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Tema:

DEVELOPING ENGLISH WRITING SKILLS IN SIX YEAR OLD CHILDREN WHILE  
THEY ARE LEARNING TO READ AND WRITE IN SPANISH

Disertación de Grado previo a la obtención del título de LICENCIATURA  
EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS

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SPANISH

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*Los seres humanos tenemos muchos sueños y para verlos realizados necesitamos de vida, salud, fe, disciplina amor y aliento de personas maravillosas puestas por Dios en nuestro camino. Con la ayuda de Dios y de aquellas personas he alcanzado un logro más en mi vida. Gracias a la Universidad Católica por la formación brindada durante estos años, a mi familia por su apoyo incondicional y a aquella persona que ocupa y ocupará un lugar muy especial en mi corazón.*

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*Todos los avances positivos para mi crecimiento personal y profesional se los dedico en primer lugar a Dios. Éste es un paso más que sin su ayuda, amor y dirección habría sido imposible de alcanzar, así como sería imposible poder seguir soñando.*

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## ABSTRACT

The purpose of this dissertation was to create a variety of activities that would help second grade children at Atenas Elementary School to develop EFL writing skills once that the Coursebook lacked of reinforcement. Children needed to reach the writing objectives required in the annual plan and try to prove parents that the acquisition of Spanish and English written systems at the same time was not confusing as it was parent's main concern. In order to have a source of comparison, the application was done only with second grade "A" while second grade "B" continued with the Coursebook activities. Second grade "A" children worked with writing activities created according to their needs during ten weeks. After the ten weeks finished, a survey for parents was applied, the results showed that 84% of them thought that there was not confusion between the two written systems (English-Spanish) in their children and 84% answered that they saw evident improvement in EFL writing. Finally, there was a writing test that both Second grades "A" and "B" had to develop; this test included different writing skills that children had practiced. The results showed that second grade "A" got an average score of 17,5/20 and second grade "B" got one of 14/20; it means that second grade "A" achieved the objectives present in the annual plan. Therefore, it was possible to help children to improve their writing skills and to show parents that learning to write in Spanish and English at the same time was not confusing for children if there is motivation as well as support at home and at school.

## RESUMEN

El propósito de ésta disertación fue crear actividades que ayudaran a niños de segundo año de básica en la Escuela Atenas de Ambato a desarrollar habilidades de escritura en Inglés como lengua extranjera, una vez que el libro carecía de refuerzo. Era necesario que los niños alcanzaran los objetivos de escritura requeridos en el plan anual así como también probar a los padres de familia que el aprendizaje de dos sistemas de escritura (Español e Inglés) no causa confusión en los niños ya que ésta era su preocupación. Para establecer una comparación, la aplicación fue hecha solo con los niños de Segundo grado “A” mientras que los niños de segundo grado “B” continuaron con las actividades del libro. El segundo grado “A” trabajó con las actividades diseñadas por el profesor durante diez semanas. Luego de terminadas dichas semanas, los padres llenaron una encuesta, el 84% de ellos pensaba que no había confusión en el aprendizaje de dos sistemas de escritura y el 84% había notado un progreso evidente en la escritura de inglés en los niños. Finalmente, los dos grupos Segundo grado “A” y Segundo grado “B” desarrollaron una prueba que incluía distintas destrezas de escritura estudiadas; de acuerdo a los resultados el segundo grado “A” obtuvo una nota promedio de 17,5/20 y el segundo grado “B” un promedio de 14/20. Esto significa que el segundo grado “A” alcanzó los objetivos presentes en el plan anual. Con esta aplicación fue posible ayudar a los niños a mejorar sus habilidades de escritura y demostrarles a los padres que el aprendizaje de escritura del idioma Inglés y Español al mismo tiempo no causa confusión en los niños si existe motivación así como apoyo en casa y en la escuela.

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## INTRODUCTION

Six-year-old language learners face a difficult period in their school years when they come from preschool to primary school without enough knowledge and motivation which allows them to succeed in a crucial and important EFL skill “Writing”; their listening and speaking skills acquired in preschool need to take a further step.

The annual plan at Atenas Elementary School has writing objectives that Second grade children need to meet at the end of the school year. Those objectives are difficult to achieve once that the Coursebook does not have enough reinforcement and writing practices. Moreover, the main worry that parents have at the beginning of the school year is that their children will get confused when they learn to read and write in their native language as well as in English.

The aim of this Dissertation is to create and apply a variety of writing activities based on Atenas Elementary School children’s needs in order achieve those objectives and to prove that the acquisition of both systems is not a cause of confusion at the moment of writing. As teachers, we always have to bear in mind that childhood is a time for learning; children learn from their families, the media and the environment. The moment we talk about the environment, school is the most relevant event in their lives. There, children learn the necessary skills that will help them to be productive in the future; they also learn to socialize, reinforce the values and beliefs taught at home and learn new ones.

## CHAPTER 1

### 1.1 Six Year Old Development and Personality

#### 1.1.1 Cognitive, Physical and Social-Emotional Development (Middle Childhood)

During the first school years, the Intellectual and Cognitive development, Physical development and, Social-emotional development of the child are major dynamics in communicative and personality development as well as in school progress and achievement. Through all this time children are being prepared for adult life. This period is known as “Middle Childhood” which starts from school entrance to preadolescence. A six-year-old child belongs to this group and shares the characteristics attributed to children going through this period in their lives. Robert Havighurst in Burneo formulated an interesting list of developmental goals to be met throughout this period:

- Learning physical skills necessary for ordinary games.
- Building wholesome attitudes toward oneself as a growing organism.
- Learning to get along with peers.
- Learning an appropriate masculine or feminine social role.
- Achieving personal independence from parents and other adults.
- Developing fundamental skills in reading, writing and calculating.
- Developing concepts necessary for everyday living. (Burneo, 1999: 351)

From the above list, it is necessary to bear in mind that some children have not completed these goals yet. It greatly depends on the child's own environment, family, school experiences and personality. All the areas of development are related, but separated at the same time and need to be studied and discussed individually.

### **1.1.1.1 Intellectual and Cognitive Development**

After many years of observing and studying children's behavior and responses to questions and problems Piaget (1984), defines four different stages of Cognitive Development:

- |                               |                   |
|-------------------------------|-------------------|
| 1. Sensori-Motor Stage        | 0 to 2 years      |
| 2. Preoperational Stage       | 2 to 7 years      |
| 3. Concrete Operational Stage | 7 to 11 years     |
| 4. Formal Operational Stage   | 11 to 12 years on |

*The Preoperational Stage.*- This consists of two sub-stages: The pre-conceptual (2-4 years), and the intuitive (4 –7 years). When I refer to the preoperational child, I am referring to the intuitive sub-stage which coincides with the focus of interest: a 6 year old. There are typical characteristics during this stage:

- A child in the preoperational stage still relies on using his senses of touching, seeing, and hearing to find out about his world.

- The preoperational child can now use symbols and language to represent things not present, and he has developed “perceptual constancy”. This is the important ability to perceive objects as constant in size, shape, color, etc, even when they are seen in changing settings which make them appear different.
- The preoperational child reasons and makes explanations on the basis of intuition and how things look, rather than on the basis of logic. He judges size and different physical characteristics only by their appearance.
- A child during this stage is *egocentric* in speech and thought because the child can only see things from his perspective and not from the point of view of others.  
(Piaget, 1984: 15)

Piaget says that because of this, the child has great difficulty in :

- *Understanding conservation.*- that amount, length, or weight are the same if only the form is changed.
- *Understanding reversibility.*- when a puzzle piece is taken out and turned slightly, he thinks that it no longer fits.
- Expressing the order of events.
- Explaining relationships especially cause/effect.
- Understanding numbers and their relations.
- Understanding other speakers accurately.
- Understanding and remembering rules.

In addition, Piaget says that the thought of the preoperational child is characterized by:

OVERGENERALIZATION	there is difficulty making differentiations between items in class, e.g. calling the plumber, the mailman, or the next-door neighbor “Daddy”.
OVERDIFFERENTIATION	there is difficulty making appropriate generalizations to items in a class, e.g. “I have a brother and a baby, but he is growing up to a brother, too”.
PARTICIPATION	the child believes he can participate in and control nature, e.g. “Rain, rain, go away”
ANIMISM	there is a belief that the world of nature is alive, and that everything is on earth with a conscious purpose, e.g. “The clouds are alive, because they move”.
ARTIFICIALISM	the child thinks that a natural phenomena is created by human beings, e.g. “men made the mountains to go camping” (Piaget, 1984: 17)

It can be seen that the “thought” of the preoperational child is deeply different from that of the adult. It is important to learn as teachers the ability to listen to what

children are saying, not just to hear the words. When teachers continually suggest to the child that what he says is not so, a dangerous effect may be caused. A preoperational child is trying to form a logical system and when his efforts are qualified as worthless, he will feel less ready to share his thoughts again. At the same time, he will feel discouraged and less interested in understanding the world.

### **1.1.1.2 Physical Development**

Mussen and Conger (1993), agree that children vary in the way they develop but, the average six year old has the following characteristics:

- plays actively with children of his/her own age
- enjoys running games: tag, dodge ball, skipping, etc.
- catches with one hand
- is capable of using tools such as scissors with ease
- can tie shoelaces
- generally becomes more coordinated, although awkward stages come and go as do growth spurts
- enjoys testing muscle strength and skills
- develops permanent teeth

By the age of 6, physical growth in the child has begun to decelerate. The average child of this age is about 116cm. tall and weighs about 48 pounds. Because of deposits of various mineral salts, the 6-year-old's bones are softer but harder to break. Something common is that the child loses his/her first teeth.

The child also is capable of more complex motor and manipulative tasks because he becomes better integrated and better coordinated. However, boys have an advantage compared to girls in speed of reaction and coordination of gross bodily movements. At this point, Mussen and Conger say that although many aspects of growth are correlated with one another, not all children develop in the same way and at the same rates. For example, some children grow relatively more in height, others in weight; thus, variations in general body types are produced such as “tall and slender” or “short and stocky”.

(Mussen and Conger, 1993, : 362)

Teachers know that most children go through the same development stages; they grow and change their physical characteristics. During this period, it is necessary to exert careful control over the whole group and teach children respect and values among them. Young children can easily develop a sense of low self-esteem or isolation when they face aggressions and rough jokes.

#### **1.1.1.2.1 Physical defect and personality**

The child’s physical level almost always influences his emotional and social adjustment. When the child tires easily or is irritable, it could be a sign of a chronic illness, which produces problems in social relationships and in academic work.

A child with physical defects needs a considerable amount of protection and the presence of adults in his environment, while other children reject him as “different”. Most of the time, bigger and stronger children tend to be more accepted as leaders than smaller children in the group.

Furthermore, most of the studies that deal with chronic illness and physical defects say that these conditions themselves have no invariant effects on children's behavior. If a child's handicap is treated sympathetically but carefully by his parents, teachers or peers, his adjustment will not be a serious problem.

Consequently, inconsistent, rejecting, or overprotective parental behavior could have an adverse influence that leads the child to maladjustment and personality problems. Sometimes parents make the child self-conscious about a physical defect because from the very beginning they feel unhappy or ashamed about the child's appearance. When parents consider the child as a normal person, he grows with the idea that he is a normal child and does not care too much about his peculiarity.

(Mussen and Conger, 1993: 363-365)

There are many children whose weak points are their illnesses. Some children need special help and support because they have a very poor health. On the other hand, there are children who use their minor health symptoms as a big deal, they fake they feel really bad because they can miss the school lessons and not fulfill their assignments. The teacher must be wise because he/she needs to ask children's parents and the school doctor about these problems. In that way, children who fake are the ones who need special treatment and support because it could mean that the child is trying to get attention.

Unfortunately, overprotective parents do not help their children at all. These children miss the school any time they want; as a result, they need to catch up all the time,

they miss group activities, they can not understand easily what has been explained, they do not bring the necessary materials and they are lost in the future lessons.

#### **1.1.1.2.2 Physique and personality**

Different kinds of conclusions on this topic can be drawn but, the most common is that genetic factors determine both the particular physical attributes of the child and his personality characteristics.

The individual's physical characteristics may affect his behavior and personality "through modifying the conditions for learning". As an example, it is difficult for a thin, non-muscular and poorly coordinated boy to be successful in athletic games and physical tasks. Once these kinds of activities have a great value for the rest of the group, the child has little prestige among his peers. As time goes by, he will appear timid and introverted.

The boy who is strong and well-muscled is always more likely to be accepted by his peers. He is easily involved in group games, therefore; he has the characteristic behavior of a six-year-old, which is aggressive and extroverted. Undoubtedly, it is possible that a child with a non-favorable body could be predisposed to take risks and have a positive attitude, but it will depend on the specific social class and the kind of family environment. (Mussen and Conger, 1993: 367-369)

Again, the teacher has an important role beyond these children peculiarities. When children perform activities which involve effort such as races or speed games,

children should be placed in a complementary way. It means that strong and weak children should be in the same group.

When the teacher asks for help to the strong children and tells them to care about the weak ones; those children take this role seriously, they try to protect their classmates and help them in everything they can which is something positive.

### **1.1.1.3 Social-Emotional Development**

The average six year old child has the following characteristics during his Social-Emotional Development:

- likes group activities and team games
- can accept more responsibility
- enjoys a challenge
- will likely have a best friend
- likes praise and seeks approval from adults and peers
- often states dislike for opposite sex
- learns to control his/her fears
- is interested in rules and rituals
- generally enjoys playing with and caring for younger children
- finds criticism or failure difficult to handle

(Defanis, 2)

Apart from the characteristics mentioned before, John Flavel in Burneo says that first grade children become more *empathic*; that means that they develop the ability to understand and identify with the feelings of others, which affects interpersonal relationships. However, a six-year-old is likely to describe others strictly by surface characteristics: their appearance, possessions, or behavior particularly as related to the child. (Burneo, 1999: 358)

Social and emotional development in children is evidenced in different aspects that influence their personality; it is worth mentioning each one of them because they are the basis for their future lives.

#### **1.1.1.3.1 Sex Role Identification**

According to Mussen and Conger (1963), the specific interests the child develops are related to the specific heroes or models that he chooses for identification. Then, if he admires scientists, he is likely to play with a chemistry set. If a girl admires a model, she will be concerned with clothes or physical appearance and so on.

Moreover, as boys and girls mature, they start to give more value to the attitudes and characteristics of males, than to those of females. As a result, on average, girls will have a more negative self concept than boys and will be generally less secure in their social interactions.

Children also are drastic in repudiating activities, goals and interests that belong to the opposite sex. For example, cooking is rejected by boys and athletics by girls (Mussen and Conger, 1963: 370-373).

This is an important aspect that needs to be taken into account because the activities done in the classroom should be well guided, so that girls will not feel at a disadvantage and will perform them without fear and insecurity. Also, inside the real classroom, there should be a variety of activities in order to make them adaptable for boys, for girls and for both of them.

#### **1.1.1.3.2 Relations with Peers**

The six year old child is confronted with a determinant socialization agent: peers. The growing child's self-confidence will be drastically affected depending on the success or failure of interpersonal relationships with peers. (Burmeo, 1999: 359)

The peer group provides an opportunity to learn how to interact with age-mates, how to deal with hostility and dominance, how to relate to a leader, and how to lead others. The child can also learn to deal with social problems because through discussions he learns that others share his problems or conflicts. Furthermore, the peer group helps the child to develop a concept of himself because the child has a better idea of his assets and liabilities according to the ways in which peers react towards him.

In addition, there are also socialization functions that the peer group provides to the child, for example:

- The child finds companions who can keep up with his energy in a way that tired and busy parents never could.
- He finds children of his own level of intellectual and social development with whom to talk and to compare notes or homework.
- He finds the necessary and enough children for group sports and games.
- One of the major functions of the peer group is to change some of the *child's attitudes*. The peer group strengthens existing attitudes, establishes new ones, or weakens those which are in conflict or against their values. Of course, there are children who adopt and accept other values easily because they lack a nurturing home atmosphere. In that case, if the group accepts the child, he may adopt their values eagerly. (Mussen and Conger, 1963: 379- 391)

Interestingly, teachers have less power to influence children than peers have. However, it is fundamental for the teacher to influence the whole group positively and strongly. The teacher will provide this positive influence only if he/she shows respect, responsibility, discipline values and organization.

In that way, children will tend to imitate the teacher's attitudes and at the end, isolated children will end up by sticking with the majority.

As the major function of peer group is to change children's attitudes, they have to change them for something positive because the challenge as teachers is to help them to be better.

### **1.1.1.3.3 Friendship**

Most of the time, children of school age choose as their best friends exclusively children of their own sex. However, personal characteristics play a great part in the formation of friendship because pairs of friends have characteristics in common and are somewhat alike in chronological age, height, weight, and intelligence. In the first grades of elementary school, girls appear to be more sociable than boys; they choose more companions for the activities assigned and are involved in more mutual friendships.

At Atenas Elementary School, six year old children already realize about their economical and social position. In many cases, these children have the power to offend and humiliate the classmates that they consider different. Sadly, these children are taught by their parents to act in that way. At this age, children can be mean and hurt someone else's feelings.

Dealing with this kind of problem can be difficult for teachers because it is not just something about children but their parents, family and position.

### **Influence of the family**

#### **1.1.1.3.3.1 Acceptance and rejection**

Maternal *acceptance* is a necessary prerequisite for an effective socialization of the child. When the child suffers from lack of acceptance, he gets frustrated and his

resistance to adopting the rules of society increases. Thus, a pattern of asocial and aggressive behavior is generated by frequent maternal rejection.

Most of the time, all rejected children are emotionally unstable and they need psychological help. On the other hand, children who have different conditions are described as emotionally stable, friendly, and obedient in school. Symonds (1939), the author of an investigation about Parental Practices says that a child's maladjustment comes from unfavorable parental behavior and attitudes. It could be because of the parents' own developmental histories, and consequently their personalities. In addition, he says that the factors affecting self-esteem during adolescence are the result of parental deficiency in the early years.

(Symonds, 1939:130)

As a conclusion, it can be said that children's neurotic symptoms and behavior problems are the result of lack of emotional warmth in the home environment, healthy parent-child relationships, and good identification models.

There is not too much to be done by teachers about this problem. The only thing that teachers can do is to identify the problem and send the child and his/her parents to the psychological department; there, they can receive help and support.

The teacher can ask for some advice in the psychological department because she/he should know how to deal with these kinds of problems and the possible ways to help children.

#### **1.1.1.3.3.2 Psychosomatic Symptoms**

These symptoms indicate a bodily disease or disorder that can occur due to psychological disturbance. That is the reason why they are frequently associated with maternal rejection, which affects children especially during the early years of middle childhood. The most common psychosomatic symptoms present in little children are: asthma, ulcerative colitis, skin disorders or rheumatoid arthritis.

(Mussen and Conger, 1963: 397-398).

#### **1.1.1.3.3.3 Restriction and Permissiveness**

Another maternal behavior that can affect children negatively is the degree of restrictiveness and control that the mother imposes upon her child. A mother who acts with these characteristics tends to frustrate his autonomy and, little by little she will generate hostility in her child. Sometimes, timidity and shyness in the child can be the result of an excessive restriction. (Symonds, 1939: 130-105)

Children of permissive parents are meant to be disobedient, irresponsible, stubborn and, rebellious against the authority; however, at the same time they are spontaneous in making friends outside the family. They can also express their feelings freely and let people easily know what they think or wish.

Both excessive restriction and excessive permissiveness are things that should be identified by teachers. It does not mean that teachers can change the reality of the child at home but, teachers can be aware of this in order to apply different classroom

rules. Those rules should be applied according to the children needs and should be suitable for bringing out the best in them by giving them friendship and love.

#### **1.1.1.3.3.4 Influence of Siblings**

Siblings exert a strong influence on children. When children interact with them, they learn patterns of loyalty, helpfulness, and protection but, at the same time, they experiment conflict, domination, and competition.

Also, there are different social learning situations according to the *ordinal position* that the child has in the family. Koch (1956) in his study says that first born children tend to be more responsible, less aggressive, and more intellectually curious than second-born. However, the oldest children show more nervous symptoms and more problems of anxiety.

Moreover the *sex of the sibling* influences the behavior of the child. It is because girls who have brothers tend to share male activities or games more, they are more ambitious and aggressive. On the contrary, boys are less aggressive and less daring with their sisters.

The last thing that plays an important role in the influence that siblings exert is the *spacing*. The years of difference among brothers and sisters will allow them to share the same interests or to have completely different interests.

As something normal, older siblings are likely to become a hero or identification model for younger siblings. In that way, the three variables (ordinal position, sex and, spacing) interact together and influence deeply the child's development.

(Koch, 1956: 77- 78- 79)

These three factors mentioned above, are essential in the children's development because they model their personality, behavior and character; therefore, families should give them a comfortable atmosphere. Parents should not have preferences or more attention towards a specific son or daughter because it might cause jealousy, division and low self-esteem among siblings.

#### **1.1.1.4 Language Development**

A six year old child has accomplished the following characteristics:

- Speaks with correct grammar and word form.
- Reads simple words.
- Can use many descriptive words spontaneously-both adjectives and adverbs.
- Knows common opposites: big-little, hard-soft, heavy-light, etc.
- Can count to ten.
- Should know all vowels and the consonants, m,p,b,h,w,k,g,t,d,n,ng,y.
- Should be able to repeat sentences as long as nine words.
- Should be able to define common objects in terms of use (hat, shoe, chair).
- Should be able to follow three commands given without interruptions.
- Should know his age.

- Should have simple time concepts: morning, afternoon, night, day, later, after, while, tomorrow, yesterday, today.
- Should be using fairly long sentences and should use some compound and some complex sentences.
- Speech on the whole should be grammatically correct.
- In addition to the above consonants these should be mastered: f, v, sh, zh, th, l.
- Speech should be completely intelligible and socially useful.
- Should be able to tell one a fairly connected story about a picture, seeing relationships between objects and happenings. (Defanis, 5)

## **1.2 Transition From Preschool To Elementary School**

Entering school changes children's social environments at a time when their capabilities are also changing. Moreover, children's experiences during this period often have lasting consequences.

This transition places the child in a social context that is different from the one experienced at home or even in preschool. In many preschools, parents have influence over the program, and caregivers may feel that their work is evaluated by parents all the time. In first grade, children's work begins to be seriously evaluated in a comparative framework by teachers and classmates.

A six-year-old child who begins Elementary School can suffer from a variety of individual differences in his/her adjustment, it is important to consider some of the factors involved.

- Attendance at any type of preschool or daycare

This prepares the child for the group experience and it is helpful in making the transition to the primary classroom.

- The variety of skills the child brings to the school experience

All children have strong points and weak points. When the strong points are positively rewarded, they become a crucial factor in determining the adjustment.

- The type of discipline to which the child has been exposed

There are differences not only in home discipline but considerable differences among classroom teachers in their expectations of the child's behavior and in the ways they manage their classes. The child always has to adapt from one style or approach to another.

- The experience they have had in controlling their environment

Some children are independent in structuring their time and activities and some others have a schedule set for them. Also some families allow children to contribute in conversations but, on the other hand, there are some families that encourage and reward silence and nonparticipation positively.

- The extent of their world knowledge

The information received at school can or can not be related to what the child knows. If this information is familiar to the child, the new categories and concepts are likely to be retained. However, if the information is not familiar at all, it is less likely to be retained.

- Social Interactions

The basic element to promote social interactions with the teacher and classmates is language. At this point, some children have no problems in solving their own conflicts; however, there are children that need someone to fight their battles for them.

- Experience with the academic furnishings

The transition to the academic setting is easier if the child has been exposed to books, paper, pencils or drawing material. When children have been exposed to readings with the use of books, they will be better prepared to deal with classroom spoken and written language. "It should be realized that many children entering school come from a primarily oral tradition and, consequently, may not have at their disposal the encoding strategies necessary for literate language".

(NMS: National Middle School Association)

All the factors mentioned above are really important; however, according to my personal experience as a teacher, it is pretty difficult for children to adjust to the new demands that primary school brings. Children need special care and attention from their teachers; it is the responsibility of the elementary classroom teacher to detect the child's divergencies as early as possible. The teacher should have the ability and opportunity to help prevent these divergencies.

Therefore, these opportunities come through the provision of a healthy environment while children are in school, the selection and use of appropriate and efficient equipment as well as the facilities and provision of activities that contribute to the growth of each individual child.

### **1.3 School Atmosphere**

#### **1.3.1 Classroom Environment**

Every teacher knows that a safe, clean, comfortable and attractive classroom can stimulate learning and help build a classroom community. For many teachers, setting up the physical environment of their classrooms can be quite difficult, especially when faced with older buildings, crowded classrooms and insufficient storage space.

The elementary teacher has the opportunity for providing a friendly and healthy atmosphere, free from tension which leads children to a better growth and learning. In any schoolroom, it is possible for the teacher to regulate the light, color, sound and

space. These characteristics help each child to feel comfortable, secure, happy and relaxed. (Young, 3)

The teacher may, or may not have much to say in the construction of the classroom but, the manner in which it is arranged and the special “extras” are his/her responsibilities. All the following aspects will greatly influence the motivation of the children.

#### **1.3.1.1 Color and Sound**

According to Dave, 1958, color selection is a great determinant in the well-being of individuals because it influences on the emotional tone of the classroom and the relaxation it provides to children. In the same way, sounds influence children because they can relax or create tension within them. Nowadays, many classrooms are equipped with sound absorbent walls and ceilings. The teacher can experiment with color and sound in order to create a nice environment which will be noticed by children as well as by all who enter his/her classroom. (Davies, 1958: 45)

#### **1.3.1.2 Emotional Tone**

More important than the items mentioned above is the children’s reaction to the teacher and the emotional tone of all the students toward each other as well as toward the teacher. The environment needs to be healthy because in that way, children feel secure and are able to relax and to learn. (Davies, 1958: 45)

When the teacher raises her/his voice, children get used to it and their behavior is more and more difficult to control. There should be techniques that help children to understand that they are doing something wrong; then, children can realize by themselves that they need to behave better. At the same time, the teacher must provide a friendly atmosphere by giving children confidence, support and specific rules at the beginning of the school year. Children must know that there are rights but also responsibilities that need to be seriously considered.

### **1.3.1.3 Equipment and Facilities**

The equipment and facilities with which children work are important factors in his growth and development. In many schools, the teacher has little opportunities to select equipment in the classroom. However, the teacher can make sure that the best use is made of existing equipment.

Children have to use the desks, chairs or tables that are right for them. For example, left-handed desks for left-handed students, the child with vision or hearing defect sitting close to the front, chairs and desks with the right height for children, etc. (Davies, 1958: 46-47).

Equipment and facilities are impossible things to have in many Ecuadorian schools. Many teachers and children are in need of basic furniture and equipment; having technology and more facilities in their schools is a long-term goal that they would like to reach someday.

At Atenas Elementary School, the equipment and facilities with which children work is not a problem. Since Atenas is one of the most expensive private schools in

Ambato, it has all the necessary equipment and facilities for learners. There are comfortable chairs, tape recorders, overhead projectors, infocus, televisions, videos, ICT rooms, etc. However, when a teacher is not creative and innovating, she/he will not make good use of all the facilities that the school can offer.

### **1.3.2 Classroom Activities**

Teachers know that there are always activities performed in the classroom; they can be done in groups, pairs or others. While children are performing different activities they move from place to place, sit, stop, stand, lift, carry, push, pull, and balance among others. Dave suggests that as teachers, we have to take into account that children in elementary school have many and varied interests. Some of them have a very short attention span and some others never appear to tire of some activities. (Davies, 48)

- The teacher can help to prevent any inconvenient during the activities by seeing that children change positions frequently.
- The teacher should sit and stand in good alignment and change her/his positions frequently, since children will imitate his/her actions.
- When children copy material from books, paintings or the like, the materials should be placed in front, but on alternate sides of the child. In this way, children will not be using one eye more than the other one.
- The child should be encouraged to express himself/herself in free and happy movements as much as possible; of course, with the necessary discipline and classroom rules.

- Periods of activity should be alternated with periods of inactivity. The child must learn to relax in order to prevent physical and psychological divergencies.

(Young, 9)

### **1.3.3 Playground Environment**

It is necessary for schools to have a playground which provides children as much space as possible. Expensive equipment is not needed, but there should be provision for the child to run, climb, crawl, balance, skip, jump, kick, and throw. If the equipment is not fancy, still it will provide children inspiration for nice and unforgettable experiences.

### **1.3.4 Playground Activities**

On the playground as in the classroom, activities should be selected according to the age and grade level of the group. All children may benefit from all physical activities, but since needs are individual, the teacher has the opportunity to help prevent individual divergencies through selection of proper activities.

- Some activities can emphasize the social aspects of development because they can help the child learn to play and co-operate with others.
- Some activities can be selected to give the child the confidence he/she needs to overcome possible psychological divergencies.

- Through selected games, the teacher can discover the aggressive child. The fearful and withdrawn child can be given confidence to overcome his/her problems.
- The child's behavior in a game situation can be an indication of his emotional state and can be improved through this or other physical activity.

The playground provides a good opportunity in order to give the child a chance to express himself/herself freely. Through this expression, it is usually possible to detect the child with specific kinds of problems and the reasons for it.

(Davies, 1958: 50-51)

In the same way that there are many responsibilities that children have when they enter elementary school; there are many things that teachers can do for them in order to provide a nice and secure environment. It is not easy for children to face this new world. Among all the new responsibilities there is one that becomes a big issue; it is the development of written language.

