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SCHOOL OF ARTS AND SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES**



**GRADUATION WORK**

**A Study of the Application of Teaching Strategies Used in the English Course  
for 5 Year-Old Kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”.**

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## INTRODUCTION

The project is a Study of the Application of Teaching Strategies Used in the English Course for 5 Year-Old Kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos” since the English language is not taught at this educational level. With this research it is expected to know the most effective Teaching English Strategies for 5 year-old kids through children performance during English classes in order to achieve the English learning. This research is descriptive; therefore, observation will be the technique to use and a check list and taking notes as research instruments. The population at Centro de Desarrollo Infantil “Mis Primeros Pasitos” is 88 students where the sample is 20 students from the section of 5 year-old kids. So, Non-probabilistic, Convenience sample will apply. The data collected will be analyzed through pie charts for a better understanding of the results. Also, based on that, it is intended to suggest an English teaching guide; so that, it can be implemented in the institution. During a period of five months, five-year old kids from the institution will receive English classes in the morning. During English classes, the performance of kids and the effectiveness of the teaching strategies will be described. It is aimed to get the information about how work the English teaching strategies in 5 year-old kids applying them during the course.

## **1. APPROACH OF THE INVESTIGATION**

### **1.1 DELIMITATION OF THE PROBLEM**

Nowadays it is known that learning English as a foreign language is very important because of the worldwide globalization. To know English is required in every area where people perform. Therefore, it has become a necessity. For that reason, it is essential to teach English to kids in an early age. Not only teach English classes but also do it in an efficient way. So, the use of the correct teaching strategies is necessary in the learning process. Hence, it will develop a study of the application of teaching strategies used in the English course for five-year old kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos” localized at the end of Zacamil market, Municipality of Mejicanos, District of San Salvador. At Centro de Desarrollo Infantil “Mis Primeros Pasitos” there is a building with two floors. In the first floor there is a kitchen, a dining room, two bathrooms, the management office, and 3 classrooms. Also, there is a yard and a schoolyard. In the second floor, there are two more classrooms, a bathroom and a small terrace. This institution does not have any library neither a clinic. The classes schedule is from 7:30 to 12:00 a.m. but some students leave the place at 3:00 p.m. This institution is supported by the city hall of Mejicanos and parents only give a fee for food.

The institution has a population of eighty-eight students of age from two to six. There are 48 girls and 40 boys. In addition, there are five teachers, a director, two assistants, music and sport professors. The students come from merchant families and people who live around the place. The given subjects are the basic established by the Ministry of Education. There is not an English teacher; so, no English classes are taught.

This research is delimited to a group of five-year old kids. In this section there are ten girls and ten boys that is the population to study. This study will take place in a period of 5 months, from February to June, in the schedule of Monday to Thursday from 8:30 to 09:00 a.m. For starting the implementation of the English teaching strategies, the researchers asked for permission to the principal of the institution, Cristina Mira (See annex 1).

## **1.2 THE STATEMENT OF THE PROBLEM**

Learning English is a necessary ability for children in an early age that later become in a very useful tool in a globalized world, being English one of the most spoken languages in addition to their mother tongue. This can help children in their development, learning and their future projects for example: getting a good job like call centers that are in full swing in our country or when the children arrive to primary school. Therefore, it is essential how teachers design and develop the classes especially for children using the correct English teaching strategies. They only will be able to acquire vocabulary in the first stage depending on if the classes are given in an intensive program. Although, teaching English to kindergarten is not easy for teachers. According to observations, it can be said that the English language is not being taught in the most appropriate way in the classroom.

However, at the Centro de Desarrollo Infantil “Mis Primeros Pasitos” in Colonia Zacamil, they do not have a master teacher specialized in English which is a problem because the English language is very necessary so it can help all the children of the institution in their learning process. And, this institution does not have a schedule to allow kids to learn English and they do not have English classes. For that reason, children from this institution do not have any knowledge in English language. Also, the misuse of efficient teaching strategies applied for teaching to kids is noticed in this institution. For that reason, an application of teaching strategies will be given through this research project in this institution. The teaching strategies will be applying to twenty children of five-year-old during 30 minutes four days in the week that is why is necessary to know the application of the English teaching strategies that the teacher develops during the classes in this research project. This allows us to enunciate the next questions:

- ✓ What is the effectiveness of the English teaching strategies developed by the teacher in the English class?
- ✓ What is the best way to develop the English teaching strategies in the classes for 5-year old kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”?
- ✓ What does the teacher have to do to attract the students’ interest when learning English?

- ✓ What should the teacher do to prepare an English class for children?

### **1.3 RESEARCH OBJECTIVES**

#### **1.3.1 GENERAL OBJECTIVE:**

To propose the development of the application of teaching strategies used in the English teaching course for 5-year old kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”.

#### **1.3.2 SPECIFIC OBJECTIVES:**

1. To carry out the English teaching strategies in the English course for 5-year old kids to describe their effectiveness.
2. To describe the performance of the 5-year old kids during the English classes to determine the most effective teaching strategies.
3. To identify the most effective teaching English strategies through the 5-year old kids performance in order to suggest an English teaching guide for the institution.

### **1.3.2 RESEARCH QUESTION**

- How is the development of the application of English teaching strategies used in the English teaching course for 5-year old kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”?

### **1.3.3 SUBSIDIARY QUESTIONS**

1-What teaching strategies does the teacher of English use to promote the English learning in 5-year old kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”?

2-How do the students perform in the English language classes when the teacher develops the English teaching strategies?

3-What are the most effective English teaching strategies for 5-year old kids at the moment of learning English?

4-How can the English learning process be promoted with the use of the implemented guide?

#### **1.4 JUSTIFICATION**

This research is focused on the development of the application of English teaching strategies for 5-year old kids in the institution before mentioned due to the lack of English language teaching there. The amount of language to which students have already been exposed is a critical element in their current and future levels of language acquisition. (H.D. Brown), because of that is necessary to carry out this research project in order to study the development of the teaching strategies in the English classes in an early age (5 years). In addition, it will help students in their future English learning process; as in the educational system of the country, students receive English classes until they are in Secondary Education. Lenneberg's critical period hypothesis (1967) suggests that there is a biologically determined period of life when language can be acquired more easily; therefore, is necessary to take advantage of the early age of kids. Beyond this time, a language is more difficult to acquire. According to Lenneberg, bilingual language acquisition can only happen during the critical period (age 2 to puberty).

According to Partnership Institute at the National Foreign Language Resource Center at Iowa State University "children acquire language through the task appropriate to their developmental level. Based on this, researchers see the need for the development of English classes in the institution for 5-year old kids. Thus, it is important that the teacher do the best in each English class he/she teaches in order to help them. Also the purpose of this study is to investigate the suitable strategies to teach English to children of 5-years, and based on that information to create an English teaching guide with the most suitable teaching strategies for being applied in the future and not limit English classes to the translation method, where

students do not produce the language. English teachers who wish to teach kids must be aware of the challenges and difficulties they may face, and prepare them appropriately; according to Krashen” language acquisition takes place most effectively when the input is meaningful and interesting to the learning”.

In addition, this study pretends that the institution implements the teaching of English language, and in this way develop the English language skills at an early age, which will benefit them in the future. For doing that, the teacher needs to apply effective and interesting teaching strategies in the classroom for kids involved in the teaching – learning process. Also, the results of the research will be of benefit for future teachers of English at such a school.

## **2. THEORETICAL FRAMEWORK**

### **2.1 RESEARCH ANTECEDENTS**

Most children learn best with concrete experiences and immediate goals. New concepts and vocabulary are more meaningful when presented as pairs of binary opposites. Children like to name objects, define words, and learn about things in their own world; they also have a vivid imagination and respond well to story of fantasy. They require large-muscle activity. Teachers of primary students must give very structured and specific directions and build routines and patterns into the daily lesson plan. (Hal Groce, Paul. Alan Hans, Columbus). Teaching English language to kids is something pretty necessary nowadays, but as in the educational public system in our country teaching English language in kindergarten it is not something taken into account.

Since according to the information given by the principal of the Centro de Desarrollo Infantil “Mis Primeros Pasitos”, students do not have any previous English language teaching from the institution. Due to this situation, researchers saw the need to carry out the project of teaching English classes in the public institution "Mis Primeros Pasitos" to 5-year old kids, and make a study about the teaching strategies. There exists a study about the best method for teaching English language to kids. That study was carried out by Flores Ruano, Laura Cristina, *The Total Physical Response*, 2009. According to that study one of the best methods is the Total Physical Response method, it was developed by James Asher, a professor in psychology.



### **2.1.1 TEACHING METHODS**

#### **A. Total Physical Response Method (TPR)**

The Total Physical Response uses movement to establish meaning and set a purpose for language use. This systematized approach to the use of commands was developed by the psychologist James Asher in the late 1960. TPR has become a common and effective mean of introducing children and adults to a new language through listening and physical involvement, especially in early stages of instruction. The teacher gives commands to which the students react with their bodies as well as with their brain. TPR is based on some facts about the way children learn their first language:

1. Listening skill precedes speaking, with children often able to comprehend many complex utterances before they produce any intelligible speech.
2. Through action and observation, the child's whole body is involved in decoding the noise of speech into language.
3. Listening seems to produce a "readiness" for speaking, but it appears that the process cannot be rushed. When the child has internalized and adequate a cognitive map of the language through listening, she/he will spontaneously begin to produce utterances.

With the help of this clues Asher developed and tasted an approach to language teaching that definitely students find it fun, accelerates acquisition of the target language as well as it helps students to get a long retention of the language. This method is based on the learning theory that the human possesses an innate bio program, which defines the path for first and second language development. First, children develop listening competence before they develop the ability to speak, second, children's ability in listening comprehension is acquired because children are required to response physically to spoken language in the form of parental commands and the last, once a foundation in listening comprehension has been stablished, speech comes naturally and without effort. This theory claims that the foreign language acquisition is similar to the first language acquisition and that there is a bio program in the human brain, which defines an optimal order for first and second language acquisition. (Flores Ruano, Laura Cristina, The Total Physical Response, 2009, pages 4 and 5)

“A reasonable hypothesis is that the brain and the nervous system are biologically programmed to acquire language... in a particular sequence and in a particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual’s body” (Asher 1977, page 4, approaches and methods in language teaching).

### **B. Natural Method**

Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. The Natural Approach "is similar to other communicative approaches being developed today" (Krashen and Terrell 1983: 17). They reject earlier methods of language teaching, such as the Audiolingual Method, which viewed grammar as the central component of language. According to Krashen and Terrell, the major problem with these methods was that they were built not around "actual theories of language acquisition, but theories of something else; for example, the structure of language" (1983: 1). Unlike proponents of Communicative Language Teaching, however, Krashen and Terrell give little attention to a theory of language. Indeed, a recent critic of Krashen suggests he has no theory of language at all (Gregg 1984). What Krashen and Terrell do describe about the nature of language emphasizes the primacy of meaning. The importance of the vocabulary is stressed, for example, suggesting the view that a language is essentially its lexicon and only inconsequently the grammar that determines how the lexicon is exploited to produce messages. Terrell quotes Dwight Bolinger to support this view:

The quantity of information in the lexicon far outweighs that in any other part of the language, and if there is anything to the notion of redundancy it should be easier to reconstruct a message containing just words than one containing just the syntactic relations. The significant fact is the subordinate role of grammar. The most important thing is to get the words in. (Bolinger, in Terrell 1977: 333).

Language is viewed as a vehicle for communicating meanings and messages. Hence Krashen and Terrell state that "acquisition can take place only when people understand messages in the target language (Krashen and Terrell 1983: 19). Yet despite their avowed communicative approach to language, they view language learning, as do audiolinguists, as mastery of structures by stages. "The input hypothesis states that in order for acquirers to progress to the

next stage in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage" (Krashen and Terrell 1983: 32). Krashen refers to this with the formula "I + 1" (i.e., input that contains structures slightly above the learner's present level). We assume that Krashen means by structures something at least in the tradition of what such linguists as Leonard Bloomfield and Charles Fries meant by structures. The Natural Approach thus assumes a linguistic hierarchy of structural complexity that one masters through encounters with "input" containing structures at the "I + 1" level.

We are left then with a view of language that consists of lexical items, structures, and messages. Obviously, there is no particular novelty in this view as such, except that messages are considered of primary importance in the Natural Approach. The lexicon for both perception and production is considered critical in the construction and interpretation of messages. Lexical items in messages are necessarily grammatically structured, and more complex messages involve more complex grammatical structure. Although they acknowledge such grammatical structuring, Krashen and Terrell feel that grammatical structure does not require explicit analysis or attention by the language teacher, by the language learner, or in language teaching materials.

### **C. Audiolingual Method**

This method is the product of three historical circumstances. For its views on language, it drew on the work of American linguists such as Leonard Bloomfield. The prime concern of American linguists in the early decades of the 20th century had been to document all the indigenous languages spoken in the US. However, because of the shortage of trained native teachers who would provide a theoretical description of the native languages, linguists had to rely on observation. For the same reason, a strong focus on oral language was developed.

At the same time, behaviorist psychologists such as B.F. Skinner were forming the belief that all behavior (including language) was learned through repetition and positive or negative reinforcement. The third factor was the outbreak of World War II, which created the need to post large number of American servicemen all over the world. It was, therefore, necessary to provide these soldiers with at least basic verbal communication skills. Unsurprisingly, the new method relied on the prevailing scientific methods of the time, observation and repetition, which were also admirably suited to teaching in masse. Because of the influence

of the military, early versions of the audio-lingualism came to be known as the “army method.” (Wilfried Decoo, "On The Mortality of Language Learning Methods". Speech November 8, 2001.)

Despite being discredited as an effective teaching methodology in 1970, (Barker 2009) audio-lingualism continues to be used today although it is typically not used as the foundation of a course but rather has been relegated to use in individual lessons. As it continues to be used, it also continues to gain criticism, as Jeremy Harmer notes, “Audio-lingual methodology seems to banish all forms of language processing that help students sort out new language information in their own minds.” As this type of lesson is very teacher-centered, it is a popular methodology for both teachers and students, perhaps for several reasons but especially because the input and output is restricted and both parties know what to expect.

