience must then be committed to long term memory.

(Lane and Molyneaux,1992:140)

The learning process is not as simple as it appears. It needs to go through a process. During this period, the child is simply building up competence by listening via comprehensible input. Once competence has been built up, speech emerges. (Krashen, 1987:9). This period needs to be respected and supported by providing students with simple input; which means that the language presented should be understandable for them.

According to the authors' experience it can be said that, the silent period differs from one student to another due to their personality, mood, health among others. This means that, there is not an exact time for this period. While one student can be silent for a few days another can be silent for months.

Moreover, the learner should be "open" to this input. For this reason, it is necessary to pay attention to the affective filter mentioned by Krashen (Krashen, 1987:3) "The affective filter is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition". When the acquirer is unmotivated, lacking in self confidence or anxious; when he considers the language class to be a place where his weaknessess will be revealed, the affective filter is "up". As a consequence, the acquirer may understand what he hears or read but the input will not reach the LAD (Language Acquisition Device). The filter is lowest when the acquirer is so involved in the message that he temporally forgets he is hearing or reading another language (Krashen, 1987).

However, there could be limitations in this theory, and there are people who do not agree with the Affective Filter Hypothesis (Mclaughlin, 1989: 56). From our experience we can say that this hypothesis works with young children. Because when children are involved in the teaching learning process they feel secure, highly motivated and open to the input that is being presented. Moreover, children do not worry about the language structure and their performance at any time. They use the language freely when they feel ready to do so.

In summary, young learners need to receive comprehensible input; they need to be motivated and involved in order to succeed in the teaching learning process.

1.3. FIRST LANGUAGE ACQUISITION

All normal children acquire language that they hear spoken around them without special instruction. It is important, however, that the speech to which children are exposed be related to objects, events, and situations in the environment (Lyons, 1981:253) . The progress that they make in acquiring a language is so rapid that it makes it difficult to keep a comprehensive and systematic record of it.

It is impossible to say exactly when a child has started to talk; nevertheless, there is an expected development of language according to age. "Comprehension always precedes production in the developmental sequence". (Lyons, 1981:254)

Babies, in the first days of postnatal life, are responsive, not only to the human voice, but also to the difference between corresponding voiced and voiceless consonants.

In the first six months of postnatal life, the child normally passes successively from crying to cooing and from cooing to babbling. All children seem to make the same sounds, even children who are born deaf. The linguistic environment in which the children grow up does not affect those sounds. In the babbling stage, they produce the sounds of many languages such as consonant vowel combinations, e.g. ma-ma, pa-pa. By the end of the babbling period, most children acquire some of the intonation-patterns of their native language. (Lyons, 1981:254)

When the child is about nine months old, he begins to show evidence of having embarked upon construction of the phonological system of his/her native language. He/she has begun to make phonological distinctions. Children always begin by using words, which do not have consonant clusters. (Lyons, 1981:255)

When the child becomes motivated to produce meaningful speech, he/she begins to seek ways to produce desired sounds. The child then becomes alert to clues that relate to the articulation of speech sound. He/she observes and imitates the position of his/her mouth and lips; that is why the first sounds that he/she tends to produce are /m/, /p/ and /b/. The other sounds such as /k/, /g/, /f/, /s/ are produced later. (Steinberg, 1988:149).

Generally in grammar, first comes the so-called **holophrastic** stage. In this stage, children produce one-word sentences, e.g. “hug” may mean “Daddy, I want a hug,” or “I am hugging my teddy bear.” It is interesting how children can describe complex situations by using a series of holophrases, e.g. “shoes, Daddy” (My daddy gave me those shoes). This stage may last from the age of about nine to eighteen months. Sometimes, adults can not interpret what children tend to communicate, and that force them to improve their communicative language ability. (Steinberg, 1988:150)

Then comes the **telegraphic stage** (two-and three- word utterances). “The term “telegraphic” derives from the observation that the child’s speech throughout this period lacks inflections and what are often referred to as function words, rather like the language of telegrams.” (Lyons, 1981:256). They gradually begin to learn and use inflections and function words. This stage takes place at the age of two or so. The child uses language to request, warn, name, refuse, brag, question, answer, and inform. One important thing that needs to be mentioned is the fact that children demonstrate word order since they begin to use two-and three- word utterances, e.g. they never say “cup my” they say “my cup” or they never say “chair mommy” they say “mommy chair”.

Two word child utterance and their semantic analysis

Child

Utterance	Possible equivalent mature speaker utterance	Possible purpose	Semantic relations
-----------	--	------------------	--------------------

Want cookie	I want a cookie.	Request	(Experiencer)-State-Object
Joe see	I (Joe) see you	Informing	Experiencer-State- (Object)
My cup	This is my cup	Warming	Possession
Big boy	I am a big boy	Bragging	Attribution
Red car	That car is red.	Naming	Attribution
Truck table	The truck is on the table	Informing	Location
Daddy run	Daddy is running	Informing	Agent – Action
That car	That is a car.	Naming	Attribution
Push cat	I pushed the cat.	Informing	(Agent)-Action-Object

(Steinberg, 1988: 151-152)

By the time children are six years old, they seem to know all the grammatical rules that enable them to speak correctly. However, the learning process never ceases. Their vocabulary can continue to increase as long as they live. (Barker, 1978:27). As mentioned above, the language acquisition process differs from one person to another.

1.4. CHILD DEVELOPMENT

The development of a child has four related, but separate, developmental areas:

Physical development refers to physical growth and motor control. Most children at the age of four or five have attained gross motor control (movements

are those of the head, torso and limbs) Muscular development affects a child's ability to hold a pencil, a pair of scissors or a pair of paint brushes.

Cognitive development is intellectual growth. Also, it involves the methods a child uses to organize, store, and retrieve information for problem solving and generalization. As a child matures, his memory increases, and other changes can be attributed to learning.

Socio-emotional development is closely related to the other three areas. Physical size and prowess, intellectual growth, and communication abilities all contribute to a child's perceptions of himself and others. As a child matures, he/she becomes less egocentric and more social.

Communicative development is also related to the other developmental areas. The development and use of linguistic symbols depends upon attaining certain cognitive, social, and motor skills. Speech requires the physical growth of certain neuromuscular structures and motor control of their functions. (Owens pg.: 187, 188)

The 4- year old child is considered as The Exhibitor, and here are the characteristics of this age in the four areas of child development. (Owens, 1988)

<u>MOTOR</u>	<u>COGNITION</u>	<u>SOCIALIZATION</u>	<u>COMMUNICATION</u>
Walks up and down	Categorizes	Plays and cooperates	Has 1500-1600 word

Stairs with alternating stairs	Counts rotely to five;	with others	vocabulary
Jumps over objects more	Can show three objects;	Role plays	Asks many questions
Hops on one foot forms	Understands concept of three		Uses increasingly complex sentence
Can copy block letters	Knows primary colours		Recounts stories and the recent past
	Labels some coins		Understands most questions about the immediate environment
			Has some difficulty answering how and why
			Relies on word order for interpretation

1.5. ACQUISITION OF ENGLISH AS A FOREIGN LANGUAGE

There are researchers that point to evidence that age is a positive advantage in language learning. (Cook,1986:109). This believe is based in the "Critical period Hypothesis: They claim that human beings are only capable of learning their first language between the age of 2 and the early teens." (Lenenberg, 1967) "Language Acquisition begins at about the same time as brain

lateralization does and it is normally complete, as far as the essentials are concerned, by the time that the process of lateralization comes to an end. Language will not be acquired at all, or at least not with full mastery of its resources, unless it is acquired by the time the child reaches the age in question" (Lyons, 1981:250)

Krashen suggests that second (or foreign) language learning needs to be more like the child's acquisition of its native language (Harmer, 1991:33). It is important to realise that a child's ability to use his first language is a crucial factor in the learning process. According to Dunn Opal (Dunn,1983:10) "The degree to which the child can use L1 to communicate will reflect on his ability to acquire L2". For this reason, it is advisable to plan L2 activities in accordance with the L1 curriculum because children will be able to transfer their previous knowledge to the target language. This learning happens as a result of the input they receive and the experiences, which accompany this input. Therefore, their learning and the way to teach it, depends on their developmental stage. (Phillips, 1997:7).

Younger learners respond to language according to what it does or what they can do with it; rather than treating it as an intellectual game or abstract system. As a consequence, the younger the children are, the more holistic learners they will be. (Phillips, 1997: 7). Children are open and willing to learn. The kinds of activities that work well with young learners are games and songs with actions, rhymes, Total Physical Response (TPR) activities, tasks that involve coloring, cutting, and sticking; simple, repetitive stories and simple, repetitive activities that have an obvious communicative value. If children are involved in a

practical and enjoyable task it will be memorable for them and the language involved will “stick”. (Phillips, 1997:8). Children will have a sense of achievement, which will develop motivation for further learning.

Consequently, young children need to be exposed to a programme rich in meaningful, real-life and practical activities, in which communication takes place naturally, in order to achieve maximum language acquisition in the classroom.

1.5.1. Children's Skills and Characteristics

Many teachers think that children come to the classroom empty handed, but that is not true. According to Susan Halliwell, children bring with them an already well established set of instincts, skills and characteristics which help them learn their own language, as well as another, such as: (Halliwell, 1992:3-8)

The ability to grasp meaning: Children are able to understand what is being said to them, even before they understand individual words.

This is an advantage because children have the ability to grasp meaning, and they are not worried about each word or the structure; they just get the idea. The teacher facilitates this when he/she uses gestures, mimics, demonstrations and representations (pictures).

Children are very creative

with language:

They make themselves understood, and it does not matter how. They combine words or expressions, but they express what they want without fear.

They can learn the language

in an inductive way:

They learn it unconsciously when they are exposed to the language. This is an advantage because they can be concentrated on an activity but, unconsciously, they are learning English. This is an advantage, but it is also a disadvantage in the learning process, because children can get used to learning in that way, and can have problems when some things are explained in a direct way; so, both ways of learning need to be developed: consciously and unconsciously.

Children make fun out

of everything:

Children have an enormous capacity for finding and making fun.

This can be an advantage because they enjoy what they are doing. They make noises and act with everything, which helps them internalize the language; however, this can also be a disadvantage, because they want to play all the time and can be very noisy; so, the teacher has to control this characteristic in children.

Children use their imagination a lot:

They make the language real for them, and live every story. This is positive because it helps them understand more what we are teaching.

Children like to interact and talk:

They love to share their ideas and always want to say something when they feel ready. This is a very useful characteristic when we are teaching English to children, because they use the language they know. The teacher needs to be careful with this characteristic, because they can overuse their ability to talk, and this can be a disadvantage.

1.5.2. The Child's Learning Strategies

Children, have their own way of learning, and they are the following:

- The child is not interested in language for its own sake
- The child is not disturbed by the language he does not understand
- The child enjoys the repetitive events of his life, and uses this enjoyment to help him learn.
- The child uses his primary interests to help him learn
- The child directs his attention to things that are easy to understand
- The child processes a natural desire to call an object by its name.
- The child uses his natural desire to participate in life around him to help him learn a new language
- The child adds words to his speaking vocabulary more easily if he already knows how to pronounce them.
- The child uses the language when he feels ready to do it, and his success in communication builds confidence.
- The child brings tremendous ingenuity to the task of learning.

1.5.3. Student Needs

It is important to have knowledge of children's needs, because that will guide

teachers in the teaching -learning process. Those needs are:

- * Children do not have the same motivation as adults to learn a language; that is why motivation must be provided through communicative, task-based activities and a great deal of variety.
- * Children have limited ability to concentrate; that is why they need a change of pace and a flexible variety of activities within a lesson. The activities should be designed to be as enjoyable as possible.
- * They understand better by looking, touching, acting, and experimenting. The key is active involvement of the children so that they are at the center of every activity.
- * They need a lot of opportunities for the review, recycling and consolidation of language.
- * They need to assimilate language at their own pace.
- * They need to be exposed to the language in a natural way, because they learn in both ways, consciously and unconsciously.
- * It is very important to recognize the value of errors and risk-taking in the process of language learning.

1.5.4. Teacher Objectives

The principal objective is to help children learn and acquire the English language in the most natural way possible. That is why language needs to be presented in a context so that it has meaning for them.

The teacher needs to motivate students through communicative, task-based activities, and he/she needs to offer a great deal of variety, due to the fact that children have a limited ability to concentrate.

The teacher must encourage learners to take risks using the language. Most of the time, they produce one-word sentences or telegraphic messages, but they express what they want to say, and that is important. Sometimes, teachers would like learners to be fluent in English, but that takes time, and teachers need to keep that in mind.

<http://www.english.vivc.ed/cws/wwokshop/ww.esl.html>

All this information will guide us to make an analysis of what is going on in the classroom.

2. PRESENTATION AND ANALYSIS OF DATA REGARDING THE REALITY OF E.F.L. IN THE PRE-SCHOOL CLASSROOM

2.1 QUESTIONNAIRE AND INTERVIEWS

The purpose of this chapter is to present some data collected through questionnaires and interviews, and to analyse the advantages and disadvantages of methods being used by teachers in the EFL pre-school classroom. This information will give us a concrete view of what needs to be improved.

First, we looked for information about pre-schools where English is taught as a Foreign Language. We collected these data in the "Ministerio de Bienestar Social", due to the fact that this Ministry is in charge of all the pre-schools that are legally established in Ambato.

They indicated that there are seventeen pre-schools in Ambato, and the previously mentioned questionnaires and interviews were applied to the English teachers of each school. (See Appendix 1)

QUESTIONNAIRE

The main points to be considered in the questionnaire were:

- The use of a textbook in class
- The use of other materials

- The use of activities that promote communication
 - The development of a final product
 - The sharing of responsibilities between teacher and students
- (See Appendix 2-3)

Point 1 refers to the use of a textbook in the classroom. The idea was to see if there are appropriate textbooks for pre-school students. Forty-one point seventeen percent (41,17%) of the enquired teachers use a textbook, principally "Playground and Balloons". The other fifty-eight point eighty-three percent (58.83%) do not use a textbook, mainly because the books are expensive, and also, because they do not know how to use them.

Point 2 looked for the use of other materials in the classroom, except for the textbook. Such materials were classified into audio-visual aids, T.P.R. activities, songs, plasticine, and others. Most of the teachers indicated that they use these materials; however, it is worth mentioning that teachers use them without an integrated teaching purpose. Furthermore, the teachers said that they had to develop their own materials most of the time, because the schools do not provide them.

Point 3 concentrated on activities that promote communication (role-plays, personalization, games and others). The aim of this question was to see if teachers teach the language with a communicative purpose. The majority of enquired teachers pointed out that they put personalization and games in practice,

while the others do not put in practice any of these activities, they teach vocabulary in isolation.

Point 4 tried to find out if the aim of the teacher was to develop a final product for each lesson. For instance: puppets, crafts, arts or others. This question was carried out in order to determine if teachers do a wrap-up activity at the end of the session. The majority of the teachers stated that they use puppets as a final product; however, the majority do not use any. Among the reasons why they do not apply this are because of the number of students, lack of knowledge and materials.

Point 5 refers to the way in which teachers share responsibilities with students. The idea was to see if teachers apply classroom management techniques, specifically interaction in the teaching-learning process, such as: arranging the furniture, erasing the board, cleaning the classroom and others. Nearly all teachers expressed that they share responsibilities with the students, but just in order to be helped by students.

After tallying results of the questionnaire, we can arrive at the following conclusions:

- There exists a small amount of books appropriate for pre-school students, but they are not accessible to everyone.

- Teachers should make most of the materials, due to the fact that they are not available in the market.
- Most of the teachers do not end their lessons with a final product, which let us notice that they do not interrelate the activities in order to have a final feedback from students.

INTERVIEW

The main points to be considered in the interview were:

- * To know if teachers have some knowledge about the Language Acquisition Capacity that children have and how they learn a foreign language.
- * The teachers' awareness of the skills and characteristics that children have, which help them to learn another language
- * The kind of activities that teachers use in order to take advantage of children's age and capacity.
- * The way in which teachers plan their classes.
- * The teachers' point of view about EFL teaching in Ecuador.

First, based on the results of the interview, we can deduce that the majority

of teachers do not have an adequate knowledge about the language acquisition capacity that children have.

Second, teachers have knowledge about the characteristics that four years old have; however, they are not sure about which of them help children learn another language.

Third, teachers apply a variety of activities with pre-school students. For example: they teach vocabulary, they use sheets of paper to colour; they use games, among others.

Fourth, most of the teachers plan their classes in agreement with the Spanish class. A minority of teachers do not plan their classes, because they follow a pattern for each class, such as showing the picture from last class, showing a new picture and giving them a paper to colour.

Fifth, all teachers agree on the importance of teaching-learning EFL, due to the fact that most of the information that people require is being published in English. They also mention that there is a need to train teachers so that they can be well prepared to work with pre-school children.

In summary, we can say that teachers have the need to know more about the language acquisition capacity that children have, and how to take advantage of their age and capacity.

QUESTIONNAIRE

We also applied a questionnaire to parents in order to find out their point of view about EFL teaching in the pre-school classroom. The questionnaire was written in Spanish. (See Appendix 4) Taking this into account, we proceed to summarise the results of each question.

❖ All the enquired parents agree with EFL teaching to four-year old children.

The reasons that they mentioned are:

- Children's facility to learn
- Their acquisition of good pronunciation
- Their memorization capacity
- This learning will be a base for future years
- English is a universal language

❖ Parents coincide that EFL learning will be beneficial for children in future years, on account of the following:

- They will have access to all the information they need
- They will be familiarized with another language

❖ Parents have expectation in English classes; they would like their children to learn:

- Vocabulary
- Songs
- Following Instructions
- Identification

✎ Most of the parents would like to help their children in the learning process. Among the things that they would like to do, we can mention:

- Reinforce vocabulary
- Listen to songs at home
- Let children use the language they prefer in order to refer to the things they already know.

✎ Parents have certain knowledge about the language acquisition capacity that children have, which helps them to learn another language. They mention the following:

- They learn and acquire the language
- Their hearing ability helps them with pronunciation
- Their learning capacity is larger at this age.
- This is the appropriate age for learning.

According to the results stated above, we could affirm that parents want their children to receive an adequate education which will prepare them to be competitive in future years.

Finally, the data collected through the questionnaires and interviews presented to teachers and parents provide us with a concrete view of the approaches that are being applied by teachers, and what needs to be improved.

Among the positive aspects that we found out from teachers, we would like to mention that they are willing to learn how to work in a better way with pre-schoolers.

Some of the aspects that need to be improved are:

1. Most of the teachers do not have an academic background in English teaching. In fact, they do not have an appropriate knowledge about the language acquisition capacity that children have. Consequently, they do not take advantage of it, and they also do not know which methodology is appropriate for them.
2. The majority of teachers do not speak the language fluently, appropriately and accurately. We affirm this for the reason that when we applied the questionnaires and interviews to the teachers, we had to translate every question, even though we used basic vocabulary.
3. There are not enough materials available for teachers who work with very young learners.

4. Teachers that follow a textbook do not know additional activities that can improve the learning process in the classroom.

Taking these points into account, we would like to provide some approaches, suggestions, and materials that can be applied by teachers, in order to improve EFL teaching to pre-school learners.

3. SUGGESTED METHODOLOGY

As has been previously stated, teachers need to be aware of some of the approaches to teaching English as a Foreign Language in order to obtain the best results from students.

It is important to mention that motivation is an essential condition in the teaching learning process. Children are curious and this in itself is motivating. They need frequent changes of activity due to the fact that their attention span is short; however, when children are motivated they can spend a long time in an activity and they should not be interrupted; they need activities which are exciting and stimulate their curiosity; they need to be involved in something active; and they need to be appreciated by the teacher (Harmer, 1991:7). Children do not have long term motivation; this means that teachers should select topics and activities that serve to motivate them in the short term. Therefore, teachers attitude and behaviour play an important role in the teaching learning process.

It is, without question, necessary to provide teachers with the principles of the two most relevant approaches, which are applicable with four year-old learners: the Total Physical Response Approach and the Activity Based Language Approach.

3.1. THE TOTAL PHYSICAL RESPONSE APPROACH

The Total Physical Response Approach: this method was developed by James Asher (Asher, 1977:4) and is a language teaching method built around the co-ordination of speech and action; it attempts to teach language through physical (motor) activity. The combination of tracing activities increases the probability of successful recall, such as verbal rehearsal accompanied by motor activity. This method is useful for beginning EFL learners, since students are not required to speak initially, but to respond with physical movements to various commands. This physical movement reduce students stress and create a positive mood, which facilitates the learning process.

Asher's emphasis on developing comprehension skills before the learner is taught to speak; this links him to a movement in language teaching. His proposals are:

- a) Comprehension abilities precede productive skills in learning a language
- b) The teaching of speaking should be delayed until comprehension skills are established.
- c) Skills acquired through listening transfer to other skills.
- d) Teaching should emphasise meaning rather than form.
- e) Teaching should minimize learning stress.

All of these proposals are closely related with English teaching as a foreign language to very young learners.

3.1.1. THEORY OF LANGUAGE

Asher states that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skilful use of the imperative by the instructor” (Asher,1977:4). According to his theory, the use of verbs in the imperative form is the central linguistic motive around which language use and learning are organised. Children learn chunks of language, which are immediately meaningful and useful for them.

3.1.2. THEORY OF LEARNING

Asher's draws his theory on three learning hypotheses which facilitates and inhibits foreign language learning. (Richards and Rodgers 1996:10)

- a) There exists a specific innate bio-gram for language learning, which defines an optimal path for first and second language development.
 - Children develop listening competence before they develop their ability to speak. In the early stages of first language acquisition, they can understand complex utterances that they can not spontaneously produce or imitate.
 - Children's ability in listening comprehension is acquired because children are required to response

physically to spoken language in the form of parental commands.

- Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

In foreign language acquisition students first internalise the target language through listening exercises. (Richards and Rodgers 1996: 90)

b) Brain lateralization defines different learning functions in the left and right brain hemispheres.

Total physical response is directed to right brain learning. A child language learner acquires language through motor movement – a right hemisphere activity. Right - hemisphere activities must occur before the left hemisphere can process language for production. For this reason, children should be involved in practical rather than passive activities, due to the fact that they will give them meaning for future language production.

c) Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning. (Krashen, 1987:3)

In order to reduce stress in the learning process, it is necessary to create an atmosphere similar to the one that accompanies first language learning.

3.1.3. OBJECTIVES

The general objectives of Total Physical Response are to teach oral proficiency at the beginning level. These goals are set through the use of action-based drills in the imperative form.

3.1.4. SYLLABUS

Total Physical Response requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected, not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom, and the ease with which they can be learned. (ASHER, 1977:42)

3.1.5. TYPES OF LEARNING AND TEACHING ACTIVITIES

Imperative drills are the major classroom activity in total physical response. They are typically used to elicit physical actions and activity on the part of the learners. Conversational dialogues are delayed until after about 120 hours of

instruction. Other class activities include role-plays and slide presentations. Role-play centres in everyday situations, such as: the classroom, playground, and the house. The slide presentation is used to present a visual centre for teacher narration, which is followed by commands and for questions to students, such as: “point to the red table,” “where is the window?”, or “show me your tooth”.

3.1.6. LEARNER ROLE

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons.

Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak – that is when a sufficient basis of the language has been internalised.

3.1.7. TEACHER ROLE

The teacher plays an active and direct role in Total Physical Response. The Instructor is the director of a stage play in which the students are the actors. (Asher, 1977:63). It is the teacher who decides what to teach, who models and presents the new materials, and who selects new materials for classroom use.

The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalise the basic rules of the target language. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace.