Clay (1991) says that some of the characteristics that should have been developed before the child enters to school and, that may help or hinder children's progress in reading and writing are:

#### *Opportunities for learning oral language*

The child's language development is vital to his progress of reading. Not only with the development of his vocabulary or his articulation of sounds, but with the range

and flexibility of the patterns of sentences that he is able to control. Children love to talk and, children who have not been active in exploring what they can do with language will experience more difficulty with reading. (Clay, 1991: 37)

### *Relating language and print*

A child may find it difficult to link the visual and auditory stimuli; more precisely, to match the flow of spoken language rhythms with the flow of attention to visual patterns across the pages of a book. (Clay, 1991: 39)

### *Making sense and making meaning*

For a child, things have to make sense and seem worthy of attention. Children who are exposed to reading practices at home and from an early age have more opportunities for understanding the meanings of words and the whole world. In booksharing, children begin to become aware of the linguistic and visual features of books. (Clay, 1991: 40)

### *Self-management*

The child's ability to control his own behavior, and in particular the movement patterns of his body, is related to reading and writing progress. The ability to learn from his sensory interchanges with his environment, he relates this sensory input of information to the output of language or movement activities. It means the input of reading experience and the output in understanding. (Clay, 1991: 41)

ESL/EFL books and materials available are designed in such a way that children need to develop this skill but the writing skill is always interrelated to reading. Both skills work together and are known as literacy. This is the topic that will be discussed in the following chapter but the focus of attention will always be on the development of written language.

## CHAPTER 2

### 2.1 How Literacy Develops

Owocki (2001), the author of the book “Make Way for Literacy” says that written language is central in the daily workings of our world and that children become aware of its significance very early in life. In the same way that children find good reasons to pay attention to the people they talk with and their environment, they find many more reasons to pay attention to print. It is because homes, neighborhoods, and communities are filled with print as well as with people that use it. Wherever children go, they are surrounded by literate activities. (Owocky, 2001: 4)

Both formal and informal early experiences with written language provide important foundations for children’s literacy learning. Children are able to discover how written language functions, how is it organized and what it can mean through experiences. Such experiences are simple and lived everyday; for example, looking at maps, newspapers or advertisements in shopping centers, reading the print of city streets, writing notes to family members, etc. (Owocky, 2001: 5)

Literacy interests vary greatly in children. This is because some children do not pay much attention to print; they are too busy doing other activities. On the other hand, some children are enormously interested; they take advantage of every opportunity they have and put their hands on paper, pencils, books, maps, manuals, catalogs, computers or any other kind of literacy materials in their environments. Interestingly,

families influence children's literacy because they invite them to help with grocery lists, share in the reading of mails, listen to storybooks, or talk about newspapers. On the contrary, there are families that expose children less to printed material; those children just see print being used by others.

It can be said that no two children's literacies are alike; according to each literacy experience, every child creates his own wave of literacy knowledge. "It depends and is shaped by their social, cultural, race, class, and gender identities; their language; their families' values and patterns of domestic organization; cultural forces; history; and the economic, social, and political environment of their lives"( Dyson 1989; Heath 1983; Luke and Freebody 1999; Taylor 1997,1998; Wink 1997). There are four key principles for understanding and facilitating literacy where children taught will be the benefited. (Owocky, 2001: 6)

### **2.1.1 Literacy Principles**

#### **2.1.1.1 Principle1: Literacy Develops as a Social and Cultural Practice**

Literacy is associated with how to construct meaning through reading and writing. Then, reading and writing are always present in discourse communities; that is, groups of people with socially and culturally determined language practices, behaviors, and ways of thinking about the world. (Owocky, 2001: 6)

### **2.1.1.2 Principle 2: Literacy Develops Through Hypothesis Testing**

According to studies, many researchers believe that children construct literacy knowledge by generating and testing hypotheses of how written language works. Hypothesis testing is both an internal and a social process. Internally, children generate hypothesis based on what they know so far about language, but these hypotheses are influenced by their physical (print) and social environments. (Owocki, 2001: 8)

### **2.1.1.3 Principle 3: Literacy Develops Idiosyncratically**

“To say that literacy growth is idiosyncratic is to say that children’s progress is unique” (Owocki, 2001). It has to be said that no two children are likely to test the same hypothesis at the same time or even in the same order. Children discover literacy in unique and surprising ways.

### **2.1.1.4 Principle 4: Literacy Concepts Develop Simultaneously**

There are individual concepts that children explore as they develop literacy. The main idea here is that children develop many and different concepts simultaneously rather than one concept at a time. The following are the paths through which literacy develops:

## **2.1.2 Functions of Written Language**

All children develop concepts about the functions of written language from a very early age. Written language serves many functions: it is used to accomplish the tasks of daily living, do jobs, satisfy curiosity, gain and share information, make connections with others, regulate behaviors, imagine, remember, and bring pleasure to our lives. Something that we have to take into account as teachers is that once children know what written language can do for them, they are interested in exploring how it works.

### **2.1.2.1 Written Language Formats**

At the same time children develop the functions mentioned before; they develop knowledge about its formats, its shapes and structures. For example, letters contain a greeting, the body, a closing statement, and a signature. (Owocki, 2001: 9)

### **2.1.2.2 Written Language Genres**

While children are developing knowledge about the functions and formats of written language, the knowledge about its genres is also developed. Genre describes the structure and shape of a piece of writing and also its content. Traditionally, genre is used to classify a piece of writing into one of three large categories: Poetry, Fiction, and Nonfiction, where each category has several subcategories.

### **2.1.2.3 Early Reading Behaviors**

When children are learning and developing concepts about functions, formats, and genres, they are developing concepts about books. At the moment that children read, they develop knowledge about books as well as the routines and language used to share them. As time goes by, they become progressively more sophisticated in their understanding and interpretations. They develop dispositions and knowledge that help them enjoy, explore and learn from books.

### **2.1.3 The Foundation for Beginning Literacy Instruction**

According to studies, by the late 1980s researchers and teachers moved toward the concept of *emergent literacy*.

#### ***What Is Emergent Literacy?***

The term *literacy* relates to both reading and writing and suggests the simultaneous development and mutually reinforcing effects of these two aspects of communication. (Houghton, 5)

Emergent literacy proposes that:

- Learning to read and write begins very early in life for virtually all children in a literate society, rather than at age 5 or 6.
- The child develops not merely in reading but as a reader/writer. Reading, writing, and oral language develop concurrently and interrelatedly rather than sequentially.

- Literacy develops within the framework of real-life activities in order to “get things done”.
- Children learn written language through active engagement with their world, not merely by completing workbook activities or other types of exercises.

(Strickland and Mandel, 2000: 81)

In that way, emergent literacy is the way through which most of educators, researches, educational policy makers, and publishers of curriculum materials prefer to view prekindergarten and kindergarten (first grade) literacy.

In Atenas Elementary School, pre-k and kindergarten (first grade) children are slightly pushed to develop emergent literacy, they are taught to read and write basic elements. Unfortunately, the English teachers of these levels provide students with very basic knowledge of reading and writing; the focus is more on listening and speaking. When these children come to second grade, they need to start with basic literacy concepts in Spanish as well as in English.

### **2.1.3 When to Begin Formal Literacy Instruction**

Strickland and Mandel (2000) say that the issue of when to begin formal instruction has become a point of discussion; this is because emergent literacy claims that reading and writing develop before children reach kindergarten.

(Strickland and Mandel, 2001:85)

Then, an emergent literacy kindergarten would make reading and writing part of the curriculum. However, this does not happen because the proper program for such purpose is not used. Instead, in this kind of instruction, reading and writing are introduced in the daily activities of the classroom, in shared reading and teacher read-alouds, in children's play, and in learning center activities. At this point, the argument about when to begin reading and writing instruction is small compared with the question *how* to begin. (Strickland and Mandel, 2001: 86)

Six-year-olds at Atenas School begin second grade without previous knowledge of literacy in their native language. This means that during this level (second grade), they receive the strongest and most important basis for the development of these two skills "reading and writing" known as literacy. In addition, the English teacher has the same task as the Spanish teacher in trying to develop those skills in children. Therefore, the question of *when* literacy begins in this case was given, and the question of how to begin developing it will be the aim of the activities that will come later.

## **2.2 The Multiple Intelligences Associated with Reading and Writing.**

The theory of multiple intelligences was developed by Professor Howard Gardner in the early 1980s. Gardner suggests that the concept of a "pure" intelligence that can be measured by a single IQ score is faulty. Instead, Gardner points out that intelligence is not a singular phenomenon, but a plurality of capacities. Gardner concluded that there were at least seven different types of intelligences that everyone seems to possess to a *greater or lesser degree*. They are the following:

### **2.2.1 Linguistic Intelligence**

This is the understanding of the phonology, syntax, and semantics of language as well as its pragmatic uses to convince others about an action, help one to remember information, explain something or communicate knowledge. E.g.: storytellers, orators, poets, editors or novelists

### **2.2.2 Bodily Kinesthetic Intelligence**

This is the ability to control one's bodily motions and the capacity to hold objects carefully and skillfully. E.g.: actors, mime, craftspeople, athletes, dancers or sculptors.

### **2.2.3 Spatial Intelligence**

This is the ability to perceive the visual world accurately, to perform transformations and modifications from one's initial perception, and to be able to recreate aspects of one's visual experience (it can be done even in the absence of the real object). E.g.: architects, mapmakers, surveyors, inventors or graphic artists.

### **2.2.4 Musical Intelligence**

This is the ability to understand and express components of music, melodic and rhythmic patterns. It can be done through intuitive means (the natural musician) or formal analytic means (the professional musician). E.g.: composers, pianists, percussionists, music critics or singers.

### **2.2.5 Logical-Mathematical Intelligence**

This is the understanding and use of logical structures; it can include patterns and relationships or statements and propositions, through experimentation, quantification, conceptualization, and classification. E.g.: scientists, mathematicians, logicians, computer programmers or statisticians.

### **2.2.6 Intrapersonal Intelligence**

This is the ability to access one's own emotional life through awareness of inner moods, intentions, motivations, potentials, temperaments, and desires. Also, it is the capacity to symbolize these inner experiences, and to apply these understandings to help one's life. E.g.: psychotherapists, entrepreneurs, creative artists or shamans.

### **2.2.7 Interpersonal Intelligence**

This is the ability to notice and make distinctions among other individuals with respect to moods, temperaments, motivations, intentions, and to use this information to persuade, influence, manipulate, mediate or counsel individuals or groups of individuals toward some purpose. E.g.: teachers, therapists, administrators or political leaders.

### **2.2.8 Natural Intelligence**

This is the capacity to recognize and classify the numerous species of flora and fauna in one's environment ( it can be natural phenomena as well, such as mountains and clouds), and the ability to take care or interact with living creatures or with entire ecosystems. E.g.: zoologists, biologists, veterinarians, forest rangers or hunters.

(Amstrong, 2003: 4)

## 2.3 Literacy is a Whole Brain Activity

According to Armstrong (2003), there are strong reasons for Literacy to be regarded as part of linguistic intelligence; we tend to associate the activity of poets, playwrights, novelists, hyperlexic, savants, and bookworms almost exclusively with linguistic intelligence. However, Armstrong argues that when we look at how the brain processes the actual experience of reading and writing, we can see how all the eight intelligences have important parts to play. Therefore, it is important to see what happens in the brain during the simple act of speaking a printed word once that writing and reading require speaking (Armstrong, 8).

First the human eye must see the word on the page. This sensation is registered by the primary visual area in the occipital lobe. After the word is seen in the primary visual area, it is relayed to the angular gyrus, at the junction of the temporal, parietal and occipital lobes of the brain. The angular gyrus is the region of the brain that most reflects the idea of multiple intelligences in relation to literacy. It is here that many types of information are brought together or associated with each other in creating linguistic information, including visual-spatial configurations, musical and oral sounds, and even physical sensations “eye movement in reading and eye-hand coordination in writing” (Armstrong, 9).

After the process mentioned before, all that information is synthesized in the nearby region of Wernicke’s area in such a way that it can be understood in a meaningful way. From there, it is transmitted to Broca’s area in the lower left frontal lobe, where it is logically encoded in a grammatical system. Afterwards, at the motor cortex a

program is prepared to produce articulation which in turn drives the muscles of the lips, tongue, and larynx to speak the actual word. In this simple act of speaking a single word, the involvement of several intelligences can be seen, such as linguistic, logical mathematical, spatial, and bodily kinesthetic. (Armstrong, 9)

All the above process takes place in the left hemisphere however; reading and writing involve significant use of the right hemisphere as well. For example the right hemisphere is activated when people read words that are anxiety-provoking or emotionally charged ( Van Strien, Stolk, and Zuiker, 1995) Also it appears in semantic decisions during the reading and writing process, specially when the reader is deciding among a range of possible words (Coney and Evans, 2000). In addition, this hemisphere takes information that has been processed by the left hemisphere and uses it in comprehending texts (Armstrong, 10).

Armstrong says that the child that reads and writes is doing more than simply linguistically encoding data because he is also looking at the visual configurations of the letters. Then, all the multiple intelligences are used in the following way:

- **Spatial intelligence**, the intelligence of pictures and images is brought first through the printed letters.
- **Musical intelligence**, the child must match these visual images with sounds. Doing this, he must draw upon his wealth of knowledge concerning musical sounds.

- **Naturalistic intelligence**, also his knowledge about the nature of sounds.
- **Linguistic intelligence**, his knowledge about the sounds of words in order to make the proper letter-sound correspondences.
- **Bodily-kinesthetic intelligence**, the child brings in information from his body to ground these visual and auditory sensations into a structure of meaning.

In addition, the physical body is integral to processing the shapes of letters and the meaning of words and text. Once the child begins to organize the information into grammatical units, he draws upon deep intuitive syntactic structures that employ **Logical-mathematical** transformations. As he reads meaningful information, he may visualize what he reads (**Spatial Intelligence**). Then, the child has emotional reactions to the material (**Intrapersonal Intelligence**), attempt to guess what the author or characters intend or believe (**Interpersonal Intelligence**), and think critically and logically about what he is reading (**Logical-mathematical Intelligence**). The child may decide to take action as a result of her reading and writing, either in a physical way (**Bodily-kinesthetic intelligence**) or within some larger social context (**Interpersonal Intelligence**) (Amstrong, 10-11).

In each of the cases mentioned above, the reader is using different intelligences which are connected with the processes of reading and writing. Now, it is easier to understand the variety of ways in which literacy itself is learned and practiced. However, the activities done by the teacher should involve all of the intelligences in

order to benefit the different kind of learners. Thus, the process of learning will be easier and more interesting for children.

## **2.4 The Writing Process of Children**

There are many facets to the writing process as there are to the reading process; this means that reading and writing can be described in much the same way. Writing involves messages expressed in language; they flow directly from the child's own language competences. Writing involves visual learning of letter features and letter forms, and patterns of letters in clusters or in words; also, it involves the young writer in listening to his own speech to find out which sounds he needs to write and then, finding the letters with which to record those sounds. (Clay, 1993)

In addition, the writing process involves the visions of what children are constructing, sense of themselves as writers within the classroom culture, and understanding of written language. As children think what they write, they are influenced by environmental factors such as experiences and beliefs in the home and community. (Dahl and Farnan, 1998). Dyson says that writing in school is affected by the social and cultural contexts in which writing takes place and also by the classroom learning activities in which children participate (Dyson, 1989, 1991).

Finally, writing involves physical coordination and muscles movement of the hand and arm.

In the EFL children's classroom the writing activities are influenced by the topics proposed by the syllabus that is followed by the teacher however; there could be environmental, social and cultural influences from the children's own city or town.

## **2.5 Writing Development and Second Language Acquisition in Young Children**

Perotta says that current research provides teachers with important information about the contexts that support young children's second language development. Unfortunately, classroom practices in literacy development for children with limited English proficiency focuses upon oral language, with less consideration given to writing practices. However, there are several findings that describe children's writing development which are basic to classroom practice for English as a Second Language. (Perotta, 2)

According to studies of literacy development, most children have some knowledge of print before they come to school (Goodman 1986; Schickedanz, 1986). It emerges as their need to communicate and make sense of their environment long before they enter formal schooling. In that way, young children are aware of the written language in their environment. Children who have not yet mastered conventional letters appear to scribble in their own language; the research done by Harste, Woodward and Burke (1984) found that the organization of children's writing is socially based and a response to the written language of their culture. (Perotta, 3)

Children's work emphasizes writing as a socially grounded process. The first attempts of children to communicate are through scribbles, however; the child's early writing efforts have a clear distinction between drawing and writing. It means that early writing is not merely scribbling but markings that try to signify meaning. Through studies, Harste and Schickedanz in Perotta (1984) found that young children expect their marks to mean something to the readers. At this stage children show understanding of lettermaking and expand their writing skills from scribbles to artificial letters and eventually to accurate representations of the alphabet. Later, children discover that these letters represent phonemes and can be put together to create words and sentences. (Perotta, 4)

At the same time, children realize that writing has an organization, that is used for different purposes, and that is directed to an audience. It has to be mentioned that young children's writing develops best when the teacher believes they are capable of expressing their thoughts and opinions on paper, where the environment is print-rich and when they have frequent opportunities to communicate meaningfully in writing.

### **2.5.1 The importance of Print**

- a. Children who speak no English or very little English are reading some of the *print in their environment*; that print is used to increase their English knowledge. This is because; there is lack of English printed materials in an EFL environment.
- b. Teachers must treat children's ability to recognize print in the environment as evidence that the children are interacting with and learning from their environment. If meaningful writing is encouraged, children can make use of this

print knowledge and begin to interact with print through writing and develop competence in English.

- c. The thought of Urzua (1978) is that the writing processes help children develop a surprising amount of cognitive, social and linguistic skills. Children exposed to regular, frequent, and authentic writing experiences develop three aspects of their language skill: a sense of audience, a sense of voice and a sense of power in language. (Perotta, 6)

From personal experiences, children love to share what they write. They write short phrases or words for the teachers they identify with, for their friends and family. They like people to enjoy and praise the effort they make when they write something, even if the spelling or grammar is not correct. They are trying to say something and they really mean the nice things they put on paper. For children, print becomes a necessary instrument; they discover that they can be the authors of their own thoughts.

### **2.5.2 Writing is not and isolated issue or the last stage in production**

- a. The usual instructional sequence found in most EFL classrooms is listening, speaking, reading, and writing. However, Rigg (1981), Urzua (1987), and others found that students learning English as a foreign language demonstrate an ability to write material that they are not able to control orally, specially the one that comes from within themselves.

- b. When EFL children are given the opportunity to write, they progress through the same standard stages of writing development of children proficient in English. This means that they move from drawing to writing, from reliance on copied sight words to sounding out words and using invented spelling; demonstrate knowledge of written conventions; elaborate topics; and show an awareness of audience.
  
- c. Whether children are learning to write in their native language or second language, they will learn to write as much as they learn everything else: it is, through practice, observation, trial and error and provision of supportive feedback from peers and adults.
  
- d. Children are likely to make rapid progress in second language when reading and writing are part of normal day to day classroom activities. Ammon (1985) says that children need instructional activities that are rich in opportunities for exposure, production, and reflection on English discourse. (Perotta, 8)

The belief that many EFL teachers still have is that writing is the last stage in production. However, writing has the same importance and should be developed at the same time with listening, speaking and reading. Children need to learn that language is a whole and meaningful experience really useful in their lives; of course it requires a lot of help, practice, patience and support.

### 2.5.3 Connection between Reading and Writing

- a. Reading and writing develop together and support each other. The researches Goodman, Hudelson and Peyton agree that supportive classroom environments are crucial to students' development of self-confidence and the motivation to continue to read and write.
- b. Young writers and readers should be exposed to a variety of activities that integrate reading and writing. Those activities will give children a lot of self-motivated practice, they integrate: writing letters, keeping journals, making signs, labels and lists, keeping records, and reading predictable books.
- c. Sustained time allocated for reading and writing gives teachers the opportunity to work with children individually.

(Perotta, 10)

Reading and writing are two complementary processes and can never be isolated. Children necessarily need to achieve their writing objectives with the support of reading. This is the reason why teachers need to work a lot on reading practices if they want an excellent writing product.

### 2.5.4 Exposure to two written languages does not lead to confusion

- a. Edelsky (1985) found that offering children two written languages in the school environment is possible because children acquire the two separate systems without confusion. At the same time, Krashen proposes that children apply knowledge from their first language literacy when they write in their second language.

- b. The process of writing is similar to first and second language learners.
- c. Instead of being an agent of confusion, the children's bilingualism increases their options for creating meaning.
- d. Children need time to "play" with writing to develop at their own pace. With minimal adult guidance and assistance, children will use their environment and their natural growth as writers to make the transition from one language to another.
- e. Mistakes are a necessary part of second language development. Children need a supportive environment where they can take risks, and where they can make choices about which language to use when writing or reading. (Perotta, 12)

Furthermore, Vadillo says that the interference present in EFL writing is higher if children are not exposed to wider contexts rich in vocabulary, content in sentences or structures present in paragraphs. In addition, he says that most of the time this interference depends on the hour's instruction; the more input they receive, the more accurate they will become. (Vadillo, UND: 25)

It is not possible to satisfy parents just by telling them that the exposure to two languages is not confusing; it is important to show them and make them take part in the learning process. If children are motivated enough, they will transmit confidence and security to their parents.

It has to be said that the processes of writing, reading, speaking and listening in a second language are interrelated. It is impossible to separate these processes in a

child's natural environment. For example, teaching reading or only writing is useless if the purpose is to help young children in the acquisition of a second language. However, we need to bear in mind that the support of the other skills, especially reading, is needed.

## **2.6 Written Language Features**

There are some characteristics and features about written language that teachers have to know in order to help children, independently of whether they are Spanish or English teachers. It will help us a lot at the moment that our focus of attention is writing.

### **2.6.1 Print as a way to label objects**

Initially, many children believe that the primary function of print is to label objects. That is why they tend to read print as if it can say only the name of what is in the picture but not other words. (Owocky, 2001: 16)

### **2.6.2 Print as a physical representation of objects**

Children make hypotheses about what print can mean and also how it looks. Little children sometimes do not understand that are made up of letters that are associated with sounds. For example, a child may think that a long string of letters represent a big object, while a short string represents a small object.

### **2.6.3 The relationship between speech and print**

Another hypothesis that children make is to establish a relationship between speech and written language because they try to match their vocalizations with print. This is something that happens all of the time with ESL/EFL students because they write a word in the same way as it is pronounced.

### **2.6.4 The relationship between letters and speech sounds**

Step by step children discover the alphabetic principle, the notion that there is a relationship between letter patterns and sound patterns. However, since beginning level ESL and EFL students do not have an internalized native speaker competence with English phonology; children development must take a different path. Their development may require and individualized instruction as well as lots of opportunities for practical activities.

The main problem that children always have when learning to write is the confusion between spelling and pronunciation. This phenomenon is known as “Developmental Spellings” or “Invented Spellings”; this is the result from children’s experimentations with writing and their developing knowledge of language and its *sounds*.

(Nexus, Phonemic Awareness)

As EFL teachers, there are important aspects that need to be taken into account; we have to make good use of children's evolving spellings in their learning to read and write; therefore, we need to keep in mind the following:

- *Do not expect immediate correctness in young children's spellings*

Their spellings will become more standard as they write and read and as they learn more about spelling patterns in the following levels. In the meantime, they are learning to enjoy and to feel they can do it on their own.

- *Look for opportunities to talk about writing*

For example, when we write a caption on a child's pictures, we might ask: What letters should I write for this picture? Or say, you can write about your picture – What letters do you need? Those questions enhance children's phonemic awareness when they try to write down the letters that they can hear in words.

- *Encourage children to read their "writing" before you try to interpret it*

We might say, "Can you read your writing to me?. If children choose not to read it we can point to the most interesting feature in their writing.

- *Do not make developmental spelling and end in itself.*

When a child ask us to spell a word for him/her, he/she shows his awareness that a right spelling exists, so that, he/she wants to know what it is. This is not the time to say, "What do you think?" Wherever it is possible, we have to write the whole word on a card. When the child sees the word in its entirety, rather than hearing individual

letter names being spelled aloud, it will help the child to form a visual picture of the word and its configuration.

Neumann and Copple suggest that children should be exposed to letters as much as they can, and make them an integral part of the reading and writing process.

**Where are the letters in a developmentally appropriate, literacy-promoting classroom?**

- Where children can see them.

Letters need to be at eye level where children can examine them. If they are above their heads they are of little use.

- Where children can refer to them as they work and play

When children are writing, they tend to make use of letter guides that are close at hand. As teachers we can apply alphabet strips to tabletops (Davidson 1996) or laminate letter-writing guides that children can take off a shelf or peg and bring with them to wherever they are writing.

- Where children can handle them

Children notice the shapes of letters when they do alphabet puzzles or use letter-shaped cookie cutters in sand or dough. Magnetic letters and alphabet blocks allow children to explore letter/sound connections, arrange and rearrange letters to form words, and become more aware of the sequences of sounds within words.

(Neuman and Copple, 2000: 88)

The rule of all EFL classrooms should be to have a wide variety of letters for children to see and manipulate. Sometimes, the physical space is a problem for doing that, however; the creativity of the teacher and the way he/she organizes the space can make the difference and can be determinant in the successful children writing acquisition.

### **2.6.5 Word spacing**

Spaces are one of the first forms of punctuation that children explore in their writing. Although spaces can not be written, they are a form of punctuation; like periods and comas, they are used to segment written language.(Martens and Goodman 1996). Children on their own way of spacing tend to try out a variety of symbols: periods, slashes, squiggles, dashes, comas, lines, or circles.

### **2.6.6 Handwriting**

The act of producing writing is laborious for young children and requires a great deal of physical coordination. Goodman (2001) suggests that it is better to use manuscript writing rather than cursive writing; the reason is that it takes more coordination and lead to more illegibility, especially for beginners.

*Whole language* teachers understand that handwriting is not a skill that can be learned first and then used. Instruction in letter formation is built into real literacy events. For young children, control on this skill takes a while and development will always be characterized by imperfections.

Also, there are left-handed children who need special support and encouragement. Their handwriting does not look right-handed; it has different characteristics because the writing hand is in a different position relative to the body and paper. These kinds of children are at a disadvantage learning from right-handed teachers, which means that we need to be patient and sensitive in order to help children with this difference. (Goodman Ken, 48).



*This is the most common pen-holding position, with pen between first and middle fingers, held in place by the thumb.*

(Lawson, 6)

As stated above, our task as teachers is to create a supportive environment for children. They are not the same; they belong to individual worlds with their own strengths and weaknesses. If there are needs or learning disabilities where we do not have enough knowledge to help them, we can always ask for help and support from professional people specialized in those kinds of problems.

## CHAPTER 3

### 3.1 Description of the Application for the Development of Writing Skills

So far, we have considered all the developmental characteristics that six year old children have, but also everything they are capable to do when they start to develop the challenging “Writing Skill”.

This study needed to be built on a firm knowledge of what I know as teacher about children of this age. Once it was done in the previous chapters, it is time to know the starting point where this application took place and the way it was developed.

#### 3.1.1 Subjects of Study

Institution	“Atenas” Elementary School (Private)
City	Izamba-Ambato
Head Teacher	B.A Gimena Paredes
Spanish Teachers	B.A Eulalia Moreno and B.A Juanita Espín
English Teacher	Verónica Montes De Oca
Levels	Second Grade “A” and Second Grade “B”
Student’s number	25 per class
Children Age	Six Year Old
English Hours per week	10 English hours with each grade

English Coursebook	Step Up # 1
School Year	2005-2006
Application Time	Ten Weeks

### **3.1.2 Planning the Methodology**

At Atenas Elementary School there were two second grades; Second Grade “A” and Second Grade “B” (six year old children). At the beginning of the school year, there was a controversy and questions from parents. They had many doubts and serious concerns about their children learning to read and write in English. These concerns were based on the fact that children would start to read and write in their native language “Spanish” so as in English. Parents claimed that it would be really hard and confusing for children to achieve.

Also, the English Annual Plan of the school had writing objectives that children needed to reach at the end of the school year but the Coursebook did not have enough writing practices for achieving those objectives.

I wanted to show that children are capable of learning and developing writing skills in surprising ways through different activities offered by the teacher. Those activities are not found in the Coursebook that children used. In addition, I wanted to show that children could not get confused or disturbed by the acquisition of both systems at the same time, therefore; they could end the school year with a good English writing level.

The groups chosen for the application of these activities were the second grades “A” and “B” during the school year 2005-2006. Both second grades were exposed to intensive experiences with spellings and letters of the alphabet through the first seven months. During this time, children studied all the contents proposed by the Coursebook and all the activities performed with both grades were the same.

### **3.1.2.1 Coursebook**

The Coursebook had interesting ideas and activities in order to develop the four skills: listening, speaking, reading and writing, however; the activities for developing writing skills were not enough. Most of the Coursebooks expect children to become good at writing because the degree of difficulty increases from one unit to another and from one book to the next but the lack of reinforcement is evident; this book was not the exception.

Furthermore, the Curriculum Annual Plan at Atenas Elementary School is sequenced according to each level. In second grade there are certain objectives that children need to achieve before they pass to the next grade (third grade) and so on. These objectives are not just for Writing but for Listening, Speaking and Reading.

In order to help students to achieve those writing objectives, they needed more support and reinforcement.

The objectives that needed to be met by second grade children during the school year can be seen in the Annual Plan in ANNEX N° 1.