The Audio-Lingual method focuses on oral skills. It aims to improve students’ speaking achievement. Language items are presented to students in spoken form without reference to the mother tongue so that they can learn language skills effectively. The goal of the Audiolingual method is, via teaching vocabulary and grammatical patterns through dialogues, to enable students to respond quickly and accurately in spoken language. The dialogues are learnt through repetition and such drills as repetition, backward build-up, chain, substitution, transformation, and question-and-answer are conducted based upon the patterns in the dialogue (Larsen-Freeman, 2000, p.45). Tim Bowen explains the contributions of this method to language learning as:

“Most teachers will, at some point, require learners to repeat examples of grammatical structure in context with number of aims in mind: stress, rhythm, intonation, ‘consolidating the structure’, enabling learners to use the structure accurately through repetition, etc. Question and answer in open class or closed pairs to practice a particular form can also be argued to have its basis in the audio-lingual approach, as can, without doubt, any kind of drill.”

**Nunan** is of the opinion that Audio-Lingual method “has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach which could be said to have developed a ‘technology’ of teaching and based on ‘scientific’ principles” (2000, p.229). The Audiolingual method has the key features of

drilling, memorization, repetition and over learning. The problem is with these features of this method because these features can be included in its demerits. The student repeats an utterance aloud as soon as he has heard it. He does this without looking at the printed text. The utterance must be brief and small so that the ears of the student must retain them and may repeat it because sound is more important than form and order.

## **2.1.2 TEACHING STRATEGIES:**

### **A. Teaching Strategy:**

It refers to the structure, system, method, technique, procedure and processes that a teacher uses and employs during instruction to assist student learning. It is applied in order to help the most of the students in their learning process, for what it is necessary to know the learning characteristics of the specific group. The teaching strategies to take are:

### **B. Modelling:**

According to Eggen and Kauchak (2001), Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing. Another set of strategies for creating context to motivate communication is the development of simulation, dialogues, and role plays. Modeling, explaining, and demonstrating are essential teaching activities if all children are to learn to read and write. Teachers model the reading and writing processes by engaging in them while children observe. Reading aloud to children, for instance, provides a model of how reading sounds and how stories go. Composing a list of things needed for a project provides a model of one function of writing. Talking about how a newspaper story made us worry provides a model of response to text. TPR method emphasizes in activities that involve body movements or physical responses known as modeling.

Reading aloud to children is one way to model fluent reading and thoughtful talk about books, stories, and responses. While read-alouds have become increasingly popular, research indicates that nearly one-third of classroom teachers rarely read children's books aloud to their students (Hoffman, Roser, & Battle, 1993). Models are human inventions, based on an incomplete understanding of how nature works. Models concentrate attention on specific aspects by using something that is familiar as a simile to explain or describe something that is not familiar. Consequently, most models are limited or 'wrong' in some key aspect. This can create learning problems if students take a different meaning from the model than that intended by the teacher.

For example students may:

- learn the model rather than the concept it is meant to illustrate

- fail to distinguish between a mental image and a ‘concrete’ model
- lack the necessary visual imagery to understand the model
- lack awareness of the boundary between the model and the reality the model is representing
- mix up aspects of two or more different models
- miss some key attributes and so misunderstand the purpose of the model
- continue to use the least sophisticated of a range of models, even when they have been introduced to more advanced models
- Find it difficult to apply the model in different contexts.

### **C. Drilling and Repetition:**

In L2 development, the use of repetition by children can be a way of interacting socially, aiding participation in play, as argued by Rydland and Aukrust. The authors show differences in functions of self- and other-repetition in child L2 discourse: they suggest that self-repetition relates to frequency of oral participation, and other-repetition allows the child to participate in extended discourse in L2.

A study at the University of Maryland says that the repetition of words has to be in different contexts (To repeat the same word but in different context or situation) in that way, children will acquire the language in a better form. “It’s not necessarily helpful, for example, to just repeat the word “ball” over and over again... Instead, it is more effective for a mother to repeat the word in different kinds of sentences so the child can get used to hearing the word in different contexts.” Repetition is a major rhetorical strategy for producing emphasis, clarity, amplification, or emotional effect.

Drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it.

Drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken (Setiyadi, 2006, p.54). In addition, drill is part of audio-lingual method (ALM). On the other hand, drill means forcing the students to use the target language. There are several types of drilling techniques in ALM (Setiyadi, 2006, p.63-66), which are repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement, completion drill, expansion drill, contraction drill, integration drill, and translation drill. The drills can be adjusted to the classroom dynamics during the teaching and learning process. Using drilling techniques, the teacher should drill the students to use the target language and make it familiar in order that the students can remember and understand new vocabulary. During the teaching learning process, the students are dependent on the teacher. The teacher can also use more than one drill to improve the teaching and learning process.

#### **D. Partner and small group work:**

It is a very powerful context for communication in the classroom involves the use of small group and partner activities within the framework of cooperative learning. Pair and small group incorporate the benefits of cooperative learning and excellent vehicle to help students to communicate in the new language.

Whilst pair work and group work are the staple of the 'communicative' classroom, and are the fundamental way in which teachers can give learners the opportunity to practice what they have been exposed to meaningfully, not all pair work has that function. (A. Hill David, pair work and group work, page 1)

#### **Why use learning groups?**

Numerous studies have shown that the thoughtful use of group work brings about the following benefits to learners:

- Higher academic achievement
- Long term retention
- Higher level of reasoning



- Critical thinking
- Teamwork skills
- Interpersonal communication
- Group problem solving and decision-making
- Conflict resolution
- improved racial/ethnic relations
- improved sexual difference relations
- Higher self-esteem
- Individual empowerment

### **Ingredients of effective group work:**

#### **-Positive interdependence**

Group work is more productive when the participants perceive that they need each other to accomplish the assigned task. In other words, they “sink or swim together”. There are various methods of instilling this atmosphere within a group. They involve highly structured activities in which each student is asked to take on one of a few specific roles.

#### **-Individual accountability**

It should be clear that each member of a learning group is responsible for achieving all of the learning outcomes associated with an assignment. Students are made aware in advance of a group activity that their learning will be individually assessed or evaluated. This can be accomplished through the use of random oral questioning or quizzes and formal exams. If the overall group work is evaluated (often it is not), then this might only account for a small part of a student’s grade.

#### **-Face-to-face interaction**

Students in a learning group promote each other’s productivity and learning through the use of sharing, help and encouragement. Student interaction is stimulated by appropriate seating arrangements and through the use of shared resources such as information handouts, worksheets, tools and equipment, etc.

### **E-Audio-Visual:**

These strategies are helpful in many ways. They may improve a child's behavior by clearly showing expectations and visually depicting what will happen next. They improve the child's ability to understand. Technology is a tool. Sometimes the technology resources that early language teachers have at their disposal seem more like a magic carpet or a magic wand. At the same time as we consider our own uses for technology, we need to focus on our students and their needs to be able to use technology effectively. When we integrate technology with our lesson and create opportunities for our students to use technology meaningfully, we are supporting them in the development of two essential tools for lifelong learning. (Curtain Helena, Dahlberg Carol, Language and children making the math, page 370).

The audio visual aids are being increasingly used since these involve both audio (verbal) as well as visual way of teaching. Several researches have been proved that the ability to recall is high with teaching using audio visual aids. Selection of appropriate media of teaching is one of the smart and important steps of teaching students of different levels and domains. Several media of audio visual aids are being practiced such as overhead projector (OHP), power point presentation (PPT), white or black board teaching and flip charts etc. These media have merits as well as demerits. There are key techniques to make them more effective. The audio visual aids help in consolidation of long term memories of learnt information. Logical use of different types of media simultaneously during teaching can be more beneficial for the learners in many ways. There are several types of media and resources for teaching and they all play an important role in certain situations. The most used are:

- The overhead projector, the digital projector ("cannon")
- Textbooks, consultation, exercises, etc.
- Recordings, projections, radio, TV, videos.
- Magazines and newspapers
- The franelogram and plastigram; the "flashcards"
- Real or miniature objects
- "Realia": photos of posters, clippings, etc.

It can be seen that some of these media are purely visual or auditory, but others integrate images and sound. There are media that, by their nature, require a passive attitude on the part

of the students, but others are interactive and require more activity and participation. Every classroom where English is taught must have these materials to make learning more effective. These teaching strategies were developed with the use of:

➤ **Videos:**

The video is an important component in a thoughtful lesson plan; students often make new connections between curriculum topics, and discover links between these topics and the world outside the classroom. Students, especially children retain more information, understand concepts more rapidly and are more enthusiastic about what they are learning because they can perform actions, imitate sounds; so the learning is more effective.

Video-tapes (and more recently DVDs) have played a role in the classroom for many years, often to supplement classroom instruction. Videos made for children in the target language culture are valuable sources of both language and culture experience. Alisha Dawn Sample (2002) encourages teachers to tape some of their lessons as a way to provide “take-home” lessons for those who are newcomers, and as a method of providing lessons for substitutes or classroom teachers when the language teacher has to be absent.

➤ **Stories:**

Telling stories is one of the most beloved contexts for young children, and students of all ages can become engrossed in a good story. The familiar structure of a story helps to make the meaning comprehensible, especially when it is richly supported with visual, gestures, and the student’s participation. The use of stories in the L2 classroom creates a good learning environment and provides meaningful and comprehensible input. Through stories, the language acquisition device is activated and it is easy for children to induce the language elements from the data provided by the stories (Krashen, 1981). Storytelling has special pedagogical values for the foreign language classroom, as Rossiter (2002, p. 1) points out below: Stories are effective as educational tools because they are believable, rememberable, and entertaining.

The believability stems from the fact that stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information

more memorable because they involve us in actions of the characters. In so doing, stories invite active meaning making. Language learners can benefit from storytelling because stories help them to develop the ability to understand spoken language and engage in thinking skills. In connection to this, Castro (2002, p. 52) reports on a study carried out in Colombia and stresses that “Listening to stories develops children’s listening and concentration skills and their ability to receive and understand information expressed in words.

➤ **Songs and rhymes:**

They are powerful vehicles for linking language with action-included songs, rhymes and finger plays that involve large- and small motor physical actions. Many songs and rhymes for young children are designed to incorporate actions even for memorizing vocabulary in a funny way. Teaching rhymes and songs in Primary Education to the students may be beneficial for them both inside and outside the school. It also provides an excellent opportunity to increase the skills of students in the area of foreign language through the follow-up activities of writing, reading, or practicing the skills taught in class.

Music is a proven teaching tool, which fosters language retention and production in young children. According to Medina, “using music in the classroom will help our students succeed as FL students” (Medina 1993, page. 8). There are a few reasons for the use of rhymes and songs in the teaching of a foreign language in Primary Education. Quoting Phillips: “Naturally, children really enjoy learning and singing songs and have fun doing activities while reciting rhymes” (Phillips 1993, page. 100). Singing songs not only helps children remember important information but it also makes the classroom learning more lively, as it was stated by Linda Campbell and Bruce Campbell (cf. 1996, page. 58).

Most researchers revealed that using songs give a great influence in educational settings. Therefore, rhymes and songs give children an intimate feeling, a relevant and special link with their human environment and as such influence the acquisition of their first language in a quite notorious and important way. The use of rhymes and songs in the primary classroom is an important tool for language acquisition, not only for the mother tongue language but

also for the foreign one. They introduce new vocabulary, culture, and focus on pronunciation and intonation in a way that is quite easy for the children to follow and learn steadily. (Garcia Isabel; Rubio Antonio Daniel, Centro Universitario de la Defensa de San Javier, The use of rhymes and songs in the Teaching of English in Primary Education, page 88)

➤ **Games:**

Games are a familiar method by which elementary and middle school teachers create a setting for second language acquisition. In addition to context, games also provide an emotional connection and a sense of play that the brain research and teacher experience indicate that can enhance both learning and memory. Games can take many forms, but in the classroom, any activity that involves a competition, social interaction, and some form of prize or award would be considered a game.

Choose games and adjust so that the students need to understand the language and express themselves in it. Then they will realize that the language is useful and they will be motivated to communicate. It is to be expected that the teacher will produce most of the language during the early stages of language acquisition; this is perfectly natural and acceptable, but the language must play an important part in every game. (Curtain Helena, Dahlberg Carol, Language and children making the math, page 331). Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Steve Sugar.1998. p. 3).

There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Second, games also play a big part in helping participants build relationships, and to feel equal. Third, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency. That

allows students to do more on their own, and that can very well result in an increase in their confidence level. (Langran & Purcell.1994. p.12-14).

➤ **Coloring:**

It is one of the most efficient ways of learning to children because they enjoy coloring. Coloring in pictures and drawings may seem like a simple task but there are many benefit in learning for children such as the association of the drawing with the original object to engage in the act of coloring in because it motivates children. There are some benefits when kids color:

1. Prepares Them for School
2. Stimulates Creativity
3. Contributes to Better Handwriting
4. Improves Focus and Hand to Eye Coordination
5. Helps Learn about Boundaries, Structure and Spacial Awareness
- 6..Coloring helps kids focus. Filling in the lines of an age-appropriate coloring book helps kids focus on the task at hand while creating something beautiful.
7. It also helps develop fine motor skills.
- 8.Coloring improves color and texture awareness. Young children have the opportunity to learn the names of colors,
- 9.Coloring is great for stress relief. It's a calming activity that helps kids slow down their body and mind and process their emotions.
- 10.Coloring encourages confidence and self-esteem. Finishing a project is satisfying. (Becki, September 1, 2016).

### **2.1.3 CHILDREN'S LEARNING CHARACTERISTICS**

According to Wendy A. Scott and Lisbeth H. Ytreberg, there exists some special characteristics in the learning process for kids of 5 years old. These are the follow:

- They can talk about what they are doing.
- They can tell you about what they have done or heard.

- They can plan activities
- They can argue for something and tell you why they think, what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.
- They can use wide range of intonation patterns in their mother tongue.
- They can understand direct human interaction.
- They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.
- They understand situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands and eyes and ears. The physical world is dominant all the time.
- They are very logical- what you say happens first.
- They have a very short attention and concentration span.
- Young children sometimes have difficulty in knowing what is fact and what is fiction.
- Young children are often happy playing and working alone but in the company of others. They can be very reluctant to share.
- Young children cannot decide for themselves what to learn.
- Young children are enthusiastic and positive about learning.

Taking into account these characteristics it will be applied the different teaching strategies in order to enhance the teaching for 5-year old kids at the institution mentioned before.

#### **2.1.4 THE IMPORTANCE OF CHILDREN'S EMOTIONAL ENVIRONMENT FOR LEARNING**

For kids the emotional environment is just as important as the physical environment. Children learn when they feel secure, happy, valued and listened to. This is central to any learning experience in a child's early years, including learning an additional language. What a child needs are a loving, stimulating and enriching environment, with a balance of adult-led and child-led activities and age-appropriate resources. Adult-led activities, which can be

things like stories, songs, rhymes, games, arts and crafts, and dance-and-movement activities, give the child exposure to the language. But it is the interactions that take place, particularly in the child-led activities, that can really support and broaden a child's language development, encouraging authentic and meaningful communication in context. The right conditions help children learn even more.