3.1.8. THE ROLE OF INSTRUCTIONAL MATERIAL

There is generally no basic text in a Total Physical Response course. Materials and realia play an increasing role, however, in later learner stages. For the absolute beginner, a lesson may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later, the teacher may use common classroom objects, such as: books, pens, cups, and furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. This may include pictures, realia, slides, and word charts.

3.1.9. ADVANTAGES

This method is applicable to pre-school students, due to the fact that it uses language in an imperative way. This helps them to acquire the target language as they acquire the first language.

The activities presented in the classroom develop in children the capacity to internalise the language. Right hemisphere activities such as movement, actions

and manipulation give meaning to the students for future oral production with the use of the left brain hemisphere.

The atmosphere, materials and activities provided by the teacher in the classroom must be relaxing, colourful and showy. These will motivate students, lower their anxiety, and prepare them to learn freely.

3.1.10 DISADVANTAGES

At the beginning, it is totally teacher-centred and this could be improved by sharing responsibilities with students. For example: teachers give instructions and children follow them: clean the board, close the door, among others. The teacher must be aware of students' reactions toward the new language being presented, in order to see if students are capable of performing them.

This method does not promote real communication; however, it helps students to internalise meaningful language, which can be used when they feel ready to do so.

3.1.11 ACTIVITIES

There are plenty of activities that can be applied with the Total Physical Response Method, such as: listen and do, follow instructions, story telling, identify, songs, chants, rhymes, role-plays, and simulations, among others.

3.1.11.1 "Listen and do" activities

Age group: 4 years old

Time: 10 minutes

Aims: Linguistic: listening skills, intuitive listening, practice structure and vocabulary.

Other: physical co-ordination and acting skills.

Description: The children listen to their teacher giving instructions and obey them.

Materials: Usually none, though in some activities it is useful to bring in things to show the children.

Preparation: Prepare a list of commands related to the topic or language point that you are working on. For example:

Classroom commands	Stand up
	Sit down
	Give x a pencil, please
	Open/close the door
	Put up your hand
Body	Touch your nose
	Raise your hand
	Show me your leg
Verbs in general	Wash your hands
	Make a line
	Sing a song
	Act it out

Draw a big circle

Play with music (with
paint)

Colour the picture

(see chapter 4 for examples)

In Class: Start with simple commands and built up to more complicated ones. It is usually not necessary to pre-teach vocabulary; instead, demonstrate or let the children try and guess what you want them to do. You can ask the whole class to respond a command, or single out one child at the time.

Variation: This is a version of a traditional children's game called Simon Says.

When the teacher gives a command, the children have to obey it. If they don't obey it, the teacher will encourage them by creating an enjoyable atmosphere.

3.1.11.2. "Story Telling"

Age group: 4 years old

Time: 30 minutes

Aims: Linguistic: listening for gist, relating words and actions, family vocabulary.

Other: to involve the children in story telling.

Description: The teacher tells a story and the children act out

the parts of the characters.

Materials: Flash cards or board drawings.

Preparation: 1. Practice telling the story. Include very explicit actions that the children will be able to imitate
2. Prepare pictures related to the story.

In Class:

- Tell the children in their first language that you are going to tell them a story and either draw or put up pictures on the wall or on the board. Check that they know or identify all the characters of the story.
- Tell them the story, remembering to use lots of gestures to make the meaning very clear.
- Tell the children that you are going to tell the story again; but this time, they are going to follow your actions. Ask for volunteers and line them up.
- Tell the story again and encourage them to make the gestures with you as you tell the story.
- All the children will want to have a go at acting out the story. You can divide the class into several groups.

3.1.11.3 SONGS

Age group: 4 years old

Time: 20 to 25 minutes

Aims: Linguistic: listening skills, intuitive listening, practice structure and vocabulary.

Other: physical co-ordination and acting skills.

Description: The children listen to the song and they act it out.

Materials: Tape recorder, tapes, pictures or flashcards and mimics.

Preparation: Look for the most appropriate song according to the topic being presented in the classroom. The teacher should listen to the song, learn it and then act it out for the students.

(see chapter 4 for examples)

3.1.11.4 RHYMES

Age group: 4 years old

Time: 10 minutes

Aims: Linguistic: listening skills, intuitive listening, oral practice specially intonation. Introduce children naturally and effectively to the complete sounds of English as well as to stress and intonation.

Other: physical co-ordination and acting skills.

Description: The children listen to the rhyme, act it out and when they feel ready they repeat it.

Materials: Flashcards and mimics. Teacher model.

Preparation: Look for the most appropriate rhyme according to the topic being presented in the classroom. The teacher should listen to the rhyme, practice it and then teach it to the students.

(see chapter 4 for examples)

3.2 THE ACTIVITY-BASED LANGUAGE APPROACH

The activity-based language approach (Vale, 1995: 28-36) has been designed specially for teaching English to children, due to the fact that children have different needs, as compared with adults and teenagers. As in all the approaches, this particular one has advantages and disadvantages.

3.2.1 Advantages

In an activity-based approach, one of the priorities of the teacher is to establish a good working relationship with children, and to encourage them to do the same with their classmates; this makes them feel relaxed and confident.

It has been considered necessary to offer a whole learning situation in which language development is an integral part of the learning taking place, and not only the end product, which means that children learn to use the language, and not just about the language. Children learn best when they are involved and when their work is valued; that is why they are encouraged to acquire language through an activity-based curriculum. Of course, the teacher has to establish clear

language objectives beforehand, which demands a clearly defined framework.

This framework will include

- 1) a preparation (or familiarisation) phase.
- 2) a main activity phase and
- 3) a follow-up and consolidation phase.

Following these steps, students will learn the language that is presented in the lesson, but principally, they will learn how to use the language in a natural way while they complete a practical task or activity. (See Appendix 5)

Children are not forced to use the language in a correct and fluent way. However, they are encouraged to communicate in the foreign language with whatever language they have at their disposal, and when they feel secure to use it. Errors are corrected just when children do want to know how to say something correctly and when teachers consider it necessary, because overcorrecting makes children lose confidence in use of the language.

Teachers need to judge the importance of errors and correction with respect to the other factors that affect the success of learning for children. "Experience has shown that error made in the early learning days do not become so ingrained that the children themselves cannot be guided to recognise and correct them" (Vale, 1996:34)

According to our experience, it can be said that children like to speak freely and they like to take risks with the language. For these reasons, teachers should correct errors in such a way that children do not lose their confidence in themselves and in the teachers. It is advisable to take notes and correct the whole class and not individually.

Group support is very important in a task-based approach, because in small groups, children feel more confident and free to use the language without fear of making mistakes. That is why activities that encourage group support are always incorporated in this approach.

Physical response and physical activities are also included in this approach because they provide them with a foundation of active understanding of the English that will be needed for any given topic or project.

This approach can be used successfully with children of all ages and nationalities. The only thing is that it has to be adapted to the children's environment and culture.

The pace of learning depends on the teacher and class. It is not tied to a linear sequence of structures and functions. Everything has to be related to the student's needs.

3.2.2 Disadvantages

Most of the parents want their children to speak from the first class, and

sometimes, the administrators need concrete evidence of progress, which puts a lot of pressure on the teachers. This is a great disadvantage, because in the activity-based approach, students are free to use the language when they need it and when they feel secure.

As the main purpose of this approach is to involve students in a practical task, this can produce a lot of noise from the students, which can bother the other teachers.

A lot of materials are needed in order to develop a practical task. This can be an obstacle because not all schools can have those materials available.

The students need to move freely in the classroom, but sometimes it is not possible because of the furniture, which can cause a problem in development of a practical task.

Teachers need to spend more time planning their classes, and they need to be aware of the students' needs. This can be very difficult if they are used to following a book.

As a conclusion, it can be said that the use of an activity-based approach in teaching English to children is very useful, because children love to be involved in practical tasks, and they learn in the best way when they feel comfortable and when they enjoy what they are doing. However, it is necessary to keep in mind the possible disadvantages that can appear with the use of this approach which

can be prevented if the administrators, parents and teachers work together, and if all of them understand how it works.

3.2.3 ACTIVITIES

With this approach, we can use cross-curriculum activities based on the students' needs. What aspects of life does a child really talk and think about?

3.2.3.1. TOPIC WEBS

SPIDERS AND MINI CREATURES

Art: Symmetry: completing and colouring a half of a butterfly.

Language Point: colours and shapes

Craft: Making spider webs from glue and salt/ paint or string / wool; a spider mobile.

Language point: parts of the body, colours and numbers

Drama and

Movement: Moving like a spider.

Language point: Verbs of movement: walk, run, creep, crawl; adverbs of movement: slowly, carefully, quickly.

Games: Draw the spider and repeat a rhyme "Little miss Muffet"

Language point: Numbers; parts of the body

Maths: Working with the number 8

Science: Observing small creatures

Language point: Parts of the body.

(See Appendix 6 for more examples)

4. MATERIALS

This chapter presents some suggested materials that can be applied by teachers in order to improve the EFL teaching to pre- school learners.

4.1 UNITS

It would be advisable for the English teachers to follow the units that are taught to pre-schoolers in the Spanish curriculum, for the reason that it is easier for students at this age to transfer what they already know in their native language to the target language

The units need to follow a sequence and must be related to what students talk and think about.

Sample units:

- My Body 🧑
- My School 🏫
- My House 🏠
- Family and clothes 👨‍👩‍👧
- My City 🏙️
- Animals 🐾
- Fruit and Vegetables 🍎
- Transportation 🚗
- Vacations 🏖️

There are different ways in which teachers can apply the suggested methodology that was presented in the previous chapter, for example: each unit presents vocabulary, instructions, songs, total physical response activities, and practical tasks such as:

My school

Vocabulary

Teacher

Boy

Girl

School

Table

Chair

Crayon

Door

Yes

No

Numbers

1,2

Colors

Yellow

Green

Instructions

Sit down

Stand up

Point to the...

Expressions

Good morning

Hello

Good bye

This is a ...

Questions

What color is the...

Songs

Good morning

Good bye

Everything is presented in a context, and students can relate what they are learning with what they have in the classroom. The class hour is divided into four stages: warm-up (to relax the group), present the topic, practice new vocabulary, semi-controlled practice, and consolidation. A sample of a lesson plan is as follows:

Stage	Time	Aim	Teacher activity	Student activity	Materials
1	5'	Relax Group	Give instructions to the students Ex.: touch your head	Follow instructions	Big space
2	5'	Present the topic	Show a flashcard of a family and talk about it like a story	Listen and identify	Flashcards classroom
3	5'	Practice new vocabulary	Give each student a family picture and ask them to identify the family members	Identify and touch	Pictures
4	15'	Semi-controlled practice	Give them a magazine and ask them to cut one father, one mother one brother, one sister and one baby. Help Students	Look for the family members and cut	Scissors magazines trash can
5	10	Consolidation	Explain students the activity and provide materials. Help students	Make a family mobile	glue wool sherbets drill

Stage	Time	Aim	Teacher activity	Student activity	Materials
1	5'	Relax Group	Use the family mobiles and ask students to touch what you mention	Move and touch. Recognise	Big space
2	10'	Review Vocabulary	Draw the family members on the board following the student's instructions. Make students practice the parts of the body and family members.	Give directions or instructions to the teacher	Board markers eraser
3	5'	Semi-controlled practice	Ask students to erase specific things like erase the mother's eyes.	Follow teacher's instructions	Board markers Eraser
4	10'	Semi-controlled practice	Give pictures for students to paint or colour. Give instructions	Follow instructions. Paint	Pictures crayons
5	10'	Consolidation	Teach the family song. Show them the actions.	Listen to the song. Follow the actions. Sing.	Tape-recorder Tape

4.2 SONGS

There are plenty of songs that can be used by teachers while presenting their lessons

GOOD MORNING

Good morning, good morning

It's a good, good, good, good morning.

We say hello, and how are you?

To boys and girls and the teachers, too.

Good Morning, good morning

It's a good, good, good, good morning.

Good morning to you

Good morning to you

Good morning boys and girls

Good morning to you

GOOD BYE

Good bye to you

Good bye to you

Good bye boys and girls

Good bye to you

ROLY, POLY, POLY (Body) †

Roly, poly, poly.

Up, up, up.

Roly, poly, poly.

Down, down, down

Roly, poly, poly

Clap, clap, clap

Roly, poly poly,

Put your hands behind your back!

HOKEY, DOKEY (Body) †

You put your right arm in

You take your right arm out

You put your right arm in

And you shake it all about

You do the hokey dokey

And you tour around

That's what it's all about

HEAD AND SHOULDERS †

Head and shoulders,

Knees and toes,

Knees and toes,

Head and shoulders,
Knees and toes,
Knees and toes,
And eyes and ears and mouth and nose
Head and shoulders, knees and toes,
Knees and toes!

A HOUSE 🏠

A house is where I live
A door is where I go in
Through the window I can see
I see you and you see me

MY FAMILY 🏠

My mother, my father and baby
My brother, my sister and me
My mother, my father and baby
How happy together we'll be

TWINKLE, TWINKLE, LITTLE STAR 🌟

Twinkle, twinkle, little star.
How I wonder what you are!
Up above the world so high,

Like a diamond in the sky,
Twinkle, twinkle, little star,
How I wonder what you are!

THE LITTLE FINGERS †

One little, two little, three little fingers
Four little, five little, six little fingers
Seven little, eight little, nine little fingers
Ten fingers on my hands.

OLD MACDONALD HAD A FARM 🐾

Old MacDonald had a Farm, **E-I-E-I-O!**
And on that farm he had a **COW**, **E-I-E-I-O!**
With a **MOO-MOO** here and a **MOO-MOO** there,
Here a **MOO**, there a **MOO**, everywhere
A MOO-MOO!
Old MacDonald had a farm, **E-I-E-I-O!**

***DUCK (QUACK-QUACK); PIG (OINK-OINK)**

I HAD A COW! 🐾

I had a cow and the cow had me.

Cow went moo, moo, moo!

I had a pig and the pig had me.

I tied my pig down by a tree

Pig went oink, oink, oink!

I had a duck and the duck had me

I tied my duck down by a tree

Duck went quack, quack, quack!

I had a horse and the horse had me

I tied my horse down by a tree

Horse went neigh, neigh, neigh!

FIVE LITTLE DUCKS 🦆

Five little ducks went swimming one day,

Over the pond and far away,

Mother duck said:

Quack-quack!, quack-quack!

And four little ducks came walking back!

For little ducks went swimming one day...

No little ducks went swimming one day,

Over the pond and far away

Father duck said:

Quack-quack!, quack-quack!

And five little ducks came walking back!

COLORS

Red and orange and pink and green

Yellow and purple and blue

I like the colors in the rainbow

Do you like them too?

(Playground, Richmond 1999)

4.2.1 OTHER SONGS

The Alphabet Song 📖

A - B - C - D - E - F - G

H - I - J - K - L - M - N - O - P

Q - R - S - T - U and V,

W - X - Y and Z

Now I know my A - B - C's

Next time won't you sing with me?

The Ants Go Marching 🐜

The ants go marching one by one, hurrah, hurrah

The ants go marching one by one, hurrah, hurrah

The ants go marching one by one,

The little one stops to suck his thumb

And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching two by two, hurrah, hurrah
The ants go marching two by two, hurrah, hurrah
The ants go marching two by two,
The little one stops to tie his shoe
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching three by three, hurrah, hurrah
The ants go marching three by three, hurrah, hurrah
The ants go marching three by three,
The little one stops to climb a tree
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching four by four, hurrah, hurrah
The ants go marching four by four, hurrah, hurrah
The ants go marching four by four,
The little one stops to shut the door
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching five by five, hurrah, hurrah

The ants go marching five by five, hurrah, hurrah

The ants go marching five by five,

The little one stops to take a dive

And they all go marching down to the ground

To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching six by six, hurrah, hurrah

The ants go marching six by six, hurrah, hurrah

The ants go marching six by six,

The little one stops to pick up sticks

And they all go marching down to the ground

To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching seven by seven, hurrah, hurrah

The ants go marching seven by seven, hurrah, hurrah

The ants go marching seven by seven,

The little one stops to pray to heaven

And they all go marching down to the ground

To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching eight by eight, hurrah, hurrah

The ants go marching eight by eight, hurrah, hurrah

The ants go marching eight by eight,

The little one stops to shut the gate

And they all go marching down to the ground

To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching nine by nine, hurrah, hurrah

The ants go marching nine by nine, hurrah, hurrah

The ants go marching nine by nine,

The little one stops to check the time

And they all go marching down to the ground

To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching ten by ten, hurrah, hurrah

The ants go marching ten by ten, hurrah, hurrah

The ants go marching ten by ten,

The little one stops to say "THE END"

And they all go marching down to the ground

To get out of the rain, BOOM! BOOM! BOOM!

Circle Time (to the tune of "Row, Row, Row Your Boat") 🚣

Hush, hush, quiet please.

Come and stand around.

Take two hands and form a circle;

Now, let's all sit down.

The Colors of our Clothes (to the tune of "The Farmer in the Dell") 🧑

Oh, who is wearing [color]?

Oh, who is wearing [color]?

Please tell me if you can,

Oh, who is wearing [color]?

Oh, [name] is wearing [color]!

Oh, [name] is wearing [color]!

That's the color of her [article of clothing],

Oh, [name] is wearing [color]!

Insert a different name each round.

Teaching Tips:

- * Begin by using yourself as the example. Point to an item you are wearing and ask students what color it is. Teach second verse first.
- * Continue to sing about yourself, using three or four colors and items of clothing (until students are comfortable with song).
- * Select a student. Ask class, "What color is [name] wearing?" Sing song, after students respond. Repeat for two or three students.
- * Select a student. Begin to sing, "Oh, [name] is wearing"; stop and allow students to answer. Continue, pausing at the end of each line to await class response.
- * Select a student. Begin to sing. Stop at end of line, and point to one student. Await this students response.
- * Ask students, "Who is wearing [color]?" Allow several to respond. Repeat until all are comfortable.

- * Ask students, "Who is wearing [color & article of clothing]?" Repeat this activity until students are comfortable. Introduce verse one. Allow students to answer before continuing with verse two.

Five Little Ducks 🦆

Five little ducks
Went out one day,
Over the hill and far away,
Mother Duck called,
"Quack, quack, quack, quack."
But only four little ducks came back.

Four little ducks
Went out one day,
Over the hill and far away.
Mother Duck called,
"Quack, quack, quack, quack."
But only three little ducks came back.

Three little ducks
Went out one day,
Over the hill and far away.
Mother Duck called,
"Quack, quack, quack, quack."

But only two little ducks came back.

Two little ducks

Went out one day,

Over the hill and far away.

Mother Duck called,

"Quack, quack, quack, quack."

But only one little duck came back.

One little duck

Went out one day,

Over the hill and far away.

Mother Duck called,

"Quack, quack, quack, quack."

But none of the five little ducks came back.

Father Duck

Went out one day,

Over the hill and far away.

Father Duck called,

"Quack, quack, quack."

And all of the five little ducks came back.

If You're Happy and You Know It †

If you're happy and you know it, clap your hands!

If you're happy and you know it, clap your hands!

If you're happy and you know it,

Then you really ought to show,

If you're happy and you know it, clap your hands!

If you're happy and you know it, stomp your feet!

If you're happy and you know it, stomp your feet!

If you're happy and you know it,

Then you really ought to show,

If you're happy and you know it, stomp your feet!

If you're happy and you know it, turn around!

If you're happy and you know it, turn around!

If you're happy and you know it,

Then you really ought to show,

If you're happy and you know it, turn around!

If you're happy and you know it, do all three!

If you're happy and you know it, do all three!

If you're happy and you know it,

Then you really ought to show,

If you're happy and you know it, do all three!

Suggestion: For EFL purposes, substitute other feelings (grumpy, sleepy, scared, excited, angry, amused, etc.) in place of "happy." Students' facial expression should match emotion

If You're Sad and You Know It... †

If you're sad and you know it,

Cry a tear.

If you're sad and you know it,

Cry a tear

If you're sad and you know it,

Then your face will surely show it.

If you're sad and you know it,

Cry a tear.

If you're angry and you know it,

Stomp your feet.

If you're angry and you know it,

Stomp your feet.

If you're angry and you know it,

Then your face will surely show it.

If you're angry and you know it,

Stomp your feet.

If you're scared and you know it,

Run and hide!

If you're scared and you know it,

Run and hide!

If you're scared and you know it,

Then your face will surely show it.

If you're scared and you know it,

Run and hide!

If you're embarrassed and you know it,

Hide your face.

If you're embarrassed and you know it,

Hide your face.

If you're embarrassed and you know it,

Then your face will surely show it.

If you're embarrassed and you know it,

Hide your face.

If you're sleepy and you know it,

Stretch and yawn.

If you're sleepy and you know it,

Stretch and yawn.

If you're sleepy and you know it,

Then your face will surely show it.

If you're sleepy and you know it,

Stretch and yawn.

If you're happy and you know it,

Smile and clap.

If you're happy and you know it,

Smile and clap.

If you're happy and you know it,

Then your face will surely show it.

If you're happy and you know it,

Smile and clap.

If you're excited and you know it,

Jump up and down.

If you're excited and you know it,

Jump up and down.

If you're excited and you know it,

Then your face will surely show it.

If you're excited and you know it,

Jump up and down.

If you're in love and you know it,

Blow a kiss.

If you're in love and you know it,

Blow a kiss.

If you're in love and you know it,

Then your face will surely show it.

If you're in love and you know it,

Blow a kiss.

Teaching Tips:

- * Name the emotion first in L1, then in L2.

- * Draw or copy a 5 x 7 or larger line art drawing or portrait showing each emotion. Show a picture, and have the class respond, "S/He's _____." As students master vocabulary, call on individual students instead of class.

- Play charades. Show one student a picture reflecting an emotion. The student must then imitate this emotion until another student correctly guesses the feeling.

- Show class a picture that reflects emotion. Ask, "How is s/he feeling?" Await class response. "Ask why is s/he feeling _____?" Call on students to respond.

- Call a student outside the class. Whisper a sentence like, "The boy is sad." or "The man and woman are in love." Return to class, and ask student to draw picture of sentence. If class guesses correct sentence within twenty seconds, the artist gets a small prize

The Itsy Bitsy Spider 🕷️

The itsy bitsy spider
Crawled up the water spout.
Down came the rain
And washed the spider out.
Out came the sun
And dried up all the rain.
And the itsy bitsy spider
Crawled up the spout again.

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SPECIAL OCCASIONS

HAPPY BIRTHDAY (Traditional)

Happy birthday to you
Happy birthday to you
Happy birthday dear (name of the child)
Happy birthday to you!

WE WISH YOU A MERRY CHRISTMAS (Traditional; adapted)

We wish you a Merry Christmas,
We wish you a Merry Christmas,

We wish you a Merry Christmas,

And a Happy new Year.

JINGLE BELLS

Jingle bells, jingle bells,

Jingle all the way,

Oh, what fun it is to ride

In a one-horse open sleigh, hey!

Jingle bells, jingle bells,

Jingle all the way,

Oh, what fun it is to ride

In a one-horse open sleigh!

4.3 CHANTS

Classroom

Point to the table

Point to the chair

Boys and girls are everywhere

Many, many crayons red and blue

I like to color, What about you?



Body

My head is like a house

My eyes are like windows

The door is my mouth (open and close)

When I touch my nose

The bell goes ding-dong

Shapes

Circle, circle in the air

Circle, circle everywhere

Square, square in the air

Square, square everywhere

Sizes

I am big, big, big with my arms up to the sky

I am little, little, little when on the floor I lie.