### 3.1.2.2 Contents

The contents that children needed to master by the end of the school year can be seen in the same Annual Plan in ANNEX N° 1

The contents in the Coursebook Step Up N°1 were divided in units and each unit had specific vocabulary and grammatical structures. The Units to be studied by children were the following:

UNIT 1 School Time	UNIT 2 All about me	UNIT 3 My Family	UNIT 4 What's for Lunch?
UNIT 5 My Pet	UNIT 6 Get Dressed	UNIT 7 Having Fun	UNIT 8 My World

### 3.1.2.3 Selected Group

After the seven months passed, there was a selection where only one Second grade would work in a different way for the last two and a half months (ten weeks) of the school year.

Then, the second grade "A" was chosen to take part in the application of the activities and surveys for this study without any particular preference. Children were explained that they would move to another classroom during the English lessons and they were told that they would perform different activities.

It was better to give both groups a clear explanation of what was going to be done. As the Spanish teachers always put them together for presentations, rehearsals, sports, etc; the groups became good friends and tended to talk and compare all the activities done by the teachers. If children had realized that they were doing something different they would have questioned the teacher and asked the reasons for that.

#### **3.1.2.4 Non-selected group**

Second grade “B” children continued with the normal lessons, activities and methodology suggested by the Coursebook. They were not exposed to any kind of reinforcement, adaptation or flexibility for improving their writing skills.

During the ten weeks, they stayed in the same classroom which was shared by the Spanish teacher and the English teacher. Also, children did not have any kind of extra material but their books and its activities. Some of the writing activities that children performed in the Coursebook can be seen in ANNEX N° 2.

#### **3.1.3 Taking Stock**

The teacher performs the most important part in this process. He needs to take stock, to examine his classroom and consider whether he/she is doing everything he/she can to help children learn to write. However, writing needs the support of different skills; that is the reason why the practices and strategies listed in this inventory include questions containing different abilities. These questions will help the teacher to

reflect personally on his/her own teaching before the application of the assessment methods. See ANNEX N° 3

### **3.2 Children survey**

First of all, the selected group Second grade “A” was given a survey at the beginning of the ten weeks. This survey intended to find out children’s preferences and all the possible aspects that would make them feel comfortable at the moment of writing. This survey was written in Spanish; they had the guide and help of the teacher. The results of this survey combined with a conceptual understanding of learning and instruction allowed the teacher to identify everything that could be done for children when preparing writing activities and materials for them. The survey in Spanish can be seen in ANNEX N° 4

#### **3.2.1 Children Survey Results**

Second Grade “A”

Total interviewed children: 25

***Question 1: Do you like English?***

***Yes***                      ***No***

ANALYSIS:

According to the results, 100% of the group liked English.

It was essentially necessary to know if children liked the English lessons because it could give to the teacher a clue about motivation and willingness in the classroom.

This was a positive starting point for the teacher because children felt motivated and enthusiastic about English. They were willing to participate and get involved in all the activities that the teacher applied.

Although all of them answered positively, it did not mean that they could have the same progress because it depended on each child.

***Question 2: Where do you prefer to do the English activities?***

***School          Home          Any***

**ANALYSIS:**

According to the results, 49% of children like to do English activities at school.

44% of children like to do the English activities at home.

4% of children do not have any preference.

Children liked to develop English assignments at school or at home. It was important and necessary because they were able to reinforce everything taught by the teacher. It would have been impossible to have reinforcement without assignments, extra material and homework.

***Question 3: Do you like people to read what you have written?***

***Yes                  No***

**ANALYSIS:**

According to the results, 80% of children like people to read what they write.

20% of children do not like people read what they write.

When children are learning to write, they like to show what they have done to their family or friends. Based on the results, children could be told that their writing might be for someone else; in that way they can put more effort in the work they do and feel proud of it.

***Question 4: Do you need help when you write in English?***

***Yes                      No***

ANALYSIS:

According to the results, 84% of children need help when they perform writing activities.

16% of children do not need help when they perform writing activities.

It is normal that most of children need help when they are writing. The teacher has to help as much as she can during the lessons but also she needs cooperation at home.

The activities and homework that children perform can be dictation, spellings, etc; all of them require constant monitoring and guide.

***Question 5: When you write in English, where do you like to write the most?***

***Cardboard      Book      Paper      Board***

ANALYSIS:

According to the results, 42% of children prefer to write on paper.

34% of children like to write on cardboard.

18% of children like to write on the board.

6% of children like to write on the practice book.

The results show that there is a variety of materials that children like to use for writing. During the application of activities, the teacher can use different kind of materials depending on the activities. For example; cardboard for posters, colour paper for letters, etc. Also, the board can be used in different ways at the moment children write. However, the book is something that most of children do not like to use for writing. There could be different reasons but the strongest is that children always complain about the same instructions and the same activities in the book, specially colouring pictures.

**Question 6: What do you prefer to write in English?**

<i>Stories</i>	<i>Letters</i>	<i>Invitations</i>	<i>Sentences</i>
<i>Words</i>	<i>Poems</i>	<i>Posters</i>	

ANALYSIS:

According to the results, 23% of children prefer to write posters and words.

22% of children prefer to write letters.

16% of children prefer to write stories and invitations.

The diagram shows that children do not like to write poems and sentences.

There are a variety of activities that children can do in order to practice their writing skills. Most of children like to write posters, letters, stories, invitations and words. None of them like to write sentences and poems. Clearly, the activities done by the

teacher will involve their preferences however; children will be slightly exposed to write sentences because they are necessary for the acquisition and reinforcement of grammar structures.

**Question 7: *How do you like to perform the English activities?***

*Alone                      In Pairs                      In Groups*

**ANALYSIS:**

According to the results, 56% of children like to work in groups.

28% of children like to work in pairs.

16% of children like to work alone.

The positive answer that children gave to group work is helpful once that it allows cooperation and support among them. There are some writing activities that can be done with children into groups. Also, some children prefer to work in pairs and some others prefer to work alone. As little children need constant change of activities and different sitting arrangement, their different preferences is not a problem and can be seen as a positive point.

**Question 8: *Where would you prefer to receive the English lessons?***

*Classroom                      Playground                      Library*

*Sala de Espejos                      ICT Room*

**ANALYSIS:**

According to the results, 68% of children would prefer to have the English lessons in “Sala de Espejos” room.

24% of children would prefer to have the English lessons in the Playground.

4% of children would prefer to have the English lessons in the Classroom and in the ICT Room.

The 0% shows that children would not like to work in the Library.

Children need to feel comfortable in the place that they learn, in this case, they would like to work in the room known as “Sala de Espejos”. This is a lightly big room which is decorated with mirrors all around. The permanent use of this room during ten weeks is something that requires the approval of the head teacher in the school because there are some other teaches and children that use it constantly.

On the other hand, some children would like to perform activities in the playground area; it is not a problem because the green area in the school is spacious and facilitates outdoor games and activities.

### **3.2.2 Children Survey Conclusions**

First of all, it is a good point to know that children like English because that means that they feel motivated and the application of the activities can be easier. The results obtained show a variety of preferences that children have. Most of the activities that come in the following chapter try to suit these preferences. As it was mentioned before, the assessment and application of those activities with the Second Grade “A” lasted 10 weeks.

The Spanish teacher played an important part during these activities because children were learning the Spanish writing system which helped children with associations of sounds letters and words in the English writing system. Also many topics studied

with children such as animals, body parts, numbers, etc were the same topics that the Spanish teacher was teaching them. She was willing to help and ask children to say the same words in English or to write them in English as well.

## **CHAPTER 4**

### **4.1 Activities Application for the Development of Writing Skills**

The first two chapters provided ideals and ideas to the daily practical realities of the classroom. It was possible to know more about six year old children development and the way they develop literacy. The last chapter was the source that helped to identify the possible ways through which learners could succeed during the application of this study. It is because, they had the opportunity to express what they would prefer, what would make them feel at ease and motivated.

This section is dedicated to the selected children themselves. The activities created and applied during the ten weeks were based on the principles and practical considerations of the three first chapters. During the ten weeks, Second Grade “A” children reinforced all the contents studied in the previous months with different writing practices but also they carried on with the rest of contents.

### **4.2 EFL Writing Assessment**

“Teaching and assessment are complementary processes, one activity informs the other; assessment helps to identify children’s strengths, needs, and progress toward specific learning goals” (Neuman and Copple, 104).

The assessment tools or methods used during the application with Second Grade “A” included: Writing activities, Writing Folders, Parents Survey and Final Evaluation.

#### **4.2.1 Writing activities**

The following are activities created by the teacher. Continuously, it has been said that the objective of these activities is to help children to improve their writing skills, however; most of them needed the support of the other skills, specially reading.

##### **4.2.1.1 Arranging the classroom to motivate Reading and Writing**

Literacy-rich classrooms are filled with functional print and are the most important starting points. Signs communicate information, for example, Quiet please and Please Put Materials Away After using them. Charts labeled helpers; Daily Routines, Attendance, and Calendar simplify classroom management (Morrow, 1997 a; Schickedanz, 1993). Charts display new words as well as grammatical structures generated from themes, recipes, and science experiments. Printed material around the classroom must be used; otherwise, everything taught by the teacher will go unnoticed.

(Susan and Roskos, 1998: 148).

At Atenas Elementary School, Spanish and English teachers share the same classroom and it is difficult for the English teacher to create a visually accessible environmental print. That is because Spanish teachers label the walls with different

kind of information; the space for creating an adequate environment that leads to a successful English literacy development is not enough.

In order to solve this problem, the Director of Atenas Elementary School was asked to collaborate with this study. After talking to her, she was willing to provide the classroom called “Sala de Espejos”. As mentioned in chapter one, the classroom environment is very important; fortunately, this classroom was bright, comfortable, clean and had a nice color. The main characteristic is that it had mirrors all around and a nice green carpet. The teacher made use of all the spaces and walls in this classroom because it was decorated and filled with labels, letters, words, grammatical structures, pictures; posters and work done by children; children were excited about the idea of working there because this was a classroom that they really liked.



### Library Corner

In this room “Sala de Espejos” a space called “The Library Corner” was created. The objective of this area was to enable the books, notebooks, magazines, writing folders and big books to be stored in a readily accessible place for the children. This area had carpets to make it as comfortable as possible, as well as toys to make it as attractive as possible. The aim of this corner was to attract the children to open the story books, feel curiosity about what was written and what the stories were about. All this material, books, stories, flashcards, etc, were taken from the English Department Library.

Chapter number two describes how children interests vary greatly towards literacy. In fact, it became an evident reality because during the few minutes of spare time that children had in the lessons, many of them went to the library corner. Children opened the stories or big books and looked for words they had already seen, afterwards; they tried to figure out what the story was about.

Surprisingly, some children preferred to stay in “Sala de Espejos” during the break time. They were very interested in the books and all the material stored there. As literacy interests vary greatly in children, there were some others who were doing other activities, drawing in the writing center, messing about or playing during the break time.

Of course, there were activities guided by the teacher using these books during the lessons; all the activities had a purpose.



### Writing Center

This Writing Center was simple to create; it required a table with a selection of paper in different shapes, colors and sizes and cardboard with pencils, crayons, colors, markers, pens, glitter, water paints and brushes.

Children were able to go to this center and choose the material they wanted to use for developing their activities and writings. As with most literacy provision and activities, the teacher had an important role beyond the provision of materials. That is because children tended to spread and throw the materials and the teacher needed to remind them about organization rules.

Children were fascinated by the idea of taking the material they preferred for writing or drawing.

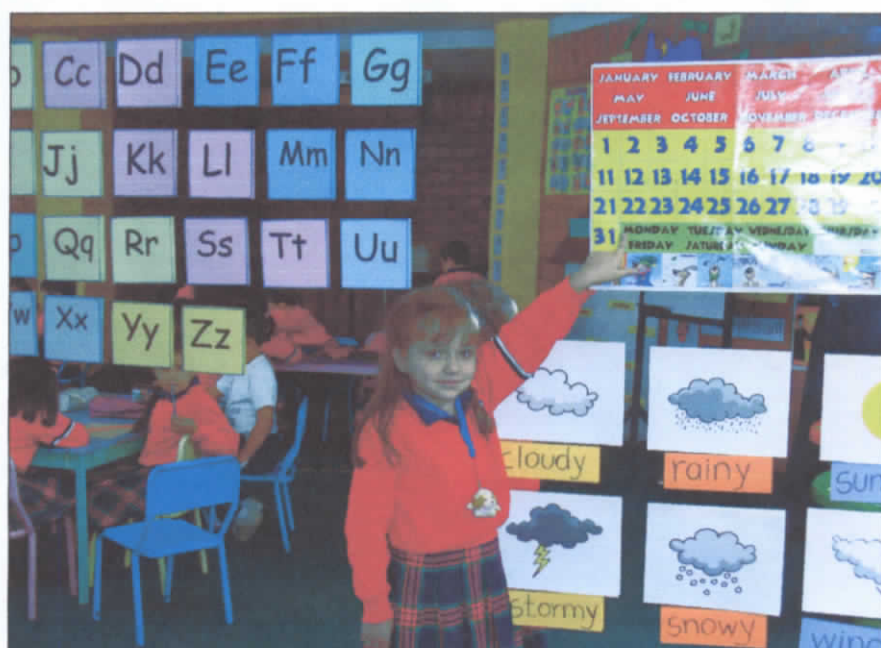


#### 4.2.1.2 Recognizing Letters

Children should be able to readily recognize and name the letters of the alphabet, whether in lowercase or uppercase. This was done the previous seven months in order to prepare them for more complex writing skills; children were given extensive experiences with letters. Reading alphabet books with children and making alphabet books together were very helpful. However, there were many other ways to make letters an *integral* part of the classroom environment.

In “Sala de Espejos” room, children were surrounded by letters sticking on the walls and mirrors; there were alphabet strips, letter posters, letter puzzles and labels.

When children were performing their tasks, those letters were very helpful because they used them as a guide but also to confirm that they were doing everything correctly. Moreover, those letters were used for games that children enjoyed to perform. It was also a great help when children learnt the Spanish Alphabet System because it allowed a better recognition of sounds since, English and Spanish Systems are quite similar.



#### 4.2.1.3 Spanish Teacher Help

Children spent more time with the Spanish teacher than with the English teacher. For this reason, the Second grade “A” Spanish teacher was involved and in this study. Some of the topics that children studied in Spanish were similar to the topics studied in English. Therefore, the Spanish teacher asked children to write in English the

same words written in Spanish during some lessons. She challenged children to pronounce the same word in Spanish and in English.

The Spanish teacher tried to speak English with the English teacher in front of the children. Also, she used commands and short instructions in English.

#### **4.2.1.4 Songs and Rhymes in Print**

Songs promote language development and focus attention on rhymes and other sound patterns. They are also a wonderful way to help children connect words and meaning with print. At the same time they provide fun and phonemic awareness. Songs were particularly effective for shared reading that led to writing because children loved songs.

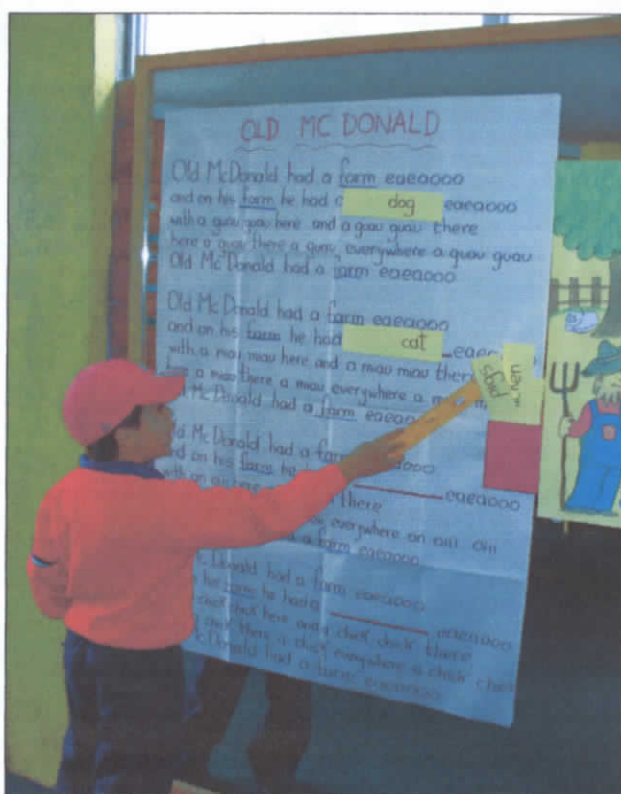
The teacher linked the song or rhyme to print by displaying the lyrics on a chart, inviting children to read along and then children sang the song while the teacher pointed to each word in it. However, there were some ways to extend and reinforce the connections of words and print. All these possible ways of reinforcement were applied with children.

- ❖ Children were sent home with the lyrics of the songs, as well as other songs and rhymes children learnt at school, for parents to sing with them at home. As teachers we know that children love teaching their parents something new.
  
- ❖ Challenge children to hunt for things on the song chart, for example, words that appear more than once, words that rhyme or begin with a certain letter, or words

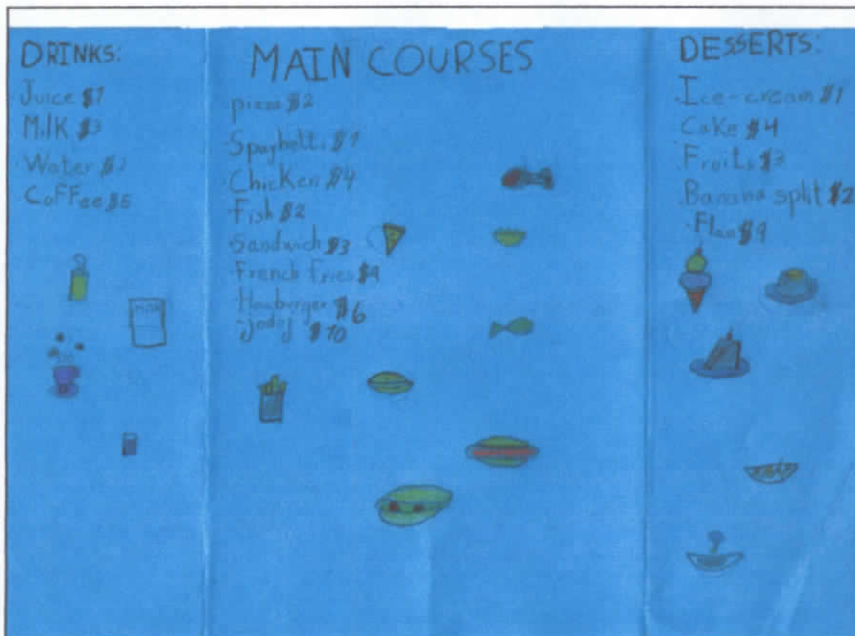
in a certain category, such as animal sounds in *Old MacDonald Had a Farm* or the various people who appear in the *Wheels on the Bus*.

- ❖ On a pocket chart children were invited to insert the missing phrases, which were written out on sentence strips. They learnt a lot even when they were playing with mixing up phrases and laughing at the results, such as chicks making “a moo-moo here and a moo moo there” All these activities were performed by the children in groups, pairs or individually.

Singing songs benefited all kind of learners because children were able to use a variety of multiple intelligences they could possess. Among the possible multiple intelligences they used when singing songs were: Linguistic, Bodily Kinesthetic, Musical Intelligence, Spatial Intelligence or Natural Intelligence.



#### 4.2.1.5 The daily Menu



For young children, it was better to include pictures or photographs of the food items next to the words. Consulting the menu became a daily habit and children began to recognize simple words. Through this activity, the teacher supported children's print awareness and used some strategies as follows:

- ❖ Showed children the menu with only words visible and invited them to predict the lunch of the day, emphasizing how the written words provide this information.
- ❖ Asked the child or group of children what they noticed about the words or letters being examined. For example, “How many words do you see here for this food?”
- ❖ The interaction of the teacher helped. For example when the child knew the letters and was beginning to grasp that the letters in the printed word corresponded to the sounds in the spoken word, the teacher said something like, “Here is how I know this word might be peanut. It starts with a *p*, and that says /p/.
- ❖ Asked children to think of other foods they might like to have for lunch that began with the same letter or sound.
- ❖ Finally, menus could also be used to talk to the children about the types of foods that keep them strong and healthy.

Children enjoyed making their own menus and even more when they played with them “at the restaurant” with real food. Also children liked to show what they did to their parents and tell them what they ate. It was a good pair or group work

#### 4.2.1.6 Stories

Storytelling provides rich contexts for children to construct knowledge about the world and that world knowledge supports all areas of the curriculum. Also, it fosters learning by providing a context for children to get feedback on their thinking and ideas. The following are some ideas that can be used; this is an example used with the story “The Three Little Pigs”

The teacher:

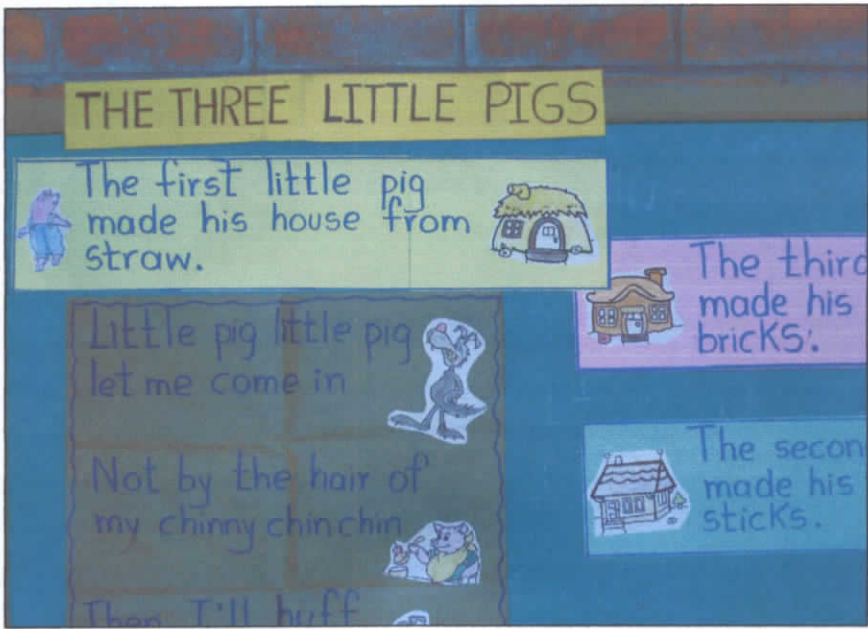
- ❖ Presented students the story with some real objects: real straw, a few sticks, and a real brick. Students touched this material and discussed its texture, weight, etc. After that, the teacher asked the students to think of a story that they probably have heard that includes these types of materials.
- ❖ Made a review of the story having students work together to sequence pictures from it that showed what happened first, second, third, next, etc. Also, introduced a retelling chart showing the repetitive words that the pigs and the wolf used in the story.
- ❖ Generated a discussion regarding the characters, the problem and the solution in this story by asking questions.

Once again, children were able to use different kind of multiple intelligences and become really involved in the activities derived from stories.

**Cross Curricular Connections Generated from songs:**

Children put into practice all these curricular connections which were beneficial for all kind of learners as well as interesting. They practiced them in pairs, groups and alone.

- ❖ **Art:** make pink paper pigs, create playdough pigs, and experiment with straw paint blowing. (Spatial Intelligence, Bodily Kinesthetic Intelligence)
- ❖ **Math:** Focus on ordinal position (first, second, third, etc). (Logical Mathematical Intelligence)
- ❖ **Literacy:** make stick or stand up puppets for retelling the story or make a “Three Little Pigs” Mural with interactive writing. (Linguistic Intelligence, Interpersonal Intelligence)
- ❖ **Science:** perform blowing/ air experiments or learn about real pigs (characteristics, where they live, what they eat, etc). (Natural Intelligence)
- ❖ **Music/Movement:** Sing/Act out Ten Pink Piglets or manipulate the pigs on the poem chart. (Bodily Kinesthetic Intelligence, Musical Intelligence)
- ❖ **Social Studies:** learn about various types of homes/ shelters or make a collage of wants and needs. (Spatial Intelligence, Natural Intelligence)



There are many more activities that can be performed through stories. They are very attractive for children and they can create their own story books made of different materials or colors and have a collection of them.

In the classroom there were additional activities done by the children, which helped them to increase their writing practices:

- Students colored specific letters of the alphabet with specific colors.
- Students wrote in their notebooks words that they were asked; for example, words that began with “s” “p” or any other letter.
- Students wrote simple answers that they could find in the story by looking at the pictures.
- Students tried to match the story with the pictures.
- Students performed role plays of the stories.

- Students drew the part of the story that they liked the most with the corresponding written part.

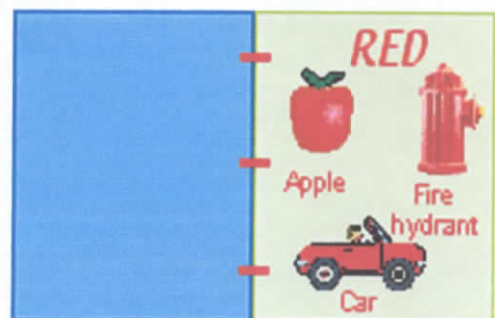
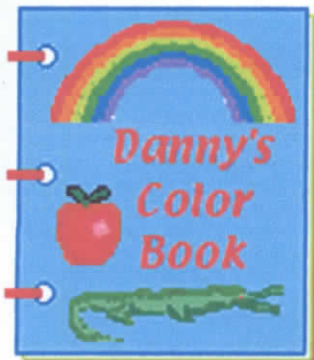
The examples of stories that were used with the children can be seen in ANNEX N° 5

#### 4.2.1.7 Books

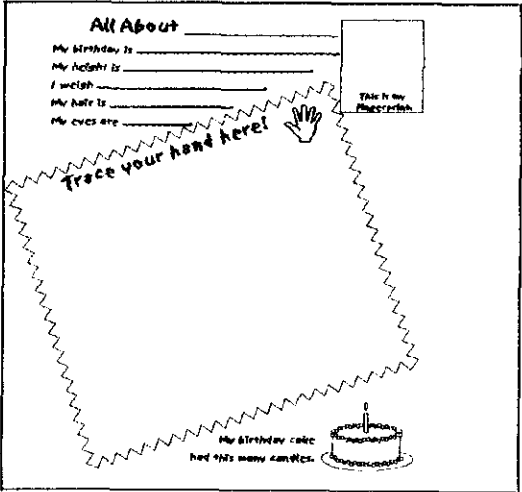
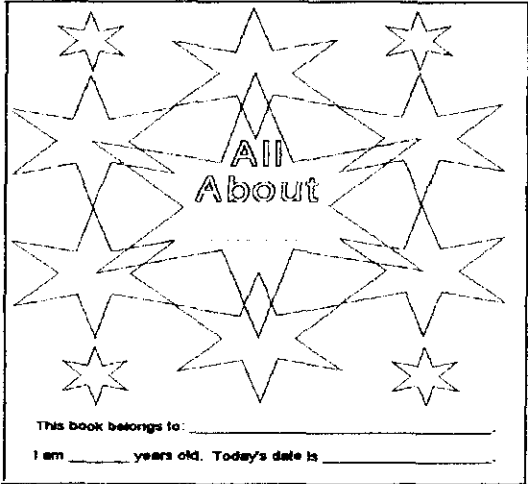
Children made their own books which were based on different topics. Through this activity they practiced vocabulary.

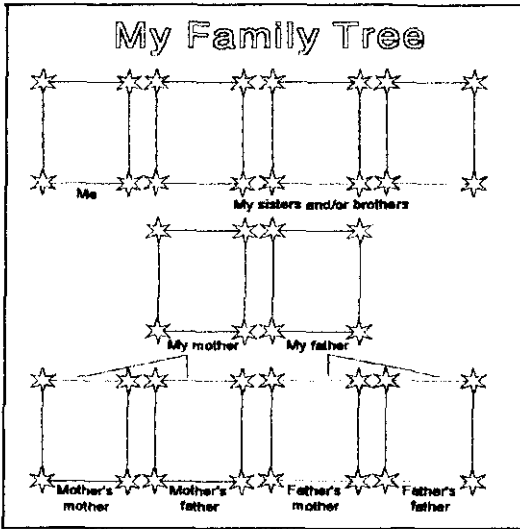
The books were made with the alphabet, colors, animals, clothes and with children's personal information. When children developed the books they had fun and at the same time they wrote a lot without realizing and that was the main objective of the activity. In order to create the books, they were allowed to take the material they preferred from the Writing Center.