## **2.2 THEORETICAL BASES**

According to many researches, including Dr. Elizabeth Bates of the Center for Research on Language and Cognition at the University of California, San Diego, say that the optimal time for learning a second language is from age five to ten years. This is due to the fact that by this age the brain has already learned the structure, syntax and vocabulary of one language. The ability to communicate is already in place; yet the brain still has new language acquisition architecture intact, as well. There are countless neurons and synapses that have not yet been pruned away. Research suggests that all elementary schools should insure children are exposed to at least one second language during this critical window of opportunity.

What is different in teaching a foreign language to kids and teaching to adults? According to some experts, the difference is immediately obvious, because children are often more enthusiastic and lively as learners. There are some experts who have contributed with their theories to the issue of early childhood development, such as:

### **➤ Piaget Theory**

Piaget's (1936) theory of cognitive development explains how a child constructs a mental model of the world. He disagreed with the idea that intelligence was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation and interaction with the environment.

Piaget was employed at the Binet Institute in the 1920s, where his job was to develop French versions of questions on English intelligence tests. He became intrigued with the reasons children gave for their wrong answers to the questions that required logical thinking. He



believed that these incorrect answers revealed important differences between the thinking of adults and children.

Piaget (1936) was the first psychologist to make a systematic study of cognitive development. His contributions include a stage theory of child cognitive development, detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities.

What Piaget wanted to do was not to measure how well children could count, spell or solve problems as a way of grading their I.Q. What he was more interested in was the way in which fundamental concepts like the very idea of number, time, quantity, causality, and justice and so on emerged.

Piaget's theory differs from others in several ways:

- It is concerned with children, rather than all learners.
- It focuses on development, rather than learning per se, so it does not address learning of information or specific behaviors.
- It proposes discrete stages of development, marked by qualitative differences, rather than a gradual increase in number and complexity of behaviors, concepts, ideas, etc.

The goal of the theory is to explain the mechanisms and processes by which the infant, and then the child, develops into an individual who can reason and think using hypotheses.

To Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment.

➤ **Margaret Donaldson**

According to Donaldson, the child actively tries to make sense of the world...asks questions...wants to know...Also from a very early stage, the child has purposes and intentions he wants to do. Environment provides the setting for development through the

opportunities it offers the child for action. We can think of the classroom and classroom activities as creating and offering opportunities to learners for learning.

Donaldson's main thesis is that young children are traditionally labelled as being poor communicators because they are egocentric, meaning that they have limited ability to "decenter". One example he uses is of the child who, on their first day of school, is told by the teacher, "...sit there for the present.". After school this child complains to their parent that "I waited all day for the present, but they didn't give me one." This story is one which different adults will view in different ways. Adults who still feel a strong sense of connection with and memory of their own "forever/ childhood years" will empathize with the child— the first day of school is confusing, the child didn't understand the different uses of the expression "for the present", or pick up on the tone, which would also indicate more clearly exactly what the teacher meant. Some might see this as a funny story about a child "getting it wrong", whilst still others might feel the child was "naughty" or "rude" for expecting a present.

Donaldson argues in favor of the view "through the eyes of the child" and says that, whilst we may look at it that the child did not understand the adult (in this case the use of the word "present"), it is also clear that the adult did not understand the child (the child's point of view). This (backed up with some practical experiments) leads to her assertion that "Children are not at any stage as egocentric as Piaget has claimed... the gap between children and adults is not so great... as had recently been widely believed." (p.58). She says that this does not mean that children are miniature adults or like adults in every way, but that the differences between children and adults with regard to being egocentric are not so great, and that there are other differences, in other areas, which are greater. (This makes me wonder whether perhaps we adults have just become better skilled at hiding the fact that we are egocentric)

Donaldson also discusses the importance of experiences which prepare children aged 0-4 for entering school at age 5. She asks what can be done to give *all* children a chance at good preparation for starting school, given that some will need more help than others in preparing for this transition. "I believe that early mastery of reading is even more important than it is commonly taken to be.... preparation for reading should include... attempts to make children

more aware of the spoken tongue.” (pp. 96-97). Donaldson says that reading to a child so they realize the letters grouped together are one word at a time (such as by pointing to the words one by one as we read) is very useful in helping them break down the sounds of their mother tongue, which they would otherwise have not thought about in such a way. She also believes that reading and the process of learning to read are vitally important in “encouraging highly important forms of intellectual self-awareness and self-control.” (p.97).

➤ **Bruner**

Routines can provide opportunities for meaningful language development; they allow the child that they actively make sense of new language from familiar experience and provide a space for language growth, says Bruner. Routines will open up many possibilities for developing language skills. The outcome of cognitive development is thinking. The intelligent mind creates from experience "generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions" (Bruner, 1957, p. 234). Thus, children, as they grow, must acquire a way of representing the "recurrent regularities" in their environment. Therefore, to Bruner, important outcomes of learning include not just the concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to "invent" these things for oneself.

Cognitive growth involves an interaction between basic human capabilities and "culturally invented technologies that serve as amplifiers of these capabilities". These culturally invented technologies include not just obvious things such as computers and television, but also more abstract notions such as the way a culture categorizes phenomena, and language itself. Bruner would likely agree with Vygotsky that language serves to mediate between environmental stimuli and the individual's response. The aim of education should be to create autonomous learners (i.e., learning to learn). In his research on the cognitive development of children (1966), Jerome Bruner proposed three modes of representation:

- Enactive representation (action-based)
- Iconic representation (image-based)
- Symbolic representation (language-based)

### **Bruner's three modes of representation:**

➤ **Enactive** (0 - 1 years)

This appears first. It involves encoding **action-based information** and storing it in our memory. For example, in the form of movement as a **muscle memory**, a baby might remember the action of shaking a rattle.

The child represents past events through motor responses, i.e., an infant will “shake a rattle” which has just been removed or dropped, as if the movements themselves are expected to produce the accustomed sound. And this is not just limited to children.

➤ **Iconic** (1 - 6 years)

This is where information is stored visually in the form of **images** (a mental picture in the mind's eye). For some, this is conscious; others say they do not experience it. This may explain why, when we are learning a new subject, it is often helpful to have diagrams or illustrations to accompany the verbal information.

➤ **Symbolic** (7 years onwards)

This develops last. This is where information is stored in the form of a code or symbol, such as **language**. This is the most adaptable form of representation, for actions & images have a fixed relation to that which they represent. Dog is a symbolic representation of a single class. Symbols are flexible in that they can be manipulated, ordered, classified etc., so the user is not constrained by actions or images. In the symbolic stage, knowledge is stored primarily as words, mathematical symbols, or in other symbol systems.

Bruner's constructivist theory suggests it is effective when faced with new material to follow a progression from enactive to iconic to symbolic representation; this holds true even for adult learners. A true instructional designer, Bruner's work also suggests that a learner even of a very young age is capable of learning any material so long as the instruction is appropriate organized, in sharp contrast to the beliefs of Piaget and other stage theorists.

➤ **Helena Curtain and Carol Ann Dahlberg**

They say that children learn new languages best when...

- Teachers recognize learners as active constructors of meaning rather than passive receivers of vocabulary and information.
- Instruction is affectively engaging, made meaningful and memorable through the use of story form and activities such as storytelling, music, games, drama and celebrations.
- Learning is organized in terms of concrete experiences; visual, realia, and hands-on activities are integral components of instructions.
- Activities are geared to the young's learner interests, cognitive level and motor skill level.

Another theoretical evidence is to separate the Native Language from the Target Language. In addition, the evidence from bilingual education shows that students in classes in which the language are kept separate end up with much greater language proficiency than those in classes that do not maintain such careful separation. Mixing languages, and translating from one language to the other, can cause confusion and tends to be counterproductive for early language learner. In addition, talking about the learning process of kids is necessary the use of games in the foreign language classroom. According to the professor of psychology at McGill University, **Fred Genesee**:

"Using games in the foreign language classroom is an essential element in the own teaching-learning process of a language, especially in its first stages since it introduces us to certain necessary skills for the current society from a didactic prism "(1994: 264).

Psychopedagogues call attention to the game at school age highlighting their affective, social, cognitive and linguistic values. The game establishes an affective and emotional climate in the classroom based on trust, security, and acceptance. The games are frequently used in the primary language classroom. However, it is necessary to define what a game is when we want to use it in class. According to **Maria Toth's definition**: "a game is an activity with rules, an objective and an important element of fun" (1995: 48). The emphasis on games lies in the success of communication and not in the correction of language.

### **3. METHODOLOGICAL DESIGN**

#### **3.1 TYPE OF RESEARCH**

This research is descriptive because its aim is to collect information about the development of English teaching strategies for 5 year-old kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”, about the application of English teaching strategies in that group of children. The group of 5-year old kids in that institution will receive English classes in a period of five months, period where the researcher will gather the information in order to describe the performance of kids and the effectiveness of English teaching strategies used through the study. The approach carried out in this investigation is qualitative, since it pretends studies aspects like effectiveness of strategies and kids’ performance. A descriptive research provides a basis for decision-making that is what this study also pretends, motivating the authorities of the institution to implement the teaching of the English language, based on the results of said study.

#### **3.2 METHOD**

The method used in this research is the Qualitative Method because the purpose of this research is to know how 5-year old kids perform with the application of some teaching strategies to English classes. Therefore, through observation of kids in their natural context, their performance will be described at the end of the research.

#### **3.3 LEVEL OF RESEARCH**

The level of this research is **descriptive** because it consists in the characterization of a phenomenon, fact, individual or group in order to establish its structure or behavior. In this research, it will focus to describe the application of English teaching strategies in 5-year old kids. In addition, the level is **application** because it will be applied in this project to be able to solve the problem that is being investigated in this institution.

### **3.4 POPULATION**

The population for this research is taken from the Centro de Desarrollo Infantil “Mis Primeros Pasitos”. This institution has five levels from 2 to 6-year old kids. There are 88 kids, 48 girls and 40 boys in the institution.

### **3.5 SAMPLE**

The sample for this research is 20 students. And this is taken from the section of 5-year old kids of the institution.

### **3.6 SAMPLING TECHNIQUE**

The Sampling Technique for this research is **Non-probabilistic** sampling where the population does not have equal chances of being selected. It will be applied specifically **Convenience Sampling**, because the sample is selected according to the availability and characteristics of the group of 5-year old kids. Also, the space of the classroom in order to develop the different teaching strategies selected.

### **3.7 RESEARCH TECHNIQUES AND INSTRUMENTS**

#### **3.7.1 TECHNIQUE**

A technique is used to collect the information in a research in which a researcher observes the ongoing behavior. In this study, the techniques are the **observation and survey**, since the group under study will be in observation during the entire period of the application of the English teaching strategies in order to obtain accurate information to help describing the application of these, the performance of children and the effectiveness of them. Also, the researchers will pass a survey to the principal of the institution, to the teacher in charge of the section and to the student’s parents to get more information about the students’ performance (See annexes 3 and 4). Besides, the artifacts used in order to collect information are photos and videos. This will be taken and recorded during the English classes.

### **3.7.2 INSTRUMENT**

The instruments used for this technique are the **checklist**, the **note taking**. As in each class the researchers are taking notes and observing about the performance of kids and the application of the strategies through the study. As it is well known, the note taking helps to see the information in a useful visual way. Through the checklist (See annex 2) the researcher will know about the performance of children during the development of English classes. Where the checklist will show how children react to every strategy through the topics.

### **3.8 ANALYSIS PLAN**

The analysis plan will be developed taking into account the research instrument which is the checklist. This is planned to develop the information obtained through videos, pictures and the development of children in the class (See annex 5). It will be analyzed and collected by means of a pie chart. Where that information and the data will be displayed in an easy way to read “pie-slice”; also, with a variety of slice sizes telling how much one of the data element exists.



## 4. RESULTS OF THE INSTRUMENTS

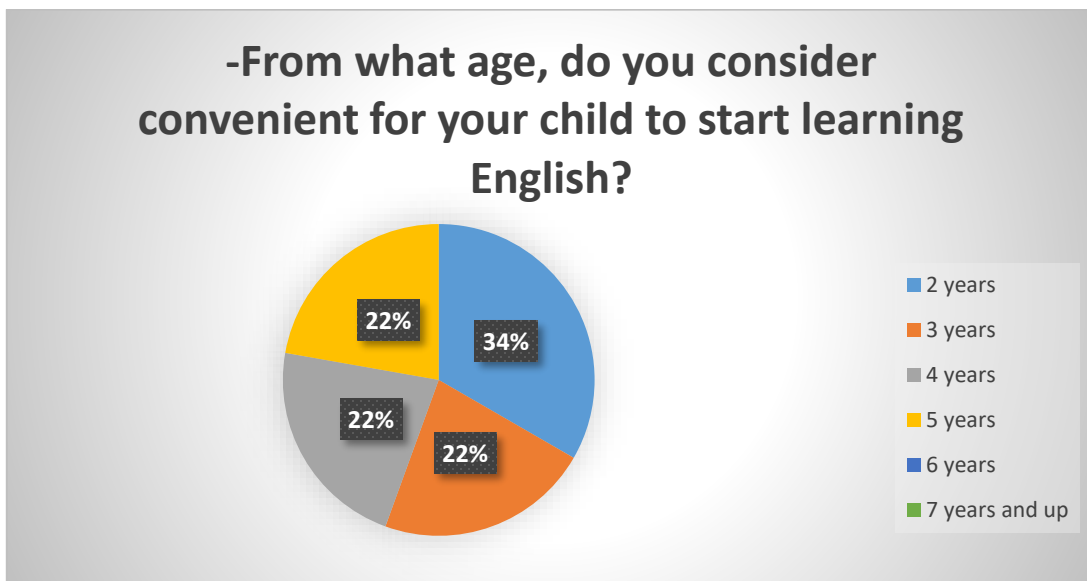
### 4.1 RESULTS OF THE PARENTS OF THE 5-YEAR SECTION

Graphic 1



All parents answered that they have never sent their children to learn English outside the study institution.