(Playground, Richmond, 1999)

A walk in the Jungle 🐾

Giraffe are tall, with necks so long. (*Stand on tip toes; raise arms high up into air.*)

Elephants' trunks are big and strong. (*Make trunk with hand and arm.*)

Zebras have stripes and can gallop away, (*Gallop around in a circle.*)

While monkeys in the trees do sway. (*Sway back and forth.*)

Old crocodile swims in a pool so deep, (*Pretend to swim.*)

Or lies in the sun and goes to sleep. (*Lay head on hands and close eyes.*)

Going on a Bear Hunt 🐻

*This popular children's chant is a **great** way to teach basic prepositions!*

Let's go on a bear hunt. (*Slap hands together.*)

I see a wheat field.

Can't go over it. Let's go through it. (*Move hands as if to part wheat.*)

I see a bridge.

Can't go around it. Let's go over it. (*Stack hands on top of one another.*)

I see a lake.

Can't go over it, can't go under it, let's swim. (*Make swimming motions with arms.*)

I see a tree.

Can't go over it, can't go under it, let's go up it. (*Climb with arms.*)

I don't see any bears. (*Look around*)

Let's go down. (*Pretend to climb down.*)



I see a swamp.

Can't go over it, can't go under it, let's go through it. (*Move hands as if to wade through swamp.*)

I see a cave.

Can't go over it, can't go under it, let's go in. (*Lean over as if to crawl through a small hole; slowly slap knees.*)

I see two eyes. I see two ears. (*Point to eyes; point to ears.*)

I see a nose. I see a mouth. (*Point to nose; point to mouth.*)

Yikes! It's a bear! (*Place palms on cheeks in show of surprise.*)

Let's get out of here. (*Quickly run backward.*)

Clothes Chant 🎵

This is designed as a **fun** review of basic clothing items. It is suggested that you introduce this activity using the group exercise. The first few times through the

chant, the teacher will need to lead the activity. As students grow more comfortable with modifying questions and responses, the teacher may reduce his or her level of involvement until students are solely on their own.

As leaders develop within the student group, the teacher may begin practising with these using the individual exercise. (This also helps to prevent the better students from growing bored while slower students are learning the required vocabulary.)

With five to ten minutes of practice per day, within one or two weeks, most (if not every) student should be able to complete the individual exercise. At this point, students should be able to include learn terminology in new contexts. (i.e. "Is So-ri's shirt red?" "No, it's not. It's brown." or following simple instructions such as "Color the boy's shoes purple.")

Group:

What [CLAP] is [student] [CLAP] wear- [CLAP] -ing?

What [CLAP] is [student] [CLAP] wear- [CLAP] -ing?

What [CLAP] is [student] [CLAP] wear- [CLAP] -ing to-day [CLAP]?

[Student]'s [CLAP] wear- [CLAP] -ing [color] [CLAP] shoes.

[Student]'s [CLAP] wear- [CLAP] -ing [color] [CLAP] shoes.

[Student]'s [CLAP] wear- [CLAP] -ing [color] [CLAP] shoes today.

What else [CLAP] is [student] [CLAP] wear- [CLAP] -ing?

What else [CLAP] is [student] [CLAP] wear- [CLAP] -ing?

What else [CLAP] is [student] [CLAP] wear- [CLAP] -ing to-day [CLAP]?

[Student]'s [CLAP] wear- [CLAP] -ing [color] [CLAP] socks.

[Student]'s [CLAP] wear- [CLAP] -ing [color] [CLAP] socks.

[Student]'s [CLAP] wear- [CLAP] -ing [color] [CLAP] socks today.

Continue for other articles of clothing (pants, skirt, shirt, dress, hat, etc.).

Individual:

What [CLAP] are you wear- [CLAP] -ing?

What [CLAP] are you wear- [CLAP] -ing?

What [CLAP] are you wear- [CLAP] -ing to-day [CLAP]?

I'm wear- [CLAP] -ing my [color] [CLAP] shoes.

I'm wear- [CLAP] -ing my [color] [CLAP] shoes.

I'm wear- [CLAP] -ing my [color] [CLAP] shoes to-day [CLAP].

What else [CLAP] are you wear- [CLAP] -ing?

What else [CLAP] are you wear- [CLAP] -ing?

What else [CLAP] are you wear- [CLAP] -ing to-day [CLAP]?

I'm wear- [CLAP] -ing my [color] [CLAP] socks.

I'm wear- [CLAP] -ing my [color] [CLAP] socks.

I'm wear- [CLAP] -ing my [color] [CLAP] socks to-day [CLAP].

Continue for other articles of clothing (pants, skirt, shirt, dress, hat, etc.).

Five Little Fire-fighters 🚒

Five little fire-fighters (*Show five fingers*)

Sleeping in a row. (*Rest cheeks on hands and close eyes.*)

RING goes the bell--

Down the pole they go. (*Pretend to slide down pole.*)

They jump on the engine (*Jump.*)

And put out the fire. (*Pretend to squirt with a hose.*)

Now they're back home--

My, but they're tired! (*Stretch and yawn.*)

If I were... 🚀

If I were an astronaut, (*Crouch down close to the ground, pretending to be in a space shuttle.*)

What would I do?

Blast off to the moon, (*Jump up as high as possible.*)

Then look down at you. (*Hold hand above eyes and look down.*)

If I were a baker (*Pretend to put on apron.*)

What would I do?

Bake lots of cookies (*Make a circle with hands.*)

For me and you. (*Point to self and a friend.*)

If I were a dentist, (*Look in friend's mouth.*)

What would I do?

I'd clean your teeth (*Pretend to clean friend's teeth.*)

Because that's good for you!

If I were a farmer, (*Pretend to remove hat; wipe forehead.*)

What would I do?

I'd rise up early every day, (*Yawn and stretch.*)

And milk the cows for you. (*Pretend to drink glass of milk.*)

If I were a pilot, (*Pretend to fly.*)

What would I do?

I'd climb into the cockpit, (*Pretend to climb into cockpit.*)

And fly my plane for you.

If I were a secretary, (*Pretend to type.*)

What would I do?

Answer the phone, (*Pretend to hold phone to ear.*)

Saying, "How do you do?" "I Like to Eat"

"Do you like,"

"Do you like,"

"Do you like [food]?"

"Yes, I like,"

"Yes, I like,"

"Yes, I like [food]!"

OR

"No, I don't,"

"No, I don't,"

"No, I don't like [food]!"

Review with class:

"Does s/he like,"

"Does s/he like,"

"Does s/he like [food]?"

"Yes, s/he does,"

"Yes, s/he does,"

"Yes, s/he does like [food]!"

"Yes, s/he does,"

"Yes, s/he does,"

"S/he likes it very much!"

"No, s/he doesn't,"

"No, s/he doesn't,"

"No, s/he doesn't like [food]!"

"No, s/he doesn't,"

"No, s/he doesn't,"

S/he doesn't like it at all!"

Mix a Pancake 🥞

This simple classic children's verse is particularly effective if children can follow the process outlined and make pancakes in class. If this is not feasible, students will still enjoy pantomiming the actions described.

Mix a pancake,

Stir a pancake,

Pop it in a pan;

Fry the pancake,

Toss the pancake, --

Catch it if you can.

Open them, shut them ✊

Begin with hands held in front of you.

Open, shut them. (*Hold hands open, palms up; close hands, making fists.*)

Open, shut them. (*Repeat.*)

Give a little clap. (*Clap.*)

Open, shut them. (*Hold hands open, palms up; close hands, making fists.*)

Put them in your lap. (*Fold hands and place them in your lap.*)

Rain, Rain, Go Away 🌧️

Rain, rain, go away!

Come again another day.

Rain, rain, go away!

Little [insert student's name] wants to play.

Teaching Suggestions:

Teach this simple rhyme on a rainy day.

Provide children with a rain and sun picture. Let children color these simple designs, cut them out, and paste them on cards. Drill students on the phrases, "It's rainy!" and "It's sunny!" by holding up one of the two cards and asking, "What's the weather like?" You may practice listening skills by calling out either "It's rainy" or "It's sunny" and waiting for students to hold up appropriate cards.

Discuss basic uses of water (i.e. "We drink it," "We bathe in it," "We cook with it," "We swim in it," etc.)

Earth Day Song 🌱

Sing this song from **Donna H.** to the tune of **Three Blind Mice.**

Reduce, Recycle, Reuse

(Tune: "Three Blind Mice")

Reduce, recycle, reuse.

Reduce, recycle, reuse.

Now's the time to choose.

There must be no excuse.

It's up to each one of us to do

Our part to make the Earth clean, it's true.

So let's work together, yes, me and you!

Tall and Small †

I'm very, very tall. (*Raise hands above head; stand on tiptoes.*)

I'm very, very small. (*Crouch down close to ground.*)

Sometimes tall, (*Up again.*)

Sometimes small. (*Down again.*)

Guess what I am now! (*Students choose a position; teacher may ask, "Are you tall or small?" Student should be able to respond correctly.*)

"Tall" and "small" may be replaced with "young" and "old," "heavy" and "thin," "hot" and "cold," "pretty" and "ugly," etc.

Teddy Bear, Teddy Bear 🐻

Many teachers may remember this activity from their own childhood. It is usually played with a jump rope. (Two students turn the jump rope, while another performs the actions described.) In the ESL setting, you may play it with jump rope out of doors or perform the actions as a class indoors. (The jump rope variation may be too difficult for very young students.)

Teddy Bear, Teddy Bear,

Turn around.

Teddy Bear, Teddy Bear,

Touch the ground.

Teddy Bear, Teddy Bear,

Show your shoe.

Teddy Bear, Teddy Bear,

That will do!

Teddy Bear, Teddy Bear,

Go upstairs.

Teddy Bear, Teddy Bear,

Say your prayers.

Teddy Bear, Teddy Bear,
Switch off the light.

Teddy Bear, Teddy Bear,
Say "Good night!"

Ten Little Fingers †

A fun way for students to review names of various body parts

I have ten little fingers and ten little toes, (Kids point to portions of body as they repeat words.)

Two little arms and one little nose,
One little mouth and two little ears,
Two little eyes for smiles and tears,
One little head and two little feet,
One little chin, that's *(student's name)* complete!

Traffic Lights 🚦

The red at the top
Tells us to STOP!

The green below

Tells us to GO!

The yellow in the middle

Tells us to WAIT!

Please don't worry--

You won't be late!

Who Took the Cookies? 101

Another classic children's chant, this is a fun game for teaching the question "who?".

Class: Who took the cookies from the cookie jar?

Teacher: [Student's name] took the cookies from the cookie jar!

[Student]: Who, me?

Class: Yes, you.

[Student]: Couldn't be.

Class: Then who?

[Student]: [Next student's name] took the cookies from the cookie jar!

[Next student]: Who, me?

Continue in pattern

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4.4 RHYMES

The Beehive ✂

Here is the bee hive, *(Make fist, with thumb enclosed.)*

Where are the bees? *(Shrug shoulders.)*

Hidden away where nobody sees. *(Place other hand over "hive" as if to hide it.)*

Watch and you'll see them come out of the hive, *(Closely watch "hive".)*

One, two, three, four, five. *(One finger, beginning with thumb, comes out on each count.)*

"Buzz-z-z-z-z-z." *(Flutter fingers, and fly away.)*

Teaching Tips

- Teach word "where," comparing to similar word in students' native language(s) whenever possible.
- Review the concept of "where" using familiar vocabulary. For instance, if students know the meanings of "pencil," "desk," "chair," and "board," you may place a pencil on a desk, ask "Where is the pencil?", then respond "It's on the desk." After giving a couple of answers as example, begin asking students to respond.
- Create paper-mache beehive with hollow interior. (Mold paper-mache around punch-ball or balloon to create hollow interior.) Form bees from pipe cleaners. Allow students to take turns placing bees around room, then

telling where they placed them. Vary number of bees each student may place.

Store bees inside beehive.

- Hide a select object somewhere in the classroom. Ask students, "Where is _____?" The student who guesses correctly may hide the object next time around.

The Elephant 🐘

The elephant walks

Like this and like that;

(Get down on all fours and walk back and forth.)

He's very tall,

(Stand and stretch arms up.)

And he's very fat.

(Stretch arms out to sides.)

He has no fingers,

(Hold hands up, making fists to hide fingers.)

But he does have toes,

(Reach down and touch toes.)

And, goodness gracious,

What a nose!

(Grab nose between fingers and thumb of left hand; insert right arm through loop to form elephant's trunk.)

Teaching Tips

Make sure that students know the body parts "fingers," "nose," and "toes." Ask students to stand. Call "Touch your _____!" Initially perform actions with students, then quit performing, and finally perform actions that may or may not agree with command to test students' comprehension. This is a great elimination game. Define the terms "this" and "that" placing two objects at various distances from you, one close; the second further away. Both should be objects that a student may keep, but one should be preferable(i.e. a sheet of paper vs. a sticker). Call a student over to you. Ask him or her, "Would you like this or that?" Whichever one the student calls is the one the student receives. Continue until all students have had their turn. They will catch on quickly....

Five Little Monkeys

Five little monkeys jumping on the bed. (five fingers bouncing on opposite hand)

One fell down and hurt his head. (one finger makes falling action)

Mama called the doctor and the doctor said, (pretend to talk on telephone)

"No more little monkeys jumping on that bed!" (shake finger, as if to scold)

Four little monkeys jumping on the bed. (four fingers bouncing on opposite

hand)

One fell down and hurt his head.

Mama called the doctor and the doctor said,

"No more little monkeys jumping on that bed!"

Three little monkeys jumping on the bed. (three fingers bouncing on opposite hand)

One fell down and hurt his head.

Mama called the doctor and the doctor said,

"No more little monkeys jumping on that bed!"

Two little monkeys jumping on the bed. (two fingers bouncing on opposite hand)

One fell down and hurt his head.

Mama called the doctor and the doctor said,

"No more little monkeys jumping on that bed!"

One little monkey jumping on the bed. (one finger bouncing)

One fell down and hurt his head.

Mama called the doctor and the doctor said,

"No more little monkeys jumping on that bed!"

Zero little monkeys jumping on the bed. (make fist, with no fingers showing)

No one fell down and hurt his head. (shake head)

Mama called the doctor and the doctor said, (pantomime telephone)

"I'm glad those monkeys quit jumping on that bed!" (clap)

Grandma's Glasses 🎭

Here are Grandma's glasses, (*Make little circles with fingers over eyes to resemble glasses.*)

Here is Grandma's hat, (*Circle head and pretend to be tying ribbon underneath chin.*)

This is the way she folds

Her hands and puts them in her lap. (*Fold hands sweetly on lap.*)

Here are Grandpa's glasses (*Make circles bigger than grandma's.*)

Here is Grandpa's hat (*Make a big hat overhead with hands and arms.*)

This is the way he folds

His arms and sits like that (*Fold arms across chest, lean back in chair and cross one knee over other.*)

Teaching Tips

Teach words "grandmother," "grandfather," and "grandparents." Review the words "mother," "father," "brother," and "sister."

Create a family tree for each student, listing grandparents, parents, student, and siblings. If possible, ask students to bring pictures of each of these people for inclusion on the family tree.

My Family 🍷

This is mama, kind and dear. (*Point to thumb.*)

This is papa, standing near. (*Point to pointer finger.*)

This is brother, see how tall! (*Point to middle finger.*)

This is sister, not so tall. (*Point to ring finger.*)

This is baby, sweet and small. (*Point to little finger.*)

These the family, one and all! (*Wiggle all fingers.*)

Right Hand, Left Hand 🖐

This is my right hand,

I'll raise it up high. (*Raise right hand.*)

This is my left hand,

I'll touch the sky. (*Raise left hand.*)

Right hand, (*Show right palm.*)

Left hand, (*Show left palm.*)

Roll them around. (*Roll hands around.*)

Left hand, (*Show left palm.*)

Right hand, (*Show right palm.*)

Pound, pound, pound. (*Pound fists together.*)

Teatime 🍵

Here's a cup, (*Cup one hand.*)

And there's a cup, (Cup other hand.) And here's a pot of tea. (Hold hand up for teapot--three middle fingers bent over, the thumb stuck out for the spout and the little finger curled for the handle.)

Pour a cup (Make pouring motion.)

And pour a cup (Repeat motion.)

And have a drink with me. (Make drinking motion.)

Teaching Tips:

Bring actual objects to class. Show students a cup, and a teapot. Let them drink tea. If possible, make tea in class. Make enough for each student to have a small cup. **CAUTION: To avoid burns, allow tea to cool before giving it to very young students.**

Show students how to make both a pot and a cup with their hands. After most students are comfortable, play a short game, calling either "cup" or "pot" at random. Students must then form the object you've called with their hands. As students improve, you may turn it into a competition, eliminating the last person to create the object called, until only one student remains.

Show the students how to pretend they are drinking and pouring. Repeat the above activity. When all students have demonstrated understanding of the vocabulary, use all four words in a final review. Teach fingerplay with actions, one line at a time. Have students repeat each line after you a couple of times, then say the line with the students. Demonstrate the action, and call on various students to tell you what you are doing.

There Was a Little Turtle 🐢

There was a little turtle, *(Make small circle with hands.)*

He lived in a box, *(Make a box with both hands.)*

He swam in a puddle, *(Wriggle hands.)*

And climbed on the rocks. *(Climb fingers of one hand up over the other.)*

Snapped up at a mosquito. *(Clap hands)*

He snapped at a flea. *(Clap hands.)*

He snapped at a minnow. *(Clap hands.)*

He snapped at me. *(Point at self.)*

He caught the mosquito. *(Hold hand up, palm forward; quickly bend fingers shut.)*

He caught the flea. *(Repeat.)*

He caught the minnow. *(Repeat.)*

But he didn't catch me. *(Bend fingers only half-way shut.)*

Teaching Tips:

Teach the vocabulary for one segment at a time, followed by the lines and actions of that segment. Do **not** attempt to teach all three segments in one day, especially if you are teaching very young learners. Pre-school and kindergarten students will become bored, then frustrated after five to ten minutes of any one activity.

Use charades to review the following words in the first segment: little, turtle, box, swim, puddle, climb, rocks.

Use pictures to teach the meaning of mosquito, flea, and minnow in the second segment. Also, be prepared to give these words in the students' native language(s). If you have an outside play area, choose a student to be the turtle. Other students must remain outside the square. Call one of the following words: mosquito, flea, minnow, or person. If you call "mosquito," other students must run while the turtle tries to catch them. If you call "flea," other students must jump while the turtle tries to catch them. If you call "minnow," students must walk, making swimming motions while the turtle tries to catch them. All those whom the turtle catches are out. If you call "person," no one should move. Those who do are out. The last person left becomes the next turtle.

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4.5 ARTS AND CRAFTS

Recycled Greeting Cards 🏠 🏫

Pre-school children can make excellent use of old greeting cards and practice their cutting (or tearing) skills in this early childhood education activity.

You will need:

Used greeting cards, construction paper, glue, scissors, a felt tip marker.

Teachers show pre-school children the old greeting cards, talk about the illustrations and why we send or give cards. Ask the children to choose a few pictures to cut out for creating their own cards. After children have cut out their chosen pictures, provide construction paper and show them how to fold the paper in half.

Next, youngsters glue the pictures on the front of their cards and when the glue is dry, it's the teacher's turn to write a child dictated greeting inside. Permit children to "sign" their names and draw a picture inside or on the back of the card, if they wish.

Language expected: It depends on the unit. For example: colors, animals, family members, transportation, etc.

Wrapping Paper 🏠

Enhance body part recognition and color recognition with this early childhood activity by **Laura F.**

Materials: Long white paper or recycle wrapping paper and use the white side. Pie plates, a variety of colored paints and a wash bucket to clean up the paint from children's body parts.

Description: Children remove their socks and shoes and roll up their pants, or younger children remove their pants, in case they fall down. Children dip their feet into paint in either both the same color or each foot in a different color and walk, hop, dance, and twirl to create prints all over the paper.

Once dried, children can wrap grandparent's, mother's or father's day gifts or any other special occasion gift. Children can use their handprints too!

Comments: Children are amazed at all of their prints (the amount of prints on paper, and the size of their prints compared to their friends). One little boy said "WOW, there sure is a lot of footprints!!!!" Moms think the paper has such a special touch.

A Basket For All Events 🍄

Pre-school and kindergarten children will follow a pictorial list of directions to create a beautiful basket during this craft project by **Terri V.**

Materials: Flour, water, tissue paper, small bowl, wax paper, tape, bowl or spray bottle full of water.

Description: In advance, I like to have the children prepare the materials needed:

1. children cut a lot of small strips of tissue paper
2. children wrap small bowls with wax paper and tape.
3. children cover their work space with newspaper

This is a two step project. Children will first make their own "glue". I write out a pictorial recipe for them to follow:

1. In a big bowl, place 1 cup of flour

Draw one cup and have the picture from the package of flour taped next to it.

2. Place 1 cup of water

Same as above, except draw some water droplets or a wave of blue water.

3. Mix with your hands

Draw two hand reaching into the bowl

Next, we begin to cover our bowls which are already covered with wax paper with a lot of tissue paper and "glue". If the "glue" mixture is too watery, add flour. If the "glue" is not pliable, add water. Use the spray bottle to smooth it out. When done covering the bowl, allow to dry completely (1-2 day(s)).

When dry, carefully peel off of the wax paper. Use pipe cleaners or ribbons to attach as a handle. This is a great project for cooperative group lessons. Children will have to work cooperatively to follow the recipe and collect all materials needed. Fun and messy!

Comments: I used this technique for following a recipe only after practicing with easier ones. For example, use a pictorial recipe to make a sandwich:

Take two pieces of bread

Draw two slices of bread

Spread butter onto bread

Draw a picture of two slices of bread and a hand spreading butter; use the label, and so on & so on.

Children are expected to follow directions. This can be done for the mother's day.

Easy Piñata

If you've made a Piñata before, you will find this an easy activity. Use this craft project by **Susan J.** when youngsters learn about birthday parties.

Materials: Balloon, newspaper, liquid starch, washable paint or tissue paper.

Description: Using liquid starch for making a Piñata works very well for little hands. Only 2 layers are needed, and they will dry within 24 to 48 hours. If you use tissue paper as a third layer, you will not need to paint. Fill with light -weight candy and token gifts.

I have classes of 12 children and this Piñata has always been strong enough for each child to have a turn without the Piñata totally breaking.

Children are expected to follow directions and to have fun.

Mask †

Barb K.

Materials: Paper plates, brown crayons, string, mouth and nose cut out of construction paper.

Description:

Allow children to color the paper plate brown. Cut out two eye shapes. Glue the mouth and nose on the paper plate. Tie string to fit the child's head. Pretend that you are ground hogs.

Language expected: Mouth, eyes, nose, ears and colors.

Fireworks for New Year's Eve 🎆

Help youngsters to develop color recognition and cultural awareness with this sensory experience from **Amy**.

Materials: Black construction paper, colored chalk and small containers of water.

Description: Children will make colorful fireworks using the chalk. Encourage the children to dip the chalk into the water before drawing. The water helps the chalk adhere to the paper better. There is no powdery mess and the colors are more vibrant. This is an open-ended activity, so they all look very different and colorful!

Comments: Try taping the paper to the table for the little ones so it does not keep slipping away. Also, only put a little water into each container. Not much is needed, and this helps prevent lots of clean up due to spills.

Earth Day 🐛

Teach pre-k and kindergarten youngsters about litterbugs and how to stop them during this early childhood art and craft activity from **Jennifer F.**

Materials: Cardboard egg cartons, glue, paste, scraps of fabric and construction paper, paint, pipe cleaners and yarn.

Description: Cut segments of the egg carton out. Glue pipe cleaner or yarn onto the carton for antennas or legs. Use the paints, construction paper and fabric scraps to decorate the litterbugs. After the children make their litterbugs, give them the opportunity to share their bugs with one another, and then discuss what a litterbug really is, and how to stop a litterbug.