##### a. Colors Book



b. All about me Book





### My Favorite Things

My favorite color is \_\_\_\_\_

My favorite food is \_\_\_\_\_

My favorite holiday is \_\_\_\_\_

My favorite book is \_\_\_\_\_

My favorite toy is \_\_\_\_\_

My favorite animal is \_\_\_\_\_

My favorite song is \_\_\_\_\_

My favorite web site is \_\_\_\_\_

### My Favorite Activities, Hobbies and Sports

I like to play with \_\_\_\_\_

My favorite sport is \_\_\_\_\_

My favorite place to go is \_\_\_\_\_

I like to draw \_\_\_\_\_

My favorite game is \_\_\_\_\_

I like to collect \_\_\_\_\_

My favorite hobby is \_\_\_\_\_

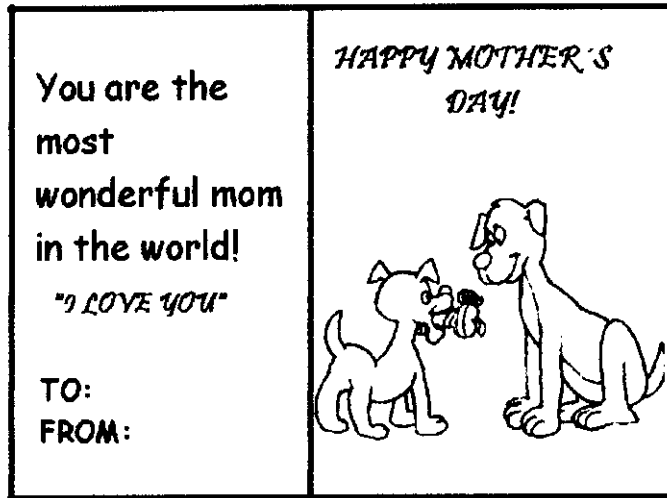
#### 4.2.1.8 Cards

Children enjoyed making art and crafts; cards for different occasions allowed them to combine both. Through them, they were using their own imagination and creativity but also sharing ideas with their partners or group. During the school year there are many special dates and holidays where cards can be developed by children.

Cards are a good writing practice task but six-year-old children needed the help of the teacher during the time they were expressing themselves and addressing the person to whom the card would be given. That is because they were not ready to write phrases and sentences on their own; there were times where the teacher had to write a model on the board and children just copied it. It was not something harmful or bad because even when they copied, they practiced some written language features: spelling, punctuation, word spacing, etc.

Sometimes, children wrote in English the same card they had written in Spanish with the help of the English teacher. It was a good practice because they knew the exact meaning of the words; those words could be used in future practices.





#### 4.2.1.9 Posters

There were lots of activities that could be done through posters with children. Children were able to work individually, in pairs or groups. Once that the purpose was to practice writing, children worked on posters according to the topic they were studying. They wrote simple descriptions of pets, family, transportation, professions, and short sentences. Also they drew their own pictures or pasted pictures and photographs.

After children finished, they felt very happy and proud of the work done when they showed it to their classmates or teacher. They were even prouder when the teacher showed interest and asked questions because they felt important.

# My Pet



His name is Treedo  
It's big  
It's brown  
It's sad

Martin Barreno



#### 4.2.1.10 Lists

Children developed different lists. These were “shopping lists of: food words, food words for animals, color words for animals, etc.

The objective through this activity was to practice words which belonged to the same category. Children were challenged to write as many words as they could for each category even when they failed in some spelling aspects. They were assigned to write the weekly shopping list for their moms.

Also, children were asked to write the things they wanted to buy; then, they went to the fruits and vegetable stall created in the classroom. They paid the shopping lists with paper money which they drew beforehand. Example:

- **You want to prepare a vegetable soup. Write the ingredients you need to buy at the Supermarket.**



### 4.2.1.11 Invitations

Learners loved writing invitation cards; they were done according to different occasions. Through this practice, children had the opportunity to practice days of the week, time, dates, etc. Children liked this activity more when they were asked to switch those cards with the classmate they preferred. However, invitations can be used for real events or birthdays in the school. Second grade “A” children celebrated their teddy bear’s birthday in the classroom.

**PARTY INVITATION**

# PARTY TIME!





Dear \_\_\_\_\_

Please come to \_\_\_\_\_ party

on \_\_\_\_\_

at \_\_\_\_\_ o'clock.



See you!

On \_\_\_\_\_ at \_\_\_\_\_ o'clock we  
(date) (time)

celebrate \_\_\_\_\_ 's birthday.  
(Child's name)

**Come and have lots of fun!**

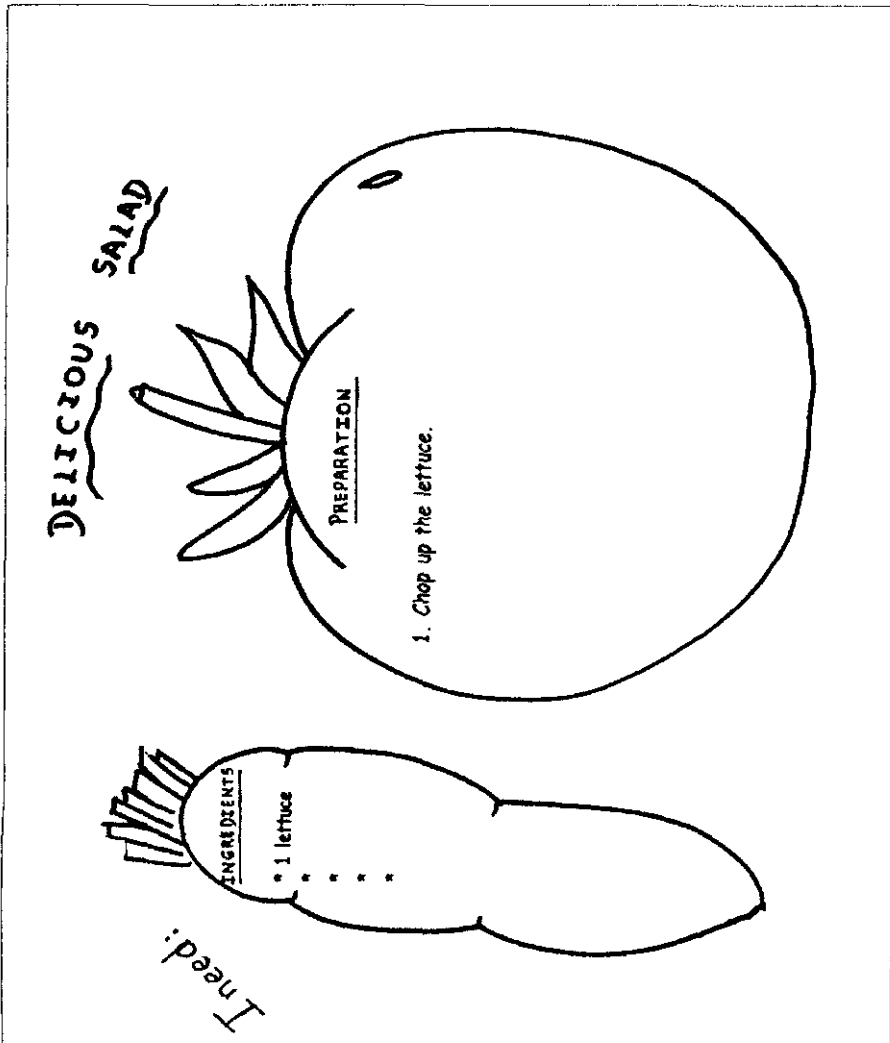
#### 4.2.1.12 Recipes

Children found easy to write the ingredients for recipes; however, they needed to write very simple commands in the preparation.

Children do not like to write too much, if they do it, they feel bored and they do not understand what they are writing.

The recipes written by children were prepared in some cooking lessons. Children felt very motivated and enthusiastic.

- **Preparing a Salad**

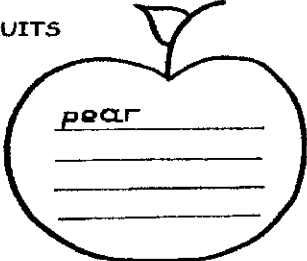
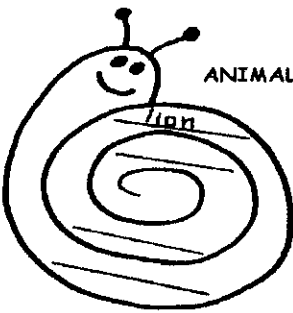


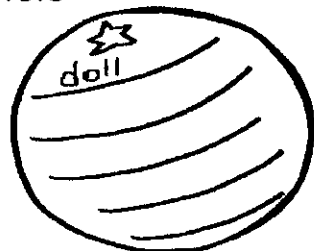
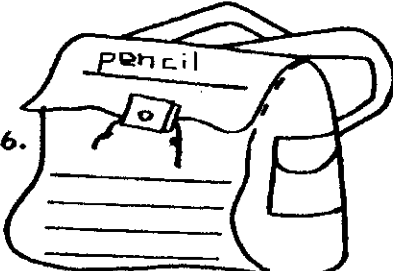


#### 4.2.1.13 Dictation

Children developed some dictation exercises in the lessons. During this practice reading and writing were strongly combined. The letters in each word were spelled and children copied the word letter by letter. In other cases, the whole word was dictated.



After this exercise, children were challenged to check their classmate's dictation. There was a list on the board with the words properly written, this was something that children really liked to do and they took their role seriously, however, the most important is that children had the opportunity to reinforce the correct spelling in the words while they were checking it.

Listen to the teacher and copy the words in each categorie.

<p>FRUITS</p> <p>4.</p> 	<p>ANIMALS</p> <p>2.</p> 
<p>CLOTHES</p> <p>3.</p> 	<p>PLAYGROUND</p> <p>4.</p> 
<p>TOYS</p> <p>5.</p> 	<p>SCHOOL</p> <p>6.</p> 

#### 4.2.1.14 Letters

This is an example of a letter that children wrote almost at the end of the application activities. Children needed to do something that had meaning and was interesting for them. Generally, children get bored when they practice simple sentences without a purpose and a real context. All the vocabulary and structures wrote in this letter were known by the children. Through letters children practiced descriptions, likes or dislikes, etc, furthermore; they learnt to build up paragraphs. There are some mistakes that most of the times are spelling mistakes. It is important to say that children enjoyed this activity and they were very happy when the teacher told them to give it to the person they wrote it for.

abcteach	Friendly Letter Form	Writing
.....		
		_____
		Dear <u>Anita Gabi</u> ,
<u>How are you?</u>		
<u>Do you like Ambato?</u>		
<u>I like Ambato.</u>		
<u>My house is big</u>		
<u>I have dog. The dog is brown.</u>		
<u>I like spaghetti, chicken, ice-cream, pizza.</u>		
<u>In my house there is one car. There are two bikes.</u>		
<u>Res.</u>		
<u>I hope you are fine.</u>		
<u>Answer my letter soon</u>		
<u>Good bye</u> 😊 🍕		
Your friend, <u>Anita Maria</u> 🍕		

#### 4.2.1.15 Writing Games

Games became a daily routine for children, children were very motivated, and they worked in groups or pairs and the most important: they practiced writing and learnt a lot. Many children liked to work and write on the board, then, that it was a good opportunity for them. Some games were adapted and played in the playground area as children liked to go there. The following are examples of some games applied:

- **Fast words**

The class is arranged into rows. The first person in each row is given a piece of chalk. The blackboard is divided into sections.

No more than six teams.

The teacher calls a letter and the students must write as many words as they can beginning with that letter, in the allocate time.

Their team-mates can call out hints, but be warned, it is very noisy.

Next, the second member gets the chalk and goes to the board and the teacher calls out a new letter.

The team with the most correct words is the winner.

- **Whispers**

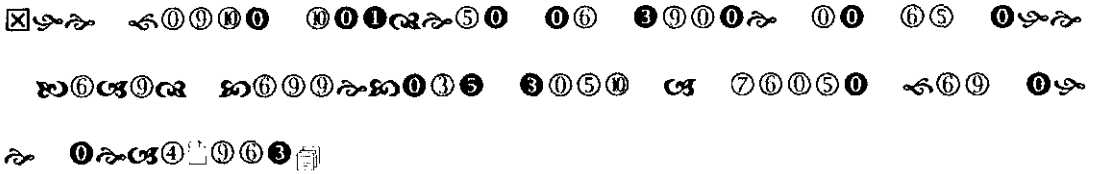
Divide the class into even rows.

The last member of each row (at the back of the class) is taken out of the classroom.

A “key” letter, word or sentence is given to them.

The students run back inside, and whisper the “key” to the next student in their row.

It is whispered down through the row until the last member writes it on the board.



- **Alphabet Sculptures**

Divide the students into teams and call out a letter of the alphabet. Award a point to the first team that can form the letter with their bodies. This can be done in the playground.

- **Bingo**

Bingo can be used with any topic. Blank Bingo sheets can be used, and students can write or draw randomly in the boxes. The winner is the first student to cross out all the numbers/letters etc. on the sheet.

- **The Bomb**

Pass a ball, object or a flash card around a circle of students. When the timer rings, the student holding the ball must answer a question, make a sentence or write a letter or word.

- **The Magic Finger**

Print a letter of the alphabet on the board. Instruct the students to stand and face the board. Raise your 'magic finger' and trace the letter in the air. Be silly and use other parts of your body to trace the letter, e.g. elbow, foot, nose, and tongue.

- **On my back**

Line up the students in two teams and have them face the front. Show an alphabet flashcard to the student at the back of each line and have them use their finger to draw the letter on the back of the student in front. The next student draws on the next student and so on. The student at the front of each line then writes the letter on the board.

- **Scrabble**

Write a selection of letters on the board. Explain to the students that they have to make up as many words as possible from the given letters. The teacher models one or two examples on the board for them. Give them a time limit.

- **Spelling Bee**

This can be done with the whole class or in two teams. The first player in team one is given a word to spell orally. The teacher writes the letters on the board as they are spelled out loud. If correct, the team gets a point. If you do a class competition, line the students up and give them words one by one. When they make a mistake they must sit down. The last student standing is the winner.

### **4.3 Writing folders and Activity Varieties**

It was necessary to reinforce the activities children did through assignments that they could easily develop at school or at home. Many children answered positively to the question about homework which is favorable for the teacher and a good practice for

them. When children performed those activities at school, they had the constant monitoring of the teacher; when the activities were sent as homework, they had clear explanation of what to do. However, there were times when parents were required to help and monitor their works, especially if the homework involved a dictation practice.

All this work done by children on paper or cardboard was kept on folders that were collected and checked everyday in order to have an idea of their progress.

The following are examples of these activities:

#### **4.3.1 Repetition Activities**

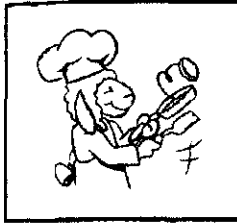
Repetition is considered a boring and useless writing practice for children. However, from the experience seen in adults, repetition contributes to develop phonemic awareness and spelling improvement in notorious ways.

Children find these activities interesting only if the worksheets are attractive and the number of repetitions is few.

## NUMBERS

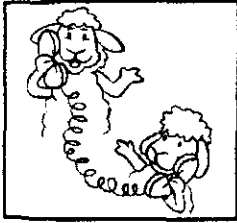
**Counting Sheep - 1, 2, 3, 4**

Trace. Write.



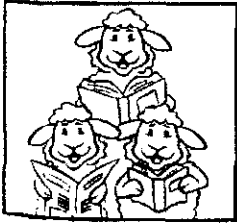
1

one



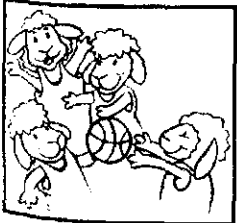
2

two



3

three

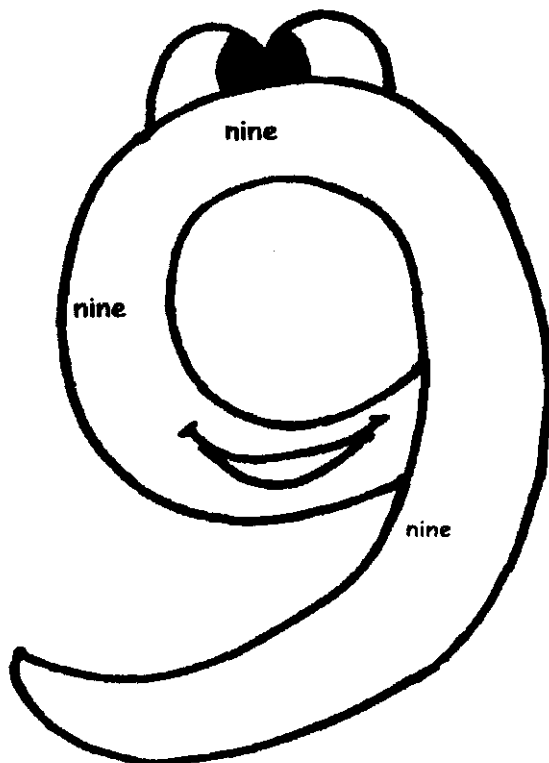


4

four

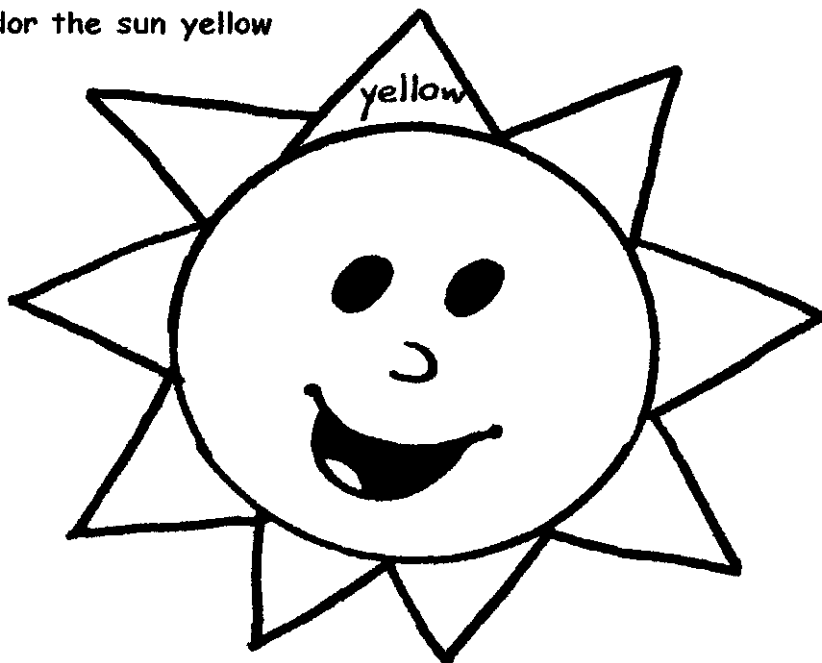
Writing numbers and number words

Repeat the number 10 times

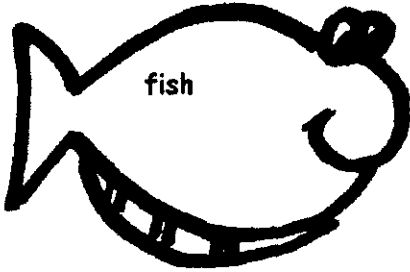
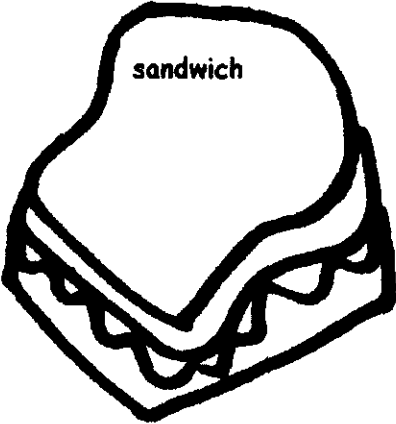
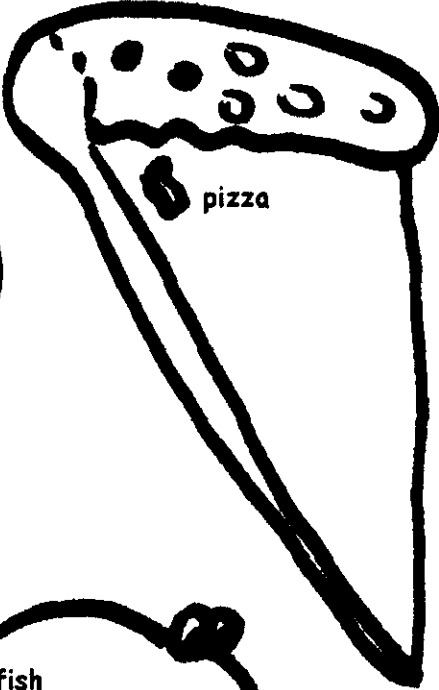
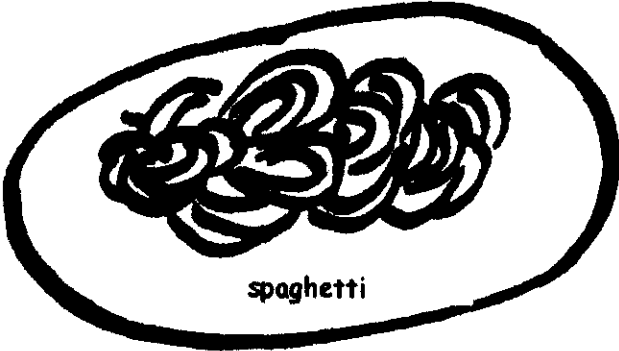
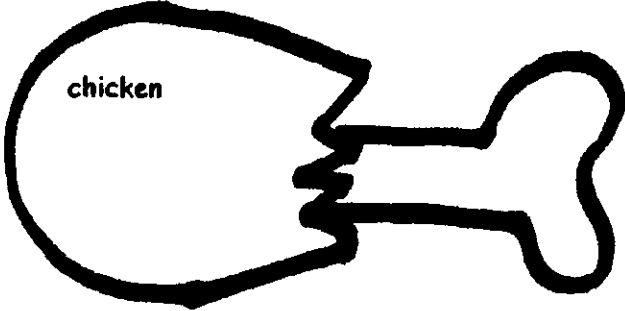


Repeat 8 times the word yellow

Color the sun yellow



Repeat each word 5 times



Repeat 3 times each word

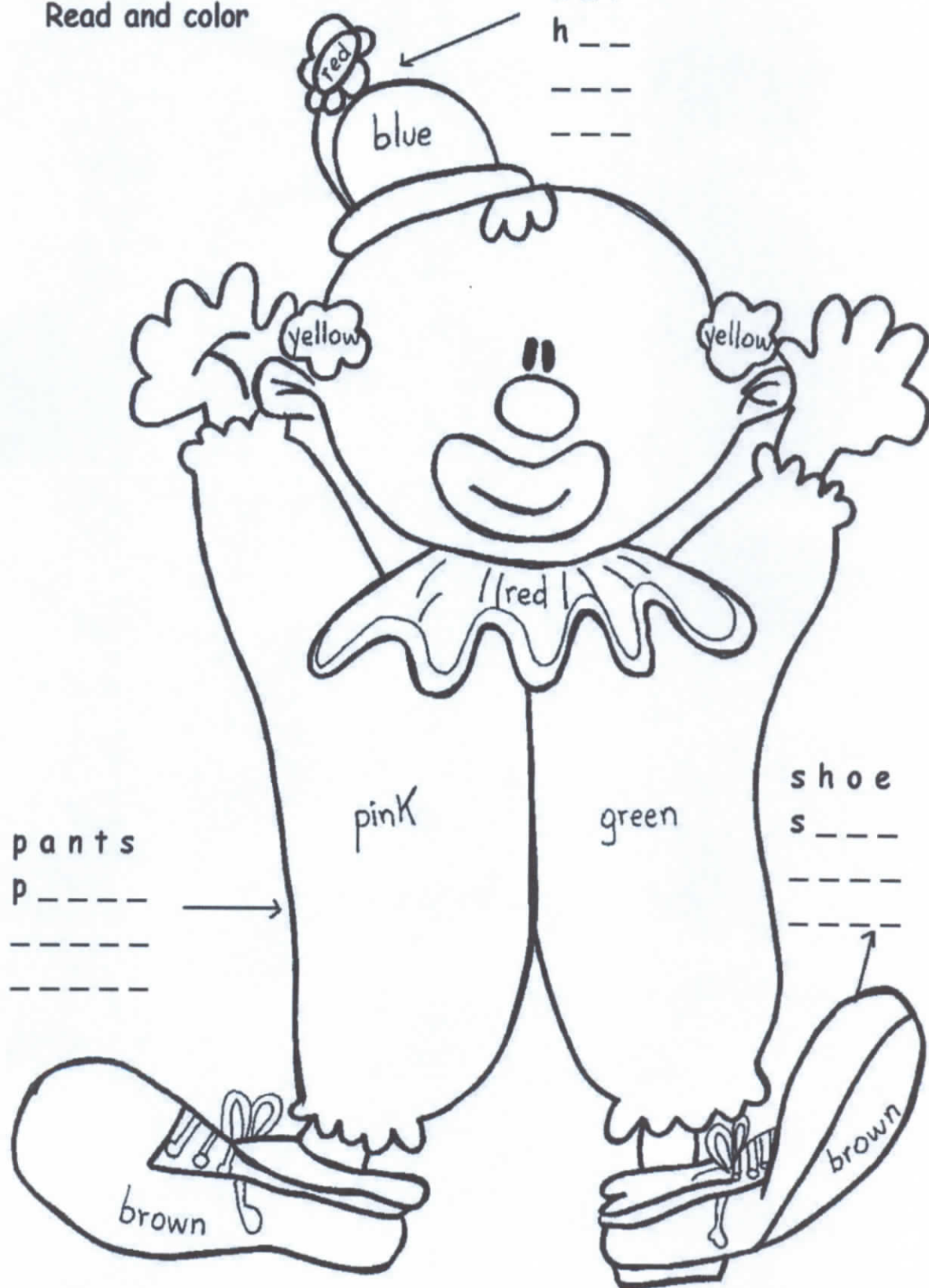
Read and color

h a t

h \_ \_

---

---



p a n t s

P \_ \_ \_ \_

---

---

s h o e

s \_ \_ \_

---

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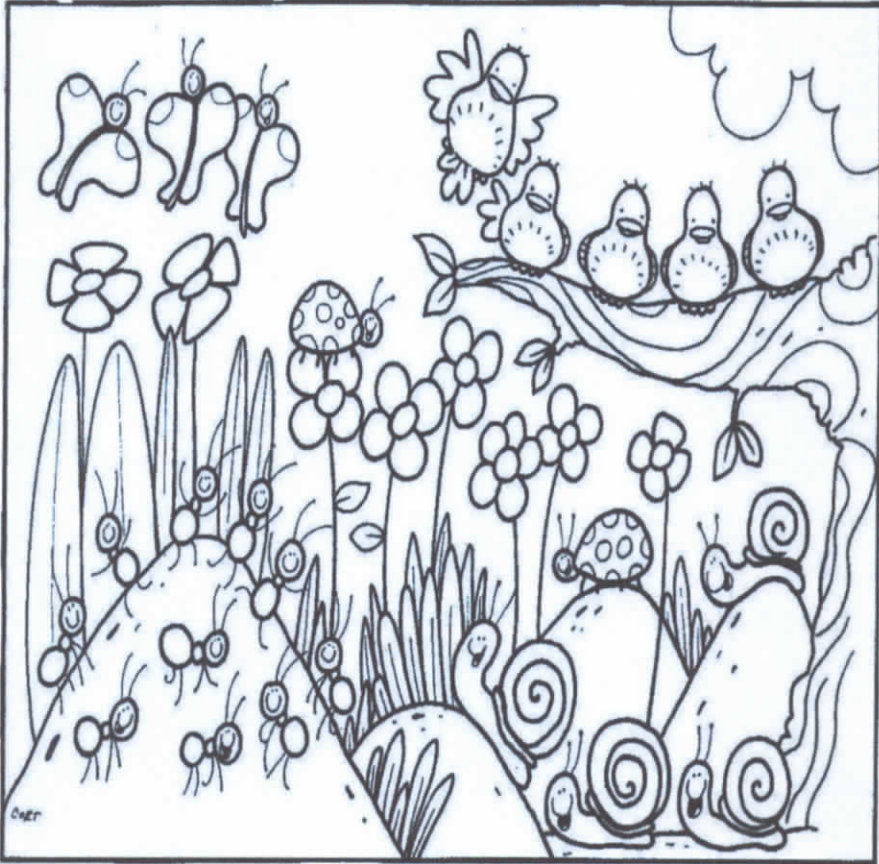
brown

brown

### 4.3.2 Fill in Gap Activities

Children did these activities in different ways. The teacher provided the words that needed to be used or children completed them according to their own knowledge. This practice allowed children to think about the best option and recall what they had learnt in order to write it down.

Complete the sentences and color the pictures.



\* There are \_\_\_\_\_ red flowers.

\* There are \_\_\_\_\_ orange butterflies.

\* There are five blue \_\_\_\_\_.

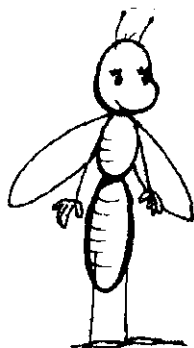
\* There are ten black \_\_\_\_\_.

\* \_\_\_\_\_ four brown \_\_\_\_\_.

\* There's one green \_\_\_\_\_.

Complete and color

His \_ Her



Her name is

Sindy

---

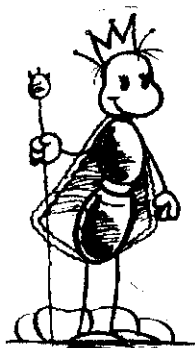
Sindy is blue.




---

Sam

Sam is green.




---

Lulu

Lulu is yellow.



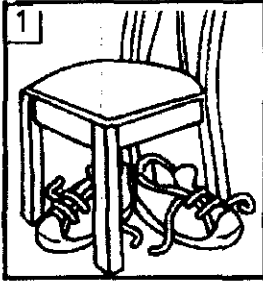

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Pocho

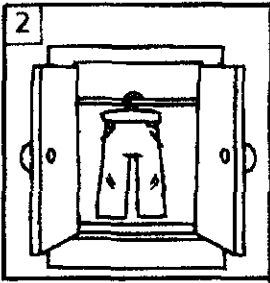
Pocho is red.