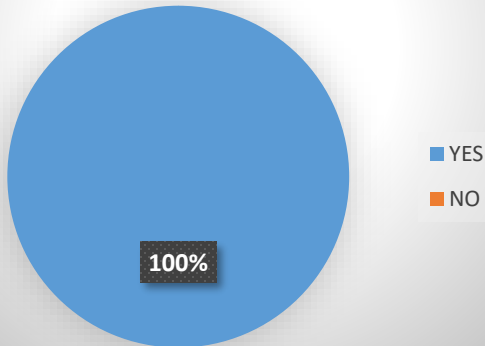
Graphic 2



Parents responded that their children should receive English classes from 2-year old with 34%. While the other 22% considered it to be better after 3, 4 and 5 years.

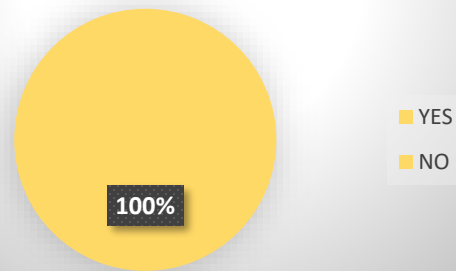
**Graphic 3**

**-Do you consider important for your child to receive English classes at CDI?**



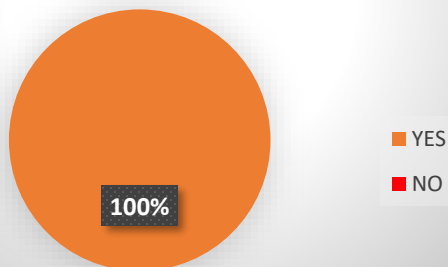
**Graphic 4**

**-Do you consider that learning English language has benefits for the academic development of your child?**



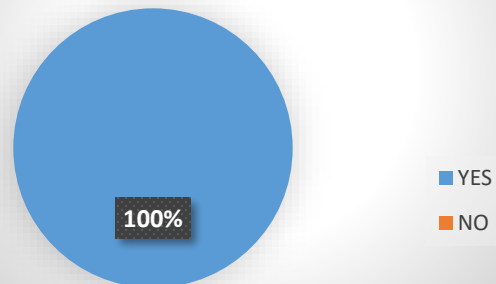
**Graphic 5**

**-Taking into account the English classes taught at CDI, do you consider that children are motivated towards learning English in the institution?**



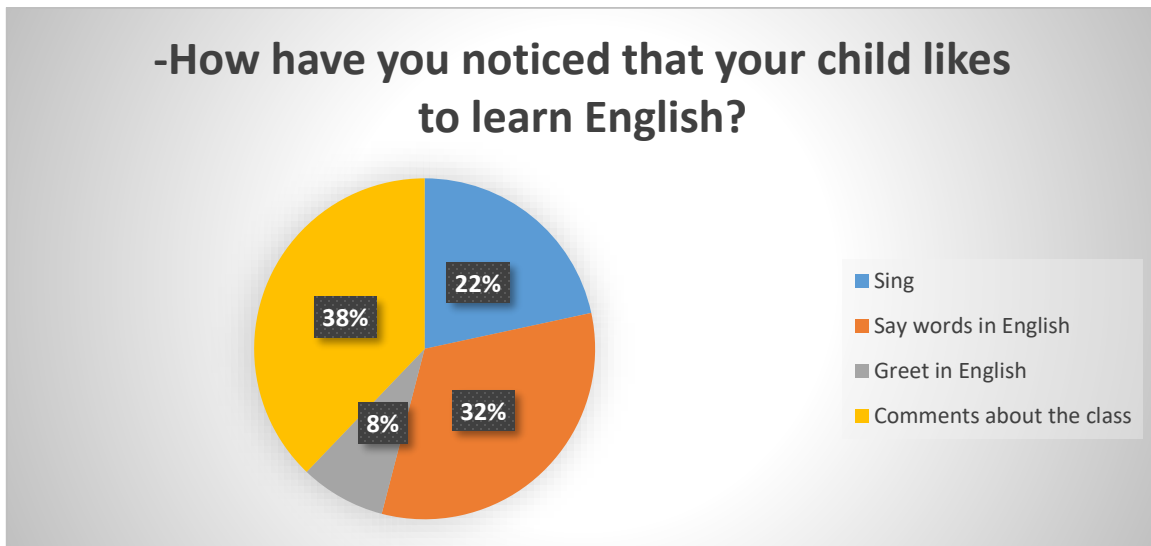
**Graphic 6**

**-Do you consider that your child likes to take English classes?**



With respect to graphic 3, 4, 5 and 6, all parents' answer were "Yes" that is important their children receive English classes in the institution, just as the English language has benefits for the academic development of their son or daughter. In addition, all parents consider that their children feel motivated towards learning English in the institution, also their children liked to receive English classes.

**Graphic 7**



The answer that stood out in Graphic 7 is that parents have noticed that their children like to learn English through comments about the class with 38%. Then, with 32% of the parents said that children say words in English.

**Graphic 8**

**-According to the previous question, what teaching techniques do you consider to be the most appropriate for your child to be motivated and at the same time facilitate the learning of the language?**



Parents consider that the most appropriate teaching technique for their children to be motivated and at the same time facilitate their learning are the songs. Followed by the videos with 22%.

**Graphic 9**

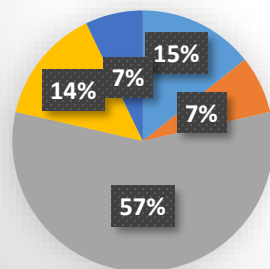
**-In relation to your child's learning, how much do you think your child has learned with the classes taught?**



Parents consider that their children have learned at a regular level with the classes taught. While 35% consider their children learned a lot.

**Graphic 10**

**-We believe that your opinion is very important so we ask you to help us with your comments or suggestions about the English language teaching your children received.**

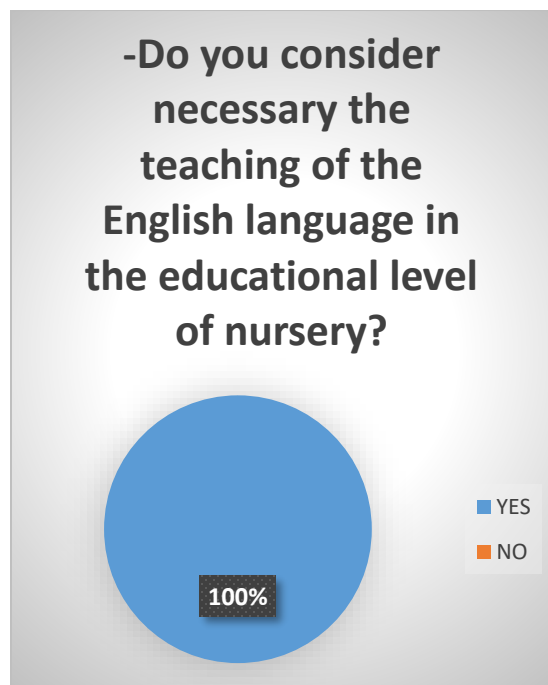


- Dynamic and creative classes
- Support books
- Implement the English language as a special subject
- A second language is necessary for the future
- The use of technology

Parents consider that English classes should be implemented as a permanent subject in the institution. Moreover, some of them consider that a second language is necessary for the future of their children with 14%.

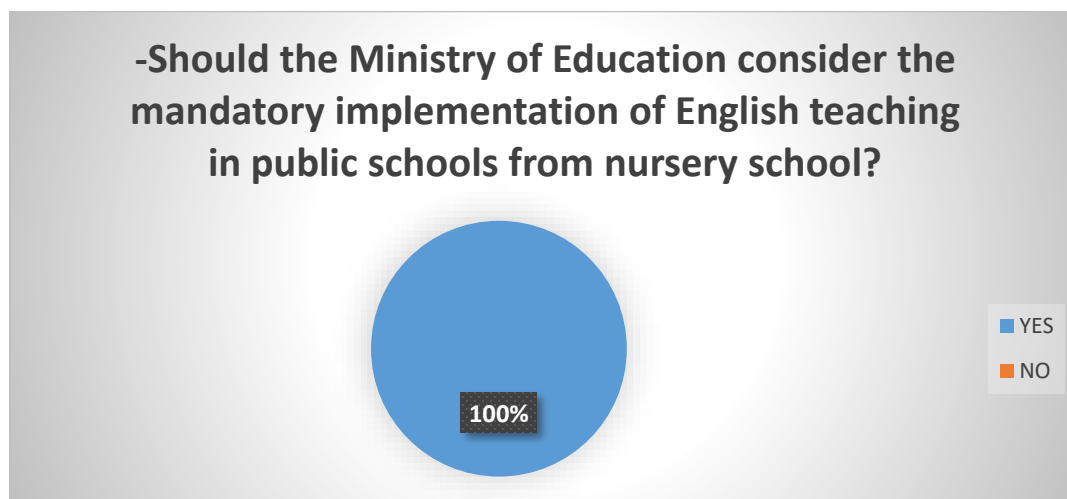
## 4.2 RESULTS OF THE TEACHER AND PRINCIPAL OF THE INSTITUTION

Graphic 1

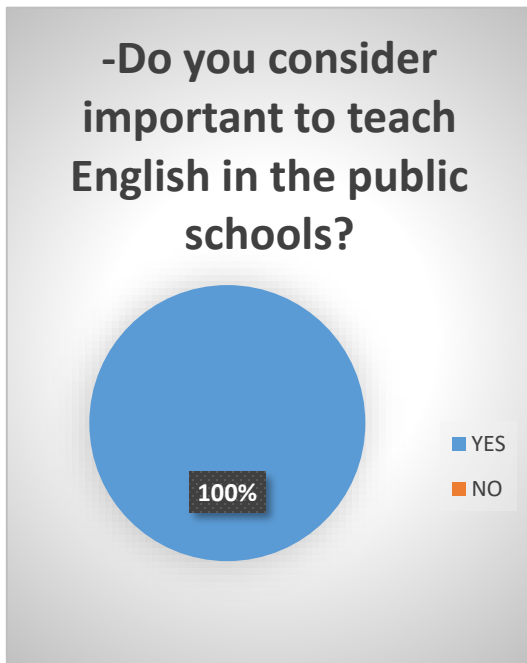


In graphic 1, all the teachers responded that the students of the institution do not receive English classes from the mayoralty of Mejicanos. Also, they consider that is necessary the teaching of the English language in the educational level of nursery.

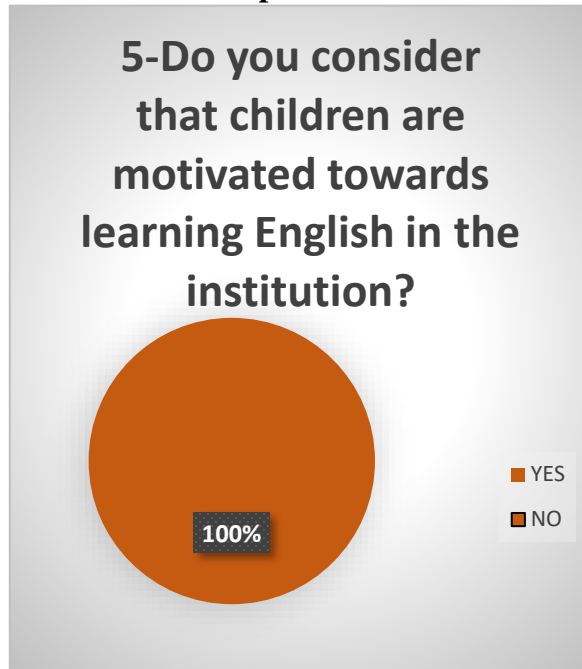
Graphic 2



**Graphic 3**

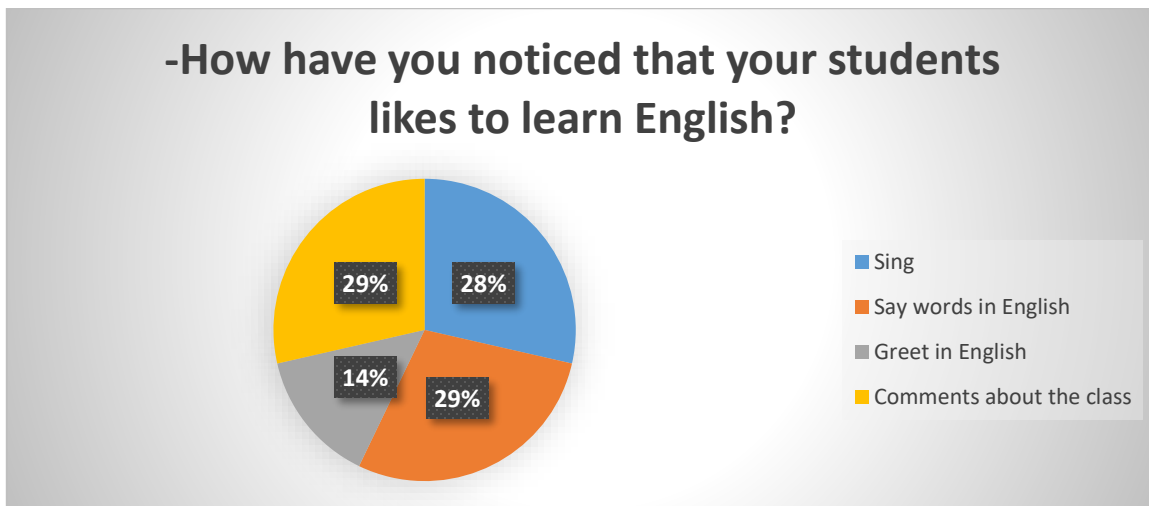


**Graphic 4**



In its entirety the answers obtained in graphic 2, 3 and 4 is 100%. The teachers consider that the Ministry of Education should be mandatory the implementation of English teaching in public schools from nursery; because it is important to teach another language in the public schools. In addition to graphic 5, the teachers noticed that children feel motivated towards learning English in their institution.

**Graphic 5**

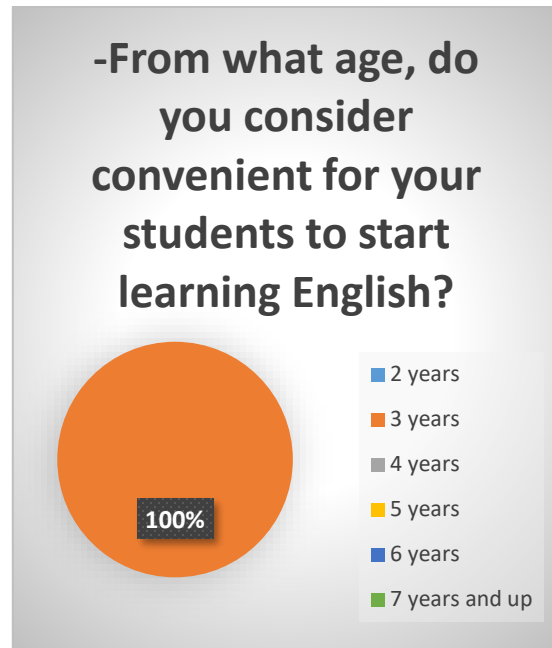


In relation to the way in which the teachers have noticed that their students liked to learn the English language is by means of **saying words in English** and **commenting on the class** with 29%.