Comments: If you do not want to use this idea for Earth Day, then you can use it for a unit on insects or bugs.

Language expected: Insects, bugs, parts of the body like: legs, arms, etc.

Grass Caterpillar

Kindergarten children develop a love for gardening and an awareness of **Earth Day** with this early childhood activity by **Jessica F.**

Materials: Egg cartons, cut long wise down the middle

Potting soil

Grass seed

Painted toothpicks for antenna

Plastic spoons

Water

Description: In small groups, pass out an egg carton that has been cut in half. Pass out a plastic spoon to each child. Allow them to fill the holes with dirt and slightly pack. Drop grass seeds into each hole and fill the rest of the way with dirt. Have children spoon on water. Place two painted toothpicks for antenna in the front hole.

Place on lighted windowsill. Add water as needed. Watch the grass grow and caterpillars become hairy!

Comments: It is a fun activity the kids can "dig" into!

Students will follow instructions and this can be used as a project for animals.

Bath time Soaps and Crayons 🎁

Christy R. shares this fun science activity that involves mixing and measuring. Use caution (and close supervision) with the hot water, as you help children create these gifts.

You will need:

1 cup grated Ivory soap, cookie cutters or candy molds, bowls and spoons, 1/4 cup hot water and food coloring.

Description: Mix the grated soap, water, and a few drops of food coloring until the mixture is smooth and begins to thicken. Spoon the soap mixture into cookie cutters or candy molds, and freeze for 10-20 minutes.

Remove the soaps from the freezer and pop them out of the molds. Let them dry overnight, and voila! bath crayons that double as soap.

Language expected : Colors and basic shapes : circle, square, triangle, and rectangle.

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4.6 GAMES

Games and childhood are natural allies. What child does not like to have fun? And what adult does not look back in fond remembrance on the games of his or her childhood? More than just entertaining, however, many traditional children's games are easily adapted for use in the ESL or EFL setting.

Blind Man's Treasure Hunt

Objective: Players try to guess the contents of packages by touch.

Group Size: 4 to 24

Prep Time: > 20 minutes

Playing Time: 5-20 minutes

Interest Level: ages 3 to 14

Ability Level: beginning to intermediate

Preparation: Wrap several objects of various weight, shape, and texture in separate parcels. Place these on table.

Game: Divide students into two teams. Blindfold a player and lead him to the table. He or she should select a parcel and try to guess its contents. He or she may ask up to five yes/no questions, before guessing the parcel's contents. (i.e. "Is it something you wear?" "Is it something you eat?" etc.) If a student guesses the contents of the parcel that parcel is removed from table, and his or her team receives one point.

Variation: Wrap several small objects that could be given as prizes (pencil, eraser, notebook, candy, balloons, etc. in separate parcels. If a student guesses the contents of the parcel, he or she wins the prize.

Variation: Instead of students asking questions, the teacher asks the questions when working with young children. Warning children don't like to be blindfold, avoid it.

Close Your Eyes! †        

Skills: Describing physical appearance; asking and responding to questions; visual discrimination

Group Size: 4 to 24

Prep Time: none

Playing Time: 5-20 minutes

Interest Level: ages 3 to adult

Ability Level: beginning to intermediate

Language used: "Look at _____." "Close your eyes!" colors, shapes, positions, articles of clothing

Game: Choose a student to begin, ask for volunteers. Tell the student, "Look at _____." Allow the student to examine the person or object for about five seconds, then direct the student, "Close your eyes!" After the student's eyes are closed ask him or her a question about the person or object examined. For

example, you might ask, "What color is the square?" or "Is there a dog in the picture?" If the student responds incorrectly, direct him or her to open his or her eyes and inspect the object for five more seconds. Direct the student to close his or her eyes again and ask another question. Depending on the class size, you may allow students up to three turns. If the student correctly answers the question, he or she chooses a player as well as a person or object, and asks the next question.

Variation: This can be done with the whole class.

Disaster! 🏠

Objective: to recognize and describe changes in a specific setting.

Group Size: 4 to 24

Prep Time: none

Playing Time: 5-20 minutes

Interest Level: ages 3 to adult

Ability Level: beginning to intermediate

Game: Divide students into two teams. Send one team outside of the classroom (with a co-teacher, if students are very young.) Allow the other team a set period of time (two to five minutes depending on students' ages) to make changes to the classroom (like hang a poster upside down, move books, switch pictures, exchange chairs, etc.) or themselves (shoes on wrong feet, sweater inside out, socks off, jewelry traded, etc.) At the end of the time period, the opposing team

returns to class and points out as many changes as its members detect. One point is given for each correct response (vocabulary and known syntax). Teams then reverse roles and continue. The winning team is the team that describes the greatest number of changes correctly.

Variation: Provide extra clothing to wear to the group of the students that stay in the classroom . The other group will point out as many changes as its members detect.

Language expected: Clothing

Red Light! Yellow Light! Green Light! 🚦

Skills: Comprehending "stop," "go," and "be careful"; associating correct actions with traffic signals; listening comprehension

Group Size: 4 to 24

Prep Time: >5 minutes

Playing Time: 5-15 minutes

Interest Level: ages 3 to 10

Ability Level: beginning

Language used: go; stop; be careful;

Preparation: Cut a red, a yellow, and a green circle out of heavy paper. Laminate if possible.

Game: Choose one student to be the traffic light and another to be the traffic cop (or highway patrolman). All other students are cars. The traffic light holds up a

circle and calls out "Stop!", "Be careful!", or "Go!" depending on the color of the circle he or she chooses. The traffic cop must watch the light and cars. When the light is green and the traffic light has called "Go!" students may run around freely. On yellow, students may move, but anyone whom the cop tags is out. When the light turns red, everyone must freeze. If the cop detects any movement on red, the player is out.

After students have become familiar with the oral commands, the traffic light may discard the colored circles and simply call words. Students must then listen carefully to ensure that they are following directions.

Sorry! 

Objectives: Matching English words with corresponding pictures; practicing a basic question and answer structure

Group Size: 4 to 12

Prep Time: 30-60 minutes

Playing Time: 5-20 minutes

Interest Level: ages 3 to adult

Ability Level: beginning

Materials Needed: Teacher-made coordinated picture and word cards

Preparation: List 24 or more words that you want students to be able to recognize. Print each word on one card. On separate cards, draw or paste an illustration of each word. Laminate cards, if possible, for prolonged life.

Game: Distribute all cards among students. Students first remove any word/picture matches they have and place these cards on the desk or table. Choose a student to begin. From among his or her cards, this student picks a card for which he or she has no match. If the chosen card is a word card, the student asks a classmate, "[Classmate,] do you have a picture of (a/an) [word featured on word card]?" If the chosen card is a picture card, the student asks a classmate, "[Classmate,] do you have the word (item pictured)"

The student who is called on then reviews his or her cards. If he or she has a match, he or she responds, "Here you are!" and supplies the player with the requested card. The player places the set on the desk or table and asks about another card. If the student who is called upon does not have a match, he or she responds, "I'm sorry, I don't." The player's turn is then over and the next student tries to find a match. Play continues until all players have laid down all cards.

Variations:

Number Sorry: Write a numeral on a flash card. On the next, draw the same number of objects.

Place the number cards in one table and the drawings in another table. One volunteer student picks up a number card and then he/she looks for the corresponding drawing and reads the flash card.

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4.7 EXTRA MATERIAL

Shapes 

Objective: Students follow directions to create play-dough, then form dough into prescribed shapes or expected figures like: fruits, animals, family members, etc.

Group Size: 1-20

Prep Time: ~ 5 minutes

Activity Time: 10 minutes if dough is premade; 20-30 minutes if dough is made in Class

Interest Level: ages 3 to 12

Ability Level: beginning

Preparation/Materials Needed: Choose a playdough recipe based upon product availability in your area. Assemble all necessary ingredients as well as measuring cups and mixing bowls, if dough is to be made in class. Disposable plates or waxed paper is also necessary.

If facilities permit, bring ingredients to class and allow students to make dough. If in-class preparation is not feasible, distribute pre-made dough equally among students. Each child should have a clean disposable plate or a sheet of waxed paper upon which to work. Direct students to make various shapes.

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Playdough



Materials:

2 cups flour

½ cup salt

¾ - 1 cup water

3 tablespoons of cream of tartar or alum to smooth dough, optional

2 tablespoons of oil, for a more elastic dough, optional (30 ml)

½ teaspoon food coloring

- Mix ingredients in a saucepan and cook over medium heat.
 - Stir constantly until mixture comes away from the sides of the pot (about 5 minutes)
 - Cool before using.
-
- Knead on flour board until play dough consistency. Cover and store in refrigerator.

(Zamora, 2000)

Creative Clay

Materials:

- 1 cup corn flour
- 2 cups baking soda
- 1 ½ cups cold water

- In a saucepan, stir the corn flour and baking soda.
- Mix in cold water.
- Heat, stirring constantly, until mixture reaches a slightly moist, mashed potato consistency.
- Turn out onto a plate and cover with a damp cloth.
- When cool, knead like dough. To shape, form with hands or roll out ½ " thickness and cut with biscuit (cookie) cutters. Paint and cover with shellac or clear nail polish when the paint has dried.

(Zamora,2000)

Silly putty

Materials:

- 1 cup liquid starch
- 1 cup white glue

- Mix for 5 to 10 minutes until you can stretch and break it.
- Don't give up, it takes time a while.

- It feels wonderful and behaves like silly putty.
- Keeps a long time.
- This is enough for 2 to 3 children.

(Whalin, 1989)

Papier-Maché

Materials:

1 cup water

½ -1 cup flour

1x3 inch strips of torn newspaper

- Combine gradually water and flour and stir until all lumps are gone.
- Dip in paste and wring out excess by pulling strips through fingers.
- Begin with hard-to-reach areas of a mould and apply overlapping layers of pasted strips on a form: balloons work well. Or make your own shape by molding newspaper stripes together.
- Let dry 3-4 days; then paint.
- For best results paint on a base coat of white paint, allow to dry, then paint design.
- Dry and spray with a clear protective coating, if desired.

Papier-Maché Maracas

- Wrap newspaper strips around a light bulb (that no longer works).
- Coat entire bulb with several layers; let dry.
- If desire cover handle of maraca with beige tissue paper strips dipped in paste and coat bulb with brightly coloured tissue paper: leave it to dry for one day.
- Hit maracas gently against a hard surface until light bulb inside breaks and maraca makes a good rattle.
- Don't forget to make sure that the process is well done and the children cannot hurt themselves.

(Zamora; 2000)

Family Tree 🌳

Objective: Students create family tree, then use family tree to review family vocabulary: mother, father, brother, sister, grandmother and grandfather.

Group Size: 1-20

Prep Time: > 5 minutes

Activity Time: 15-20 minutes if photographs are used; 15-40 minutes if students sketch family members

Interest Level: ages 3 to 12

Ability Level: beginning

Preparation/Materials Needed: One large sheet of paper for each student; crayons or colored pencils; pencils, pens, or markers; scissors; glue; photographs of each student's mother, father, siblings, grandparents, and student (optional)

Directions: Give each student one large sheet of paper. Direct student to draw a tree trunk that extends from the bottom of the page to the center. At the top of the trunk, students should sketch or paste photograph of themselves. Students should then draw a tree top which extends from the center to the top of the page. Near the bottom of the trunk, students should sketch or paste photographs of their parents, one on the left and the other on the right. Above each parent, students should sketch or paste photographs of that parent's parents (the student's maternal and paternal grandparents). Students may then sketch or paste photographs of siblings beneath the tree top on either side of the trunk. Students may then color the tree and trunk with appropriate colors. <http://members.tripod.com>



Objective: Students identify their favorite objects.

Group Size: any (at least one teacher or assistant is needed for every fifteen students)

Prep Time: ~ 5 minutes

Activity Time: about one hour total

Interest Level: ages 3 to 10

Ability Level: beginning

Preparation: Teach the word "favorite." Discuss in relation to previously acquired language.

- What is your favorite color?
- What is your favorite sport?
- What is your favorite book?
- What is your favorite toy?
- What is your favorite place?
- What is your favorite fruit?
- What is your favorite vegetable?
- What is your favorite meal?
- What is your favorite snack?

Materials Needed:

one clothes hanger per child

yarn or string

hole punch

crayons

card stock (3 x 5 or larger)

safety scissors

old magazines, catalogs, and/or sales flyers

Activity: Ask each child to think of four or five favorite objects (color, sport, toy, and two foods work well). The child will then use these objects to create his or her own mobile. Two approaches work well for the actual creation. In a small class, you may have all students work on the same object at the same time. (i.e. everyone does a color card; then, everyone does a transportation, etc.) In a larger class or in a class where you have one or more assistants, students may work in small groups. This approach is most useful when materials are limited. For instance, you may not have enough catalogs for twenty students to cut out pictures of their favorite toys at one time; however, five could work on this aspect of the project while remaining students work on other items.) Following are some specific ideas for the items mentioned above:

Color: This is the simplest item to complete. Either provide students with colored paper and let them cut out a piece of their favorite, or provide them with white cardstock and crayons and let them color their favorite shape. For added interest, students may cut the colored card into any shape they choose. On the back of the colored paper or card, the student may print the name of his or her favorite color (very young learners will require assistance).

Toy: Christmas catalogs provide a wonderful resource for toys. Children can cut their favorite, paste on heavy stock, and add to mobile. You will need to set a time limit on the catalog browsing, as many children will be overwhelmed by the sheer number of choices. Another option is to have each child draw a picture of his or her favorite toy. Some drawings may require interpretation, but the English label on the back of the item should help. (And remember, beauty is in the eye of the beholder....)

Recommendation: This activity is rather long for young students. However, if you will allow ten to fifteen minutes per day, you should be able to complete the project in a week. The repetition also helps students master the concept involved.

<http://members.tripod.com>

Objective: Students follow teacher's instructions.

Group Size: 1-15 (More students may participate if more than one teacher is present.)

Prep Time: 5 minutes

Activity Time: 20-30 minutes

Interest Level: ages 3 and up

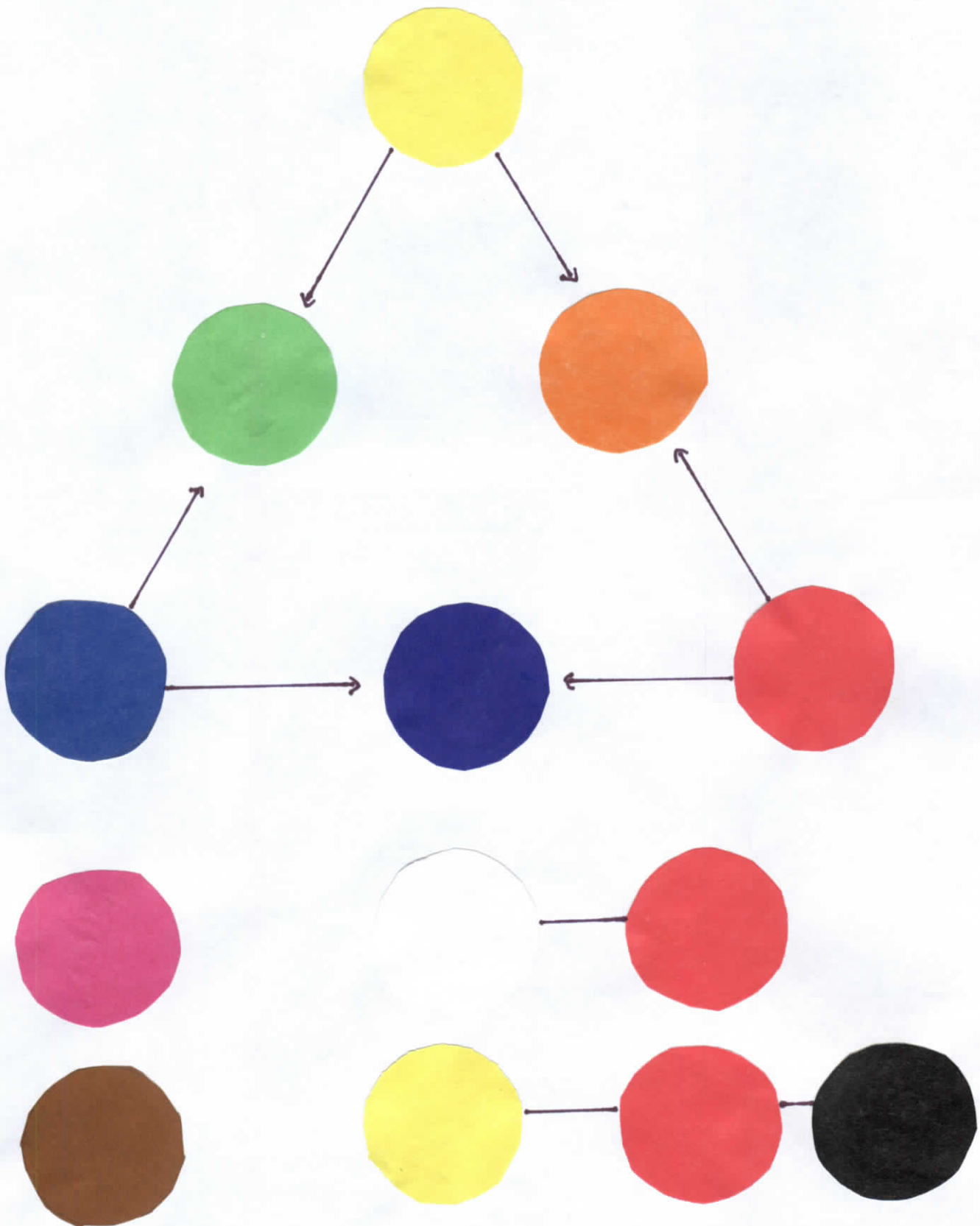
Ability Level: beginning to intermediate

Preparation: Mix water paint with water and glue.

Directions: Demonstrate the activity and then give instructions to the students.



COLOR TABLE



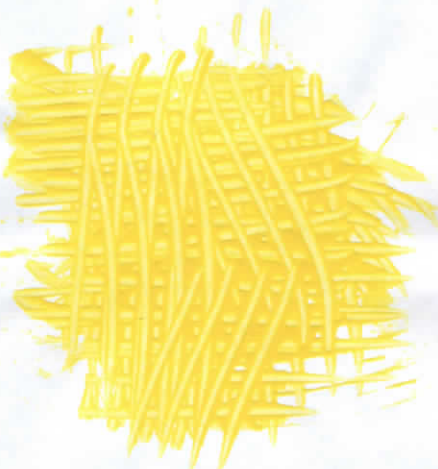
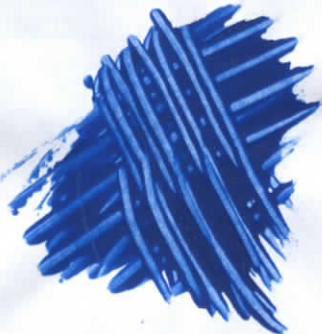
COLORS + NUMBERS

Variation: glue with aniline





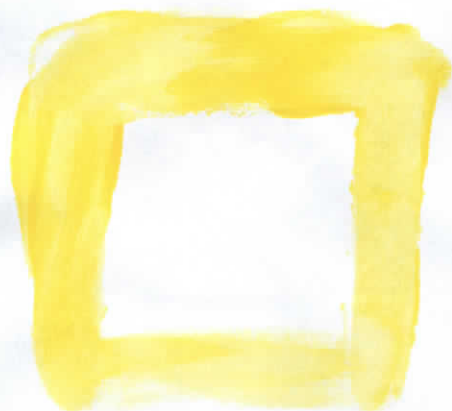
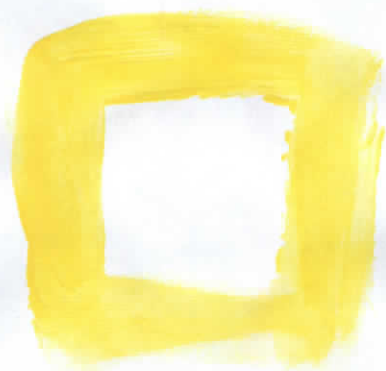
FOLLOW INSTRUCTIONS – COLORS (use your nails)



SHAPES + COLORS + NUMBERS



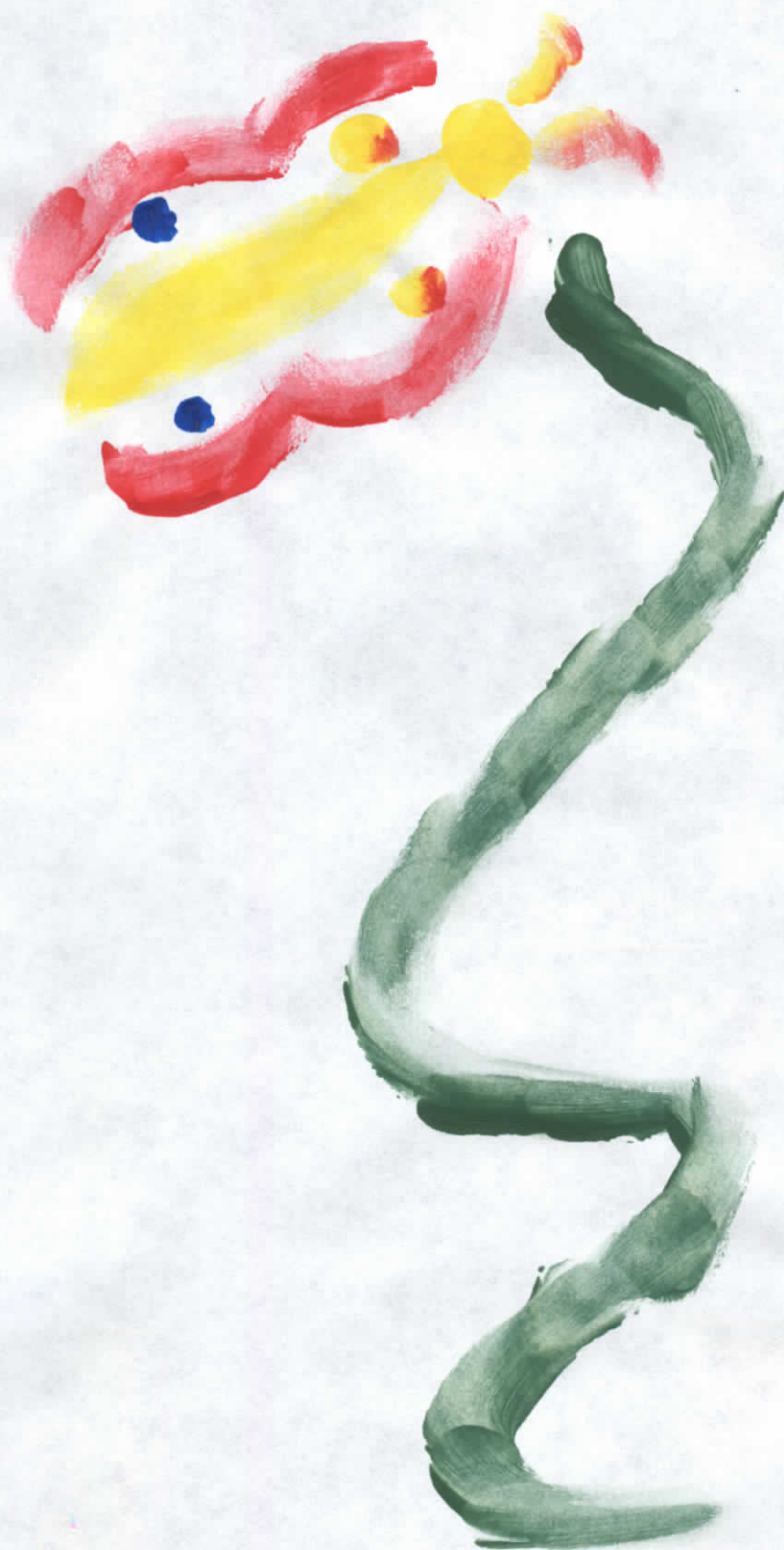
FOLLOW INSTRUCTIONS + COLORS + SHAPES



SHAPES + COLORS + OBJECT (house)