Complete the sentences  
using the words in the box.

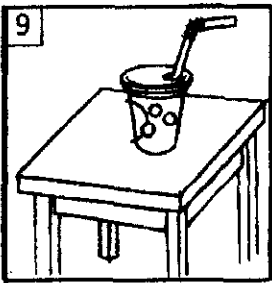
clown - shoes - The - on -  
closet - in - chair - the -  
table



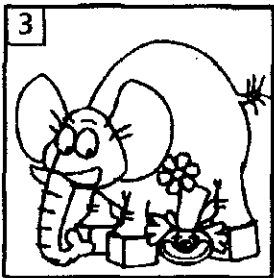
The \_\_\_\_\_ are under the \_\_\_\_\_ .



\_\_\_\_\_ pants are \_\_\_\_\_ the \_\_\_\_\_ .

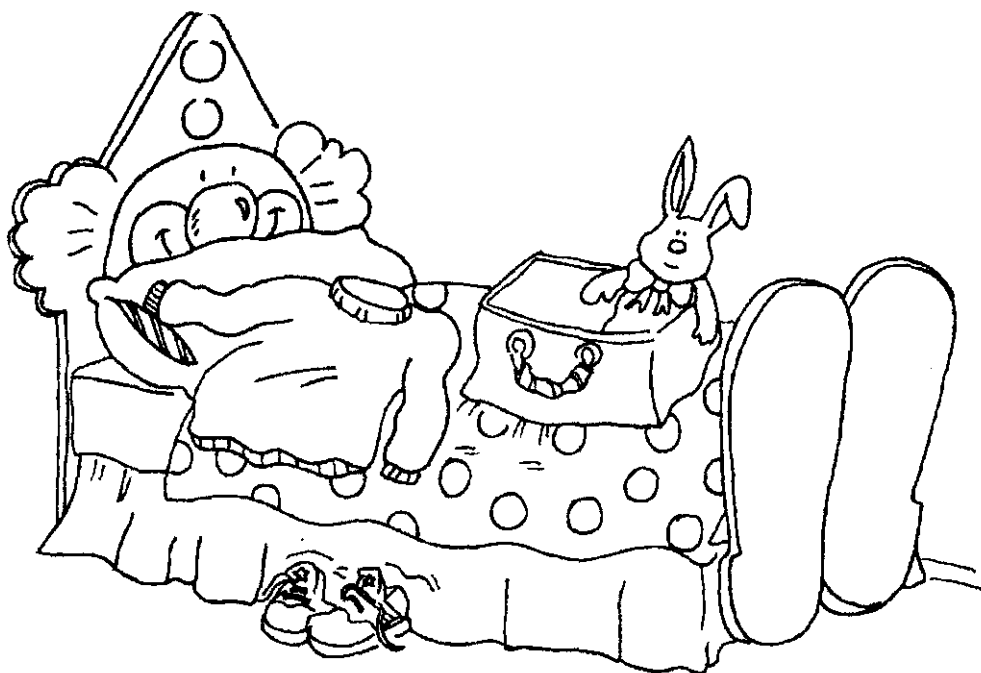


The soda is \_\_\_\_\_ the \_\_\_\_\_ .



The \_\_\_\_\_ is under \_\_\_\_\_ elephant.

Complete the sentences.



- a. -The rabbit is \_\_\_\_\_ the bag.  
 b. The shoes are \_\_\_\_\_ the bed.  
 c. The sweater is \_\_\_\_\_ the bed.

in  
on  
under

\* Read and color the picture.

- The sweater is brown and pink.
- The shoes are yellow.
- The rabbit is gray.
- The bed is red and blue.
- The bag is orange.

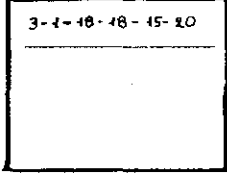
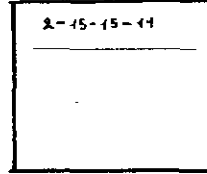
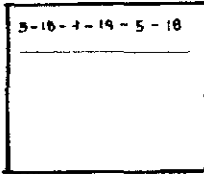
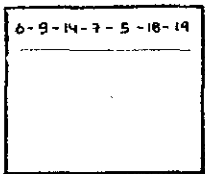
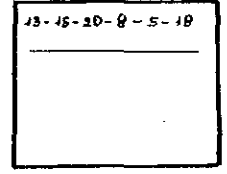
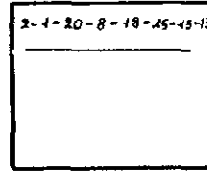
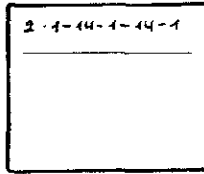
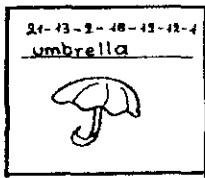
### 4.3.3 Alphabet / Letter Codes

#### Writing in codes

Through this activity, children had fun trying to discover the possible words but also they practiced spelling when writing. They needed to be concentrated because a wrong number could mean a spelling mistake.

\*Look at the alphabet key

\*Discover the names of different objects, write them and draw them.



### ALPHABET KEY

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
1	2	3	4	5	6	7	8	9
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
10	11	12	13	14	15	16	17	18
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	
19	20	21	22	23	24	25	26	

## Animal Alphabet

As children had to write words with each letter of the alphabet, they tried to remember all the words that they knew. When children did not remember and could not write words with some letters, they took stories from the library corner, looked for the needed words and copied them.

- Find an animal for each of the letters of the alphabet, e.g. A is for ant

A is for \_\_\_\_\_

T is for \_\_\_\_\_

B is for \_\_\_\_\_

U is for \_\_\_\_\_

C is for \_\_\_\_\_

V is for \_\_\_\_\_

D is for \_\_\_\_\_

W is for \_\_\_\_\_

E is for \_\_\_\_\_

X is for \_\_\_\_\_

F is for \_\_\_\_\_

Y is for \_\_\_\_\_

G is for \_\_\_\_\_

Z is for \_\_\_\_\_

H is for \_\_\_\_\_

I is for \_\_\_\_\_

J is for \_\_\_\_\_

K is for \_\_\_\_\_

L is for \_\_\_\_\_

M is for \_\_\_\_\_

N is for \_\_\_\_\_

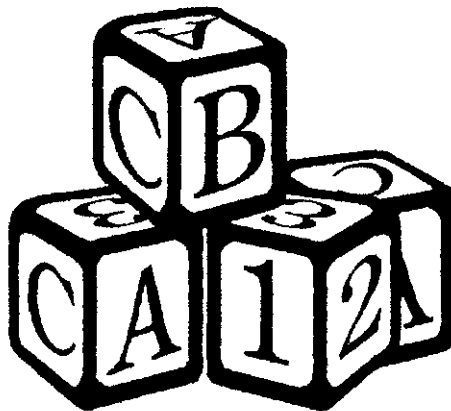
O is for \_\_\_\_\_

P is for \_\_\_\_\_

Q is for \_\_\_\_\_

R is for \_\_\_\_\_

S is for \_\_\_\_\_



### 4.3.4 Word Games and Puzzles

#### Word Sorting Activities

These activities reinforced most of the words that children learnt during the school year. It allowed them to practice spelling and being focused on the task once that they need concentration.

\* Sort the words above in the boxes below.

potatoe  
finger  
red  
brown  
turtle  
carrot  
toes  
watermelon  
spider

nose  
rabbit  
yellow  
orange  
apple  
head  
onion  
pineapple  
blue

apple  
dog  
purple  
tomatoe  
hand  
cat  
bird  
pink  
snake

lion  
green beans  
pear  
mouth  
legs  
banana  
strawberries  
ears  
black

**ANIMALS**

**PARTS OF THE BODY**

**FRUITS AND VEGETABLES**

**COLORS**

\* Sort the animals in alphabetical order

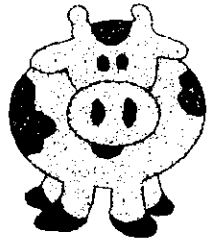
pig	1.
horse	2.
cat	3.
rooster	4.
sheep	5.
hen	6.
goat	7.
elephant	8.
lion	9.
duck	10.
chicken	11.
spider	12.
monkey	13.
tiger	14.
dog	15.

Sort the fruits in alphabetical order

cherry	1.
peach	2.
apricot	3.
banana	4.
apple	5.
orange	6.
melon	7.
lemon	8.
pineapple	9.
grape	10.
plum	11.
watermelon	12.
strawberry	13.
pear	14.

• Sort the following animals into each category.

panda elephant whale  
cat bird snake  
giraffe lion kangaroo  
cow duck bear  
gorilla dog tiger  
monkey zebra horse



**DOMESTIC**

**WILD**

**BIG**

**SMALL**

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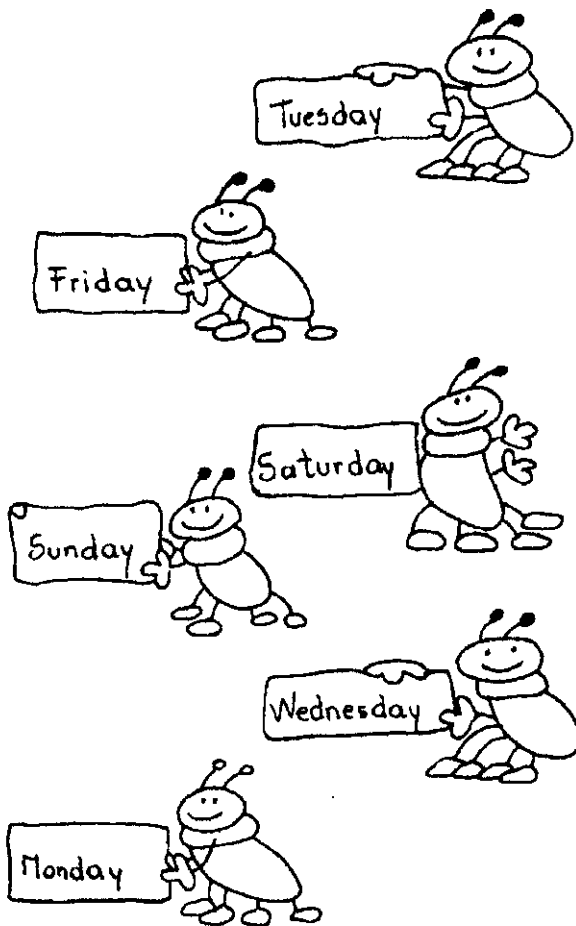
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WRITE THE DAYS OF THE WEEK IN  
ORDER INSIDE THE BOXES.

①	
②	
③	
④	Thursday
⑤	
⑥	
⑦	



Place the words on the correct space according to the pictures.

sofa - ball - glue stick - pineapple - pear - table - car - eraser - father - hand  
 toes - boot - book - ice-cream - ten - teddy bear - pineapple - father - hand



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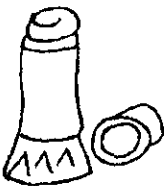
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10

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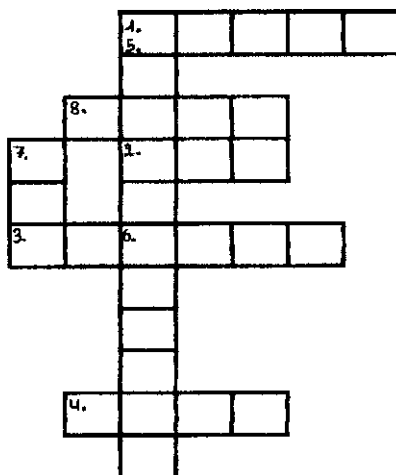
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## Puzzles

Apart from being entertaining, puzzles kept children motivated and helped them to reinforce words that they had studied. This activity was done individually, in pairs or in groups.

### ANIMAL PUZZLE

Write the animals of the pictures in the correct place.



#### HORIZONTAL



#### VERTICAL



## BODY PUZZLE

Clues:

### 3 letters

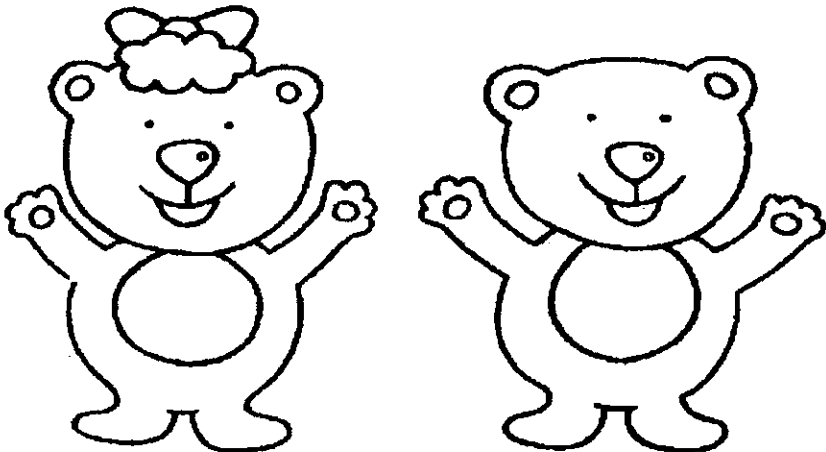
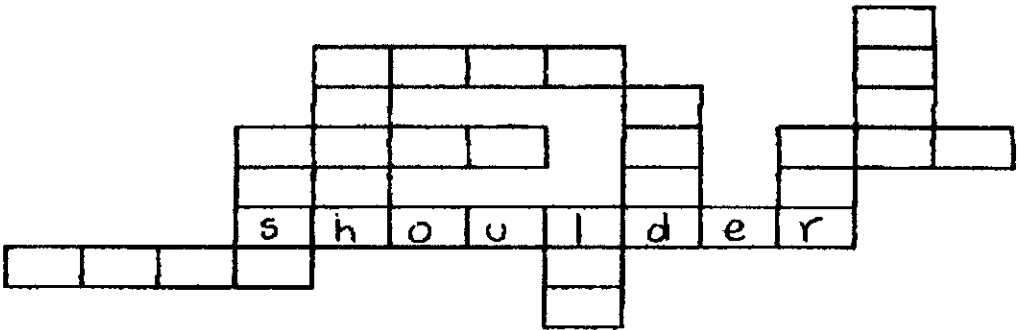
ear  
eye  
leg  
toe

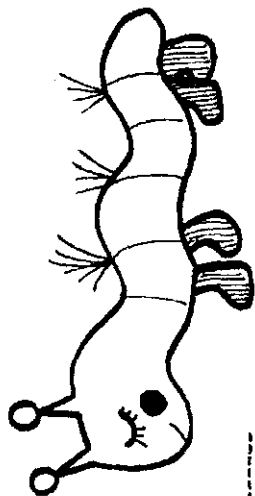
### 4 letters

body  
head  
knee  
neck  
nose  
tail

### 8 letters

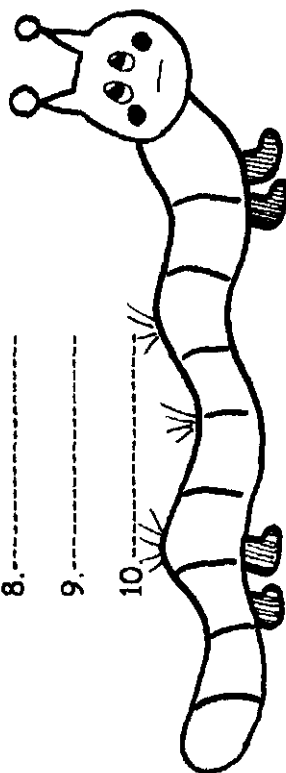
shoulder



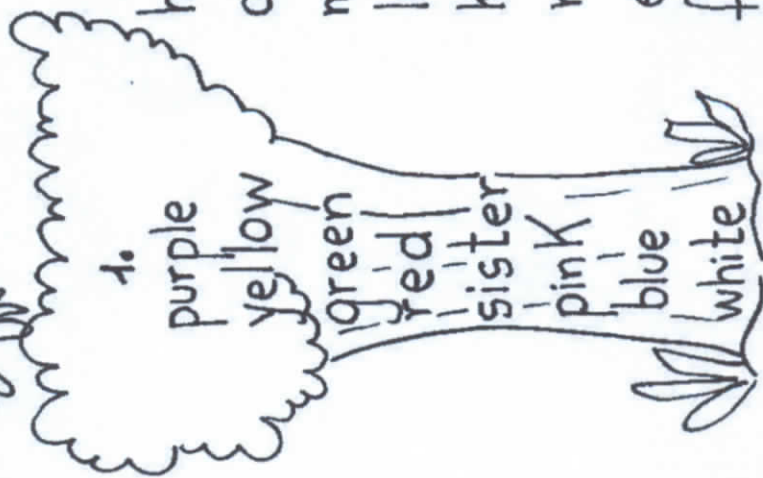
WORD BUILDING ACTIVITY

Piece the parts of the words together to make "whole" words.

- |       |        |      |          |
|-------|--------|------|----------|
| nes   | cken   | day  | 1.-----  |
| cil   | toe    | yon  | 2.-----  |
| na    | sand   | na   | 3.-----  |
| ba    | ca     | ma   | 4.-----  |
| cra   | wed    | wich | 5.-----  |
| to    | a      | pen  | 6.-----  |
| pple  | French | rrot | 7.-----  |
| fries | chi    |      | 8.-----  |
|       |        |      | 9.-----  |
|       |        |      | 10.----- |



Write in the box the word that does not belong to the list.



1.

purple  
yellow  
green  
red  
sister  
pink  
blue  
white

2.

hair  
arms  
mouth  
leg  
Kitchen  
nose  
eyes  
fingers

3.

glue stick  
boy  
book  
pencil  
marker  
pencil case  
crayon  
eraser

4.

egg  
ice-cream  
apple  
watermelon  
spaghetti  
pizza  
chicken  
teddy bear

5.

six  
one  
tomatoe  
eight  
nine  
ten  
eleven  
twelve

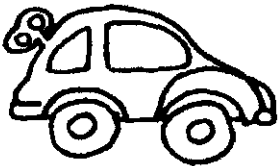


sister

### 4.3.5 Unscramble Words and Sentences

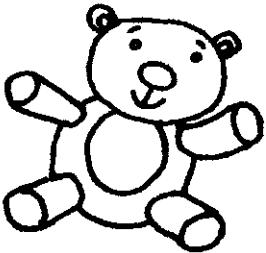
Children did these activities with sentences or words. For sentences, it depended on the grammar structure they were studying and on what the teacher wanted to reinforce; children worked in groups and pairs. It was a pretty hard activity for some children but at the end they accomplished it even when it took them a long time.

Unscramble the words.



rac

\_\_\_\_\_



yeddt reab

\_\_\_\_\_



nitar

\_\_\_\_\_



labl

\_\_\_\_\_



apaenril

\_\_\_\_\_



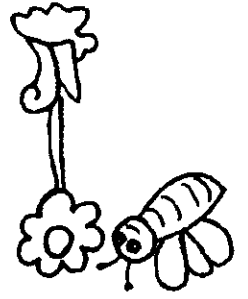
olld

\_\_\_\_\_

**Unscramble the sentences.**

1. is turtle There one

\_\_\_\_\_



2. snakes are There seven

\_\_\_\_\_

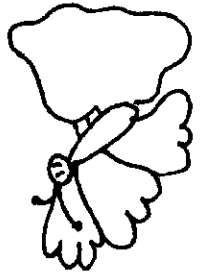
3. dining room The fridge in is the

\_\_\_\_\_



4. an This orange is

\_\_\_\_\_



5. are There five pizzas

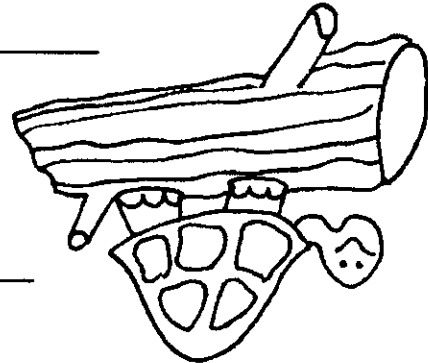
\_\_\_\_\_

6. closet the is bedroom The in

\_\_\_\_\_

7. are These pineapples

\_\_\_\_\_



### 4.3.6 Answering Questions

The main objective through these tasks was to reinforce the simple grammar structures that children were learning. It is not easy to teach grammar, it was one of the ways to make them practice because all the grammar points are basic for later achievements and paragraph construction.

Answer the questions using:

Yes, I do      No, I don't

.Do you like orange juice?  
\_\_\_\_\_

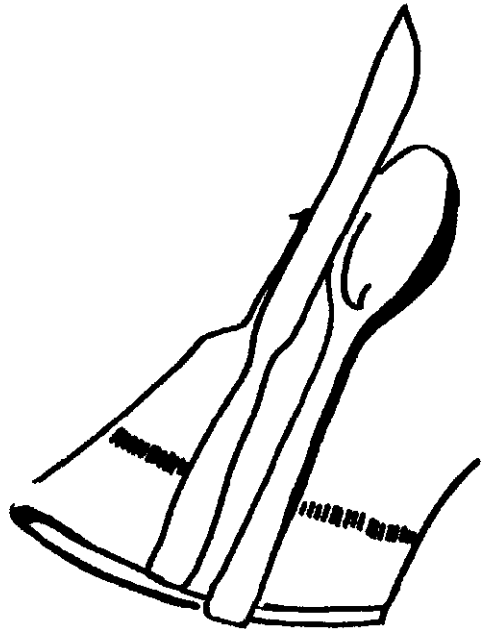
.Do you like cake?  
\_\_\_\_\_

.Do you like humbergers?  
\_\_\_\_\_

.Do you like soup?  
\_\_\_\_\_

.Do you like spaghetti?  
\_\_\_\_\_

.Do you like french fries?  
\_\_\_\_\_



Answer the following questions:

\* Who is she?

She's my .....

Her name is .....



\* Who is she?

She's my .....

Her name is .....



\* Who is he?

He's my .....

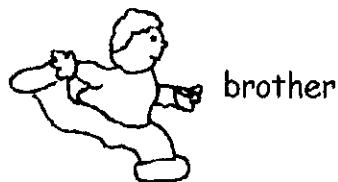
His name is .....



Who is he?

He's my .....

His name is .....



\* Who is he?

He's my .....

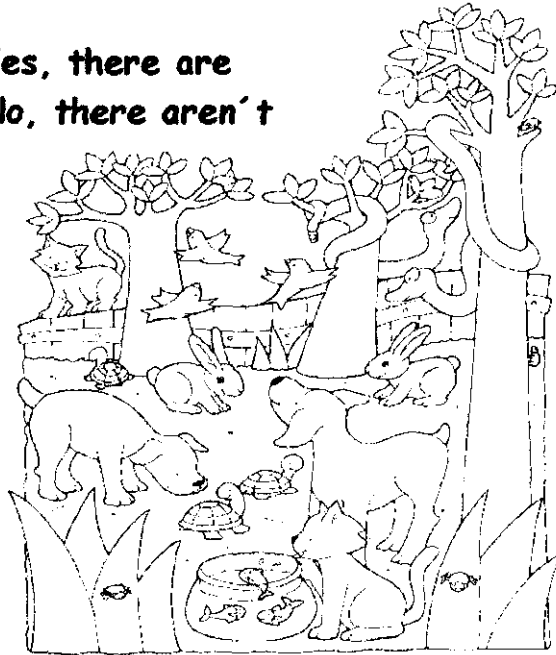
His name is .....



baby brother

Look at the pictures and answer the questions using:

Yes, there are  
No, there aren't



\* Are there any dogs?

---

\* Are there any birds?

---

\* Are there any rabbits?

---

\* Are there any fish?

---

\* Are there any turtles?

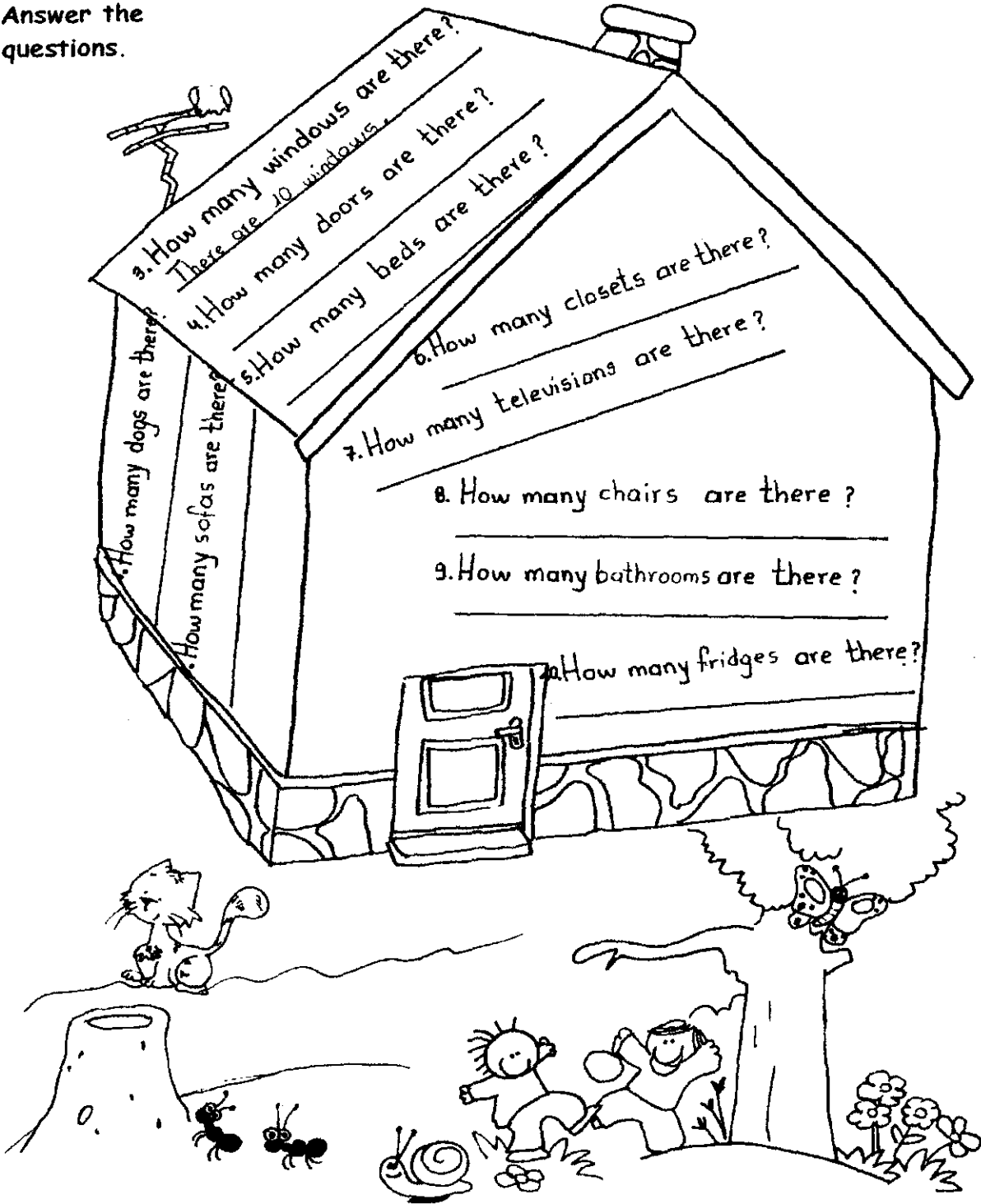
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\* Are there any snakes?

---

## Talk about your home

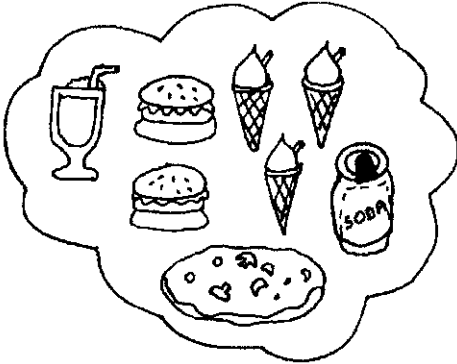
Answer the questions.



### 4.3.7 Writing about Pictures

Through these activities children practiced words, structures or spellings; they were very useful for assignments at school or at home. Most of the activities were done individually by children but sometimes they performed them in pairs.

Look at the pictures and write the orders next to them.



ORDER # 1

one milkshake

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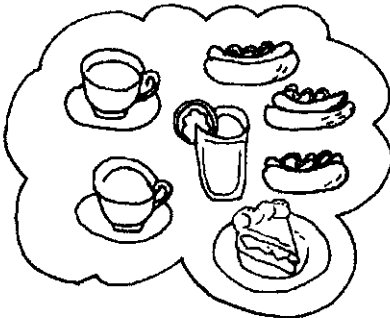
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ORDER # 2

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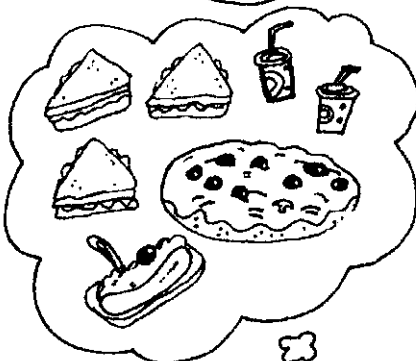
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ORDER # 3

one pizza

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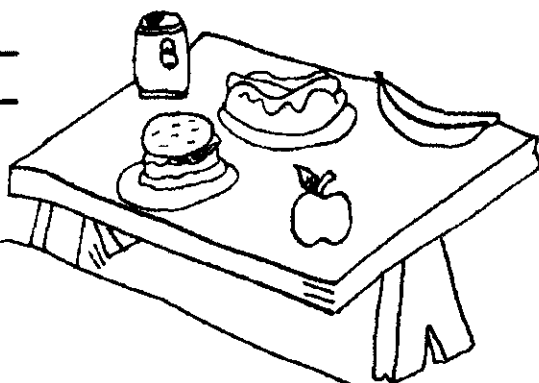
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Look at the pictures and write sentences.