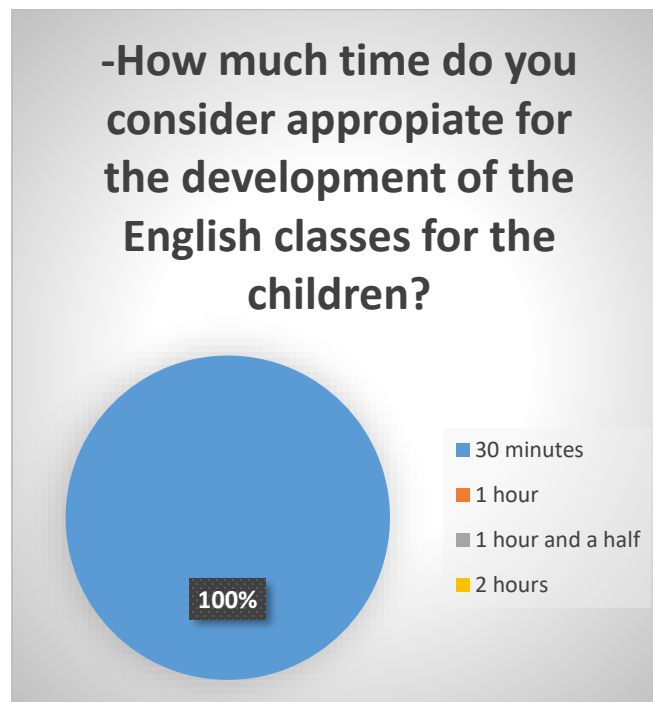
**Graphic 6**



**Graphic 7**



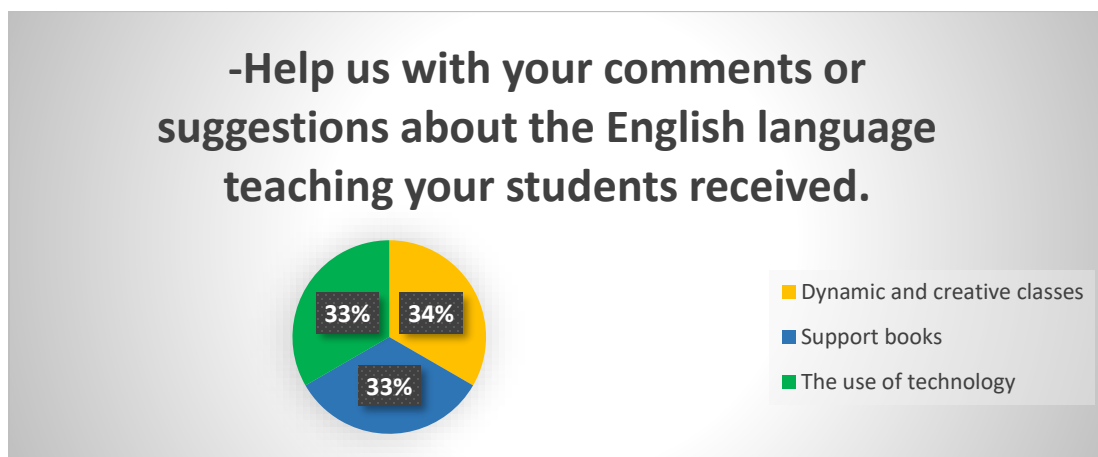
**Graphic 8**





In graphic 6, 7 and 8 the answers are the same; for that reason the teachers would like to implement the English language teaching in their institution and consider it advisable that the children should learn the English language from 2 years. And all of them consider that the appropriate time for the development of English class should be 30 minutes.

**Graphic 9**



The comments obtained in graphic 9 are the teacher and the principal consider that teaching dynamic and motivating classes are important for kids learning process. Also, they consider that using books of support and the use of technology should be necessary.

## **5.1 RESEARCH QUESTIONS' ANSWERS**

### **1-How is the development of the application of English teaching strategies used in the English teaching course for 5-year old kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”?**

The development of the application of the English teaching strategies was a success since all previously established strategies were developed according to the topics. Since each topic was developed during a week and it used not only 3 or 4 strategies per topic, but also the activities that are broken down by each strategies depending to the topic.

The strategies that the teacher used during the English course at Centro de Desarrollo Infantil “Mis Primeros Pasitos” were the Modelling, the Audio-visual, the Drilling and Repetition strategy, and Partner and Small Group Work. And the activities developed with the use of Videos, Stories, Songs and Rhymes, Coloring and Games. But not all the strategies gave a good result.

In every class, the teacher started the class with an enthusiastic and dynamic activity to catch students' interest. Since the children were quite energetic and imperative and if the activities were not dynamic or attractive to them, they did not pay attention in the class and did not participate. For example, the Modelling strategy and Partner and Small Group work.

According to the principal of the institution, the children of the 5-year old section had not received English classes but with the classes of the course, they were very motivated and interested in learning this new language. Since they did not know it but they put it into practice after each class by saying words in English and making comments about the classes. In addition, she thinks that the most appropriate age for children to start learning the English language should be from age 3. However, for parents of children of 5-year, the appropriate age is 2 years because children can learn the language as they grow up.

For parents is important that their children learn another language as it will help them for their future. And that they are already noticing that their children liked English classes since they showed enthusiasm when doing their homework. Likewise, parents listened the songs that their children learned in the classes but also their comments about the classes and the topics besides saying words in English. And for parents the songs and videos help their children to learn easy the language. Also in that way, children used the drilling and repetition strategy and modeling strategy. The development of the application of English teaching strategies was carried out in a period of five months from February to June 2018. Every week the teacher developed some of the teaching strategies selected before, based on The Total Physical Response Method, The Natural Method and Audio-lingual Method.

## **2- What teaching strategies does the teacher of English use to promote the English learning in 5-year old kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”?**

In every class, at least two teaching strategies were applied, but at the end of the week a specific teaching strategy was used in order to perceive the performance of the 5-year old kids for that strategy. There were four specific English teaching strategies applied to the course of 5 years which were the follow:

**MODELLING:** This teaching strategy was used to present to students the new vocabulary through the modelling of the words with the purpose of giving them a better idea of the concept. As an example, the Modelling strategy was used in the topic of “Feelings” where the teacher modeled every feeling using the Mime. Realia was used to develop this strategy in the topic “The Fruits” where the teacher shared a fruit cocktail in order to give the kids a meaningful learning of fruits’ vocabulary.

**DRILLING AND REPETITION:** These were useful strategies applied during the English classes because they helped the students to memorize the words through the games, in order to facilitate their learning process. These teaching strategies were applied since the beginning, for example using a greeting song “Good Morning” with the purpose of using the repetition students could learn how to greet in English. Therefore, for every topic, a song was selected for reinforcing the vocabulary through the repetition.

**PARTNER AND SMALL GROUP WORK:** They are other teaching strategies that were applied during the English classes; with the objective of analyzing the performance of kids when they were learning a specific topic. The strategies were used in games where kids had to share with other classmates a paper, a ball, a toy, etc., taking into account the importance of the ability of socialize what the kids had. Also, some games such as memory game and others were developed by the teacher dividing the class in small groups. For giving the opportunity to participate to everyone, for example in the topic “Means of Transportation”. These strategies were used in almost every class because it allowed kids to express their opinion about the topic.

**AUDIO-VISUAL:** This strategy was used because of the importance that listening sounds and watching images have for young children, in order to acquire a new language, especially vocabulary and concepts. During the English classes audio-visual strategies were used almost in every class. The teacher provided some technological sources such as DVD, laptop, speakers, etc., for giving to the kids the opportunity of watching musical videos, listening songs that could catch their attention to the class. Furthermore, the use of a big book with images related to the topic taught was necessary. Also, the teacher used games in which kids played the Hot Potatoes. The use of Coloring was applied in the course for motivating students to memorize vocabulary.

### **3- How do the students perform in the English language classes when the teacher develops the English teaching strategies?**

According to observations, the students did not know anything about the English language at the beginning of the course. For example, they did not understand what the teacher was saying in the first class. Just one of the students recognize the words: “Good morning”, “Hello”, but with the daily repetition it was easy for them to learn other greetings. When the teacher taught that topic, the kids understood through the songs related to it because all of them sang the songs every day.

In the second topic, the students tried to memorize the colors by playing memory games and looking for objects that contained those colors. At the beginning, the majority of the students only memorized his or her favorite color. After, they memorized all the colors taught by the teacher using the different strategies and the use of coloring, repetition, games and realia. Although, at the time the teacher used the drilling strategy and repetition strategy many children were distracted and did not pay attention. Then, when the teacher asked them about the topic they started to invent the pronunciation that they thought was correct.

However, all the children paid close attention to the time the teacher used the audio-visual strategy specifically with the use of videos related to the topics. At the same time children used the modeling strategy because they listened, they repeated by singing and they did what the video showed. For example, with the topic of body parts, they touched the part that was mentioned and showed in the video of the song “Head, Shoulders, Knees and Toes”. They liked to repeat the songs and do the movements that they watched.

As for the activities with realia, they showed interest and they paid a lot of attention when it came to the activity of eating the fruit cocktail and guess what the fruit was; and most of the children could guess it by remembering the fruit. Moreover, of the 5-year old section teacher said that this type of activities motivates and calls more the attention and interest of the children. Therefore, these strategies are helpful in their learning process.

In relation to pair work and group work, the children did not like to work with their partners in the activities anymore. They preferred to work individually because in some cases they

argued or did not like to work with someone else. According to Wendy A. Scott and Lisbeth H. Ytreberg, “Young children are often happy playing and working alone but in the company of others. They can be very reluctant to share”. This behavior was observed in many times, for example when they had to share the toys or realia, they did not like to do it because they only wanted the object for themselves. Also they demonstrated a selfish behavior at the time to use the coloring, as they did not like to share their colors or crayons. However, most of them did a good job alone and did not need help. According to the 5-year old section teacher, they always like to work individually and thus demonstrate their creativity and understanding of the topic.

#### **4-What are the most effective teaching strategies for 5-year old kids at the moment of learning English?**

During the research about the application of teaching strategies in 5-year old kids, researchers applied several teaching strategies, but according to the result of that study the researchers discovered that the most effective teaching strategies are Audio-visual and Repetition (and Drilling) strategies.

##### Audio-visual strategy - Videos

Watching videos in the English class, helped them capture both the pronunciation of words as in the case of vocabulary and the relation between the word and the object or thing that it represented. The kids quickly established connection between the name, its pronunciation and the image. The visual and auditory information that it included (still images, moving images, facial expressions, gestures, colors, shapes, languages, music, sound effects, etc.) contributed effectively to make the input comprehensible for the kids.

##### **The kids' behavior at the moment of watching a video:**

- Videos attracted the kids' attention: If they were doing another activity and they heard the word " video", they stopped what they were doing in order to watch the video. When the teacher said "come here because we will watch a video" all of them obeyed the teacher's instruction.
- They did what they watched on the video: The images captured the kids' attention more than sounds. At the beginning of the video, they did not understand what they heard on the video, however, listening and watching it time after time, they associated what they heard with what they watched. They liked to stand in front of the TV screen and imitate the choreography of the songs.
- Kids felt enthusiastic: They really liked an English class when the teacher took into account a video about the topic in the lesson. The presentation of the videos was not used as a way to entertain the students rather than, as a useful activity for achieving the objectives previously established.



- After listening and watching the video over and over again, the children ended up producing what they heard. For example, they learned songs about some topics like fruits, family, feelings, etc., just watching several times, the video of the songs.
- The whole class participated in this kind of activities (song, stories, on video). For kids, watching a video was not boring, therefore, it helped them in their learning process.
- Kids acquired vocabulary easily through videos. For example, with the video about the fruits “Sunshine Happy Fruits” they really learned the vocabulary of that topic. They learned how to say apple, pineapple, lemon, cherry and others. Since the current generations are growing in an environment of a lot of colors and dynamism in the transmission of information, they are accustomed to the information being transmitted to them through animations, flashy colors, music, etc.
- It was a familiar environment for them. Some of the students said that they had watched videos at home.

Whenever the children watched a video either from a song or a story (the three little pigs), a complete view was made first. So that, the children could grasp the overall idea without losing the thematic thread. Then, the second view was not completed, since it was stopped by the teacher in order to repeat the vocabulary previously learned. Videos increased students’ motivation, as well as helped students to memorize the new vocabulary and concepts. Besides of being an excellent tool to improve the language acquisition (vocabulary), the use of visual material in the classroom provided a more meaningful context to the kids. Nowadays, one thing that cannot be denied is that our students live in a media world. In which most of the information is provided at home by visual input, through different technological devices.

It was observed that videos, helped students gain confidence as they repeat and imitate real models. Therefore, students participated more and felt more motivated to learn English. Also, it was observed that after the introduction stage, videos about the topic supported the input that the student received. There were several students who monopolized active participation,

but most of the students were not involved in the issues at all, but if the class included videos, the whole class participated actively. The kids were excited to know what they would watch on the video about the topic. They anxiously waited for the presentation of the video. Another strategy that helped to kids to learn English was repetition and drilling, using songs. Repetition and Drilling are closely related to audiovisual strategy. Those strategies were applied during all the classes taught to 5-year old kids, which was very notorious that helped them a lot to learn vocabulary about the topics that were developed. The teacher applied the repetition to make a feedback every day. In addition, it was applied when kids watched videos. Besides, parents expressed in the survey that their children like to watch video in English at home. So there is something that can be observed in during the classes.

## **5-How can the English learning process be promoted with the use of the implemented guide?**

This guide is intended to be used in the English course for 5- year old. As a tool to support the teacher in the development of the English classes at Centro de Desarrollo Infantil “Mis Primeros Pasitos” due to the lack of any established English teaching program. Therefore, it is expected that the English classes could be included to the academic institutional program. It will be developed in a period of 6 months 3 days per week, 30 minutes every class.