FOLLOW INSTRUCTIONS



FOLLOW INSTRUCTIONS



FRUIT + COLOR + SIZE (big)



FRUIT + COLOR + SIZE (small)



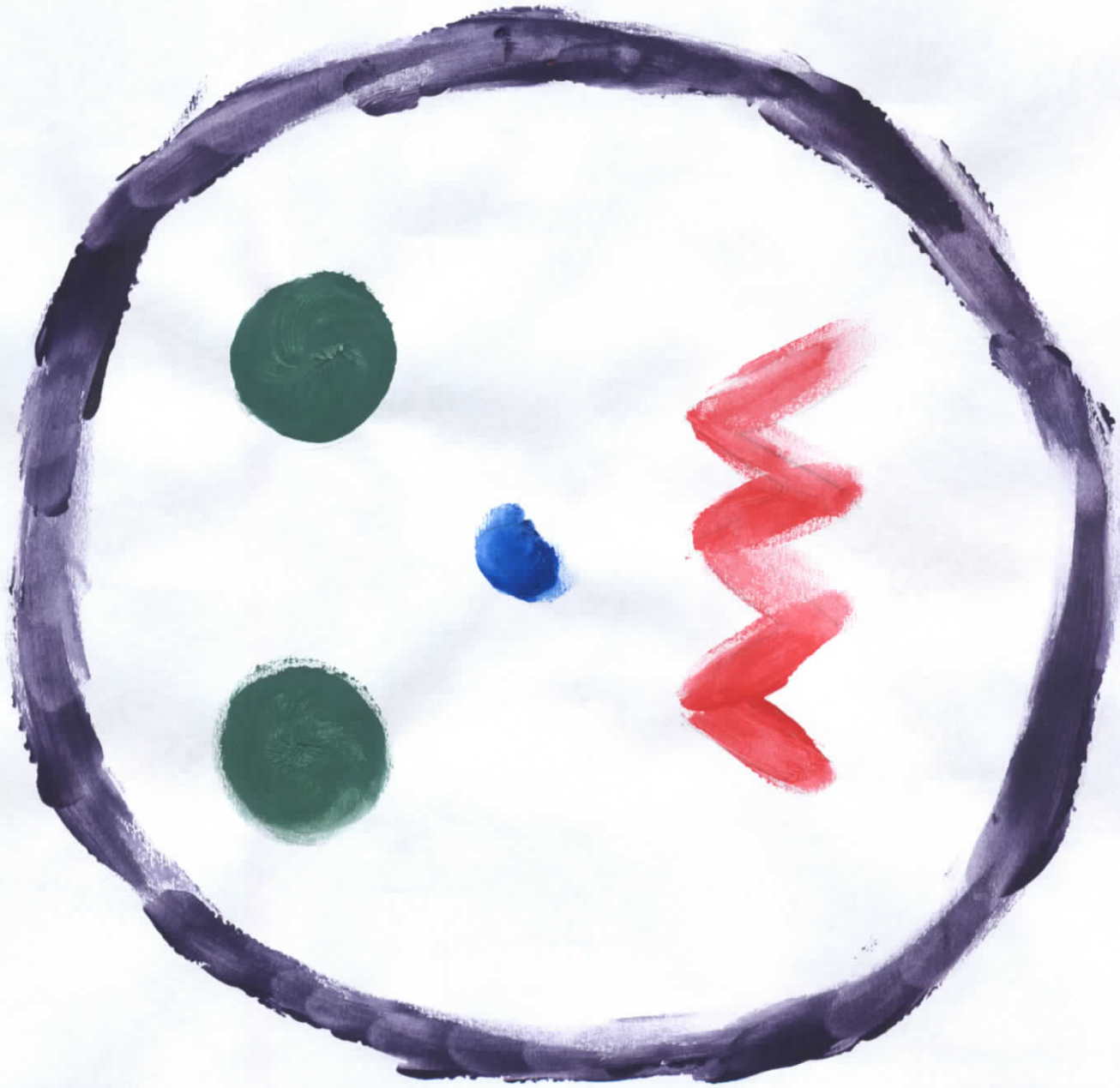


FEELINGS: HAPPY

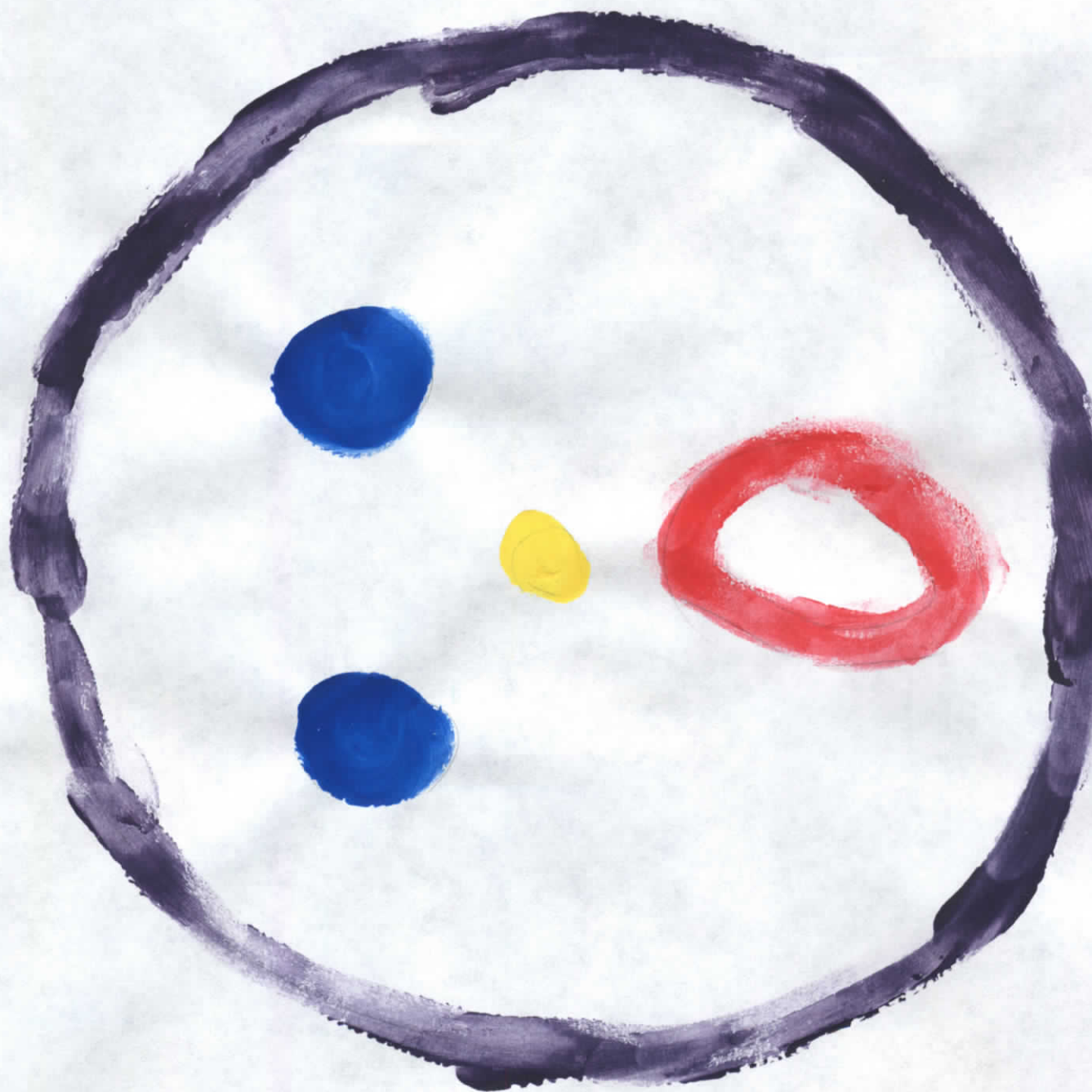




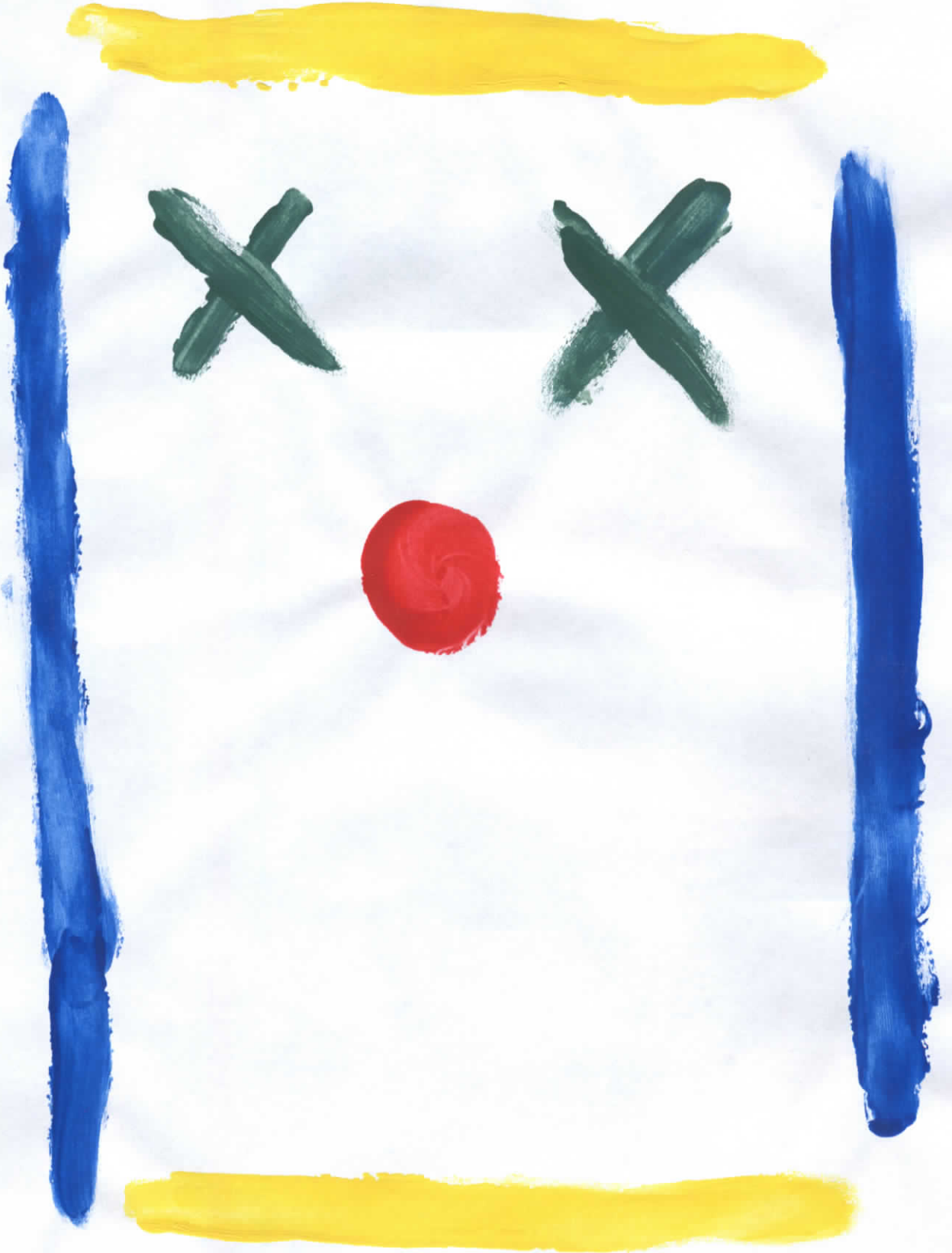
ANGRY



SURPRISED



FOLLOW INSTRUCTIONS



Spot surprise 🖨️

Materials:

Paints

Card

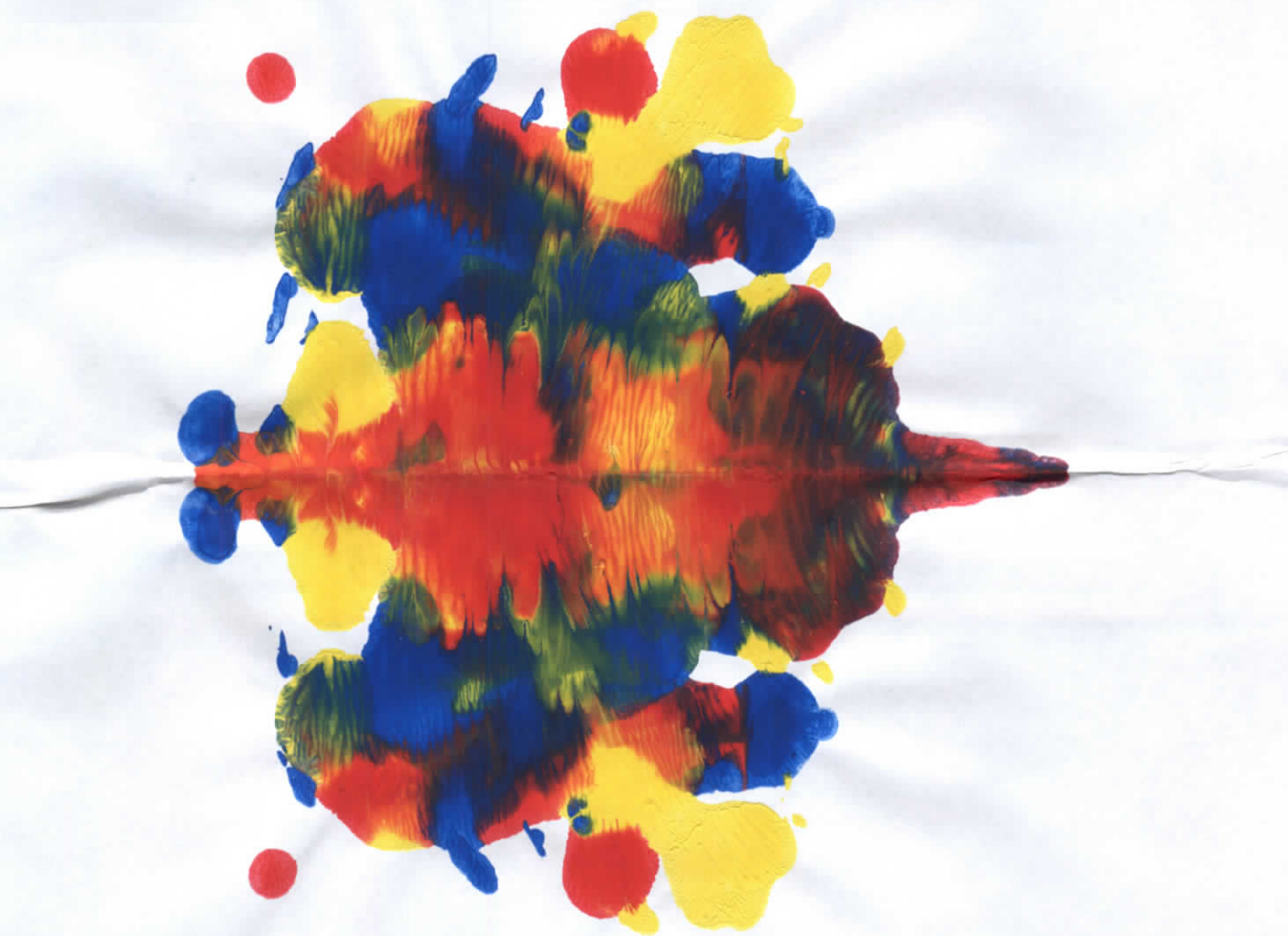
Palette knife

- In the centre of the card place different colour paint with the help of the palette knife - do not spread the paint.
- Fold the paper in half. The edges of the paper should meet perfectly.
- Gently rub your hand on one side of the paper; this will help to mix the paint that is in the centre of the sheet.
- When you open the sheet you will find out how the paints are mixed.

What is it?

(Zamora,2000)





Printing with food items ●

Materials:

Fruit and vegetables

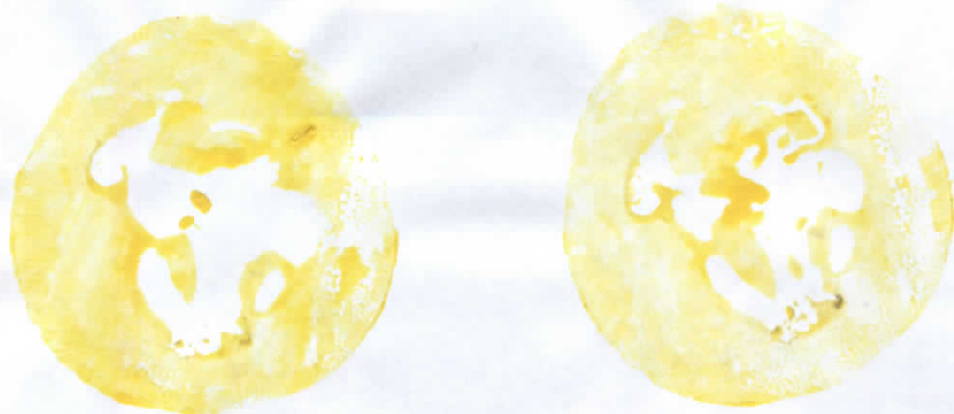
Paint

Sheets of paper

- Cut the fruit and vegetables in half and put them on a plate. Take one piece of fruit or vegetable and put it in the paint wipe off the excess.
- Press the piece on the sheet, repeating the same process with all the shapes of the fruit and vegetables.

Variation: You can give different shapes to the vegetable using biscuit (cookie) cutters.

(Zamora;2000)





Materials:

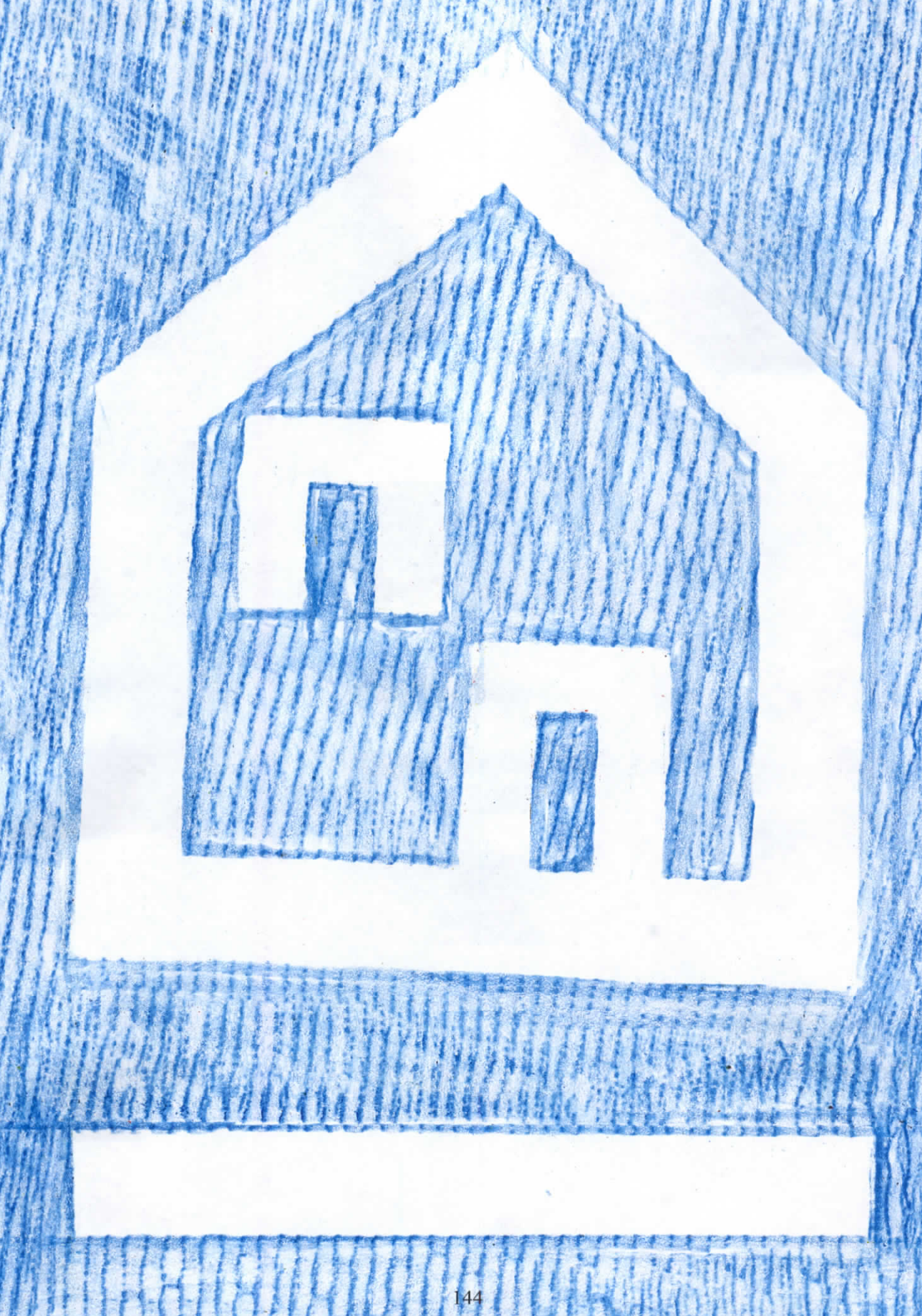
Crayons

Card

Masking Tape

- Make a drawing placing the masking tape on the sheet. The drawing could be made by placing horizontal or vertical lines.
- Colour the drawing with crayons; combining all the colours where the masking tape was not placed.
- Detach the masking tape carefully, making sure you do not tear the paper.

(Zamora;2000)



CONCLUSION

The purpose of this paper was to do research about how four- year old children learn a foreign language. This was done in order to provide teachers with the necessary information, suggestions and materials that can be applied by teachers in order to improve EFL teaching to pre-school learners. These led the authors to the following conclusions:

1. Based on the theoretical framework, it can be said that children have certain skills and characteristics which allow them to acquire a foreign language. Among these characteristics are: their ability to grasp meaning, their capacity for indirect learning, and their language creativity. However, besides their innate characteristics, children need external motivation and stimulation from teachers and parents. Consequently, these latter need to have adequate knowledge in order to take advantage of their age and capacity.

Teachers and parents need to be aware of child development in four areas: socialization, cognition, motor skills, and communication; also, their language acquisition process and how to apply these to the acquisition of a foreign language. If teachers have this knowledge, they will be able to apply an appropriate teaching method.

2. The teaching of English as a foreign language to very young children has been growing in recent years. That is the reason why there are seventeen

pre-school establishments just in Ambato. All of the pre-schools are offering the teaching of English as a foreign language, even though there are not enough English teachers prepared for this task. As a consequence, teachers are increasing their interest in learning how to teach pre-school children.

Parents are aware of the capacity that four-year-old children have and they would like teachers to take advantage of it. Consequently, they want their children to receive an adequate education, which will guarantee their learning and prepare them to be competitive in future years.

3. Due to the necessity that has been aroused in Teaching English as a Foreign Language to pre-school learners, the authors investigated the existing methods that are being applied in EFL teaching, and they concluded that the Total Physical Response (T.P.R.) method and Activity Based Language Approach are the most appropriate and applicable for this age.

The T.P.R. method is applicable to pre-school students due to the fact that it uses language in an imperative way. This helps them to acquire the target language as they acquire their first language.