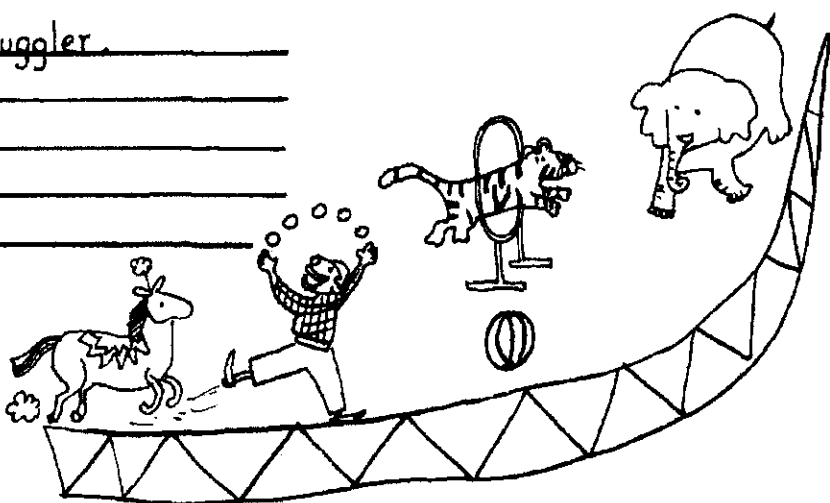
\* There's a hamburger.

\* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_



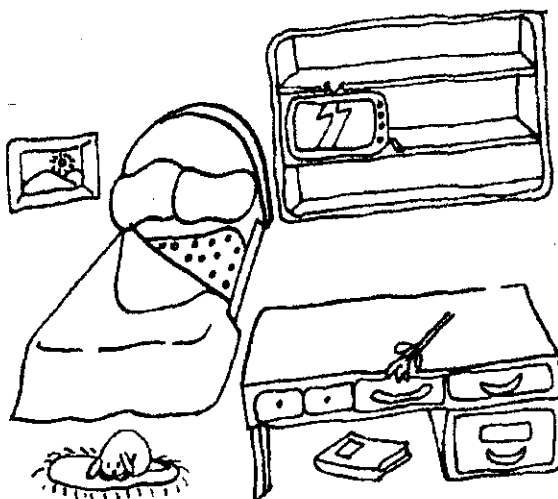
\* There's a juggler.

\* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_



\* There's a picture.

\* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_  
\* \_\_\_\_\_

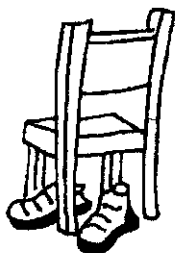


Look at the pictures and write sentences using:

on

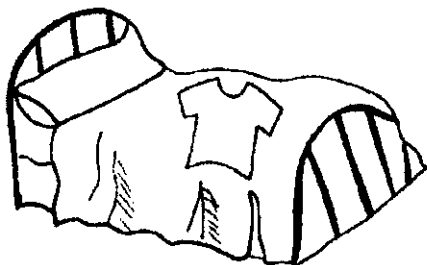
in

under



**The shoes are under the chair**

---



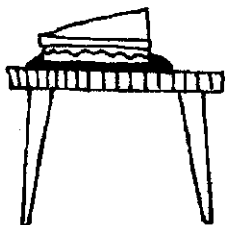
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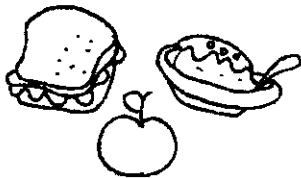


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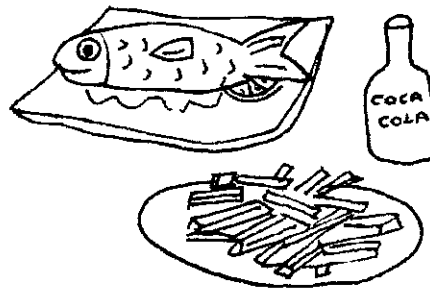


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\* Look at the pictures and write the menus.



1. ice-cream
2. \_\_\_\_\_
3. \_\_\_\_\_



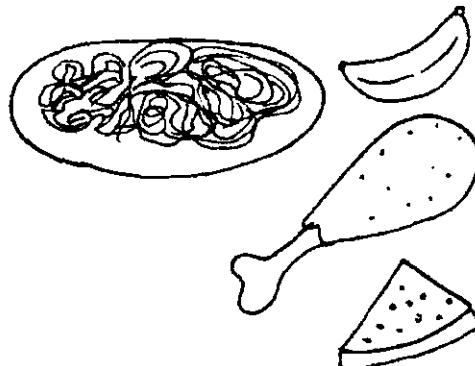
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



4. \_\_\_\_\_
2. \_\_\_\_\_



3. \_\_\_\_\_
4. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

DAYS OF THE WEEK

MONDAY



TUESDAY



WEDNESDAY



THURSDAY



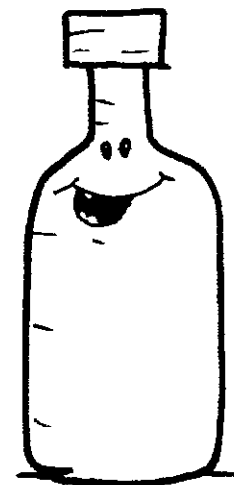
FRIDAY



SATURDAY



SUNDAY



Write inside each bottle the food that you like to eat that day.

### 4.3.8 Extending Words

In this activity, children enjoyed to extend the words in all the possible ways they could. Children who wrote more words were awarded with different prizes or with more minutes in the break time. It was amazing to see how much they knew and the amount of words they were able to write. This activity was used for competition games on the board; it challenged children and helped them to improve a lot.

Use your imagination and write as many words as you can with each letter.

p ear  
e lephant  
n  
c  
i  
l

s  
n  
a  
k  
e raser



m o t h e r  
o  
n  
k  
e  
y

t o m a t o e  
p  
p  
l  
e



b  
e  
d  
r  
o  
o n i o n  
m

s  
h e a d  
o  
u  
l  
d  
e  
r



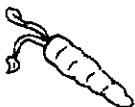
### 4.3.9 Letter Soups

Letter soups could be done in different ways. It was challenging for children because they liked to find all of the words faster than their classmates. Even when this activity was mainly a reading practice, the teacher was able to create writing activities from it. For example children wrote the words found on a separated piece of paper or behind the same paper.

### LETTER SOUP

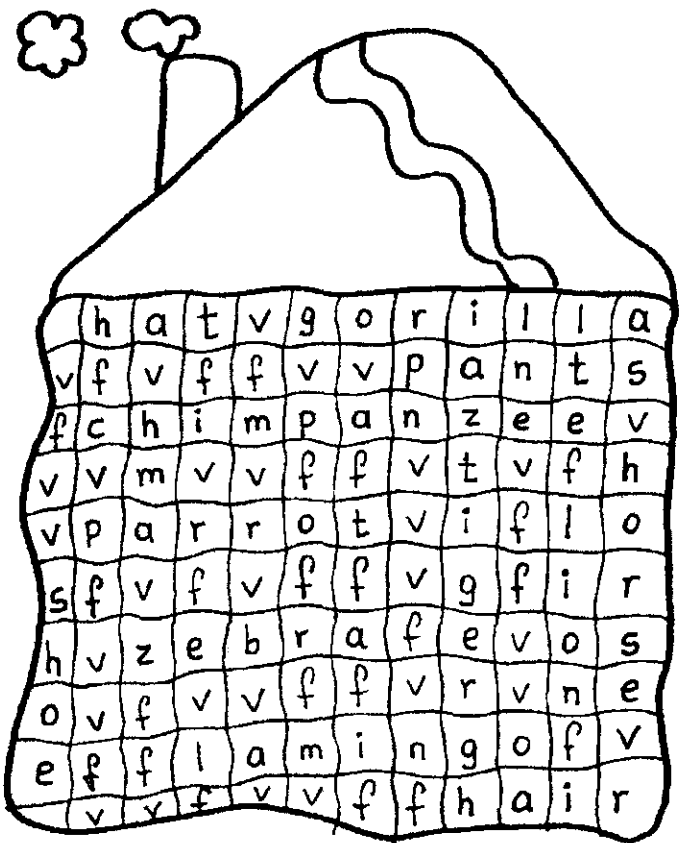
Find the names of the pictures. Write the words found on the notebook.

u	w	d	e	q	r	m	x	s	n	c	a	t	l	k	r	e	d
x	s	t	o	t	o	m	a	t	o	e	u	x	o	l	d	i	w
n	p	q	n	r	d	s	v	u	t	b	i	r	d	m	o	n	a
s	i	k	c	a	r	r	o	t	i	l	v	q	m	o	g	m	t
a	d	w	f	s	p	i	n	e	a	p	p	l	e	p	s	g	e
b	e	x	d	t	o	t	s	o	h	m	b	s	n	a	k	e	r
m	r	y	r	l	n	f	o	r	n	o	d	y	r	r	t	h	m
n	m	o	a	m	i	e	d	j	d	f	i	s	h	s	u	j	e
d	p	t	b	s	o	s	e	e	a	p	r	l	h	t	d	a	l
f	d	f	b	t	n	d	o	g	n	q	s	y	k	u	v	i	o
a	v	o	i	u	w	e	x	j	a	j	t	u	r	t	l	e	n
i	r	u	t	d	d	i	f	t	n	a	p	w	y	v	w	h	x
u	x	m	p	x	e	r	l	d	a	e	t	p	i	z	z	a	e
p	o	t	a	t	o	e	m	s	b	x	v	d	e	b	q	j	w



Find 11 words in the letter soup.

Write the words next to the pictures.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find 16 words.

Repeat each word found twice on your notebook.

A word search grid shaped like a house. The grid is 14 columns wide and 12 rows high. The letters in the grid are as follows:

					d	s	t						
				x	w	l	x	m					
			m	x	d	t	i	d	h	t			
		r	d	u	o	v	v	x	u	a	s	r	
	r	o	b	a	l	d	i	r	m	c	x	h	t
	v	u	h	d	s	o	u	n	n	s	d	u	d
	u	s	d	i	n	i	h	g	r	o	o	m	b
	x	d	z	y	i	y	x	r	q	h	r	s	c
	n	t	b	a	t	h	r	o	o	m	s	n	f
	h	s	c	e	f	g	s	o	r	c	e	d	b
	d	t	p	h	x	m	d	m	f	h	z	u	i
	d	e	s	k	s	u	w	c	v	p	t	k	r
	e	l	e	p	h	a	n	t	d	s	u	v	e
	d	t	h	s	d	w	i	h	v	d	r	r	o
	m	o	m	x	u	k	p	u	p	p	e	t	m

Illustrations surrounding the grid include: a bicycle, a ball, a chair, a kite, a table, a picture, a bed, a dog, a house, a cat, a sun, a bathtub, a person, a table, and flowers.

## **CHAPTER 5**

### **5.1 Results of the Application for the Development of Writing Skills in Atenas Elementary School**

#### **5.1.1 Analysis of the Application with Second Grade “A” Children**

After the application process that intended to improve children’s writing skills, the changes in many aspects were evident compared to the previous months and before this application took place.

Before the application, children were in a room full of printed material in Spanish with little space for the exhibition of their written English work. During the application, children had the opportunity to have their own English classroom and stick their written work all over the walls. They could see their effort on what they did for a long period of time.

Before the application, children were not able to see a rich English environmental print around the classroom, it was not because of the lack of materials but because the lack of space; there were a variety of attractive materials in the English Library. During the application children were able to see functional and colorful materials hanging on the walls such as posters, flashcards, pictures, paintings, etc. These

materials were not only decorative because children referred to them during their writing activities.

Before the application, children did not have access to books, magazines, stories or flashcards during their spare time because the Spanish teachers do not allow children to be inside the classroom. During the application children were welcome to go to “Sala de Espejos” in their free time; they were allowed to take from the library corner the books or stories they wanted and be comfortable on the carpet. Of course, there were golden rules that tried to remind them sensible behavior.

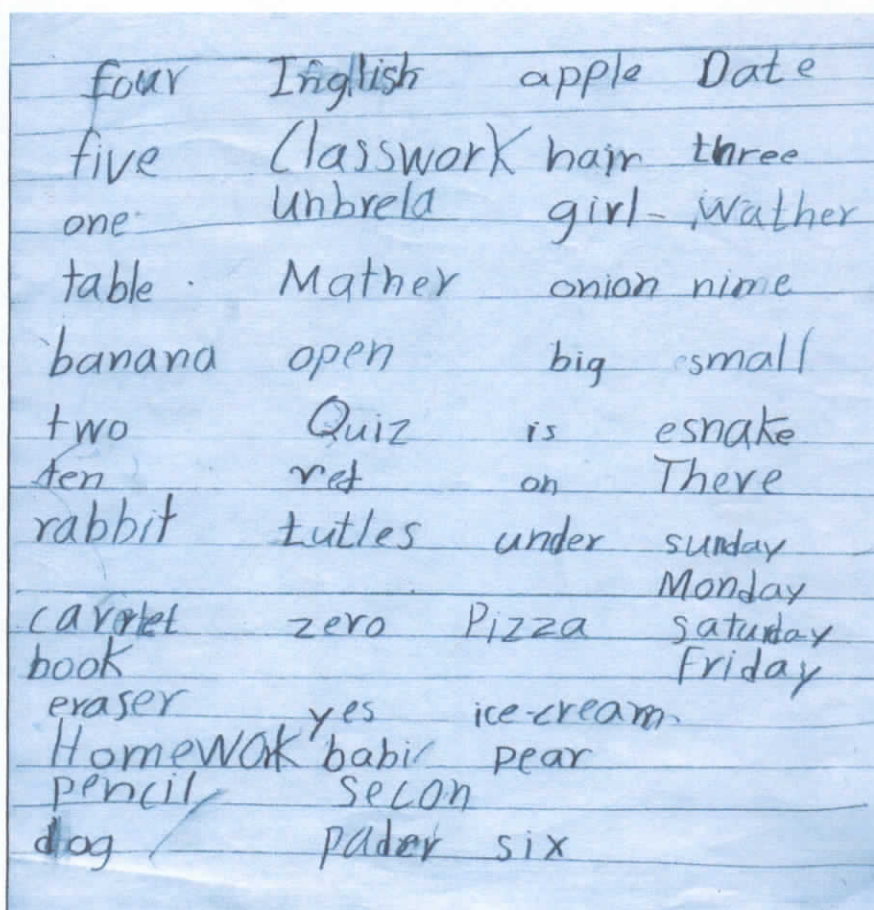
Before the application children were practicing their writing activities without any interaction. During the application, there were games and activities that children had to perform as a team or in pairs; they learnt to be more helpful, to cooperate, to respect and to improve their human values.

Before the application, children could not see writing as something meaningful and useful in real life. During the application, children realized how much value their written work had; they shared invitations, they wrote shopping lists for their moms, they wrote letters and cards for their friends and family, they cooked with the recipes they wrote, etc.

### **5.1.2 Analysis of Spanish and English writing Systems and their influence**

As children had two English hours every day, most of the time they were exposed to Spanish written practices. By the end of the school year, children already mastered

the Spanish writing system and were able to develop paragraphs, sentences, ideas and short essays without any problem. On the other hand, while children were learning the English written system, they tended to make assumptions based on their first language (Spanish) and there were developmental spelling mistakes. For example, instead of writing 'baby', they were writing 'babi' or instead of 'father' they were writing 'fader'.



Even though children still committed some mistakes, they were able to make themselves understood through their writings and they accomplished the annual plan writing objectives. The fact that children had some mistakes did not mean that they were confused with the Spanish writing System or mixing up their writings, they

knew exactly what they wanted to write. As it was mentioned in chapter two, children need to take risks because mistakes are normal in the learning process; they require lots of opportunities for practical activities, this is something that has been done during this study but still they can do it in the following levels because there is enough time ahead. The most important is that children saw writing as something important for their lives, something that is meaningful, something that has a purpose, and at the same time they had fun while they were learning.

### **5.1.3 Analysis of the Survey carried out with Parents after the Application**

The application of this study coincided with the end of the school year, it was necessary to develop a survey for the parents of the selected group. The objective was to find out what they thought about the work done with their children during the last ten weeks and to know if they noticed any improvement. Additionally, it intended to know their actual point of view related to the interference that the Spanish writing system could exert over the development of English writing skills.

Parents were asked to cooperate with this survey during the closure meeting of the school year.

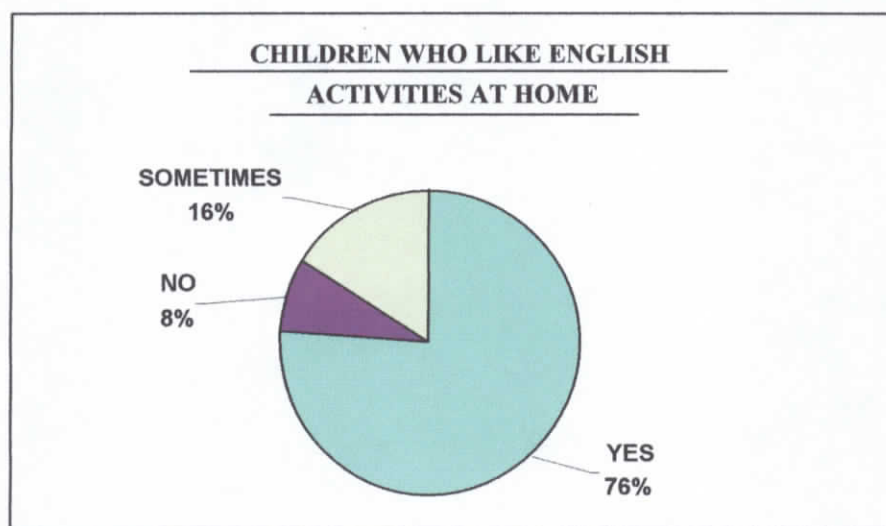
As it was mentioned previously, parents had concerns and many doubts that were normal. It is necessary to consider that parents are really important in the learning process because they give security, protection, love and support to their children. Their opinions are valuable and should be always taken into account by teachers as something important that can help us to improve.

The survey for parents is written in Spanish and can be found in ANNEX N° 5

**Total interviewed parents: 25**

1. *Does your child like to do the English activities at home?*

ANSWERS	TOTAL	%
YES	19	76
NO	2	8
SOMETIMES	4	16



*ANALYSIS:*

According to the diagram, 76% of children liked to do the English activities at home.

16% of children sometimes liked to do the English activities at home.

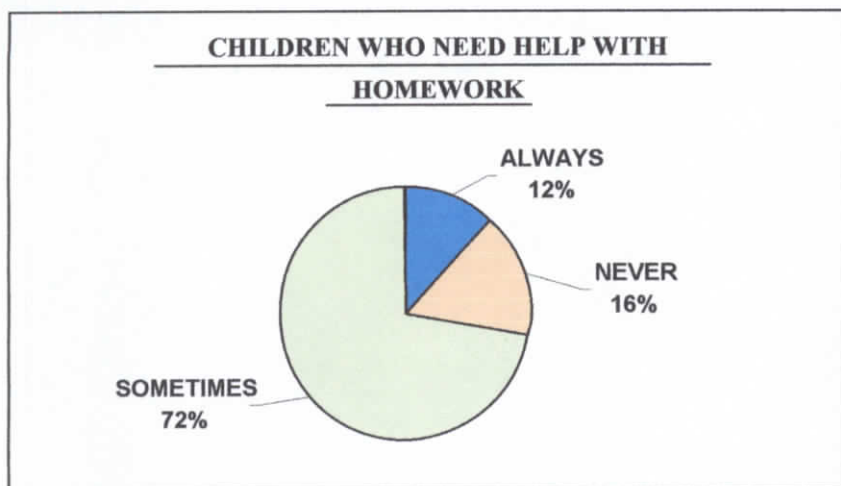
8% of children did not like to do the English activities at home.

It is a satisfactory result that most of the children liked to work at home with the activities sent because in that way they reinforced what they learnt at school. There were a few children that sometimes liked to do them and others who did not like to

do them at all; perhaps the answer could be that they got home very late and tired after extra-curricular activities, sports or clubs.

2. *Does your child need help when doing homework?*

ANSWERS	TOTAL	%
ALWAYS	3	12
NEVER	4	16
SOMETIMES	18	72



*ANALYSIS:*

According to the diagram, 72% of children sometimes needed help when doing homework.

16% of children never needed help when doing homework.

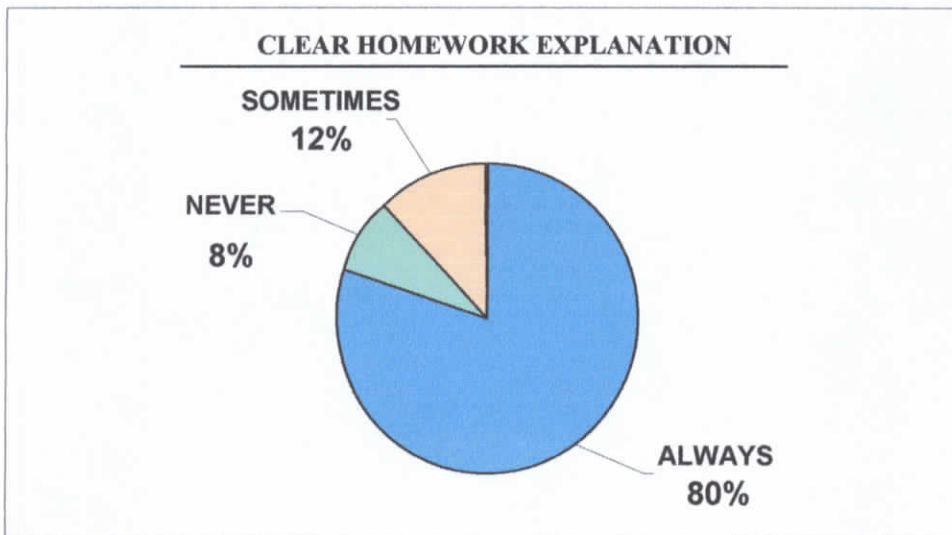
12% of children always needed help when doing the homework.

There were few children that needed help when doing the English activities at home, also few children didn't need any help. However, most of the children needed help

only sometimes. That was not bad because there were activities that required parent's help. However, as children were six, they always needed constant monitoring of the activities they did. Also there were activities where parents needed to help children to find or buy materials.

3. *Do you think that your child has clear what he / she is asked to do as homework?*

ANSWERS	TOTAL	%
ALWAYS	20	80
NEVER	2	8
SOMETIMES	3	12



*ANALYSIS:*

According to the diagram, 80% of parents said that their children had clear explanations of the homework.

12% of parents said that their children sometimes had the explanations clear.

8% of parents say that their children never had clear explanations.

Most of the children had clear the instructions about the homework they needed to do at home. It was important to make sure that all of them listened and paid attention to the explanations. As the homework was only reinforcement of the activities done at school, children would not find them unclear if they paid more attention. However, another problem could be that children who did not have clear what to do in their homework needed to listen again to the instruction but they were too shy to ask for repetition.

4. *Do you think that the activities sent as homework are:*

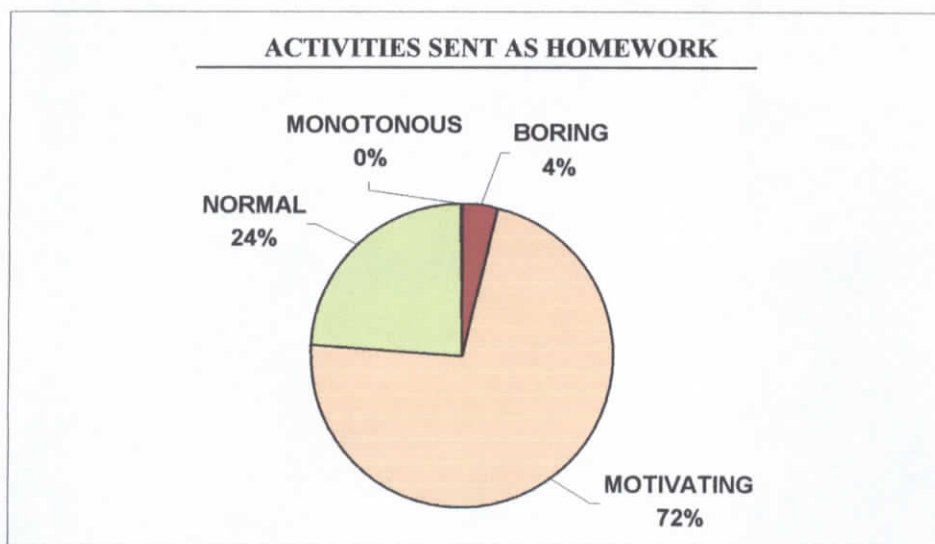
*Boring*

*Motivating*

*Normal*

*Monotonous*

<b>ANSWERS</b>	<b>TOTAL</b>	<b>%</b>
BORING	1	4
MOTIVATING	18	72
NORMAL	6	24
MONOTONOUS	0	-



*ANALYSIS:*

According to the diagram, 72% of parents thought that the activities sent as homework were motivating.

24% of parents thought that the activities sent as homework were normal.

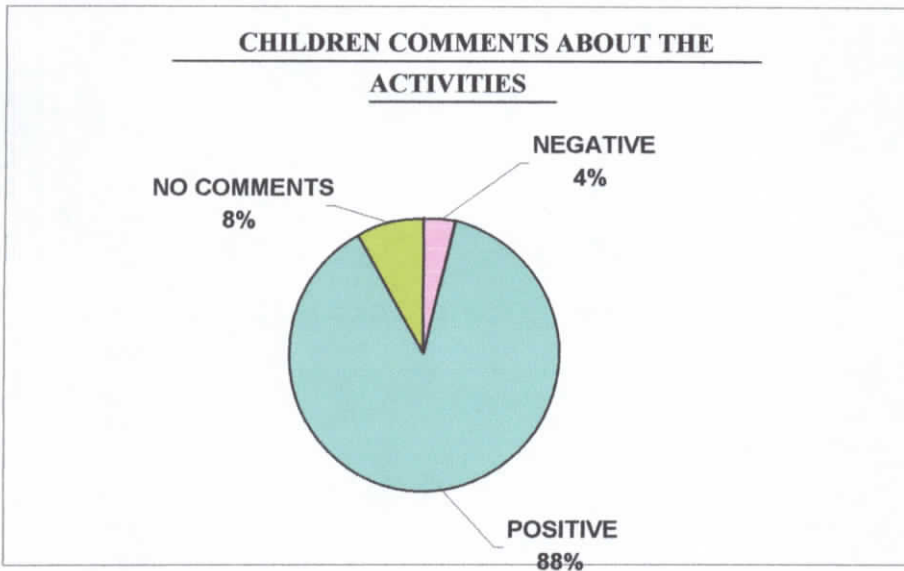
0% of parents thought that the activities sent as homework were monotonous.

4% of children thought that the activities sent as homework were boring.

Fortunately, most parents thought that the English writing activities were motivating and just a small minority thought that they were normal. This was possible once children had a variety of activities which were as attractive as possible and meaningful for children. There was a small minority, who thought that the activities were boring; it was important to know because those activities might not have fulfilled some children expectations, likes and preferences.

5. *How are the comments that your child does with respect to the activities done at school?*

ANSWERS	TOTAL	%
NEGATIVE	1	4
POSITIVE	22	88
NO COMMENTS	2	8



*ANALYSIS:*

According to the diagram, 88% of children made positive comments of the activities done at school.

8% of children did not make any comments about the activities done at school.

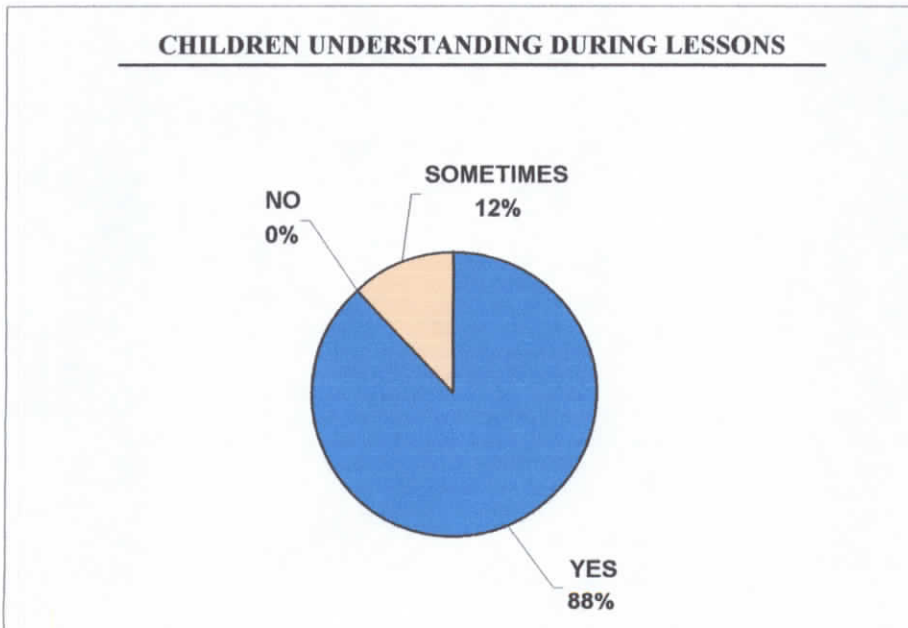
4% of children made negative comments of the activities performed at school.