This project will be carried out with the agreement between the Sub Coordination Unit for Social Projection of the Foreign Languages Department of the University of El Salvador and the institution mentioned before. It is a proposal for students who will accomplish their Social Service where they can have the opportunity to share their knowledge, at the same time to contribute with the kids’ learning process.

The English learning process will be promoted by applying the teaching strategies in the English classes. The strategies to be included are: The Audio-Visual, the Drilling and Repetition, Partner and Small Group and Modelling. Which are based on Total Physical Response, Natural Method and Audiolingual Method. During the development of the English classes was observed the necessity of the most basic topics according to the knowledge and the age of the kids.

The guide has 21 topics such as greetings, colors, numbers, the alphabet, animals and others. For every topic has an objective, the strategy to apply, some activities to develop and the material that will be used have been established; also every topic will be developed during a week. At the end of the English course, the teacher in charge of this course; a student who is doing her or his Social Service, will create a presentation for the kids. In this presentation, kids will perform maybe a song, a storytelling, or the students’ introduction to show their English learning process.

The project of The Study of the Application of the Teaching Strategies in the English course was concluded successfully in the defined time of 5 months. It took the 5-year old section with the 20 students. In addition, the topics that are established in this guide were developed during this course, since they were very basic topics because the children did not have previous knowledge about the English language. The researchers were observing not only the development of every class during the entire course but also the development of the English teaching strategies (See annex 6).

## **7. CONCLUSIONS AND RECOMMENDATIONS**

### **7.1 CONCLUSIONS**

After having obtained the meaningful results, the researchers conclude that:

1-The teaching of the English language has been very important for kids at The Centro de Desarrollo Infantil “Mis Primeros Pasitos” because they are in an early age where the learning of a second language is easier than for adults, as the brain of kids is very moldable and susceptible to new learnings (Piaget 1936). Nowadays the English learning is essential as the requirement of the globalized world. The research demonstrates that the kids have the interest of learning the language because they perform in a positive way when they received the classes. It was very satisfactory because they felt comfortable and interested in the learning.

2-By using the instruments of the research, a permanent program of teaching English classes was found that is necessary. The authorities, teachers, parents and researchers concluded that it will be a benefit for the kids owing to they will have the opportunity for learning the language because the teaching in public schools formally begins until Secondary Education. Therefore, research suggests that all elementary schools should insure children are exposed to at least one second language during the critical window of opportunity (reports A SAGE Publications Company, 1998).

3-According to the results, to have kids start learning English classes since they are three years old is very important. Because at that age, kids can already talk and interact each other's. Besides, they are more independent and this helps them to participate in the activities, something that is supported by Wendy A. Scott and Lisbeth H. Ytreberg when they say young kids are often happy playing and working alone. Therefore, having the contact with the language at an early age helps them to acquire faster the basis of the language for future learning.

4-Based on the results of the research, the application of suitable teaching strategies with kids has a very important role in the teaching-learning process of the language learning can be affirmed. Also it is important to use the best methods for kids. Since this helps the teacher to motivate their students to learn the language by using their body, interact with each other in the classroom and maintain the discipline. All these aspects ensure the success of the teaching of the English language as a second language. (“language acquisition has to be something funny for kids. Asher 1960)

5-According to the results, the participation of the authorities of the institution, teachers and the students’ parents in their kid’s learning process is essential. With their help, the kids can have more motivation and interest because parents can help them in their English homework. Also, with the authorities’ help the teacher can provide more activities or presentations in the institution that allow kids to perform the language.

6-In conclusion, the lack of technological resources in the institution is a problem at the moment of having audio-visual activities; for example, to listen a song or watch a video. In the kids’ learning process, it is necessary to have attractive and entertaining activities because they get bored easily. Hence with the help of technological resources, kids can practice their listening skill. According to Medina “using music in the classroom will help our students succeed as FL students” (Medina 1993, pag. 8).

7-The researchers concluded that the development of this research was interesting and useful not only for the obtained experience but also for the satisfaction to contribute with the English learning process to 5-year section. It is important to mention the opportunity that the institution gave for carried out this research. Although, there were some difficulties such as the lack of the didactic materials and technological resources, the classes interruptions due to internal activities.

## **7. RECOMMENDATIONS**

### **7.1.1-To the Foreign Language Department;**

- For motivating students in their Social Service to develop programs of teaching English outside the University of El Salvador in order to share the knowledge acquired with the community for giving the opportunity to children, young people and adults to learn a second language.
  
- To support a permanent program for kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos” where students of the University of El Salvador can teach the English classes. Of course with the coordination and collaboration of the institution in order to give the kids the opportunity of learning the language in an early age.

### **7.1.2-To the Centro de Desarrollo Infantil “Mis Primeros Pasitos”;**

- For supporting and implementing a permanent program of English classes since the 3-year section to 6-year section in order to contribute with their learning process. Because of at that age is when they acquire easily the language according expert´s studies (James Asher); therefore, the institution has to take advantage of it.
  
- Because of economic situation of parents who cannot provide the suitable didactic material for the learning process of their kids, the state has to supply it. Therefore, for providing the required didactic materials and technological resources to assure the optimal English classes development and support the teacher in the different activities during the program or course.

### **7.1.3- To the English Teacher**

- Teachers must make the teaching - learning process a meaningful experience for children, through the application of appropriate teaching strategies for them that help them to acquire the English language in an interesting and easy way. For this it is necessary that the teacher uses correctly the guide created, based on the results of this study for the teaching of the English language to 5- year old kids.
  
- To create a stimulating and enriching environment for the kids using different audio-visual materials in the classroom that catch kid's attention in order to reinforce the acquisition of the language.

### **7.1.4- To parents:**

- To support the learning of the English language for their kids, motivating their kids to participate actively in the activities developed by the teacher. Besides, helping their kids in the learning process in order to create a sense of responsibility and respect not only for the classes, but also for the teacher.
  
- To help and support the English teacher by paying attention to their kids' home works and help them to do or complete it. Also, to help them in every activity that she or he will develop in the classroom or in the institution during the course



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# ANNEXES

ANNEX 1



Universidad de El Salvador  
Departamento de Idiomas Extranjeros  
Facultad de Ciencias y Humanidades



Ciudad Universitaria, lunes 12 de febrero de 2018.

Licenciada

Cristina Mira

Directora del Centro de Desarrollo Infantil

"Mis Primeros Pasitos"

Presente

Estimada Licenciada:

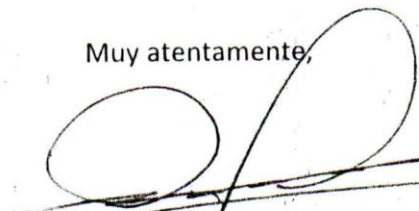
Reciba un cordial saludo de parte del Departamento de Idiomas de la Universidad de El Salvador, así como nuestros mejores deseos de éxito en sus labores cotidianas.

Nos dirigimos a usted para solicitarle, de la manera más atenta, su apoyo en el desarrollo de una investigación académica denominada "*Estudio de la aplicación de estrategias de enseñanza del Idioma Inglés utilizadas con niños de 5 y 6 años de edad*" en la institución que usted tan atentamente dirige; para ello se solicita contar con su permiso para que las Señoritas bachilleres **Lorena Lissette Hernández Nájera**, Carné **HN 05002** y **Yasaira Enedina Alfaro Pérez**, Carné **AP12035**, ambas de la carrera de Licenciatura en Idioma Inglés opción: Enseñanza, intervengan desarrollando estrategias de aprendizaje del idioma inglés en las clases que la Bachiller **Silvia Evelyn Gámez de Castro**, Carné **GH04002**, desarrollará durante el proceso de su servicio social.


Las señoritas bachilleres iniciarán con un diagnóstico de la institución, así también como del grupo de estudiantes con los cuales se llevará a cabo la investigación, y luego, se continuará con la aplicación de estrategias en el momento indicado. (Ver cronograma anexo).

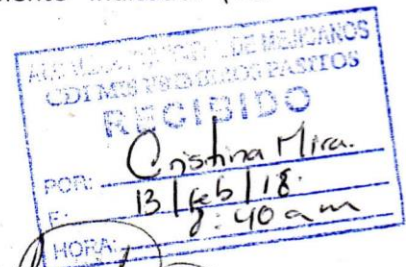
Sin otro particular, nos despedimos de usted.

Muy atentamente,

  
M.T. Ricardo Gamero Ortiz  
Jefe del Departamento de Idiomas  
Facultad de Ciencias y Humanidades



  
Lic. Francisco Antonio Rodríguez  
Coordinador de la Subunidad de Proyección Social



**ANNEX 2**

**UNIVERSIDAD DE EL SALVADOR**

**A Study of the Application of Teaching Strategies Used in the English Course for 5  
Year-Old Kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”**

**Objective: To evaluate the children’s learning performance during the application of  
English teaching strategies in the 5 year-old kids in the course.**

**CHECKLIST**

<b>QUESTIONS</b>	<b>YES</b>	<b>NO</b>	<b>OBSERVATIONS</b>
1-Do they understand the instruction given by the teacher?			
2-Do all kids greet in English when the teacher arrives to the classroom?			
3-Do the kids pay attention in the English class?			
4-Are all kids interested in learning English?			
5-Individually, do they work taking into account the instructions?			
6-Do all kids participate when the teacher makes questions about the topics?			
7-Do all the kids do the homework?			
8-Do all kids participate in the class activities?			

ANNEX 3



UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y  
HUMANIDADES  
DEPARTAMENTO DE IDIOMAS  
EXTRANJEROS



ENCUESTA A DIRECTORA Y PROFESORA

**A Study of the Application of Teaching Strategies Used in the English Course for 5-Year Old Kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”**

**Objetivo: Conocer los resultados, interés y asimilación de la enseñanza del idioma inglés a niños (as) de la sección de kínder 5 del Centro de Desarrollo Infantil “Mis Primeros Pasitos”.**

**Indicación:** Lea detenidamente las interrogantes y posteriormente marque con una (X) la respuesta.

1- ¿Considera que es necesario la enseñanza del idioma inglés en el nivel educativo de parvularia?

SI \_\_\_\_\_ NO \_\_\_\_\_

2- ¿Debería el Ministerio de Educación considerar la implementación obligatoria de la enseñanza del inglés en las escuelas primarias públicas desde parvularia?

SI \_\_\_\_\_ NO \_\_\_\_\_

3- ¿Considera usted que es importante enseñar inglés en la escuela primaria?

SI \_\_\_\_\_ NO \_\_\_\_\_

4- ¿Considera que los niños/as se sienten motivados hacia el aprendizaje del inglés en su institución?

SI \_\_\_\_\_ NO \_\_\_\_\_

5- ¿De qué manera ha notado usted que a su alumna/o le ha gustado aprender inglés?



Canta \_\_\_\_\_ Dice palabras en inglés \_\_\_\_\_ Saluda en inglés \_\_\_\_\_ hace comentarios sobre la clase \_\_\_\_\_

6- ¿Le gustaría que se implemente la enseñanza del idioma inglés en su institución?

SI \_\_\_\_\_ NO \_\_\_\_\_

7- ¿Desde qué edad considera conveniente que los niños y niñas deberían aprender inglés?

2 años \_\_\_\_\_ 3 años \_\_\_\_\_ 4 años \_\_\_\_\_ 5 años \_\_\_\_\_ 6 años \_\_\_\_\_ 7 años en adelante \_\_\_\_\_

8- ¿Considera usted que es suficiente 30 minutos de clases de inglés para los niños?

SI \_\_\_\_\_ NO \_\_\_\_\_

9- Consideramos que su opinión es muy importante por lo que le pedimos nos pueda ayudar con sus comentarios o sugerencias acerca de la enseñanza del idioma inglés que sus alumnos(as) recibieron.

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ANNEX 4



UNIVERSIDAD DE EL SALVADOR  
FACULTAD DE CIENCIAS Y  
HUMANIDADES  
DEPARTAMENTO DE IDIOMAS  
EXTRANJEROS



ENCUESTA A PADRES DE FAMILIA

**A Study of the Application of Teaching Strategies Used in the English Course for 5-Year Old Kids at Centro de Desarrollo Infantil “Mis Primeros Pasitos”**

**Objetivo:** Conocer los resultados, interés y asimilación de la enseñanza del idioma inglés a niños (as) de la sección de kínder 5 del Centro de Desarrollo Infantil “Mis Primeros Pasitos”.

**Indicación:** Lea detenidamente las interrogantes y posteriormente marque con una (x) la respuesta en la opción que estime conveniente.

1 -¿Ha enviado alguna vez a su hijo a aprender inglés fuera de la institución de estudio?

SI \_\_\_\_\_ NO \_\_\_\_\_

2--¿Desde qué edad considera conveniente que su hijo(a) debería aprender inglés?

2 años \_\_\_\_\_ 3 años \_\_\_\_\_ 4 años \_\_\_\_\_ 5 años \_\_\_\_\_ 6 años \_\_\_\_\_ 7 años en adelante \_\_\_\_\_

3- ¿Considera usted importante que su hijo(a) reciba clases de inglés en el CDI?

SI \_\_\_\_\_ NO \_\_\_\_\_

4- ¿considera usted que el aprendizaje del idioma inglés tiene beneficios para el desarrollo académico de su hijo(a)?

SI \_\_\_\_\_ NO \_\_\_\_\_

5- Tomando en cuenta las clases de inglés impartidas en el CDI ¿Considera Ud. que los niños/as se sienten motivados hacia el aprendizaje del inglés en la institución?

SI \_\_\_\_\_ NO \_\_\_\_\_

6-¿Considera usted que a su hijo(a) le gusta recibir clases de inglés?

SI \_\_\_\_\_ NO \_\_\_\_\_

7- ¿De qué manera ha notado usted que a su hijo le ha gustado aprender inglés?

Canta \_\_\_\_\_ Dice palabras en inglés \_\_\_\_\_ Saluda en inglés \_\_\_\_\_

Hace comentarios sobre la clase \_\_\_\_\_

8-De acuerdo a la pregunta anterior ¿Cuáles técnicas de enseñanza considera que son las más apropiadas para que su hijo se motive y al mismo tiempo se le facilite el aprendizaje del idioma inglés?

Videos \_\_\_\_\_ Canciones \_\_\_\_\_ Coloreo \_\_\_\_\_ Dibujar \_\_\_\_\_

Repetición de palabras \_\_\_\_\_ juegos \_\_\_\_\_ Actividades participativas \_\_\_\_\_

Hojas de trabajo \_\_\_\_\_

9-En relación al aprendizaje de su hijo(a) ¿Cuánto considera que su hijo ha aprendido con las clases impartidas?