The activities presented in the classroom develop the capacity in children to internalise the language. Right hemisphere activities such as

movement, actions and manipulation, give meaning to the students for future oral production with use of the left brain hemisphere.

The atmosphere, materials and activities provided by the teacher in the classroom must be relaxing, colourful and showy. These will motivate students, lower their anxiety, and prepare them to learn freely.

A disadvantage that this method has is that it does not promote real communication; however, it helps students to internalise meaningful language which can be used when they feel ready. (ASHER, 1977)

The use of the Activity Based Language Approach in teaching English to children is very useful, because children love to be involved in practical tasks, and they learn in the best way when they feel comfortable and enjoy what they are doing. However, it is necessary to keep in mind the possible disadvantages that can appear with the use of this approach. This can be prevented if the administrators, parents and teachers work together, and if all of them understand how it works. (Vale, 1995: 28-36)

4. Most of the teachers do not know which materials and activities can be applied with pre-schoolers. They assume that there are not enough materials and activities applicable for this age. Nevertheless, the authors investigated and found out that there are plenty of materials and activities that can be applied in order to improve EFL teaching.

Among the activities and materials that have been presented in this paper are songs, chants, rhymes, crafts, finger plays, games, and extra material.

Finally, the authors are really pleased to have worked on this topic because its purpose has been achieved. This paper provides teachers with the necessary information about how to teach English as a Foreign Language to Pre-school Learners, and how to take advantage of their age and capacity with the use of an appropriate teaching methodology, activities and materials. This is very important due to the fact that human language capacity has a specific neurological base, with a degree of inborn potential, tied to a maturational timetable. (SLOBIN, 1979: 126). Hopefully, this paper will be a valuable aid for English teachers who work with pre-school children.

APPENDIX 1
(PRE-SCHOOLS IN AMBATO)

PRE-SCHOOLS IN AMBATO

- Mi pequeño mundo
- CEBI
- Huellitas
- Tierra de Flores
- Mundo Infantil
- Arco Iris
- Caricaturas diminutas
- Nueva Semilla
- Horizontes
- Atenas
- Plaza Sésamo
- Piquitos
- Liceo Policial "Galo Miño"
- Conejitos traviesos
- ABC
- Osito Bonsai
- Tiny Toon

APPENDIX 2-3
(Teacher's Questionnaires and
Interviews)

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: CEBI

Time of experience as an English teacher: 2 years

Student's age: 4 -12

1. Do you use a textbook in your classes?

Yes .X. No.....

If yes which is the name of the textbook: ...Ballons.....

How do you use it? The whole textbook

Just what is important ...X.

Other

2. Do you use other materials except for the textbook?

Yes.X.. No....

If yes which kind of materials:

Audiovisual aids

T.P.R. activities ...X.

Songs ...X.

Plasticine ...X.

Others ...X.

How often do you use them: everyday.X..once a week....twice a month.... other...

Who provides the material: the school..X.. yourself...X...other.....

3. Do you use activities that promote communication?

Yes...X... No.....

If yes which kind of activities:

Role plays

Personalization

Games ..X...

Others

4. Do you have a final product for each lesson?

Yes...X... No.....

If yes which kind:

Puppets

Crafts

Arts

Others ...X...album

If no why?

It is not important

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture ...X...

Erasing the board ...X...

Cleaning the classroom ...X...

Others

INTERVIEW

School:CEBI.....

Time of experience as an English Teacher: 2 years.

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

I do not know anything about the language acquisition capacity that children have. Children learn a foreign language by practicing every day, make them speak; speak English all the time while they are in the classroom so they will familiarize with the language.

2. Can you name some skills and characteristics that children have which help them to learn another language?

Children have more oral skills than other skills because they have the ability for pre-writing, calculus, listening, etc.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

Children are in their best age to acquire the language. They can get knowledge from the teacher. The activities that I use are: different games, songs, commands, and instructions.

4. How do you plan your classes?

First we have the annual plan, then we plan each week. In the lesson we have the warm up activity, different other activities and the last part the reflexion.

5. What do you think about EFL teaching in Ecuador?

It is good to teach EFL in Ecuador because children are learning. Also, it is important because most of the things are in English

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ... NUEVOS HORIZONTES

Time of experience as an English teacher: 4 YEARS. Student's age: 3-8 YEARS

1. Do you use a textbook in your classes?

Yes ...X. No

If yes which is the name of the textbook: Playground

How do you use it? The whole textbook ...X.

Just what is important.

Other

2. Do you use other materials except for the textbook?

Yes...X.... No...

If yes which kind of materials:

Audiovisual aids

T.P.R. activities

Songs ...X.

Plasticine

Others ...X.

How often do you use them: everyday....once a week....twice a month.... other....

Who provides the material: the school. X. yourself .X...other.....

3. Do you use activities that promote communication?

Yes No.....

If yes which kind of activities:

Role plays

Personalization

Games

Others

4. Do you have a final product for each lesson?

Yes...... No.....

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes...... No.....

If yes which ones:

Arranging the furniture

Erasing the board

Cleaning the classroom

Others

INTERVIEW

School: ...NUEVOS HORIZONTES.....

Time of experience as an English Teacher: 4 years.

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

Students learn step by step. That means by visualizing, miming, and through songs.

2. Can you name some skills and characteristics that children have which help them to learn another language?

Children have the ability to listen and look at pictures. Then, ask them questions to see if they recognize what they have heard or listened.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

I use different techniques like: miming, recognizing, point to, listening to songs, sounds, looking at flash cards and postcards.

4. How do you plan your classes?

In each class I use five minutes to show the picture from last class. Then, I show them new pictures from the new class and finally I give them a sheet of paper to color.

5. What do you think about EFL teaching in Ecuador?

I don't know what is EFL but the only thing that I know is that teachers are not enough qualified to teach English because we have to practice our speaking and receive courses to teach.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ... ARCO IRIS.....

Time of experience as an English teacher: ... 6 years..... Student's age: ... 4 years...

1. Do you use a textbook in your classes?

Yes No.X.

If yes which is the name of the textbook:.....

How do you use it? The whole textbook

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes ..X. No.....

If yes which kind of materials:

Audiovisual aids ...X...

T.P.R. activities ...X....

Songs ...X....

Plasticine ...X....

Others

How often do you use them: everyday .X..once a week....twice a month.... other...

Who provides the material: the school...X. yourself...X...other.....

3. Do you use activities that promote communication?

Yes..... No...X...

If yes which kind of activities:

Role plays

Personalization

Games

Others

4. Do you have a final product for each lesson?

Yes..... No...X...

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture ...X...

Erasing the board ...X...

Cleaning the classroom ...X...

Others

INTERVIEW

School: ... ARCO IRIS.....

Time of experience as an English Teacher: 6 years

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

The children learn by having a complete education, and as a complement teach them English.

2. Can you name some skills and characteristics that children have which help them to learn another language?

Children have the ability to speak Spanish , therefore they will learn English by memorization.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

I teach them only words. These words are not in context

4. How do you plan your classes?

I plan my activities only in two parts. During the first 10 minutes only words then make them paint or color.

5. What do you think about EFL teaching in Ecuador?

It is very important because children learn the language faster.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named “Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity”

Thank you for your help.

School: ... ATENAS

Time of experience as an English teacher: ... 4 years.. Student’s age: ... 4, 5, 6 years...

1. Do you use a textbook in your classes?

Yes ... X. No.....

If yes which is the name of the textbook: Balloons. 1, 2

How do you use it? The whole textbook

Just what is important ... X....

Other

2. Do you use other materials except for the textbook?

Yes ..X.. No.....

If yes which kind of materials:

Audiovisual aids ... X...

T.P.R. activities ... X....

Songs ... X....

Plasticine ... X....

Others ... X....

How often do you use them: everyday... X..once a week... twice a month.... other

Who provides the material: the school... X. yourself... X...other.....

3. Do you use activities that promote communication?

Yes..X... No.....

If yes which kind of activities:

Role plays

Personalization ...X...

Games ...X...

Others

4. Do you have a final product for each lesson?

Yes..X... No.....

If yes which kind:

Puppets ...X...

Crafts ...X...

Arts ...X...

Others ...X...

If no why?

It is not important

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture ...X...

Erasing the board ...X...

Cleaning the classroom ...X...

Others ...X...

INTERVIEW

School: ... ATENAS.....

Time of experience as an English Teacher: 4 years

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

Yes, by being exposed to it, be living the language as it is, by manipulating it.

2. Can you name some skills and characteristics that children have which help them to learn another language?

Children have some characteristics that help them to learn such as: creativity, listening skills, memory, they are easily motivated, they are very active.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

I prefer to use TPR activities, games, music, and audiovisual aids.

4. How do you plan your classes?

A weekly plan, with specification of daily activities. It includes a warm up, presentation, practice, and wrap up. Everything is based on projects.

5. What do you think about EFL teaching in Ecuador?

EFL teaching in Ecuador needs to be improved since many teachers are not well prepared; they have an old method that does not help learners.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ...LICEO POLICIAL "MYOR GALO MIÑO"....

Time of experience as an English teacher: ... 1 year.. Student's age: ...4, 5 years...

1. Do you use a textbook in your classes?

Yes ...X. No.....

If yes which is the name of the textbook: Playground

How do you use it? The whole textbook ...X....

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes...X. No.....

If yes which kind of materials:

Audiovisual aids

T.P.R. activities ...X....

Songs ...X....

Plasticine ...X....

Others

How often do you use them: everyday ...X..once a week....twice a month.... other

Who provides the material: the school...X. yourself...X...other.....

3. Do you use activities that promote communication?

Yes...X... No.....

If yes which kind of activities:

Role plays
Personalization ...X...
Games ...X...
Others

4. Do you have a final product for each lesson?

Yes...X... No.....

If yes which kind:

Puppets ...X...
Crafts
Arts
Others

If no why?

It is not important
Lack of materials
Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture ...X...
Erasing the board
Cleaning the classroom ...X...
Others

INTERVIEW

School: ...LICEO POLICIAL "MYR GALO MIÑO".....

Time of experience as an English Teacher: 1 year

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

Children learn by listening, repeating, and producing.

2. Can you name some skills and characteristics that children have which help them to learn another language?

Children don't have skills or characteristics, but, probably by singing.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

Children learn English as they learn their first language. At this age students are ready to learn a different language. The activities that I use are: songs, games, and repetition.

4. How do you plan your classes?

I ask the Spanish teacher what is she teaching and I look through the book for the information that is similar to the Spanish teacher, so the children learn at the same pace as the English teacher.

5. What do you think about EFL teaching in Ecuador?

It is important because people can learn more English to communicate. Children can read everything that comes in English.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ... TINY TOON.....

Time of experience as an English teacher: ... 2 years..... Student's age: ... 3, 4 years...

1. Do you use a textbook in your classes?

Yes No... X... If yes which is the name of the textbook:.....

How do you use it? The whole textbook

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes... X.... No... If yes which kind of materials:

Audiovisual aids ... X...

T.P.R. activities ... X....

Songs ... X....

Plasticine ... X....

Others ... X....

How often do you use them: everyday... X..once a week... twice a month.... other

Who provides the material: the school... X. yourself... X...other.....

3. Do you use activities that promote communication?

Yes...X... No.....

If yes which kind of activities:

Role plays .. X...

Personalization ...X...

Games ...X...

Others ...X...

4. Do you have a final product for each lesson?

Yes..... No...X...

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important

Lack of materials

Number of students ...X...

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture ...X...

Erasing the board ...X...

Cleaning the classroom ...X...

Others ...X...

INTERVIEW

School: ... TINY TOON.....

Time of experience as an English Teacher: ... 2 years...

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

They learn by listening

2. Can you name some skills and characteristics that children have which help them to learn another language?

Children can learn by looking at, listening, singing, and dancing different styles.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

I help children by presenting different things for each student.

4. How do you plan your classes?

I plan my lessons the same as the Spanish teacher. One part is verbal / musical, a song, theme, poster, puzzles and games.

5. What do you think about EFL teaching in Ecuador?

I think every body should know about it, because there is the necessity and for general knowledge. There is a lack of materials.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ... PLAZA SESAMO

Time of experience as an English teacher: ... 1 year Student's age: ... 7, 8 years

1. Do you use a textbook in your classes?

Yes No...X If yes which is the name of the textbook:

How do you use it? The whole textbook

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes...X... No... If yes which kind of materials:

Audiovisual aids ...X...

T.P.R. activities

Songs ...X...

Plasticine

Others

How often do you use them: everyday...X...once a week...twice a month... other

Who provides the material: the school... yourself...X...other.....

3. Do you use activities that promote communication?

Yes...X... No.....

If yes which kind of activities:

- Role plays
- Personalization
- Games ...X...
- Others

4. Do you have a final product for each lesson?

Yes..... No...X...

If yes which kind:

- Puppets
- Crafts
- Arts
- Others

If no why?

- It is not important
- Lack of materials ...X...
- Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

- Arranging the furniture
- Erasing the board ...X...
- Cleaning the classroom ...X...
- Others

INTERVIEW

School: ...PLAZA SESAMO.....

Time of experience as an English Teacher: ...1 year...

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

They learn by doing things and relating topics with their real environment.

2. Can you name some skills and characteristics that children have which help them to learn another language?

They have the ability of listening, speaking, writing, and reading.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

I use speaking games, descriptions and questions to answer according to their interest.

4. How do you plan your classes?

I plan my classes according to each lesson and taking account grammar.

5. What do you think about EFL teaching in Ecuador?

It is working in Ecuador, but it is necessary more materials, special timetable for the subject and specially teacher training.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ...MI PEQUEÑO MUNDO.....

Time of experience as an English teacher:2 years.. Student's age: ...Teenagers.....

1. Do you use a textbook in your classes?

Yes ...X... No.....

If yes which is the name of the textbook: ...Balloons

How do you use it? The whole textbook

Just what is important ...X....

Other

2. Do you use other materials except for the textbook?

Yes...X... No...

If yes which kind of materials:

Audiovisual aids

T.P.R. activities ...X....

Songs ...X....

Plasticine ...X....

Others

How often do you use them: everyday...X..once a week....twice a month.... other

Who provides the material: the school...X... yourself...X...other.....

3. Do you use activities that promote communication?

Yes...X... No.....

If yes which kind of activities:

Role plays

Personalization ...X...

Games ...X...

Others

4. Do you have a final product for each lesson?

Yes...X... No.....

If yes which kind:

Puppets

Crafts

Arts ...X...

Others

If no why?

It is not important

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture

Erasing the board ...X...

Cleaning the classroom ...X...

Others

INTERVIEW

School: ...MI PEQUEÑO MUNDO.....

Time of experience as an English Teacher: ...2 years ...

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

Children learn a foreign language because they have the ability to grasp meaning easily, they like to touch and ask a lot of questions.

2. Can you name some skills and characteristics that children have which help them to learn another language?

Children are creative, like to play, listening and specially a positive attitude toward language.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

It is easy to take advantage of their age. When you present the correct activity children learn easily. The activities could be songs, games, arts, crafts, and stories.

4. How do you plan your classes?

A weekly plan, this plan has a warm up activity, developing of the class and a wrap up activity.

5. What do you think about EFL teaching in Ecuador?

EFL teaching should be improved, because there are not enough teachers well prepared to give the correct education.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ...HUELLITAS.....

Time of experience as an English teacher: ...2 years..... Student's age: ...4 years

1. Do you use a textbook in your classes?

Yes ...X. No.....

If yes which is the name of the textbook: Playground

How do you use it? The whole textbook

Just what is important ...X....

Other

2. Do you use other materials except for the textbook?

Yes...X.... No.....

If yes which kind of materials:

Audiovisual aids ...X....

T.P.R. activities ...X....

Songs ...X....

Plasticine ...X....

Others ...X....

How often do you use them: everydayX..once a week...twice a month.... other...

Who provides the material: the school X. yourself...X...other.....

3. Do you use activities that promote communication?

Yes...X... No.....

If yes which kind of activities:

Role plays

Personalization ...X...

Games ...X...

Others

4. Do you have a final product for each lesson?

Yes...X... No.....

If yes which kind:

Puppets

Crafts ...X...

Arts ...X...

Others

If no why?

It is not important

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture ...X...

Erasing the board ...X...

Cleaning the classroom ...X...

Others

INTERVIEW

School: ...HUELLITAS.....

Time of experience as an English Teacher:

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

Yes. Children learn all of the things that I teach them. They are in the appropriate age to learn.

2. Can you name some skills and characteristics that children have which help them to learn another language?

They are curious, active and they don't worry about grammar.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

I use songs, rhymes, and TPR activities.

4. How do you plan your classes?

I plan my classes according to the Spanish curriculum.

5. What do you think about EFL teaching in Ecuador?

It needs to be improved because the methods that are being use do not motivate students.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ... TIERRA DE FLORES

Time of experience as an English teacher: Student's age:

1. Do you use a textbook in your classes?

Yes No... X... If yes which is the name of the textbook:

How do you use it? The whole textbook

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes... X.. No..... If yes which kind of materials:

Audiovisual aids

T.P.R. activities

Songs ... X.....

Plasticine

Others

How often do you use them: everyday.....once a week... X.twice a month.... other

Who provides the material: the school... X... yourself..... other.....

3. Do you use activities that promote communication?

Yes...X... No.....

If yes which kind of activities:

Role plays

Personalization

Games ...X...

Others

4. Do you have a final product for each lesson?

Yes..... No...X...

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important ...X...

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture

Erasing the board ...X...

Cleaning the classroom ...X...

Others

INTERVIEW

School: ... TIERRA DE FLORES

Time of experience as an English Teacher:

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

Listening and writing

2. Can you name some skills and characteristics that children have which help them to learn another language?

The skills they have are dancing, listening, and looking at the materials.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?

Words and flash cards

4. How do you plan your classes?

I present the words that are related with the activity and I make them repeat and draw.

5. What do you think about EFL teaching in Ecuador?

There is a need and especially for the teachers. We need to be prepared.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ...MUNDO INFANTIL.....

Time of experience as an English teacher:NO ENGLISH TEACHER.. Student's age:...

1. Do you use a textbook in your classes?

Yes No.....

If yes which is the name of the textbook:.....

How do you use it? The whole textbook

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes..... No.....

If yes which kind of materials:

Audiovisual aids

T.P.R. activities

Songs

Plasticine

Others

How often do you use them: everyday.....once a week.... twice a month.... other...

Who provides the material: the school.... yourself.....other.....

3. Do you use activities that promote communication?

Yes..... No.....

If yes which kind of activities:

Role plays

Personalization

Games

Others

4. Do you have a final product for each lesson?

Yes..... No.....

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes..... No.....

If yes which ones:

Arranging the furniture

Erasing the board

Cleaning the classroom

Others

INTERVIEW

School: ...MUNDO INFANTIL.....

Time of experience as an English Teacher:

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?.....

.....
.....
.....

2. Can you name some skills and characteristics that children have which help them to learn another language?

.....
.....
.....
.....
.....

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

.....
.....
.....
.....
.....

4. How do you plan your classes?

.....
.....
.....
.....

5. What do you think about EFL teaching in Ecuador?

.....

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School: ... CARICATURAS DIMINUTAS

Time of experience as an English teacher: ... 6 MONTHS.. Student's age: ... 4 years...

1. Do you use a textbook in your classes?

Yes No... X... If yes which is the name of the textbook:

How do you use it? The whole textbook

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes... X.. No..... If yes which kind of materials:

Audiovisual aids

T.P.R. activities ... X....

Songs ... X....

Plasticine ... X....

Others

How often do you use them: everyday... X..once a week....twice a month.... other

Who provides the material: the school.... yourself... X...other.....

3. Do you use activities that promote communication?

Yes..... No...X...

If yes which kind of activities:

Role plays

Personalization

Games

Others

4. Do you have a final product for each lesson?

Yes..... No...X...

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important

Lack of materials ...X...

Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture

Erasing the board ...X...

Cleaning the classroom ...X...

Others

INTERVIEW

School: ...CARICATURAS DIMINUTAS.....

Time of experience as an English Teacher:

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

They learn bi listening and repeating.

2. Can you name some skills and characteristics that children have which help them to learn another language?

I don't know

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

Children should now Spanish first and then learn English.

4. How do you plan your classes?

Asking to the Spanish teacher and give them words.

5. What do you think about EFL teaching in Ecuador?

It is important because people can learn more English to communicate.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School:.....NUEVA SEMILLA.....

Time of experience as an English teacher:NO ENGLISH TEACHER. Student's age:.....

1. Do you use a textbook in your classes?

Yes No.....

If yes which is the name of the textbook:.....

How do you use it? The whole textbook

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes..... No.....

If yes which kind of materials:

Audiovisual aids

T.P.R. activities

Songs

Plasticine

Others

How often do you use them: everyday.....once a week....twice a month.... other...

Who provides the material: the school.... yourself.....other.....

3. Do you use activities that promote communication?

Yes..... No.....

If yes which kind of activities:

Role plays

Personalization

Games

Others

4. Do you have a final product for each lesson?

Yes..... No.....

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes..... No.....

If yes which ones:

Arranging the furniture

Erasing the board

Cleaning the classroom

Others

INTERVIEW

School: ...NUEVA SEMILLA.....

Time of experience as an English Teacher: ...NO ENGLISH TEACHER...

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?
.....
.....
.....
2. Can you name some skills and characteristics that children have which help them to learn another language?
.....
.....
.....
3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....
.....
.....
.....
4. How do you plan your classes?
.....
.....
.....
5. What do you think about EFL teaching in Ecuador?
.....
.....

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named “Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity”

Thank you for your help.

School:.....PIQUITOS.....

Time of experience as an English teacher:...3 years.. Student’s age:.....6,7,8.....

1. Do you use a textbook in your classes?

Yes ...X.... No.... If yes which is the name of the textbook:Happy Face.

How do you use it? The whole textbook ...X....

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes..... No...X... If yes which kind of materials:

Audiovisual aids

T.P.R. activities

Songs

Plasticine

Others

How often do you use them: everyday.....once a week.....twice a month..... other...

Who provides the material: the school.... yourself..... other.....

3. Do you use activities that promote communication?

Yes...X... No.....

If yes which kind of activities:

Role plays

Personalization

Games ...X...

Others

4. Do you have a final product for each lesson?

Yes..... No...X...

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important ...X...

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture

Erasing the board ...X...

Cleaning the classroom

Others

INTERVIEW

School: ...PIQUITOS.....

Time of experience as an English Teacher: ...3 years...

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

The same as they learn Spanish.

2. Can you name some skills and characteristics that children have which help them to learn another language?

Listening, speaking, reading, and writing.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

Songs, games sometimes.

4. How do you plan your classes?

I follow the book and all the activities are there in the book.

5. What do you think about EFL teaching in Ecuador?

Teachers should know about EFL, so we can improve our teaching.

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School:.....ABC.....

Time of experience as an English teacher:....THE SCHOOL IS CLOSED. Student's age:

1. Do you use a textbook in your classes?

Yes No.....

If yes which is the name of the textbook:.....

How do you use it? The whole textbook

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes..... No.....

If yes which kind of materials:

Audiovisual aids

T.P.R. activities

Songs

Plasticine

Others

How often do you use them: everyday.....once a week....twice a month.... other...

Who provides the material: the school.... yourself.....other.....

3. Do you use activities that promote communication?

Yes..... No.....

If yes which kind of activities:

Role plays

Personalization

Games

Others

4. Do you have a final product for each lesson?

Yes..... No.....

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important

Lack of materials

Number of students

5. Do you share responsibilities with your students?

Yes..... No.....

If yes which ones:

Arranging the furniture

Erasing the board

Cleaning the classroom

Others

INTERVIEW

School: ...ABC.....