Children liked to talk to their families about everything they did at school; in this case most of the children made positive comments about the activities done during the English lessons. This result was particularly good because children were the best

judges and they transmitted all their feelings and what they thought to their parents. Their parents felt pleased when they knew that children enjoyed and liked what they learnt. On the other hand, the problem with children who did not comment positively about the activities could be that they needed more care, attention and support from the teacher.

6. *Do you think that your child has enough explanation during the English lessons?*

ANSWERS	TOTAL	%
YES	22	88
NO	0	-
SOMETIMES	3	12



*ANALYSIS:*

According to the diagram, 88% of parents thought that their children had enough explanation during the English lessons.

12% of parents thought that their children only sometimes had enough explanation during the lessons.

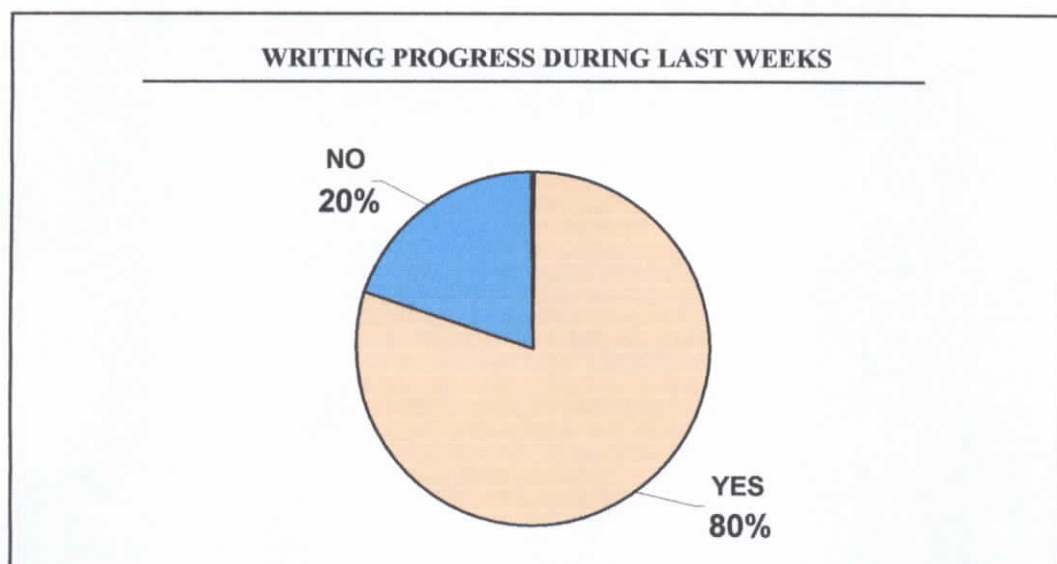
No parents thought that their children did not have enough explanation during the lessons.

Most of parents realized that children had enough explanation at school. The closest answer could be that they saw their children were able to develop all the assignments without too much effort at home but also they knew what to do. Children were developing their tasks very confident and without constant help.

This aspect will help children a lot in the following levels because most of them already learnt how to be independent and responsible for their own work.

7. *Have you noticed any writing progress during the last weeks?*

<b>ANSWERS</b>	<b>TOTAL</b>	<b>%</b>
YES	20	80
NO	5	20



*ANALYSIS:*

According to the diagram, 80% of parents noticed that their children achieved progress in their writing skills during the last ten weeks.

20% of parents didn't notice writing progress in their children during the last weeks.

As it is shown in the results, the majority of parents said that they noticed writing development in their children during the last weeks. It means that everything done with children had positive results. It also means that children will be more prepared for the next year and ready for the new challenges that learning a foreign language has.

Children who apparently did not show any progress were given the same input; however, learning to read and write a foreign language takes time for some children because all of them develop their skills in different ways. Probably, during this time they were internalizing the knowledge; however, there will be a time for production and that production will be successful.

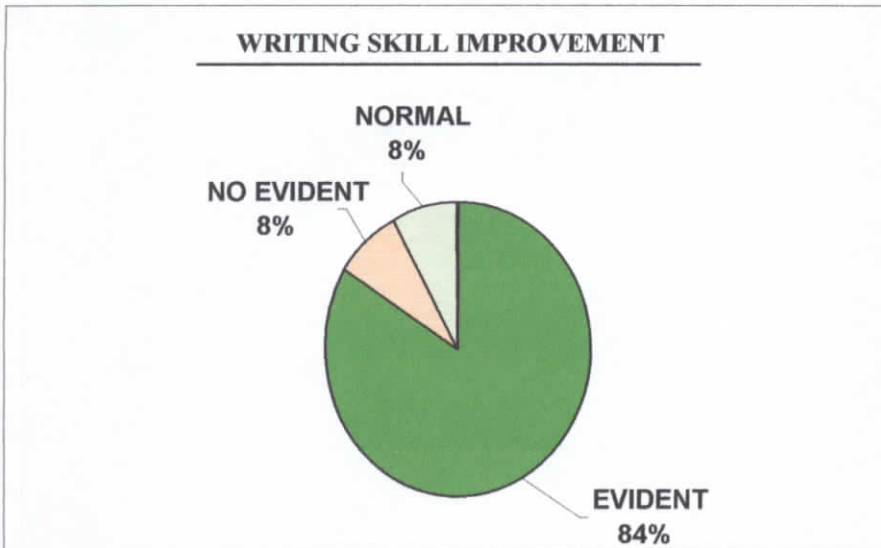
8. Do you think that from the beginning of second grade until now your child's writing skill is:

*Evident*

*No Evident*

*Normal*

ANSWERS	TOTAL	%
EVIDENT	21	84
NO EVIDENT	2	8
NORMAL	2	8



**ANALYSIS:**

According to the diagram, 84% of parents thought that the writing progress which children achieved was evident.

8% of parents thought that the writing progress in their children was not evident.

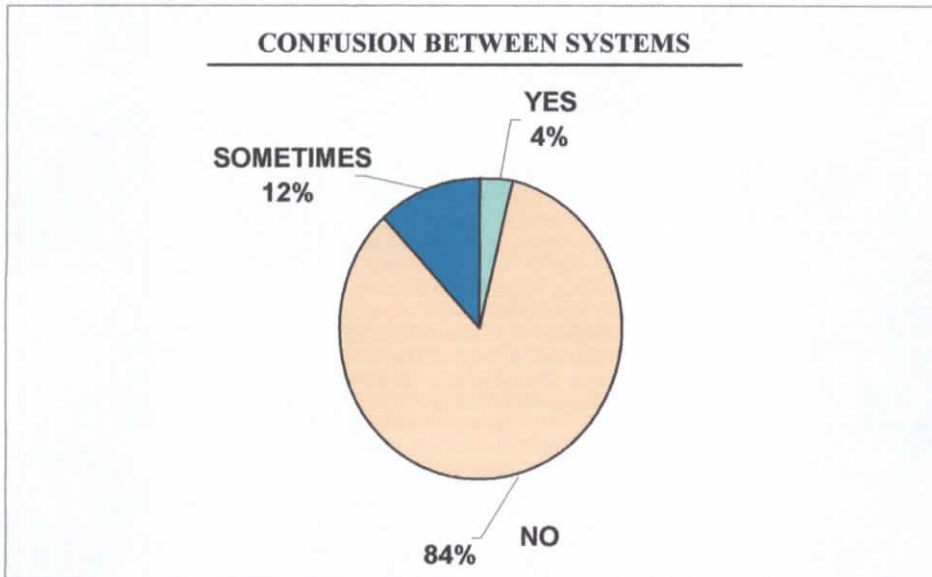
8% of parents thought that the writing progress in their children was normal.

The majority of parents agreed that from the beginning to the end of the school year, they noticed their children had an evident improvement on their writing skills.

It was a process that took several months and a lot of help at school as well as at home. Part of this improvement belongs to the parents and their constant help and support towards their children. For some parents who thought that the progress was not evident, there is an answer; it is the same given in the previous question. Some children need time because the process of learning a foreign language is a spiral which is continuously reinforced. Probably during second grade they did not show evident progress but in the next years they will become successful learners. Of course, it can be done only with the help and support of teachers and parents as well as with children's motivation.

9. *Do you think that learning the Spanish and English writing systems at the same time is confusing for children?*

ANSWERS	TOTAL	%
YES	1	4
NO	21	84
SOMETIMES	3	12



*ANALYSIS:*

According to the diagram, 84% of parents thought that learning the Spanish and English writing systems at the same time was not confusing for children.

12% of children thought that learning the Spanish and English systems at the same time was confusing for children sometimes.

4% of parents thought that learning the Spanish and English systems at the same time was not confusing for children.

At the beginning of the school year parents had concerns, many of them thought that it would be too difficult for children to learn the two written systems. The survey showed that most of parents changed their original point of view because they answered that both systems did not lead to confusion. One of the reasons for the development of this study was this parent's concern, however; they needed to go through the learning process with their children and realize that children can learn in amazing ways.

The result of this question was positive because parents did not see English writing skills as something too difficult and hard to achieve anymore. There were still few parents who thought that learning both systems was confusing for children. Those parents did not see a foreign language as something that necessarily needed errors in the learning process; they expected immediate results.

Nevertheless, children were able to enjoy the activities done in the classroom and to internalize what they will produce later.

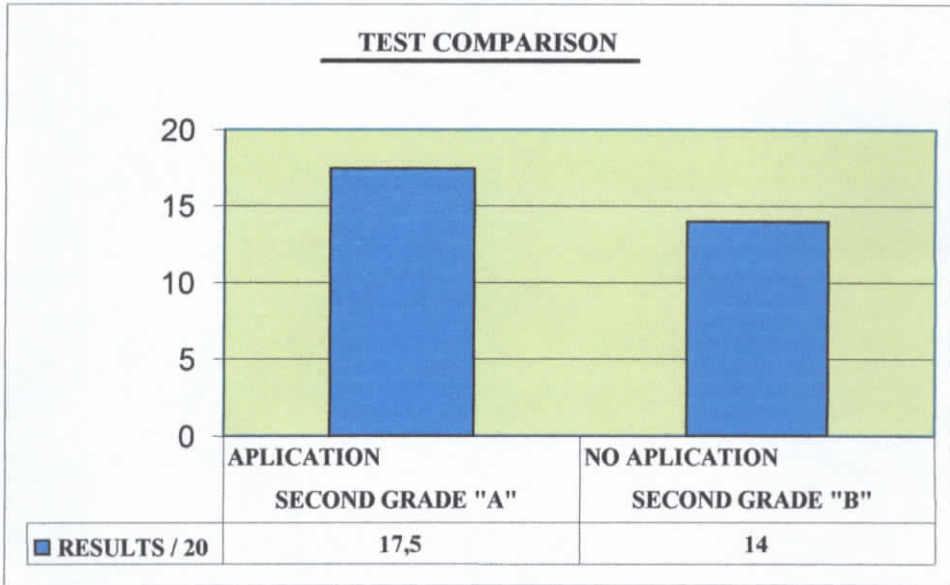
#### **5.1.4 Comparison of the Test Result in a Quantitative way between Second Grade “A” and Second Grade “**

Second grades “A” and “B” were given a writing test to solve at the end of the ten weeks which was also the end of the school year. As it was quite long, it was developed over three days for children not to get tired or confused. The test can be found in ANNEX N° 6. All the answers are in blue.

This test had questions based on the content that children of both second grades had studied but of course in different ways. In second grade “A” with reinforcement and more activities and in second grade “B” only with the writing activities proposed by the Coursebook.

The test involved questions through which it was possible to know if children improved in the following aspects: letters recognition, spelling, word recognition, structure formation and short paragraph formation.

### 5.1.4.1 Test Comparison results.



LEVEL	WRITING ACTIVITIES	RESULTS / 20
SECOND GRADE "A"	APPLICATION	17,5
SECOND GRADE "B"	NO APPLICATION	14

The test had a score which was over 20. According to the results shown above, children from the selected group, Second grade “A” got an average of 17,5 / 20 and children from the other group, Second grade “B” got one of 14 / 20.

Second grade “A” children improved their writing skills; they were able to answer with more accuracy the questions formulated, and they achieved the objectives stated in the school annual plan. However, the score could have been higher with more work, practice and time. This group mastered the contents present in the units one, two, three, four, five and six.

The average score that Second grade “B” got was lower; they were able to achieve the annual plan objectives but these objectives were still very weak compared to Second grade “A”; they needed more practice and reinforcement. It was clearly shown in the results of the test applied to children. However, the advantage with this group was that children were one unit forward compared to Second grade “A” (unit seven) and they already knew the content and new vocabulary of this unit.

The reason is that this group had more time since children were not exposed to reinforcement and extra activities which were time consuming. The difference in the results was not large; however, it made the difference and could have been even better if children had worked with these kinds of activities for a longer period of time or from the beginning of the school year.

#### **5.1.4.2 Conclusions**

This whole study might not have provided all the answers but it has yielded a clearer insight into how a variety of activities could help children to develop writing skills and what a good instructional program needed to contain in order to strengthen this process.

Due to the fact that the Coursebook lacked activities which could reinforce and improve children’s writing skills, this study assumed those needs and tried to develop them through the application of different activities.

After all the work done with children of the selected group during ten weeks, they improved their writing skills and achieved the writing objectives required in the annual plan established for Second year. There were still mistakes that children had

but they were normal and necessary in the learning process; it was just the beginning of a long journey that children have to go through during their educational years.

In addition, the controversies among parents who perceived the acquisition of Spanish and English writing systems as agents of confusion were notably satisfied according to the survey. Children were the only ones who could show the capacities they possessed and how far they could get with motivation, support and meaningful activities that reflected the importance that writing had in real life.

Obviously, this application was time consuming because children were exposed to all the English language skills but most of the English hours they were exposed to writing practices that lasted more time than the one established. The consequence was that even when Second grade “A” children improved their writing skills, they were not able to get further in the contents of the book as Second grade “B” did. When the school year ended, the selected group had a disadvantage; it was the unit forward that the other group already had studied. The selected group missed this knowledge which involved new vocabulary and a new grammar structure.

On the other hand, the final test showed that second grade “B” children had writing gaps which might have caused problems during the next year. This group did not develop the same strategies and the writing habits that the other group did; also these children did not internalize more the real importance of learning to write a foreign language.

The creation of the English room just for Second grade “A” caused indisposition in children of Second grade “B” because they did not enjoy the benefits and special atmosphere created in this room. Eventhough, Second grade “B” children were explained about the special work done with the selected group; they were not able to understand the reasons. It was hard for them to accept it because they thought that there was a special kind of privilege towards the selected group, something that was bad for their motivation.

#### **5.1.4.3 Recommendations**

ESL/EFL teachers have to consider that children are endowed with innate and extraordinary capacities to learn. Learning to write is not an easy process, it requires a supportive environment at school as well as at home but children need to take risks and learn from mistakes. Therefore classroom management and constant motivation are keys to success.

The process would become easier if schools started with literacy instruction before children are six years old. As it is not the case, at least English teachers who work in preschool and nursery classrooms should do it because little children have innate capacities and abilities to learn. The input that children receive in the early years can guarantee success in their future writing and reading practices; at the same time, children can experiment less anxiety during the transition from preschool to Second grade.

At the beginning of the school year, teachers should set their writing goals as something realistic and achievable depending on the hours that English is taught everyday and taking into account that the basic levels are really important. They have to consider if the priority is to reinforce writing skills which are necessary or to cover all the contents in order to finish the book.

English and Spanish teachers should work together, it means with the same contents at the same time. As children can form visual pictures of words and its configurations, they realize that the same words are not written in the same way, they become aware of the similarities and differences that both systems have. In some cases the similarities help them to associate one written system with the other, spellings, punctuation, word spacing, etc. In some other cases the differences help them to avoid errors.


It is essential to involve children in writing practices that are meaningful for them and useful in real life. There must be a purpose in the activities as well as variety and an adequate English environmental print in the classroom. If the schools do not have this kind of classroom, the teacher could get to an agreement with the Spanish teacher and distribute the English and Spanish spaces in the same classroom in such a way that it can benefit children.

The opinions that parents give are valuable, they care a lot about their children and they want them to succeed at school. Teachers need to consider the opinions they express, however; there are concerns and doubts that need to be demonstrated with hard work and evidence of progress that must be reflected on their children.

As language teachers we have always room to improve, and that is what is exciting about our profession. We shouldn't be afraid to challenge ourselves to improve at beginning literacy instruction because that means that there will be better days for young children, their families and teachers.

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# ANNEXES

## ANNEX N° 1

**Curriculum Annual Plan  
ATENAS SCHOOL**

**Second Year**

**Teacher: Verónica Montes De Oca**

OBJECTIVES	SKILLS & STRATEGIES	CONTENTS	METHODOLOGY	EVALUATION
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>* Follow instructions.</li> <li>* Listen and understand stories.</li> <li>* Follow commands.</li> </ul>	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>* Students follow instructions on how to make puppets, a teddy bear, modeling-clay picture, an umbrella, candles for the cake, and an ice-cream cone, a question fan, a hat and a menu.</li> <li>* Students listen to different stories developed in each unit using the tape recorder.</li> <li>* The teacher gives commands in every class, which students will follow.</li> </ul>	<ul style="list-style-type: none"> <li>* Possessive adjectives: my, his, her</li> <li>What's your name?</li> <li>My name is...</li> <li>His/her name is...</li> <li>* Info questions</li> <li>What's your name?</li> <li>What is it?</li> <li>How old is he?</li> <li>Plural</li> <li>* Verb to be: is</li> <li>* Imperatives</li> <li>* Numbers 1-10</li> <li>* Definite and indefinite article: a and an</li> <li>* Verb to be: direct questions, short answers.</li> <li>* Prepositions: on, in, under.</li> <li>* Structure recycling.</li> </ul>	<ul style="list-style-type: none"> <li>* Make it. (Whole Language)</li> <li>* Using a story book.</li> </ul>	<ul style="list-style-type: none"> <li>* Students have to develop different activities following instructions and commands given by the teacher.</li> <li>* Oral questions about the stories.</li> </ul>

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>* Identify people's names groups of animals.</li> <li>* Find out about ages.</li> </ul>	<p>READING</p> <ul style="list-style-type: none"> <li>* Students identify people's names, food, objects, groups of animals.</li> <li>* Find out about ages.</li> </ul>	<ul style="list-style-type: none"> <li>* Possessive adjectives: my, his, her</li> <li>What's your name?</li> <li>My name is...</li> <li>His/her name is...</li> <li>* Info questions</li> <li>What's your name?</li> <li>What is it?</li> <li>How old is he?</li> <li>Plural</li> <li>* Verb to be : is</li> <li>* Imperatives</li> <li>* Numbers 1-10</li> <li>* definite and Indefinite article: a and an</li> <li>* Verb to be: direct questions, short answers.</li> <li>* Prepositions: on, in, under.</li> <li>* Structure recycling.</li> </ul>	<ul style="list-style-type: none"> <li>* Games</li> <li>* Flashcards</li> <li>* Stories from the book</li> <li>* Observation activities.</li> <li>* Work with words.</li> </ul>	<ul style="list-style-type: none"> <li>* Oral questions about the stories from the book.</li> <li>* Check what you know tasks.</li> </ul>
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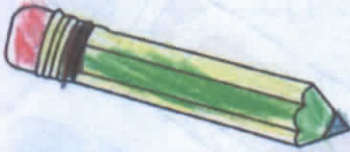
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>* describe animals and people.</li> <li>* Write single words, to sentences completion and build up paragraphs.</li> </ul>	<p>WRITING</p> <ul style="list-style-type: none"> <li>* Students describe animals and people.</li> <li>* Students fill out forms giving their personal information.</li> </ul>	<ul style="list-style-type: none"> <li>* Possessive adjectives: my, his, her</li> <li>What's your name?</li> <li>My name is...</li> <li>His/her name is...</li> <li>* Info questions</li> <li>What's your name?</li> <li>What is it?</li> <li>How old is she?</li> <li>Plural</li> <li>* Verb to be: is</li> <li>* Imperatives</li> <li>* Numbers 1-10</li> <li>* Definite and Indefinite article: a and an</li> <li>* Verb to be: direct questions, short answers.</li> <li>* Prepositions: on, in, under.</li> <li>* Structure recycling.</li> </ul>	<ul style="list-style-type: none"> <li>* Whole language.</li> <li>* Inductive</li> </ul>	<ul style="list-style-type: none"> <li>* Check what you know tasks.</li> <li>* Written tests.</li> <li>* Dictation activities.</li> </ul>
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<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>* Using people's names.</li> <li>* Describe animals and people.</li> <li>* Role Play different situations.</li> </ul>	<p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>* Students use and talk about people's names.</li> <li>* Students describe animals and people.</li> <li>* Students count from 1 to 10.</li> <li>* Students role play the different situations given in each unit.</li> </ul>	<ul style="list-style-type: none"> <li>* Possessive adjectives my, his, her What's your name? My name is...</li> <li>* Info questions What's your name? What is it? How old is she? Plural</li> <li>* Verb to be: is</li> <li>* Imperatives</li> <li>* Numbers 1 - 10</li> <li>* Definite and Indefinite article: a and an</li> <li>* Verb to be: direct questions, short answers.</li> <li>* Prepositions: on, in, under.</li> <li>* Structure recycling.</li> </ul>	<ul style="list-style-type: none"> <li>* Whole language</li> <li>* Audiolingual</li> </ul>	<ul style="list-style-type: none"> <li>* Oral tests</li> <li>* Short conversations</li> <li>* Act out activities</li> <li>* Role play</li> </ul>
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## My School Supplies

## Lesson 2

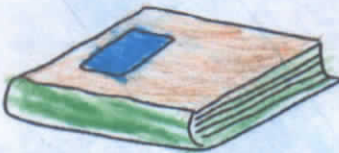
## 1 Match and write.



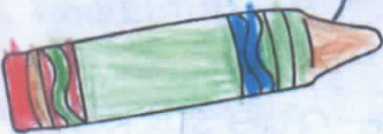
1. It's a pencil.



2. It's an eraser.



3. It's a book.



4. It's a crayon.



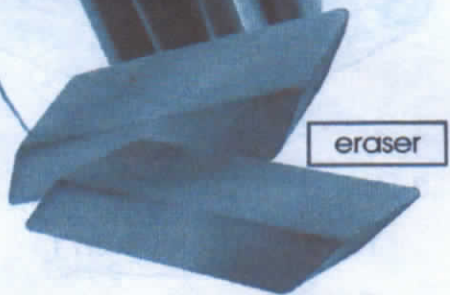
crayon



book



pencil



eraser

Lesson 5 Monkey See, Monkey Do

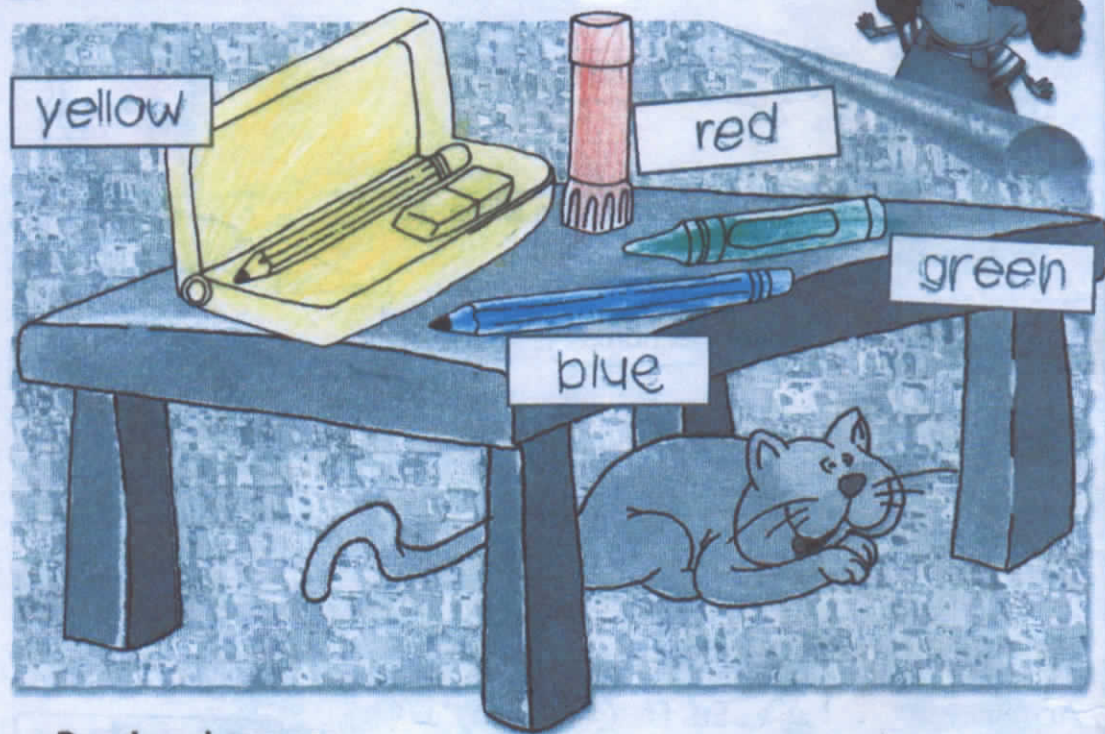
1 Draw and write.

head arm fingers leg toes



## Lesson 3 Lisa in Alphabet Land

## 6 Trace and color.



## ► Read and answer.



1. What color is the crayon?

It's green.



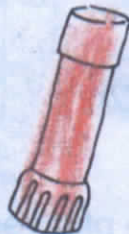
3. What color is the pencil?

It's blue.



2. What color is the pencil case?

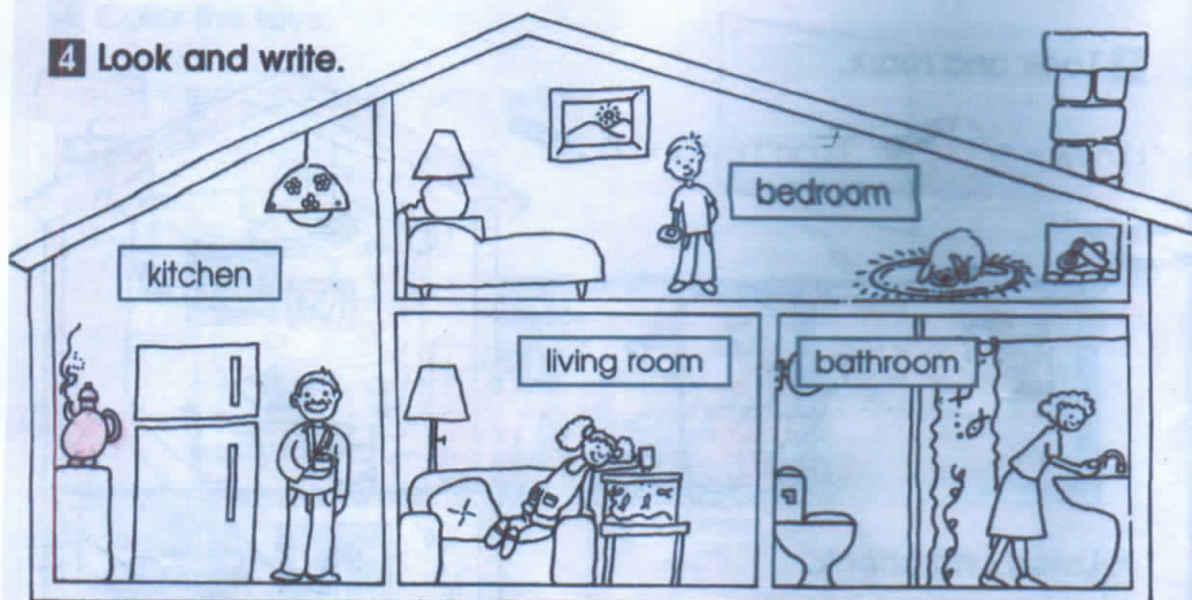
It's yellow.







4. What color is the glue stick?

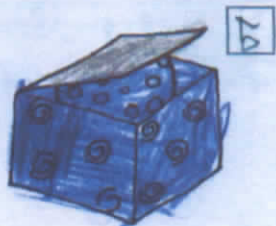
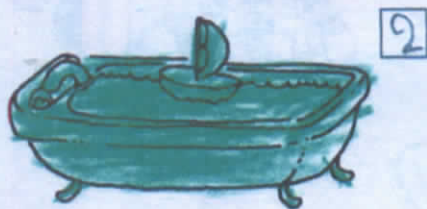
It's red.

**4** Look and write.



1.  is in the kitchen.      3.  is in the bedroom.
2.  is in the bathroom.      4.  is in the living room.