Nada \_\_\_\_\_ Poco \_\_\_\_\_ Bastante \_\_\_\_\_

10- Consideramos que su opinión es muy importante por lo que le pedimos nos pueda ayudar con sus comentarios o sugerencias acerca de la enseñanza del idioma inglés que sus hijos(as) recibieron.

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MUCHAS GRACIAS POR SU COLABORACIÓN Y EL APOYO BRINDADO DURANTE EL TRANCURSO DE LA ENSEÑANZA DEL IDIOMA INGLÉS A SUS HIJOS(AS), Y ESPERAMOS PODER SEGUIR CONTRIBUYENDO CON EL PROCESO DE APRENDIZAJE DE SUS NIÑOS(AS).

ANNEX 5

PICTURES



Centro de Desarrollo Infantil "Mis Primeros Pasitos", located at the end of Zacamil market.



Inicial institucional greeting at Centro de Desarrollo Infantil "Mis Primeros Pasitos"



5- year old kids, sharing at the last day of English classes.



5- year old kids, working in small groups, drawing and coloring during the English class



Final English classes' activity for 5-year old kids, using fruits' costumes.



Developing of the topic about Fruits, eating a fruit cocktail and watching the video "Happy Fruits".



Kids from the 5 sections are the initial institutional greeting. This greeting was on Monday and Wednesday before start the classes.



Kids are working individually but with company. They are drawing themselves.



Inicial institutional greeting at Centro de Desarrollo Infantil "Mis Primeros Pasitos"



Inicial institutional greeting at Centro de Desarrollo Infantil "Mis Primeros Pasitos"



Kids from 5-year old section are getting ready for the Final English classes' activity. Using fruit's costumes.

# UNIVERSITY OF EL SALVADOR



## ENGLISH TEACHING PROGRAM FOR 5-YEAR OLD KIDS

### PROPOSAL



By:

*Lorena Lissette Hernández*

*Silvia Evelyn Gámez*

*Yasaira Alfaro*




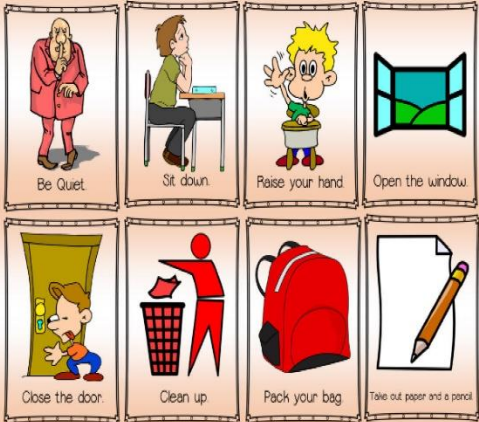



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CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>GREETINGS:</b></p> <p>Good morning, Hello, Good bye</p> 	<p>-To learn basic Greetings in order to apply them every day</p> <p>-To practice Greetings</p>	<p>-Drilling</p> <p>Used of: -Songs</p>	<p>-With the help of a handmade of foamy, the teacher teaches greetings and students repeat them.</p> <p>-Furthermore, the teacher reinforces the vocabulary using the songs “Good Morning” and “What’s your name”. Also, every student says his/her name.</p>	<p>-Hands made of foamy.</p> <p>- Good morning and What’s your name songs.</p> <p>-CD player</p> <p>-CD.</p>


CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>CLASSROOM'S COMMANDS:</b></p> <p>Stand up, Sit down, Clap your hands, Pay attention, Listen carefully, Raise your hand.</p> <div data-bbox="254 667 722 756" style="border: 2px solid black; padding: 5px; text-align: center;"> <b>Command Flashcards</b> </div> 	<p>-To show the Classroom Language that it used every day.</p>	<p>-Audio-visual Strategy</p> <p>-Repetition Strategy</p> <p>-Individual Work</p> <p>Use of:</p> <p>-Games</p>	<p>-The teacher will introduce the topic by doing the mimic of some classroom commands that appear in some flashcards. And she will ask students to guess what she is doing.</p> <p>-After that, the teacher will give to every student a classroom command and the student should to do the action or mimic. Then, the teacher will ask for four volunteers to play the game: "Do what you hear and not what you see". And the student who do everything well will be the winner.</p>	<p>-Flashcards with the classroom commands.</p> <p>-The game: "Do what you hear and not what you see"</p>

CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p style="text-align: center;"><b>❖ THE ALPHABET</b></p> 	<ul style="list-style-type: none"> <li>- To teach the alphabet in English to kids for recognizing each letter of the alphabet in different words.</li> <li>- To memorize the pronunciation of every letter of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>-Modeling</li> <li>-Repetition</li> </ul> <p>Use of:</p> <ul style="list-style-type: none"> <li>-Songs</li> <li>-Flashcards</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will teach to the students the ABC song, and then the teacher will encourage the kids sing the song about the alphabet.</li> <li>-The teacher will show vocabulary cards with a letter on the front and an image on the back (for example, an apple) and so on until finish with the letter “z”. Every time the teacher shows a card with a letter, the teacher has to pronounce the letter and have to encourage to the kids to repeat each letter.</li> <li>-Play the ABC song and ask the students to touch the letter as they are sung.</li> <li>-Ask to the kids to form the alphabet in a bond page with watercolor.</li> </ul>	<ul style="list-style-type: none"> <li>- Song “The alphabet”.</li> <li>-Cards with the alphabet.</li> <li>-Bond pages.</li> <li>- Watercolor.</li> </ul>

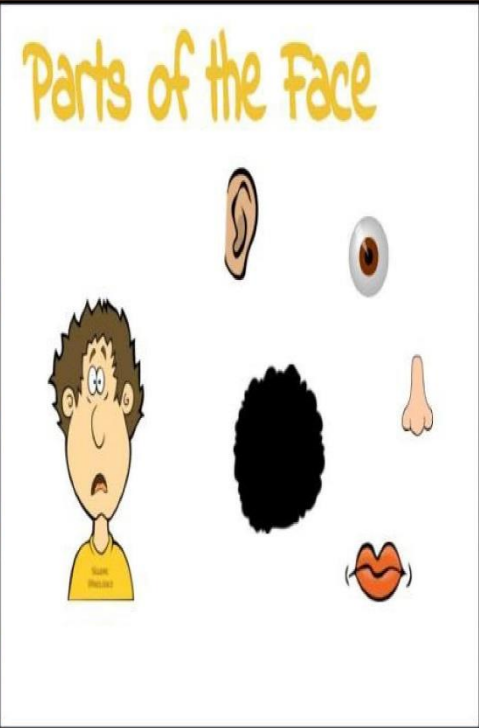
CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>THE NUMBERS</b> (1-10)</p> 	<p>-To identify the numbers from 1 to 10.</p>	<p>-Audio-visual (Big Numbers) -Repetition  Use of: -Flashcards -Songs</p>	<p>-The teacher will check if the students know the numbers in Spanish. Then, she will introduce the topic by showing the foamy hands to count the numbers one by one in English.  -Furthermore, the teacher will play a song about the numbers to reinforce the topic. Students will listen first and then they can try to sing the song. Then, the teacher will say a number and students will show their fingers with the correct number of fingers.</p>	<p>-Big numbers and foamy hands.  -A song about the numbers.  -A tape recorder</p>

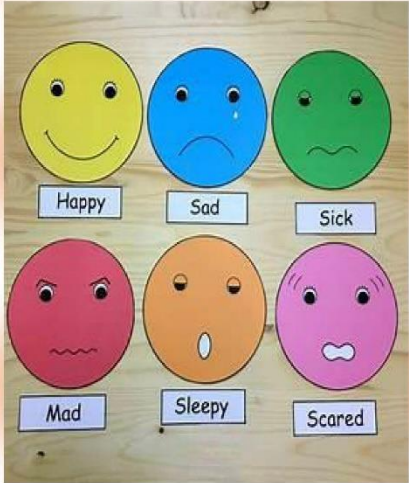
CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>THE CLASSROOM'S OBJECTS AND COLORS:</b> Pencil, notebook, eraser, crayon, scissors, etc.</p> 	<p>-To recognize and say some classroom objects and colors.</p> <p>-To increase kids vocabulary</p>	<p>-Modelling</p> <p>Use of: -Realia -Coloring</p>	<p>-The teacher shows the different classroom objects and colors to students in order they can recognize them and pronounce them.</p> <p>-Also, the teacher give to Sts a page with some illustrations of classroom objects such as ruler, crayon, eraser, pencil, etc. and Sts colored them according with the color selected by the teacher.</p>	<p>-Eraser</p> <p>-Ruler</p> <p>-Pencil</p> <p>-Notebook</p> <p>-Scissors</p> <p>-A page with some classroom object for coloring.</p> <p>-Colors.</p> <p>-Flash cards</p>

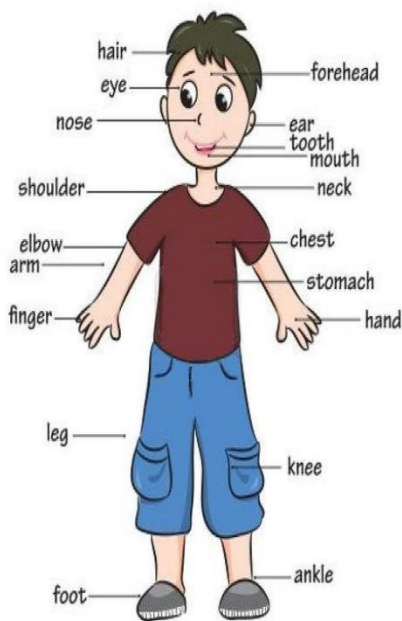
CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>DAYS OF THE WEEK:</b></p> 	<p>-Kids will learn the days of the week in English.</p> <p>-Practice the pronunciation in order to pronounce them in a good way.</p>	<p>-Audiovisual</p> <p>-Repetition</p> <p>Use of:</p> <p>-Flashcards</p> <p>-Videos</p> <p>-Songs</p>	<p>- The teacher will paste on the board cards with the days of the week in order to introduce vocabulary and pronunciation.</p> <p>-After that kids watch the video “Days of the Week”.</p> <p>- Kids have to sing the song of the video.</p> <p>- In groups according the days of the week (a group is going to be Monday and so on), listen to the song; Every group will be an action when listen the day of their group. For example, Monday will clap, Tuesday will jump, dance, say hello, rise hands, and shout. (The teacher has to model the activity).</p> <p>- In each class the teacher has to ask What day is it today?</p> <p>-Kids will listen and learn the song “Days of the Week clap clap!”</p>	<p>- Cards with the days of the week.</p> <p>- Video “Days of the Week”.</p> <p>- Song “Days of the Week clap clap!”</p>

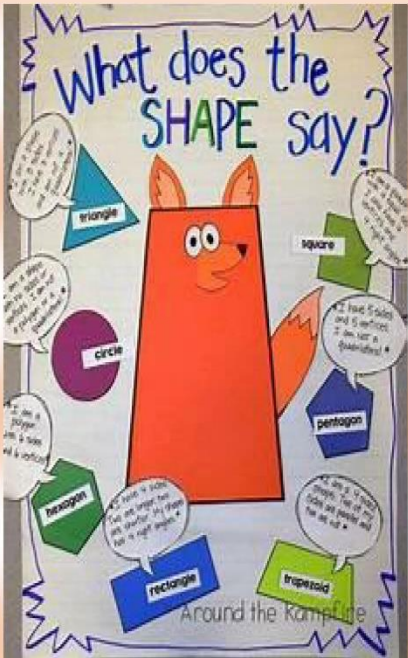
CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>THE FAMILY'S MEMBERS:</b></p> <p>Mom, dad, grandma, grandpa, sister and brother.</p> 	<p>-To identify and pronounce the members of the family.</p>	<p>-Audio-visual</p> <p>-Modelling</p> <p>Use of:</p> <p>-Flashcards</p> <p>-Games</p> <p>-Songs</p>	<p>-With the help of a flashcard, the teacher shows the members of the family and Sts repeat the vocabulary.</p> <p>-Furthermore, with “The Finger Family song”, Sts repeat the name of the family members. Also, with the game of Hot potato, Sts have to say the name of the family members.</p>	<p>-Flashcards</p> <p>-A ball</p> <p>-The finger Family Song</p> <p>-CD</p> <p>-CD player.</p>





CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>THE FACE'S PARTS:</b> Eyes, nose, hair, ears, mouth.</p> 	<p>-To identify the parts of the face</p> <p>-To pronounce the parts of the face</p>	<p>-Modelling</p> <p>-Group work</p> <p>Use of:</p> <p>-Coloring</p> <p>-Singing</p> <p>-Games</p>	<p>-The teacher will show a face made of foamy; then, Sts have to organize the different parts of the face. Also, Sts will sing the song about “parts of the face”, repeating every teaching part. A worksheet with the parts of the face will be given by the teacher to Sts in order to be colored.</p> <p>- A rabbit toy will be used to play “hot rabbit” where Sts will say a part of the face of the rabbit.</p>	<p>-CD</p> <p>-CD player</p> <p>-A rabbit toy</p> <p>-Worksheet</p> <p>-A face made by foamy</p> <p>-Colors.</p>

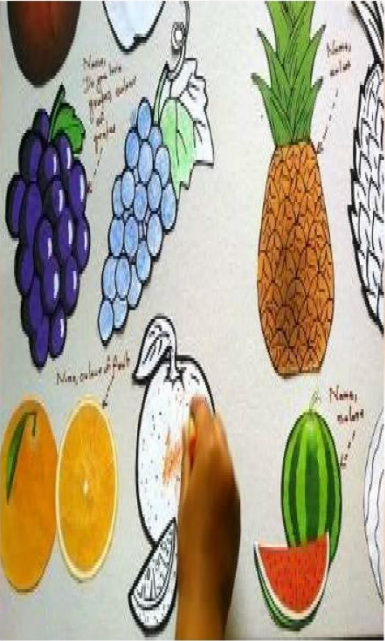
TOPIC	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>FEELINGS:</b></p> <p>Happy, Sad, Scared, Angry, Bored, Surprise, Sleepy, Tired.</p> 	<p>-To identify the feelings by expressing them.</p>	<p>-Repetition</p> <p>-Audio-visual (Images of faces showing the feelings)</p> <p>Use of:</p> <p>-Video</p> <p>-Coloring</p>	<p>-The teacher will show faces with different feelings and tell the students to identify every feeling that they know and repeat them in the correct way.</p> <p>-Then, Students will draw and share how they feel in that moment in their notebooks. Also, the teacher reinforces the pronunciation by playing a video about feelings: "If You Are Happy". Also, students will do the action that in the video appear (If you are happy, clap your hands).</p>	<p>-Faces of the different feelings.</p> <p>-Colors and pencil</p> <p>-A video: "If you are happy"</p> <p>-Tape recorder</p>