Time of experience as an English Teacher: ...THE SCHOOL IS CLOSED...

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?
.....
.....
.....
2. Can you name some skills and characteristics that children have which help them to learn another language?
.....
.....
.....
3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....
.....
.....
.....
4. How do you plan your classes?
.....
.....
.....
5. What do you think about EFL teaching in Ecuador?
.....
.....
.....

QUESTIONNAIRE

This questionnaire has been designed in order to get information that will be valuable for the development of the dissertation paper named "Teaching English as a Foreign Language to Pre-school children: Suggestions and materials of how to take advantage of their age and capacity"

Thank you for your help.

School:.....OSITO BONSAI.....

Time of experience as an English teacher:... 1 year..... Student's age:... 4 years...

1. Do you use a textbook in your classes?

Yes No...X...

If yes which is the name of the textbook:.....

How do you use it? The whole textbook

Just what is important

Other

2. Do you use other materials except for the textbook?

Yes...X. No.....

If yes which kind of materials:

Audiovisual aids

T.P.R. activities

Songs ...X....

Plasticine ...X....

Others ...X....

How often do you use them: everyday...X..once a week....twice a month.... other

Who provides the material: the school.... yourself...X...other.....

3. Do you use activities that promote communication?

Yes..... No...X...

If yes which kind of activities:

Role plays

Personalization

Games

Others

4. Do you have a final product for each lesson?

Yes..... No...X...

If yes which kind:

Puppets

Crafts

Arts

Others

If no why?

It is not important

Lack of materials ...X...

Number of students

5. Do you share responsibilities with your students?

Yes...X... No.....

If yes which ones:

Arranging the furniture

Erasing the board ...X...

Cleaning the classroom

Others

INTERVIEW

School: ... OSITO BONSAI

Time of experience as an English Teacher:

1. Do you have some knowledge about the language acquisition capacity that children have? How do they learn a foreign language?

English is a complement; they have to learn Spanish first.

2. Can you name some skills and characteristics that children have which help them to learn another language?

They know Spanish first then everything is memorization.

3. How do you take advantage of children age and capacity? Which kind of activities do you use with them?.....

I give them only words for vocabulary.

4. How do you plan your classes?

I plan 3 activities during the class hour. The first 10 minutes I ask the children the vocabulary they know, then I play a song and they repeat. Finally, I give them more words for vocabulary.

5. What do you think about EFL teaching in Ecuador?

It is very important. Children can learn faster.

APPENDIX 4
(PARENT'S QUESTIONNAIRE)

CUESTIONARIO

Edad del niño: 4 años.....

Grado/Nivel: Pre-kinder

Fecha: September 25th 2001

1. ¿Está usted de acuerdo con la enseñanza de Inglés como idioma extranjero (EFL) a niños de cuatro años?

Si X

¿Por qué? Debe aprender que hay otros Idiomas, el Inglés es universal

No _____

¿Por qué?

.....

2. ¿ Cree usted que esta enseñanza le beneficiará a su niño en años posteriores?

Si X

¿Por qué? Ayuda a que desde temprana edad se familiarice con el idioma

No _____

¿Por qué?

.....

3. ¿Que expectativas tiene usted de las clases de Inglés? Usted espera que su niño aprenda:

Vocabulario X

Seguir instrucciones _____

Canciones _____

Identificación _____

Otros (explique) : _____

4. ¿En que forma estaría usted dispuesto a ayudar en este proceso?

Escuchar las canciones en casa _____

Reforzar vocabulario X

Permitir al niño usar el idioma que desee para referirse a las cosas que conoce _____

Otras (explique) _____

5. ¿Conoce usted las capacidades y habilidades que tienen los niños de cuatro años para aprender un segundo idioma?

Es la edad propicia para aprender y captar toda enseñanza

CUESTIONARIO

Edad del niño: 3 años 5 meses

Grado/Nivel: Pre-kinder

Fecha: September 25th 2001

1. ¿Está usted de acuerdo con la enseñanza de Inglés como idioma extranjero (EFL) a niños de cuatro años?

Si X

¿Por qué? Es la edad ideal para iniciar el aprendizaje

No

¿Por qué?

.....

2. ¿Cree usted que esta enseñanza le beneficiará a su niño en años posteriores?

Si X

¿Por qué? Hay bases, lo cual hará más fácil el aprendizaje

No

¿Por qué?

.....

3. ¿Que expectativas tiene usted de las clases de Inglés? Usted espera que su niño aprenda:

Vocabulario X Seguir instrucciones

Canciones Identificación X

Otros (explique) : _____

4. ¿En que forma estaría usted dispuesto a ayudar en este proceso?

Escuchar las canciones en casa _____

Reforzar vocabulario _____

Permitir al niño usar el idioma que desee para referirse a las cosas que conoce X

Otras (explique) _____

5. ¿Conoce usted las capacidades y habilidades que tienen los niños de cuatro años para aprender un segundo idioma?

Las capacidades auditivas a temprana edad harán que en lo posterior la pronunciación del idioma extranjero será mejor.

CUESTIONARIO

Edad del niño: 4 años.....

Grado/Nivel: Pre-kinder

Fecha: September 25th 2001

1. ¿Está usted de acuerdo con la enseñanza de Inglés como idioma extranjero (EFL) a niños de cuatro años?

Si X

¿Por qué? En la actualidad es muy importante que se sepan dos idiomas.

No _____

¿Por qué?
.....

2. ¿ Cree usted que esta enseñanza le beneficiará a su niño en años posteriores?

Si X

¿Por qué? Es una base para dominar en el futuro este idioma.

No _____

¿Por qué?
.....

3. ¿Que expectativas tiene usted de las clases de Inglés? Usted espera que su niño aprenda:

Vocabulario X

Seguir instrucciones X

Canciones X

Identificación X

Otros (explique) : _____

4. ¿En que forma estaría usted dispuesto a ayudar en este proceso?

Escuchar las canciones en casa X

Reforzar vocabulario X

Permitir al niño usar el idioma que desee para referirse a las cosas que conoce X

Otras (explique) _____

5. ¿Conoce usted las capacidades y habilidades que tienen los niños de cuatro años para aprender un segundo idioma?

Si ya que sus mentes poseen una capacidad de aprendizaje mayor en estas edades.

CUESTIONARIO

Edad del niño: 4 años 4 meses

Grado/Nivel: Pre-kinder

Fecha: September 25th 2001

1. ¿Está usted de acuerdo con la enseñanza de Inglés como idioma extranjero (EFL) a niños de cuatro años?

Si X

¿Por qué? Es bueno aprender un idioma que siempre se usa y es fácil de memorizar.

No

¿Por qué?

.....

2. ¿Cree usted que esta enseñanza le beneficiará a su niño en años posteriores?

Si X

¿Por qué? Se va incentivando y acostumbrando al estudio desde pequeños.

No

¿Por qué?

.....

3. ¿Que expectativas tiene usted de las clases de Inglés? Usted espera que su niño aprenda:

Vocabulario X Seguir instrucciones

Canciones Identificación X

Otros (explique) : _____

4. ¿En que forma estaría usted dispuesto a ayudar en este proceso?

Escuchar las canciones en casa

Reforzar vocabulario X

Permitir al niño usar el idioma que desee para referirse a las cosas que conoce X

Otras (explique) _____

5. ¿Conoce usted las capacidades y habilidades que tienen los niños de cuatro años para aprender un segundo idioma?

Sí, ya que son palabras que le llaman la atención, son nuevas y aprenden con mayor facilidad.

CUESTIONARIO

Edad del niño: 3 años 8 meses

Grado/Nivel: Pre-kinder

Fecha: September 25th 2001

1. ¿Está usted de acuerdo con la enseñanza de Inglés como idioma extranjero (EFL) a niños de cuatro años?

Si _____

¿Por qué? Serviría de bases para años posteriores y para que pierdan el miedo a la pronunciación.

No _____

¿Por qué?
.....

2. ¿Cree usted que esta enseñanza le beneficiará a su niño en años posteriores?

Si _____

¿Por qué? Mientras más pequeños tienen Deseos de aprender algo nuevo y así facilitará al niño aprender otro idioma sin temor.

No _____

¿Por qué?
.....

3. ¿Que expectativas tiene usted de las clases de Inglés? Usted espera que su niño aprenda:

Vocabulario _____ Seguir instrucciones _____

Canciones _____ Identificación _____

Otros (explique) : es mejor que los niños entiendan lo que dicen y no hablen por hablar

4. ¿En que forma estaría usted dispuesto a ayudar en este proceso?

Escuchar las canciones en casa _____

Reforzar vocabulario _____

Permitir al niño usar el idioma que desee para referirse a las cosas que conoce _____

Otras (explique) _____

5. ¿Conoce usted las capacidades y habilidades que tienen los niños de cuatro años para aprender un segundo idioma?

Sé que hasta los 8 años tiene una capacidad de percepción

CUESTIONARIO

Edad del niño: 4 años 4 meses

Grado/Nivel: Pre-kinder

Fecha: September 25th 2001

1. ¿Está usted de acuerdo con la enseñanza de Inglés como idioma extranjero (EFL) a niños de cuatro años?

Si X

¿Por qué? Es el idioma universal

.....

No

¿Por qué?

.....

2. ¿Cree usted que esta enseñanza le beneficiará a su niño en años posteriores?

Si X

¿Por qué? Es de mucha importancia, se podría decir que igual que el Español.

No

¿Por qué?

.....

3. ¿Que expectativas tiene usted de las clases de Inglés? Usted espera que su niño aprenda:

Vocabulario X Seguir instrucciones X

Canciones X Identificación X

Otros (explique) : Todos los puntos ya que son de mucha importancia

para un mejor desarrollo

4. ¿En que forma estaría usted dispuesto a ayudar en este proceso?

Escuchar las canciones en casa

Reforzar vocabulario

Permitir al niño usar el idioma que desee para referirse a las cosas que conoce X

Otras (explique) _____

5. ¿Conoce usted las capacidades y habilidades que tienen los niños de cuatro años para aprender un segundo idioma?

Las capacidades de aprender tanto Inglés como otras cosas son formidables ya que se encuentran en la edad en la que receptan todo.

CUESTIONARIO

Edad del niño: 4 años.....

Grado/Nivel: Pre-kinder

Fecha: September 25th 2001

1. ¿Está usted de acuerdo con la enseñanza de Inglés como idioma extranjero (EFL) a niños de cuatro años?

Si X

¿Por qué? Es un requisito indispensable para su formación académica.

No

¿Por qué?

.....

2. ¿ Cree usted que esta enseñanza le beneficiará a su niño en años posteriores?

Si X

¿Por qué? Es la base de su aprendizaje escolar.

No

¿Por qué?

.....

3. ¿Que expectativas tiene usted de las clases de Inglés? Usted espera que su niño aprenda:

Vocabulario Seguir instrucciones

Canciones Identificación

Otros (explique) : Debe ir a la par con la enseñanza Español / Inglés

4. ¿En que forma estaría usted dispuesto a ayudar en este proceso?

Escuchar las canciones en casa

Reforzar vocabulario

Permitir al niño usar el idioma que desee para referirse a las cosas que conoce X

Otras (explique) Reforzar en casa la enseñanza impartida.

5. ¿Conoce usted las capacidades y habilidades que tienen los niños de cuatro años para aprender un segundo idioma?

Es el momento propicio para que su conocimiento empiece hacerlo en los dos idiomas, porque su capacidad es mejor que en otro momento de su vida.

CUESTIONARIO

Edad del niño: 4 años 3 meses

Grado/Nivel: Pre-kinder

Fecha: September 25th 2001

3. ¿Está usted de acuerdo con la enseñanza de Inglés como idioma extranjero (EFL) a niños de cuatro años?

Si X

¿Por qué? Es importante aprender otro idioma y que aproveche la retentiva.

No _____

¿Por qué?

.....

4. ¿Cree usted que esta enseñanza le beneficiará a su niño en años posteriores?

Si X

¿Por qué? Podrá aprender más rápido Habiéndose familiarizado con el Inglés.

No _____

¿Por qué?

.....

3. ¿Que expectativas tiene usted de las clases de Inglés? Usted espera que su niño aprenda:

Vocabulario X

Seguir instrucciones X

Canciones X

Identificación X

Otros (explique) : _____

4. ¿En que forma estaría usted dispuesto a ayudar en este proceso?

Escuchar las canciones en casa X

Reforzar vocabulario X

Permitir al niño usar el idioma que desee para referirse a las cosas que conoce X

Otras (explique) _____

5. ¿Conoce usted las capacidades y habilidades que tienen los niños de cuatro años para aprender un segundo idioma?

Sé que los niños de corta edad pueden aprender otro idioma con mas facilidad ya que su cerebro esta a captar y entender con mayor rapidez.

GRACIAS POR LA INFORMACIÓN □

APPENDIX 5 (Lesson Plan)

Teacher:

Age of children:

Level of class: beginners

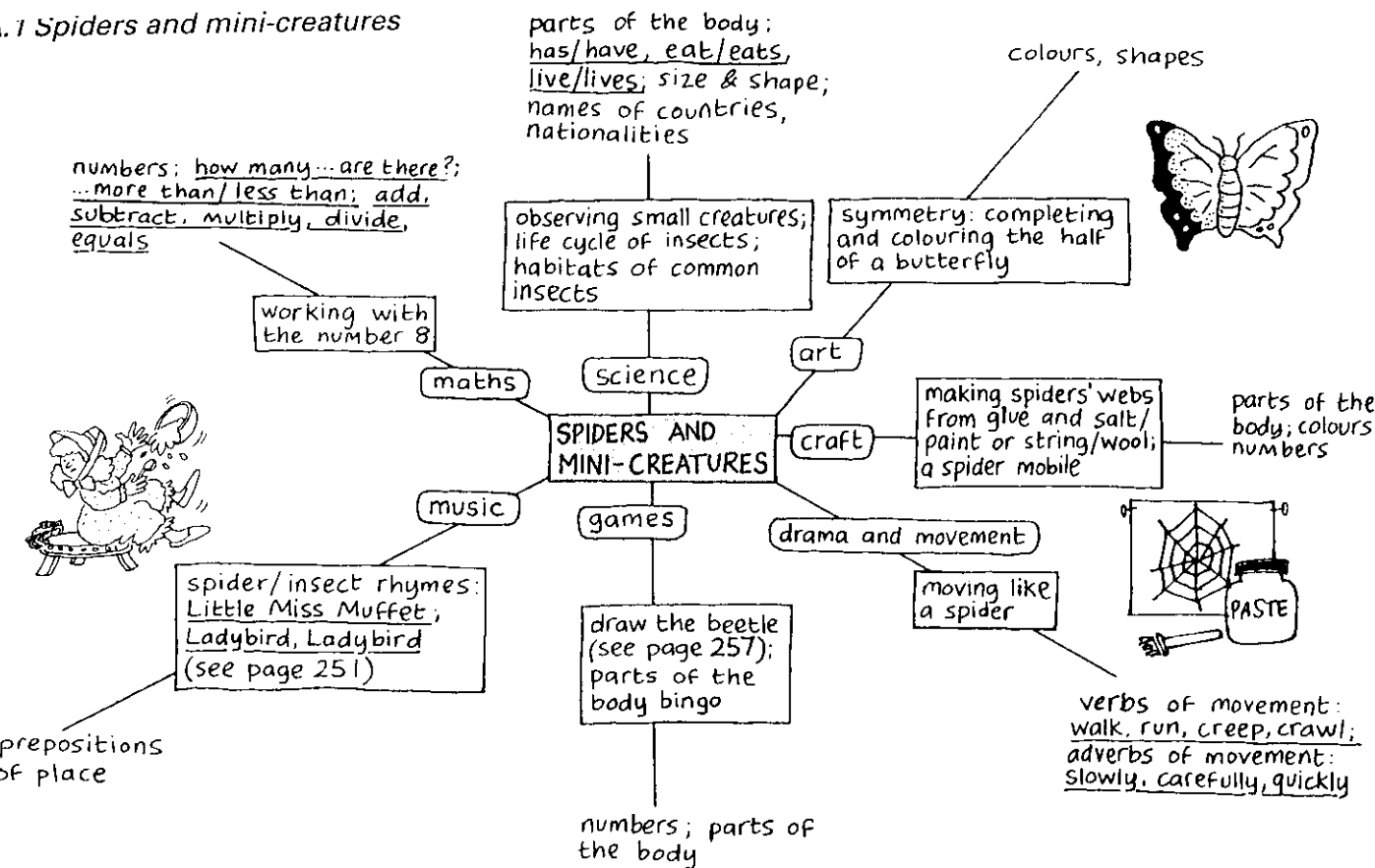
Objectives and Aims: The topic of the classes is “knowing yourself”
In this class they will use their previous knowledge of numbers.
They will learn the names of 3 parts of their body: head, (right/left) hand, (right/left) foot.
They will recognise the left and the right side.
They will use their creativity in order to represent the new vocabulary. (craft)
They will apply their knowledge in order to follow the actions of the “Hokey Pokey” song.
They will learn or have an idea of win and lose.

Time	Activity Type	Description	language focus	materials
228 5'	Group formation Game	The teacher explains that he/she is going to give them a number and they have to form groups according to it.	Let's form groups of... One...seven Stand up, move around Win/lose	big space
10'	Teaching vocabulary (flashcards)	Show the children a flashcard with a picture on it. Say the English word clearly (Ss just listen) Go on to the next card. (2 times). Then give a flashcard to each student and ask them to show the flashcard when they hear the name of the picture they have and the rest of the class have to touch or shake that part of the body.	This is... This is my/your... This is my left/right... Show, touch, shake	pictures flashcards mimics/gestures

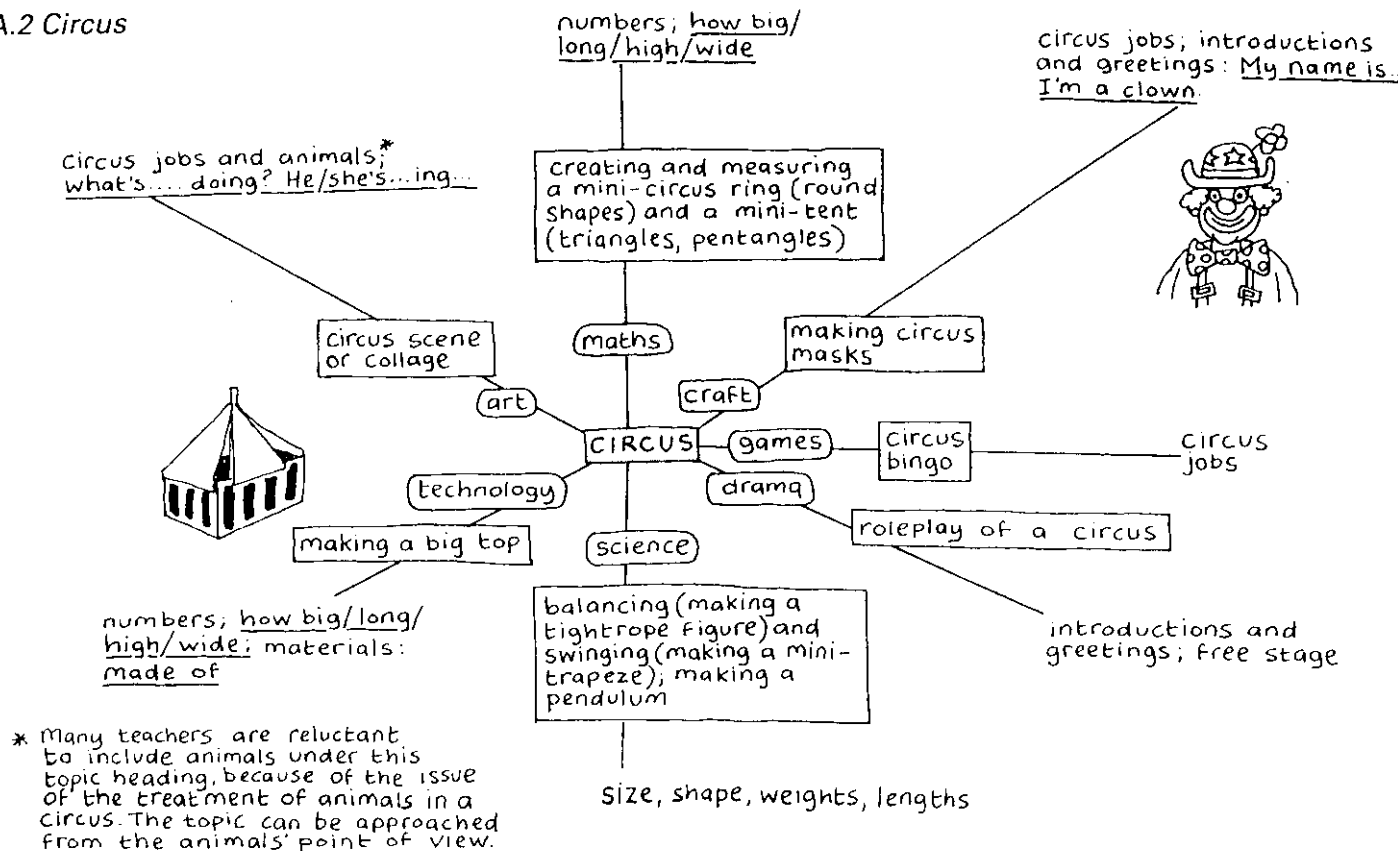
Time	Activity Type	Description	language focus	materials
15'	craft (Human body)	Draw a big human body on the board and make students stick the flashcards in the right place. Then ask them to create their own human body using plasticene.	Let's create... big/small one/two left/right Can you help me please?	board marker eraser flashcards plastecene
5'	(craft) presentation	Divide them in small groups and ask them to present their creation to their classmates, give them a demonstration and monitor the activity. (8 students)	This is the... right/left	crafts
10'	song "The Hokey Pokey"	First make them follow your instructions. Ask them to act after you. Then play the tape and invite them to act to act while the listen to the song.	Stand up listen, act, follow in, out turn around my/your/left/right	mimics actions tape tape recorder

APPENDIX 6
(TOPIC WEBS)