**5** Listen and number.



Lesson 11 Today Is Monday

1 Trace and match.

**Today is Monday**

Monday  
pizza

Tuesday  
chicken

Wednesday  
spaghetti

Thursday  
sandwiches

Friday  
fresh fish

Saturday  
french fries

Sunday  
ice cream

The matching exercise consists of the following connections:

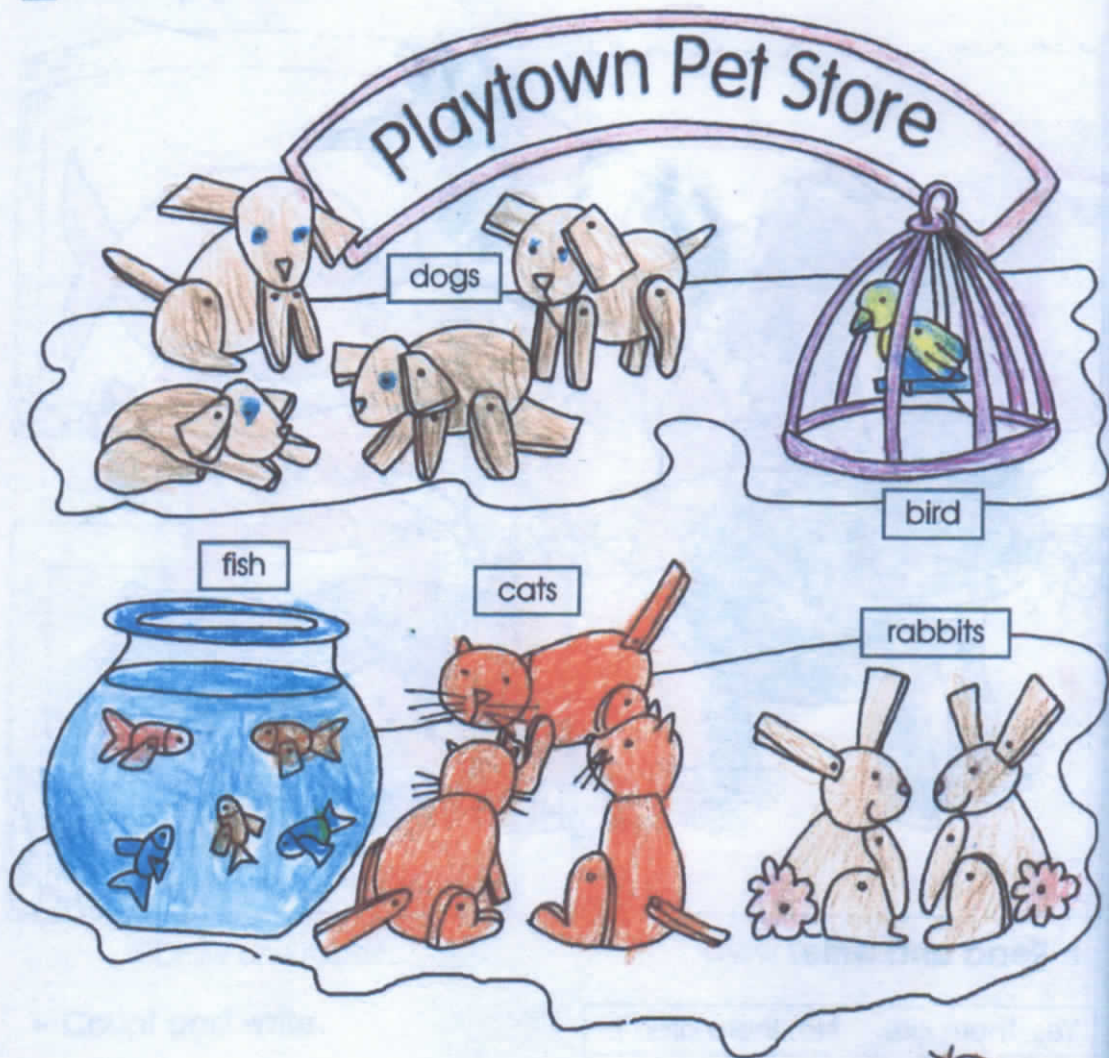
- Monday is connected to pizza.
- Tuesday is connected to chicken.
- Wednesday is connected to spaghetti.
- Thursday is connected to sandwiches.
- Friday is connected to fresh fish.
- Saturday is connected to french fries.
- Sunday is connected to ice cream.

► Color the pictures.



## Lesson 13 All Kinds of Pets

## 3 Count and write.



1. There are three cats.
2. There are four dogs.
3. There are five fish.
4. There is one bird.
5. There are two rabbits.

one	1
two	2
three	3
four	4
five	5



## ANNEX N° 3

**Taking Stock****THE LITERATE ENVIROMENT**

Do you.....

- Put labels, captions, and other print in places where they serve a purpose?
- Create inviting places for children to read with their friends or on their own?
- Include a wide variety of books and print materials that affirm children's cultures and linguistic backgrounds?
- Place books where children can easily reach them?
- Display books on open shelves to pique children's interest in reading?
- Rotate and refresh literacy materials n dramatic play areas to keep children's interest and imaginations lively?

**LANGUAGE DEVELOPMENT**

Do you.....

- Respond to what children do and say by building on their ideas and language
- Include new words in your conversation with children?
- Name objects and actions, giving children a brief explanation where necessary
- Engage children in language games, rhymes and riddles?
- Encourage dramatic play and sometimes join to introduce new possibilities?
- Create opportunities for children to engage in interactive activities in small groups.

## **BUILDING KNOWLEDGE AND COMPREHENSION**

Do you.....

- Give children many opportunities to explore and manipulate objects?
- Introduce new vocabulary and concepts before going on different topics?
- Debrief and discuss with children what they have learned after a field trip or other special activity?
- Ensure that there are abundant opportunities for children to share and assimilate knowledge through play?
- Ask children questions and respond to their questions?
- Identify and explain new words across the curriculum?

## **KNOWLEDGE OF PRINT**

Do you.....

- Show children that we read print moving from left to right and top to bottom?
- Identify the features of a book, such as the author and title?
- Point to words, labels, and letters and read or name them?
- Help children to recognize and write their names?
- Draw attention to uppercase and lowercase letters, punctuation, and other print features?

## **PHONOLOGICAL AWARENESS**

Do you.....

- Draw children's attention to the sounds they hear in words?
- Play a variety of games that emphasize rhyming and beginning sounds?
- Read and reread stories that have predictable sound patterns?
- Provide children with time to write on their own each day?
- Sing, rhyme, and clap out the syllables of songs and chants?
- Build word walls of words with similar sound patterns?
- Use daily classroom routines to talk about words and songs?

## **LETTER AND WORDS**

Do you.....

- Read alphabet books and help children identify letters?
- Write and display children's names and other words of particular interest?
- Involve children in writing activities?
- Demonstrate the writing process through shared writing activities?
- Make paper, pencils, and markers easily accessible?
- Encourage children to try to spell words out independently as they write?
- Give specific help in learning letter/sound patterns?
- Help children to learn new words?
- Help children acquire a basic sight vocabulary?

(Neuman and Copple, 97, 98, 99)

## ANNEX N° 4



ENCUESTA DE MOTIVACIÓN E INTERÉS PARA NIÑOS



1. ¿Te gusta el Inglés? Si      No
  
2. ¿En donde te gusta hacer las tareas de Inglés?
 

Casa	Escuela	Cualquiera
------	---------	------------
  
3. ¿Te gusta que los demás lean lo que escribes? Si      No
4. ¿Necesitas ayuda cuando haces la tarea de Inglés? Si      No
  
5. ¿Cuando escribes en Inglés en qué te gusta escribir más?
 

cartulina	libro	hojas	pizarra
-----------	-------	-------	---------
  
6. ¿Qué te gusta escribir más en Inglés?
 

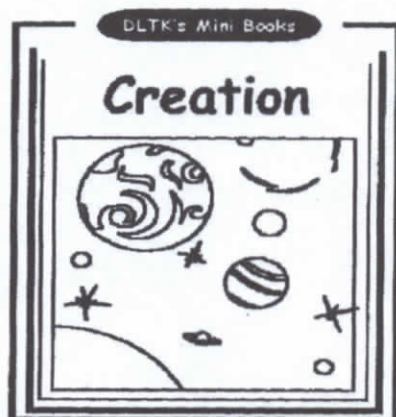
historias	cartas	invitaciones	oraciones	palabras
	poemas	carteles		
  
7. Te gusta realizar las actividades de Inglés:
 

solo o sola	en parejas	en grupos
-------------	------------	-----------
  
8. ¿En donde preferirías más que sea la clase de Inglés?
 

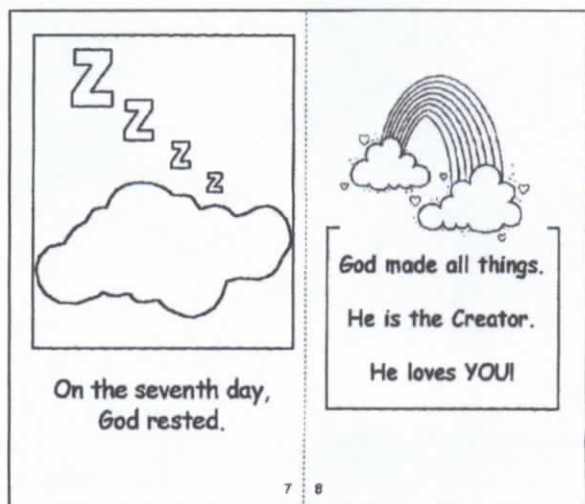
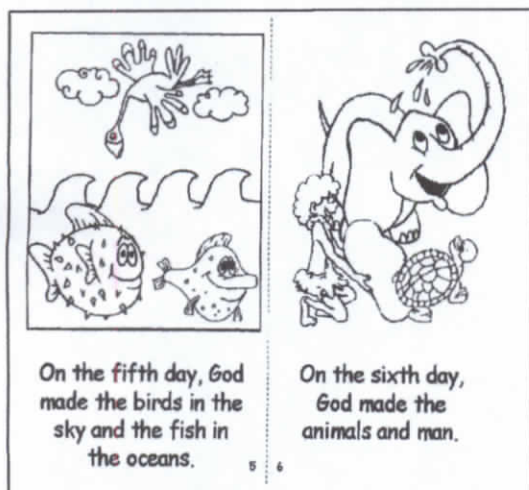
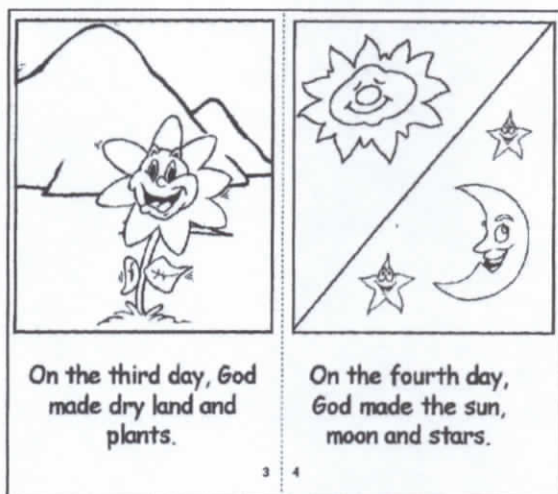
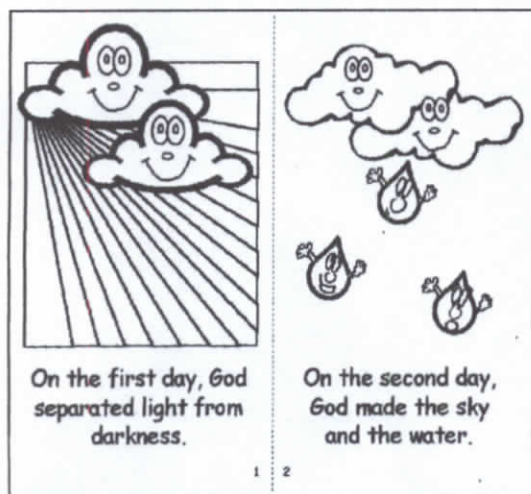
en el aula	en el patio	en la sala de espejos
en la biblioteca	en la sala de computación	

## ANNEX N° 5

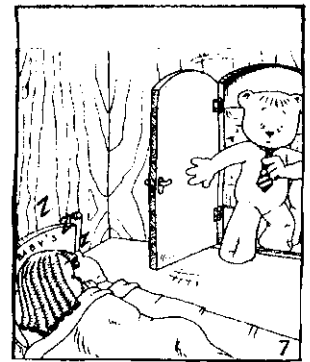
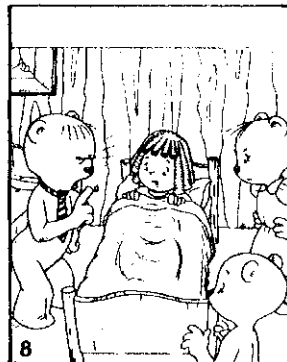
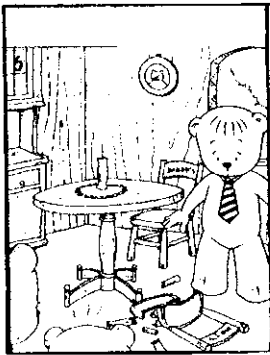
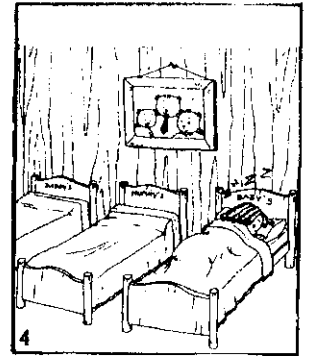
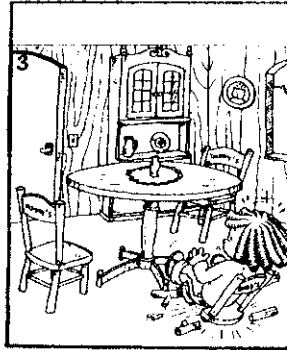
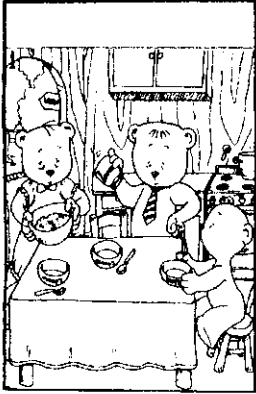
## I. CREATION



<http://www.dltk>



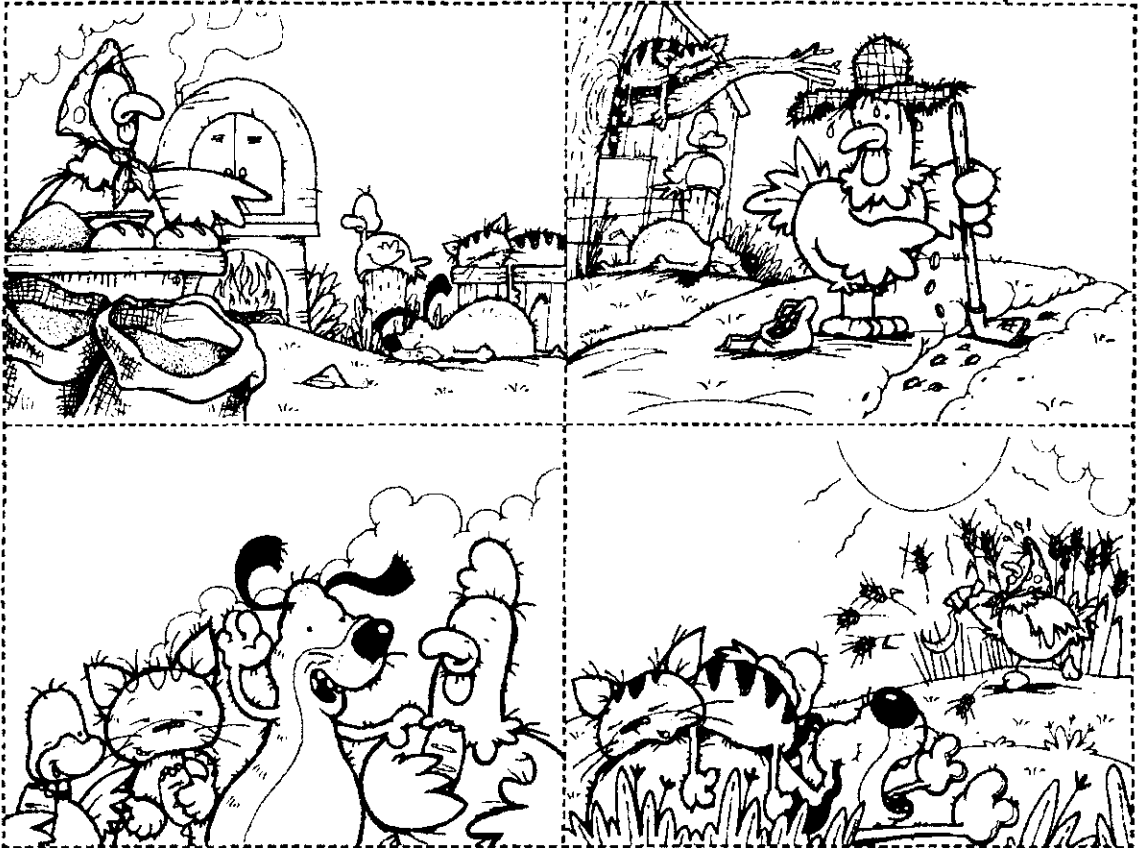
## II. GOLDILOCKS AND THE THREE BEARS



## III. THE RED HEN

**THE RED HEN**

Cut out the pictures and the parts of the text. Match them and paste them in your folder.  
Read the story several times and retell it to your friends.



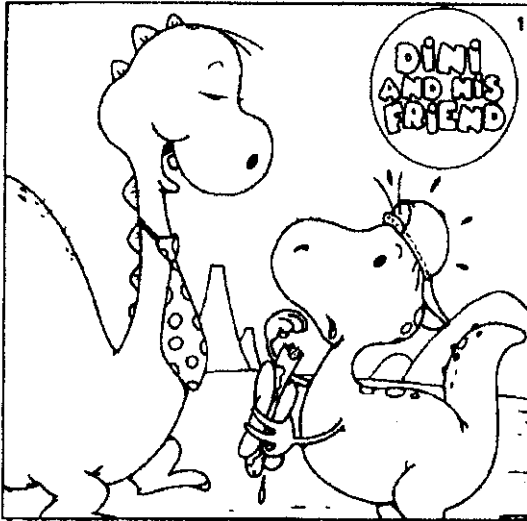
IN THE SUMMER, THE WHEAT WAS VERY TALL.  
"WHO WILL HELP ME CUT THE WHEAT AND MAKE THE FLOUR?" ASKED THE HEN.  
"I WON'T!" ANSWERED THE DUCK.  
"I WON'T!" ANSWERED THE CAT.  
"I WON'T!" ANSWERED THE DOG.  
"THEN I WILL DO IT!" SAID THE LITTLE RED HEN, AND SHE CUT THE WHEAT AND MADE THE FLOUR.

WHEN THE BREAD WAS READY, SHE CALLED HER FRIENDS AND ASKED THEM:  
"WHO WILL HELP ME EAT THE BREAD?"  
"I WILL," SAID THE DUCK.  
"I WILL," SAID THE CAT.  
"I WILL," SAID THE DOG.  
"BUT I HURRIED THE LITTLE RED HEN, "YOU DID NOT HELP ME WITH THE WORK, BUT YOU ARE READY TO EAT MY BREAD... DO YOU PROMISE TO HELP ME NEXT TIME?"  
"I DO" SAID THE DUCK.  
"I DO" SAID THE CAT.  
"I DO" SAID THE DOG.  
"OK, YOU ARE MY FRIENDS. I WILL SHARE MY BREAD WITH YOU" AND SHE DID SO.

ONCE UPON A TIME, THERE WAS A LITTLE RED HEN. SHE LIVED ON A FARM WITH A LAZY CAT, A LAZY DUCK, AND A LAZY DOG. THE LITTLE RED HEN WORKED VERY HARD ON THE FARM. SHE COOKED, CLEANED, WASHED THE CLOTHES, AND DID THE SHOPPING. ONE DAY, SHE FOUND SOME WHEAT SEEDS ON THE GROUND. SHE SHOWED THE SEEDS TO HER THREE FRIENDS AND ASKED "WHO WILL HELP ME PLANT THESE SEEDS?"  
"I WON'T!" ANSWERED THE DUCK.  
"I WON'T!" ANSWERED THE CAT.  
"I WON'T!" ANSWERED THE DOG.  
"THEN I WILL PLANT THEM" SAID THE LITTLE RED HEN, AND SHE PLANTED THE SEEDS.

WHEN SHE HAD THE FLOUR, SHE DECIDED TO MAKE THE BREAD.  
"WHO WILL HELP ME MAKE THE BREAD?" ASKED THE HEN.  
"I WON'T!" ANSWERED THE DUCK.  
"I WON'T!" ANSWERED THE CAT.  
"I WON'T!" ANSWERED THE DOG.  
"THEN I WILL MAKE IT" SAID THE LITTLE RED HEN, AND SHE MADE THE BREAD.

#### IV. DINI AND HIS FRIENDS



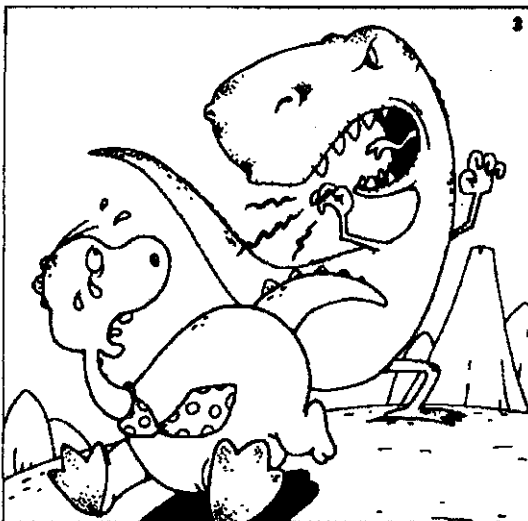
Dini was a little, beautiful dinosaur; he had brilliant green skin with little yellow spots that looked like sun drops. He liked eating hot dogs and popcorn and he loved singing and playing in the playground.

One day, after the kinder, he stayed in the playground because it was a beautiful sunny day. He sat on a bench and he was almost asleep when he heard heavy footsteps and a deep voice that said, "My name's Lilio. Do you want to play with me?" "How strange! A blue dinosaur!", Dini thought.



Dini and Lilio became good friends; they built sandcastles, played in the see-saw and shared games and dreams in that sunny afternoon. Lilio told him that sometimes he was a bit sad because all the people looked at him and screamed. Nobody liked a blue dinosaur.

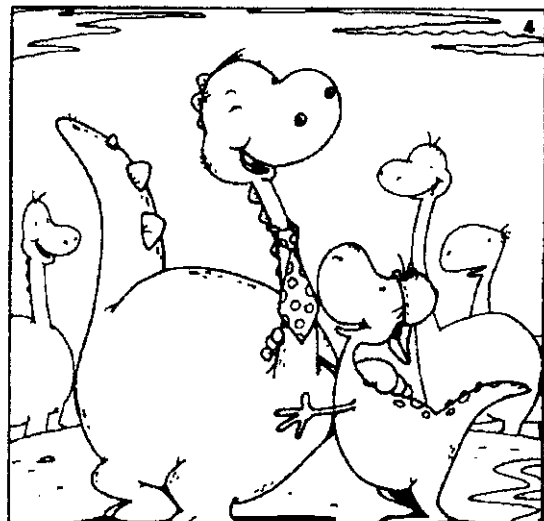
As it was getting a bit cold, Dini invited his new friend to have some milk and biscuits in his cave. Lilio was very happy, he had a new friend!



When Lilio was leaving Dini's cave, a very big dinosaur, very bad-tempered and with very rude manners, shouted "Where are you going? We don't like blue dinosaurs! Go away immediately!"

Lilio got really scared at Mr. Tiranus's shouts; he also became very, very sad. He was so sad that his skin became grey and his eyes turned yellow. Still crying, he started to run.

"What's the matter? Why don't you like me?", he thought.



He saw a nice place and stopped to drink some fresh water. At that moment, he heard some voices.

"Dini! What are you doing here?"

"Who are they? Go away. Nobody likes me because I'm blue."

"Lilio! We are your friends, and we like you just as you are! Lilio! Where are you? Let's go to the playground!", said the other dinosaurs.

Of course! Having a friend is wonderful and we must love him just as he is. It doesn't matter whether he is tall or short, green or blue or if he has something that makes him different. What really matters is that he loves you as much as you love him.

by Patricia Carnicina.

## ANNEX N° 5

ENCUESTA PARA PADRES

Los resultados de ésta encuesta serán utilizados en un estudio cuyos resultados pretenden potencializar las habilidades de escritura de los niños en el idioma Inglés. Gracias por su colaboración

EN CASA

1. Le gusta a su niño/a realizar las actividades de Inglés en casa?

Si                      No                      A veces

2. Cuando el niño(a) desarrolla la tarea de Inglés necesita su ayuda:

Siempre                      Nunca                      A veces

3. ¿Piensa que el niño(a) tiene claro lo que se le pide realizar en el deber?

Siempre                      Nunca                      A veces                      Rara vez

4. Piensa que las actividades enviadas como deber para el niño(a) son:

Aburridas                      Motivantes                      Normales  
Monótonas

EN LA ESCUELA

5. ¿Cómo son los comentarios que el niño/a realiza con respecto a las actividades realizadas en la escuela:

Positivos

Negativos

Sin comentarios

6. ¿Cree que el niño tiene la suficiente explicación del tema tratado en clase?

Si

No

7. ¿Ha visto progreso durante las últimas semanas en cuanto al desarrollo de escritura en Inglés del niño(a)

Si

No

8. Desde que el niño ingreso a segundo año de básica hasta la actualidad piensa que su desarrollo en cuanto a la habilidad de lectura y escritura es:

Evidente

No evidente

Normal

9. Piensa que el aprendizaje del sistema de escritura en el idioma español y en el idioma Inglés crean confusión en el niño?

Si

No

A veces

## ANNEX N° 6

## ATENAS ELEMENTARY SCHOOL

## WRITING TEST

Second "A" and "B"

LETTER RECOGNITION

1. Write the missing letters in the alphabet

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

2. Spelling: Listen and write

a. onion  
-----b. eyes  
-----c. fish  
-----d. toys  
-----e. bed  
-----f. four  
-----g. sofa  
-----h. water  
-----

## WORD RECOGNITION

### 1. Complete the missing letters in the words

A. wa t e r m e l o n

B. p i n k

C. o n i o n

D. p i z z a

E. p e n c i l

F. s p i d e r

G. p e a r

H. s p a g h e t t i

### 2. Unscramble the words

A. epar      pear

B. ramke      marker

C. apziz      pizza

D. egnaro      orange

E. lelyow      yellow

F. rrotca      carrot

G. isfh      fish

H. kobo      book

### 3. Write words with each letter

P i z z a

F r o g

E y e

I g l o o

N o s e

S a t u r d a y

C a r r o t

H e a d

I ce-cream

L amp

## 4. Complete the missing words in the rhyme

*TWO LITTLE MONKEYS*Two little monkeys jumping in bedOne fell out and hurt his headThe other called the doctorAnd the doctor saidThat's what you get for jumping in bed

## STRUCTURE FORMATION

1. Look at the pictures and answer the questions:

A. How many apples are there?

There are four apples



B. How many pencils are there?

There is one pencil



2. Look at the pictures and write: I like - I don't like

A. I like apples



B. I don't like bananas



3. Look at the pictures and write their feelings and size:

A. It's big

It's happy



B. It's small

It's sad



**4. Unscramble the sentences and write them correctly:**

a. dog The brown is

The dog is brown.

---

b. likes chicken Susan

Susan likes chicken.

---

c. are six books There

There are six books.

---

d. teddy bear under the sofa The is

The teddy bear is under the sofa.

---

e. one spider There is

There is one spider.

---

f. have I three turtles

I have three turtles.

---

5. Read the following paragraph and write the answers.

THE PET STORE



My father has a pet store. There are two white rabbits, three brown cats, seven blue birds, ten yellow snakes, four black dogs and one green turtle.

The rabbits like carrots, the cats like milk, the blue birds like corn, the snakes like chicken, the dogs like cookies and the turtles like lettuce.

The dogs are happy but the turtles are sad.

The snakes are very big but the cats are very small.

A. How many cats are there?

Three

---

B. How many snakes are there?

Ten

---

C. How many dogs are there?

Four

---

D. Are the dogs happy?

Yes

---

E. Are the turtles happy?

No

---

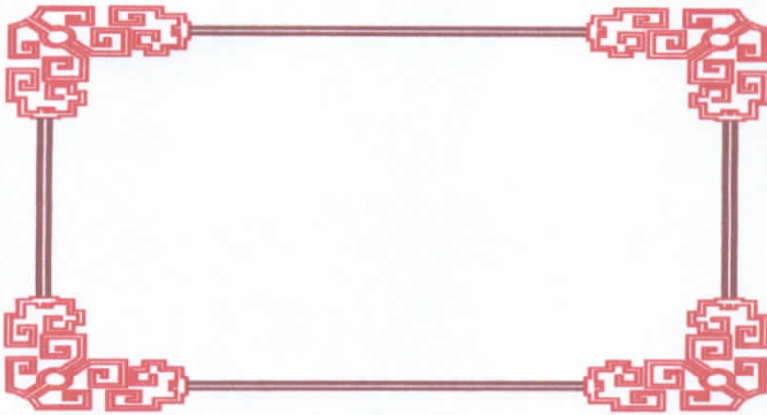
F. Do the cats like onions?

No

---

### SHORT PARAGRAPH FORMATION

1. Draw your pet inside the frame and write a short description.



UP TO THE CHILDREN

---



---



---



---



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