A.1 Spiders and mini-creatures

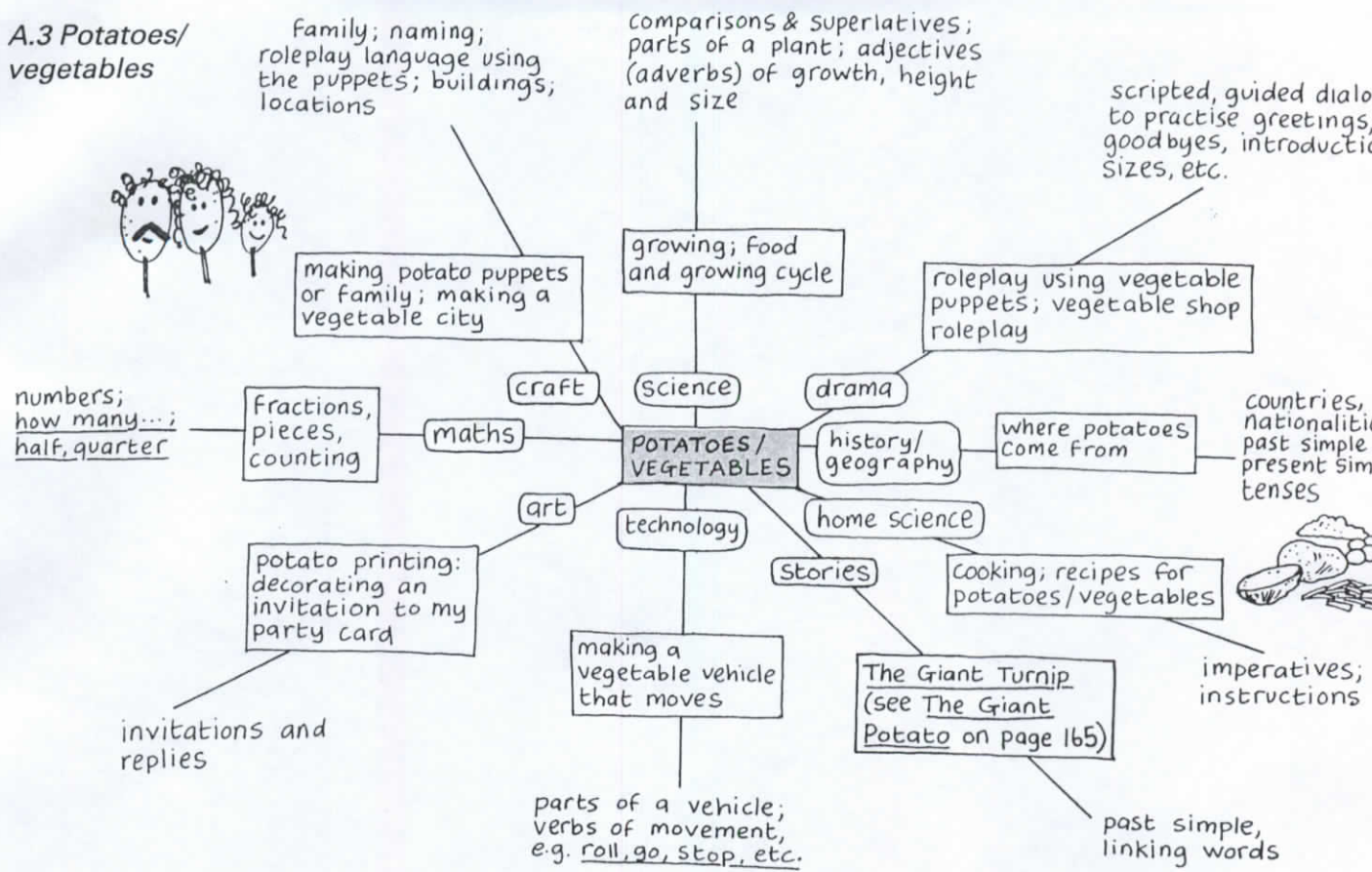


A.2 Circus

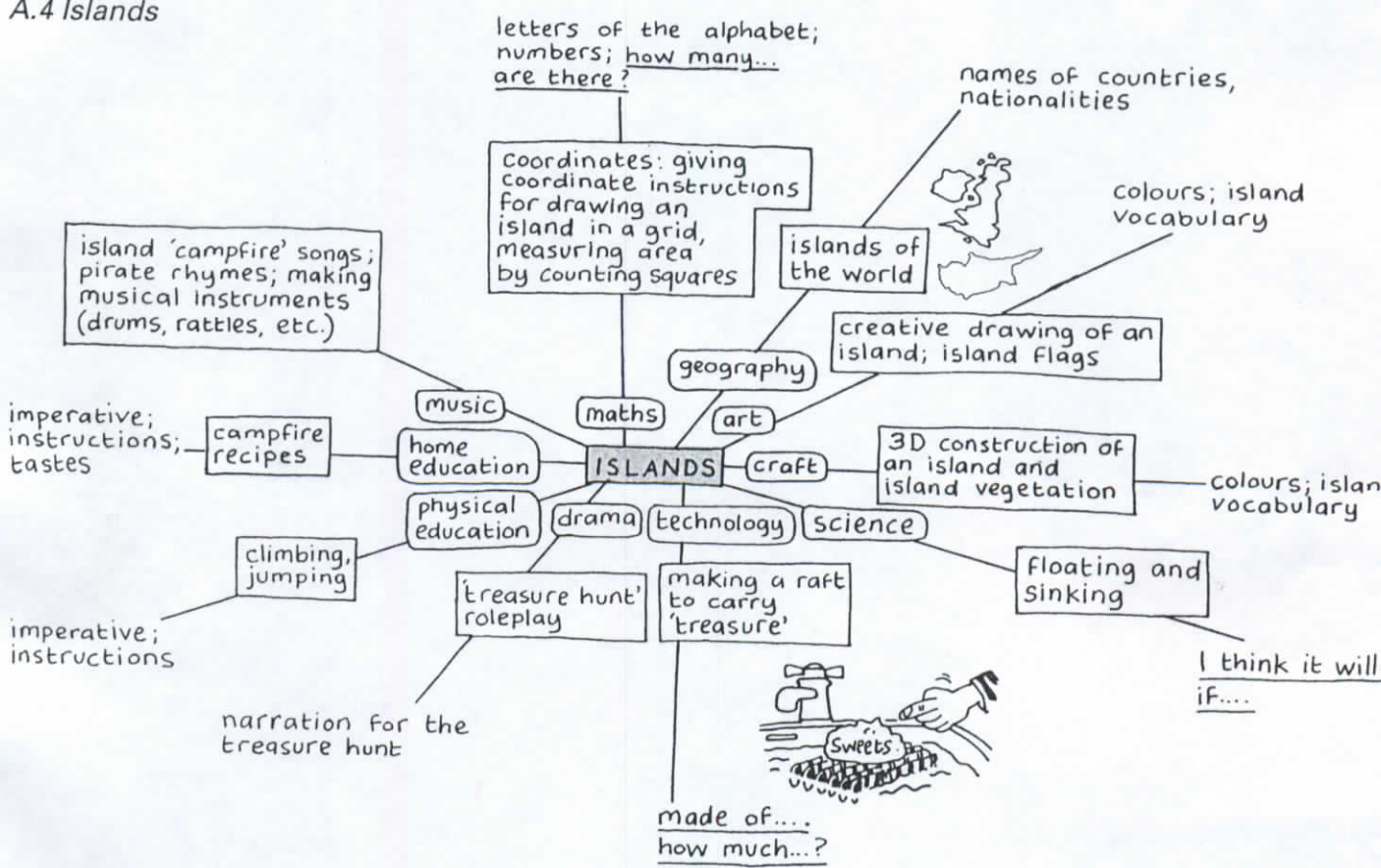


* Many teachers are reluctant to include animals under this topic heading, because of the issue of the treatment of animals in a circus. The topic can be approached from the animals' point of view.

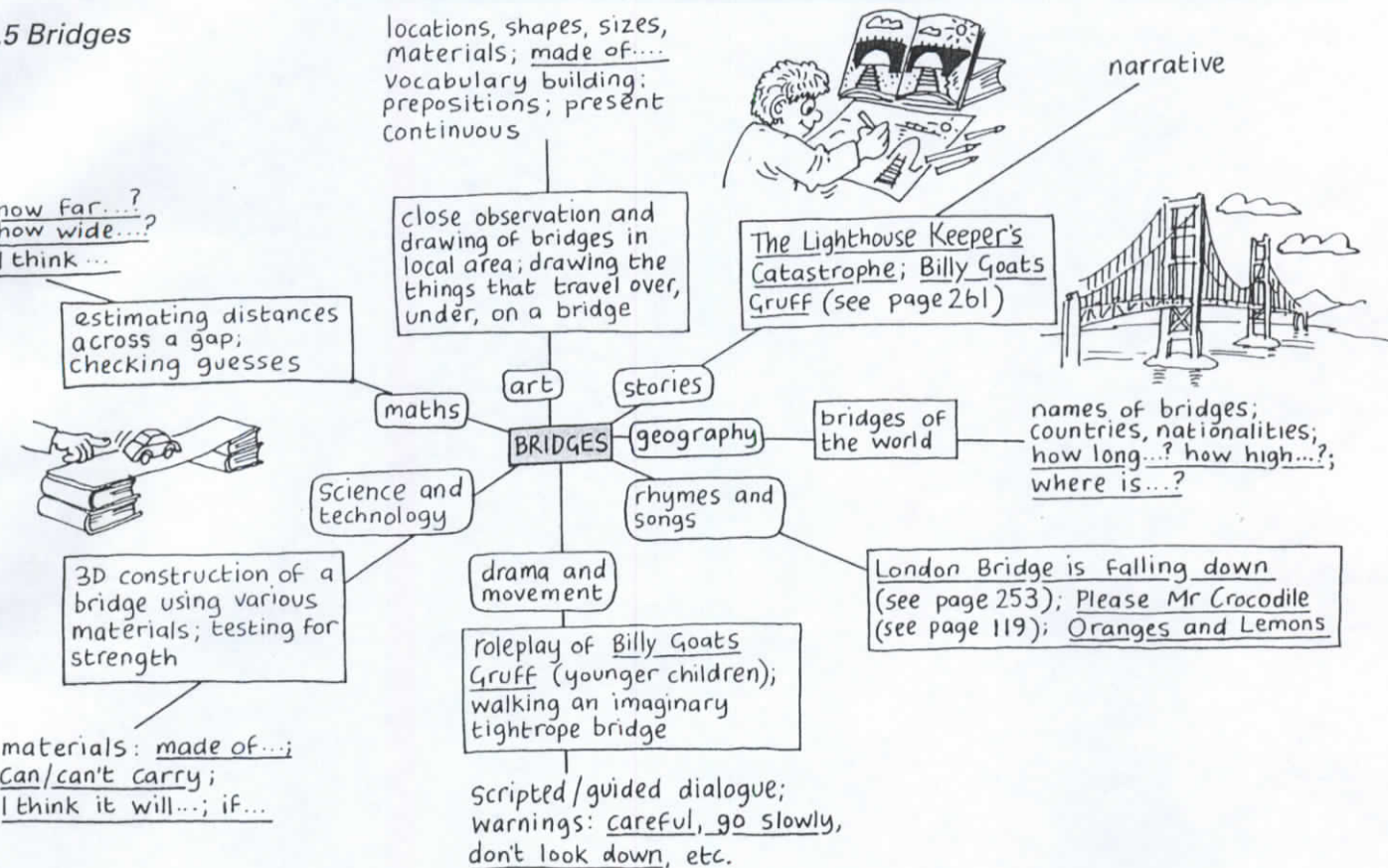
A.3 Potatoes/vegetables



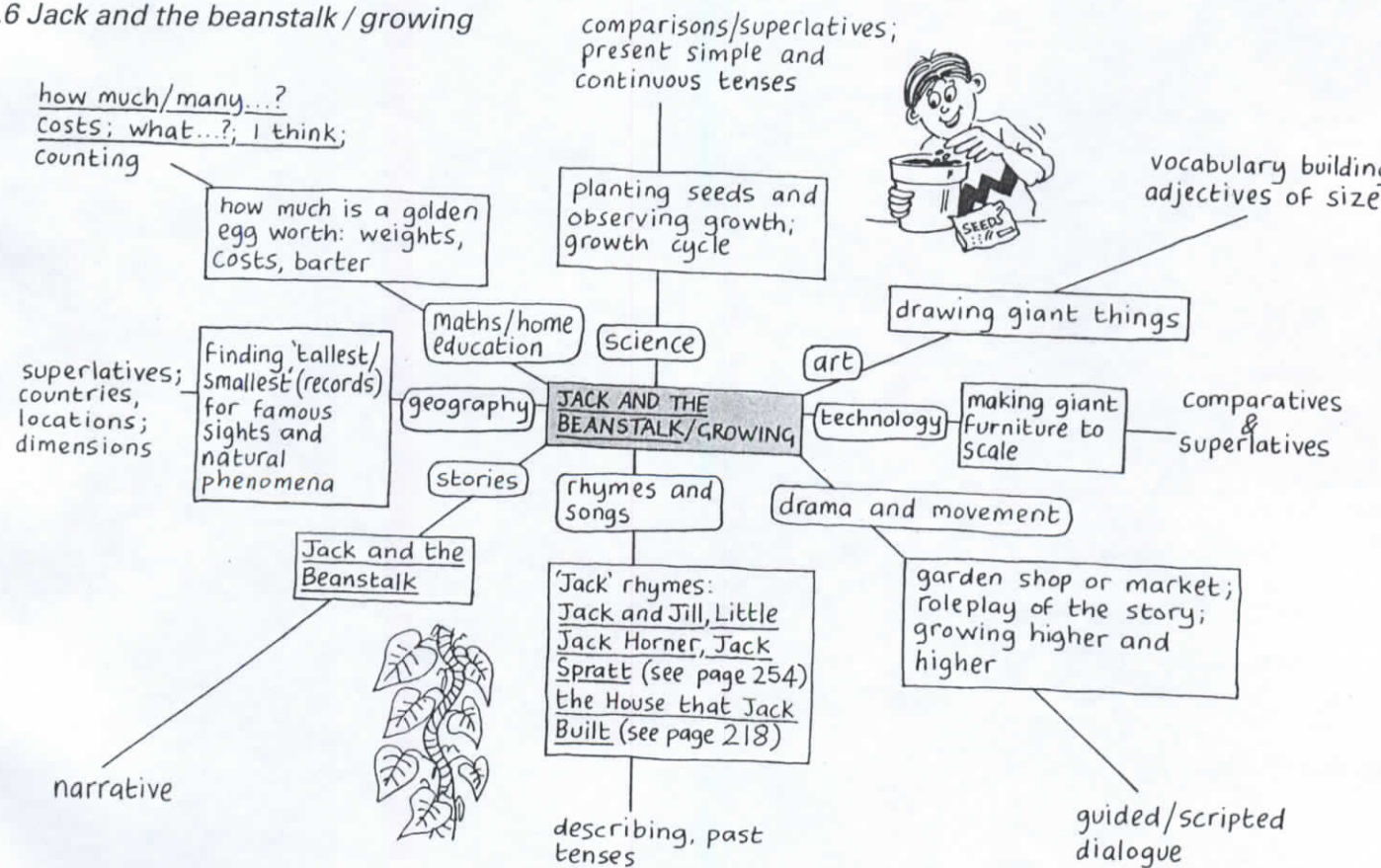
A.4 Islands



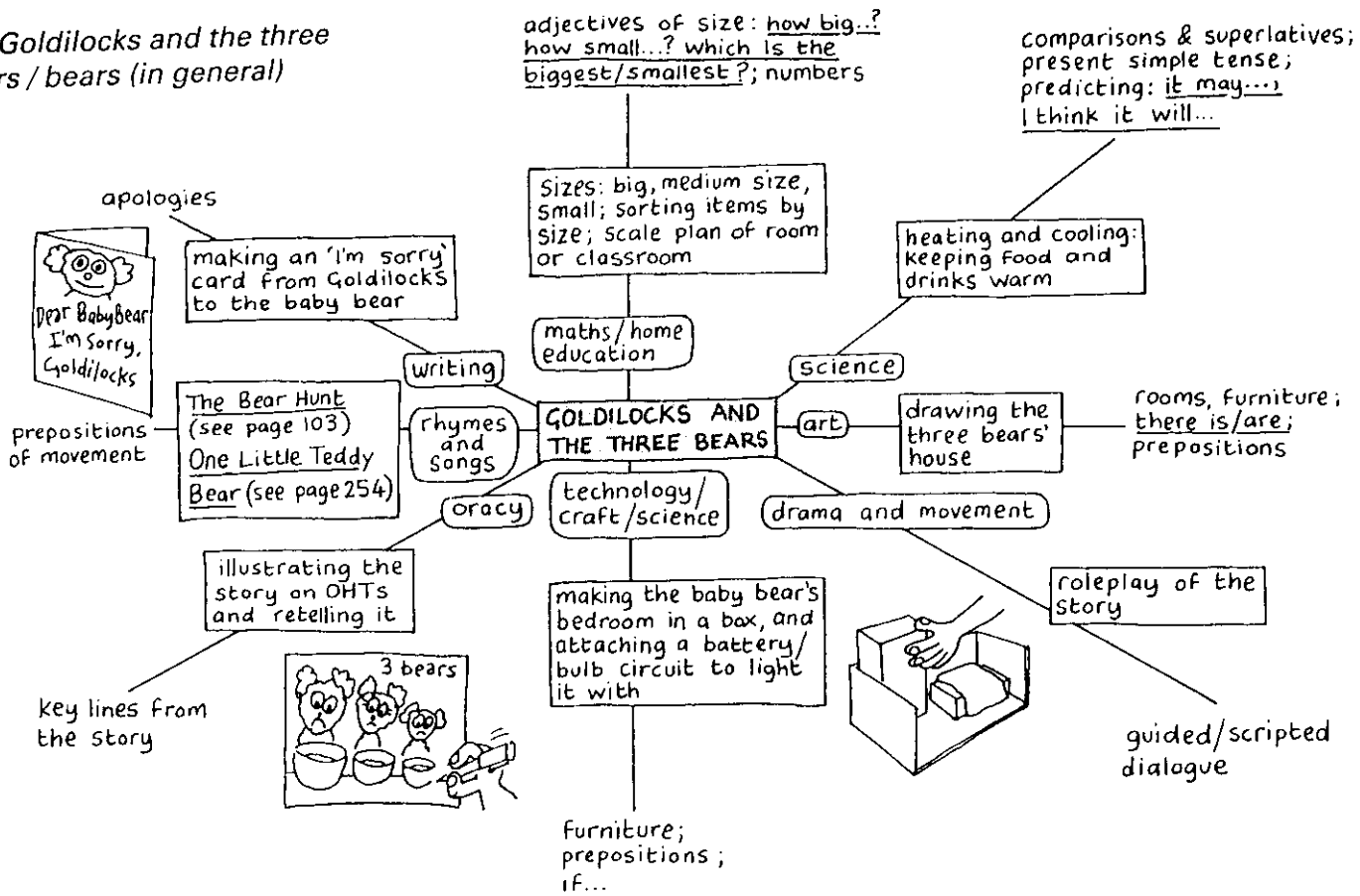
5 Bridges



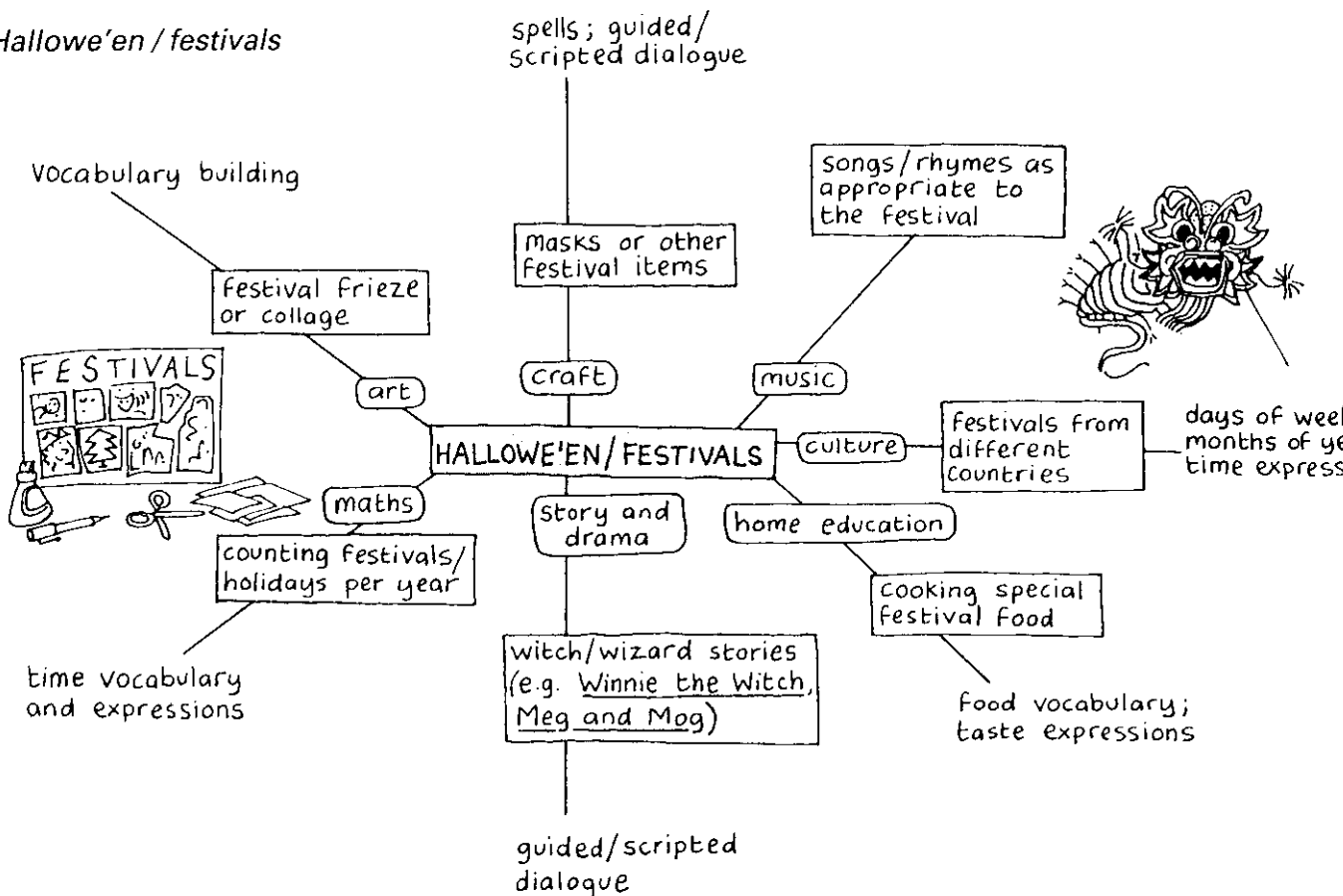
6 Jack and the beanstalk / growing



7 Goldilocks and the three bears / bears (in general)



A.8 Hallowe'en / festivals



A.9 The house that Jack built / buildings

vocabulary building; present simple tense; relative clauses with that/who

The House that Jack Built (page 218); There was an old lady (page 255)



house and Furniture vocabulary: there is/are, it has...; prepositions

Food vocabulary; made of / from, contains

drawing/making the house that Jack built

making butter/cheese; looking at dairy products



MUSIC

art/craft/technology

home education

THE HOUSE THAT JACK BUILT / BUILDING

physical education

running and chasing

verbs of movement, catching and winning

maths

geography

drama

calculating/estimating speed

making a model of, or visiting, a farm

roleplay of the rhyme

guided/scripted narrative

how long does it take? how fast...? how far...?; past simple tense; time vocabulary and expressions

farm vocabulary; present simple and continuous tenses

A.10 'Wanted'

past simple tense; place and area names; relative clauses, e.g. a place where/a bandit who...

the 'wild west': famous outlaws, cowboys, places

large numbers how much...?

parts of the body; present simple tense

calculating rewards

making identikit or further wanted posters



geography

maths

art

SCIENCE

close observation and drawing of faces (human and animal)

Face vocabulary; comparatives; shapes, sizes

music

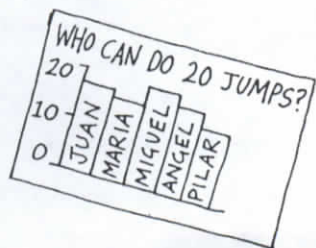
physical education

cowboy songs

drama

charades of famous people or pupils in the class

personal/class chart of can do, e.g. sit ups, hops, jumps, etc.



who is it? expressions

action verbs; can, might, will



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Learning Materials for Kids

<http://perso.wanadoo.fr/gibaud/tetyc/English>

Resources for students and teachers of English as a Second Language

<http://www.english.vivc.ed/cws/wworkshop/ww.esl.html>

Second Language Learning

<http://www.ncbe.gww.edu/miscpubs/ncrcdsl/epr5.htm>

Teaching versus Learning

http://www.newbanner.com/CEC/Teaching_Vs_Learning/teaching.html

The child learning process

http://www.newbanner.com/CEC/Childs_Learning/Childs.html

Songs, Chants, Rhymes

<http://members.tripod.com>