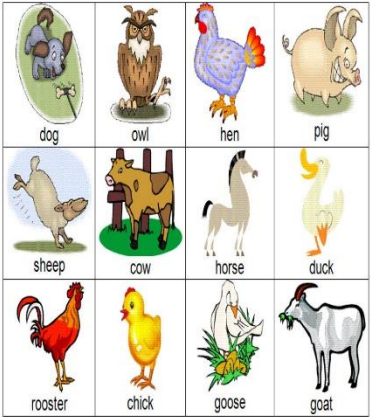
CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>THE BODY PARTS:</b></p> <p>Head, shoulder, hand, finger, stomach, knee, foot, toe, etc.</p>  <p><small>Learning English with easypacelearning.com</small></p>	<p>-Sts will be able To identify some body parts</p> <p>-To pronounce the body parts</p>	<p>-Modelling</p> <p>-Drilling</p> <p>Use of:</p> <p>-Songs</p>	<p>-With the help of a draw of a body in a paper, the teacher will show some body parts.</p> <p>-After that Sts will repeat the parts.</p> <p>- Also, the teacher will model the parts of the body and Sts will imitate with movements the parts of the body.</p> <p>-Sts will listen and perform the song “head, shoulders, knees and toes”</p>	<p>-A drawn body in a big paper</p> <p>-CD</p> <p>-CD player.</p>

CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>SHAPES:</b> Square, Triangle, Circle, Diamond, Star, Rectangle.</p> 	<p>-To recognize the shapes in different figures.</p>	<p>-Audio-visual -Repetition</p> <p>Use of: -Flashcards -Coloring</p>	<p>-With the help of a chart of the shapes in a classroom then students will identify the objects that contain that shapes in their classroom.</p> <p>-Furthermore, the teacher reinforces the vocabulary using pieces of paper with the shapes and students will form objects that contain those shapes.</p> <p>-Students will draw the different shapes taught on their notebooks and color them.</p>	<p>-Chart of shapes in a classroom.</p> <p>-Pieces of papers with the shapes.</p> <p>-Students' notebooks and colors.</p>

CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>TOYS:</b></p> <p>Ball, doll, bear, airplane, car, tree, truck, bike, robot, block...</p> 	<p>-Kids will learn the names of different toys in English while they singing and repeat.</p> <p>- To practice the pronunciation of toys' names.</p>	<p>-Repetition (through the two songs)</p> <p>-Audiovisual</p> <p>Use of:</p> <p>-Videos</p> <p>-Songs</p> <p>-Realia</p>	<p>-The teacher will introduce vocabulary about toys trough he song and video What Is It?</p> <p>-Kids have to sing the song. Then teacher will put on the floor different toys in order to practice the song and for introduce others toys name. (kids will be sit down in a circle).</p> <p>- Give a toy to every kids and ask them to show it. Then teacher has to ask to every kid What is it? Kids have to answer according the toy they have. (Students will be stand in circle).</p>	<p>- What Is It? Video and song</p> <p>-Realia (different toys).</p> <p>-DVD player</p>

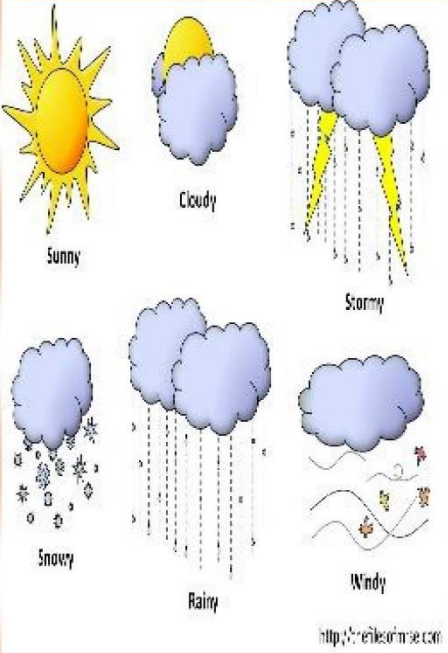
CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>FOOD:</b></p> <p>Hamburger, potato chip, cake, salad, juice, milk, water, pizza, ice cream and other</p> 	<p>- Kids will learn the name of some food in English.</p> <p>-Kids will learn the correct pronunciation of some food.</p>	<p>-Audio-visual -Repetition</p> <p>Use of: -Flashcards - Realia</p>	<p>- With the use of a chart the teacher will introduce the vocabulary about food. The teacher will pronounce each food and he/she has to encourage to the students to repeat.</p> <p>- After that the teacher will give to each student two pictures about different food, and when the teacher says the name of a food; the kid that has the food that the teacher says has to pass in front in order to say the name of the food, and so on.</p> <p>- Then the teacher will encourage to the students to draw their favorite food on their English notebook.</p> <p>- The teacher will also to share a kid of food with the class (could be ice cream) and at the moment they are eating the teacher will give feedback about the vocabulary.</p> <p>-The teacher will teach to the students to say “I like ...”.</p>	<p>- Chart of food.</p> <p>-Picture of food.</p> <p>-Ice cream.</p>


CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIALS
<p>❖ <b>FRUITS:</b></p> <p>Apple, Banana, Pear, Watermelon, Grapes, Orange, Pineapple, Melon, Lemon, Coconut.</p> 	<p>-To identify the fruits by eating them.</p>	<p>-Audio -Individual Work</p> <p>Use of: -Flashcards -Coloring</p>	<p>-The teacher will show the fruits with the help of a chart by saying “This is an apple, I like apples”. And the different fruits: grapes, orange, watermelon, etc.</p> <p>-Then, Students will close his/her eyes and take one portion of fruit and guess which fruit is by saying the name of the fruit.</p>	<p>-A chart with images of fruit.</p> <p>-Real fruits for making fruit salad.</p> <p>-A handkerchief</p>

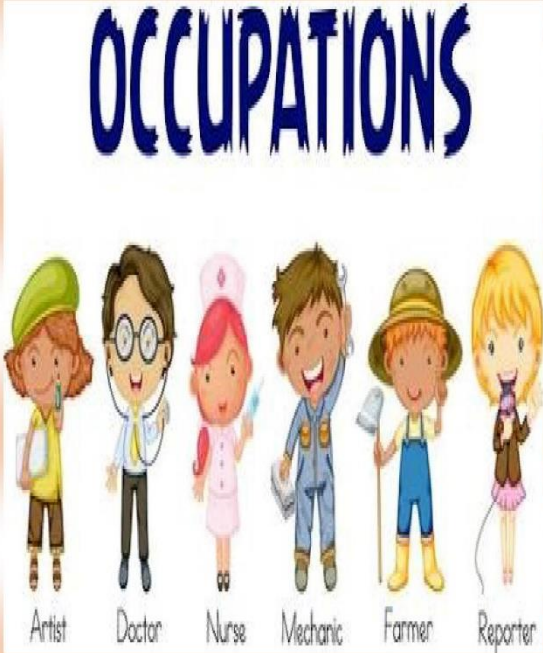
CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIALS
<p>❖ <b>FARM ANIMALS:</b> Duck, Cow, Sheep, Hen, Rooster, Dunkey, Hourse, Pig.</p> <p style="text-align: center;"><b>Farm Animals</b></p>  <p style="text-align: right; font-size: small;">©2001 All Rights Reserved LearningZone™</p>	<p>-To recognize the animals by the sound.</p>	<p>-Audio-Visual</p> <p>Use of: -Flashcards -Games (Guessing games) -Songs</p>	<p>-With the help of the flashcards, the teacher will show the farm animals and say the name of everyone the sound that every animals do. Also, Students will repeat them.</p> <p>Furthermore, the teacher reinforces the vocabulary using a song with the sounds of the animals and Students guess what animal is.</p>	<p>-Flashcards with images of farm animal.</p> <p>-Tape recorder.</p> <p>-Song of animal sounds.</p>

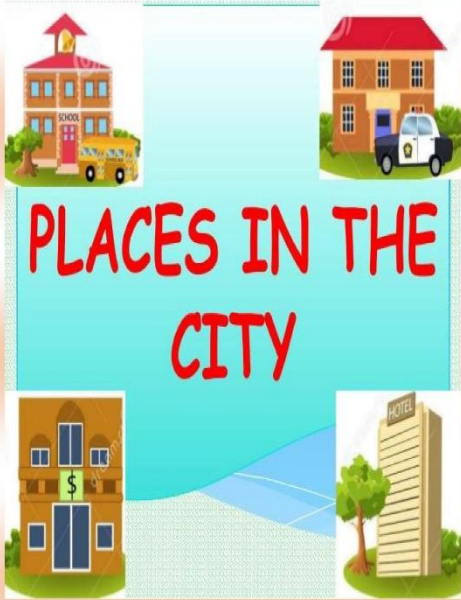


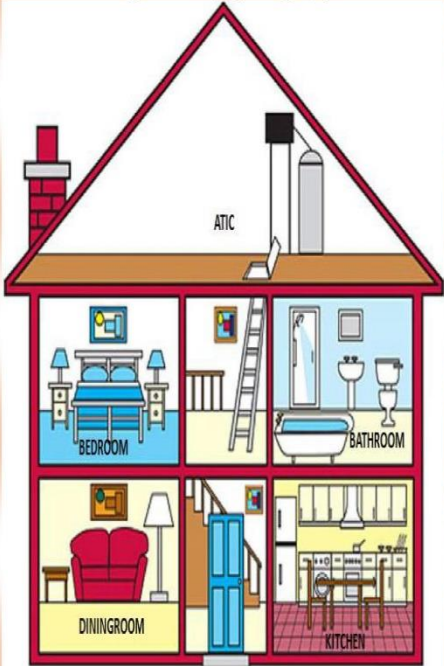
CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIALS
<p>❖ <b>IN THE COUNTRY:</b> Lake, Tree, Sun, Rainbow, River, Cloud, Flower, Butterfly.</p> 	<p>-To identify the things that are in the country.</p>	<p>-Audio-Visual -Repetition</p> <p>Use of: -Flashcards -Songs</p>	<p>-The teacher will introduce the topic by saying the name of every picture in English and students will repeat.</p> <p>-Furthermore, the teacher will give students a copy with the images about the vocabulary and play a song about “Put your fingers on” to reinforce the topic. Students will listen first and then they put their fingers on the object that the song is mentioning. For example: “Put your fingers on The Lake”.</p>	<p>-A big chart where there is a lake, a flower, a river, a rainbow, etc.</p> <p>-A song “Put your finger on”.</p> <p>-A copy with the images similar to the teacher’s chart for every kid.</p> <p>-A tape recorder.</p>

CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>THE WEATHER:</b></p> <p>Windy, sunny, rainy, cloudy, snowing.</p> 	<p>- Kids will learn and identify the weather in English and the pronunciation of them.</p>	<p>-Modeling -Repetition -Audiovisual</p> <p>Use of: -Videos -Flashcards -Songs</p>	<p>-Kids will watch the video What's the Weather Like? They have to repeat.</p> <p>- Then with the help of a puppet and some flashcards, the teacher has to ask to kids What's the Weather Like? And they have to answer according to flashcards.</p> <p>-Then the teacher has to model the weather and kids have to imitate to the teacher. Example It's raining (do the action), It's sunny...</p> <p>-After this activity kids have to help to the teacher to paste the flashcard on the wall.</p> <p>-Kids will listen and repeat the song "weather".</p>	<p>- Video What's the Weather Like?</p> <p>- Puppet - Flashcards about the weather.</p> <p>- "weather song"</p>

CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p style="text-align: center;"><b>❖ MEANS OF TRANSPORTATION:</b></p> <p>Car, airplane, bus, helicopter, train, motorcycle, horse.</p> 	<p>- Kids will learn the names of some transportation in English.</p>	<p>-Repetition - Modelling</p> <p>Use of: -Songs -Realia</p>	<p>-Kids will sing” The Wheels on the Bus go round and round (Vehicles)”. The teacher has to model the song and kids have to imitate to the teacher.</p> <p>-With the use of realia, kids will practice vocabulary about transportation.</p> <p>- The teacher will give to each kid a transportation. Then the teacher will play the sound of transportation and kids have to guess the transportation, the kid that has the transportation has to pass in front and show it to the class.</p> <p>- Also teacher will put some toys of transportation on the floor and says to every kid for example “give me the pink car, give me the white car” and so on. In order to give feedback about the colors.</p>	<p>- Song : The Wheels on the Bus go round and round (Vehicles)”</p> <p>-Realia of transportation.</p>

CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>OCCUPATIONS:</b></p> <p>Doctor, nurse, mechanic, singer, dentist, fireman, policeman, engineer, teacher...</p> 	<p>- Kids will learn some occupations in English.</p>	<p>-Modelling -Repetition -Audiovisual</p> <p>Use of: -Flashcards -songs -Realia</p>	<p>-Kids will listen a song about the occupation. When the song is playing the teacher will show the corresponding flashcard according to the song. For example, when the song says fireman, the teacher will show the fireman's flashcard. The teacher will play the song as many times as necessary.</p> <p>- The teacher will do mimes for each job and your students will have to guess what job it is.</p> <p>- Kids will disguise themselves of the occupation that they would like to work in the future, and each student goes to the front to say the name of the occupation of which they are disguised. For example, I'm a nurse and so on.</p>	<p>- Song about occupation.</p> <p>-Occupations and Jobs Flashcards.</p> <p>-Costumes of occupations</p>

CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p>❖ <b>PLACES IN THE CITY:</b></p> <p>Park, hospital, drugstore, church, school, police station, supermarket, and other.</p> 	<ul style="list-style-type: none"> <li>- Kids will learn the basic places in a city in English.</li> <li>- Practice the pronunciation of different places in order to pronounce them properly.</li> </ul>	<ul style="list-style-type: none"> <li>-Modelling</li> <li>-Repetition</li> <li>-Audio-visual</li> </ul> <p>Use of:</p> <ul style="list-style-type: none"> <li>-videos</li> <li>-Flashcards</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher will play the video “Places in the City” to kids in order to introduce the topic about it.</li> <li>- With the use of figures about places the teacher will teach the vocabulary about the topic. The teacher will ask to each student to repeat after he/she.</li> <li>-The teacher has to lay all the flashcards, picture up, on the floor and get everyone to sit around the cards in a circle. Teacher says "Touch the school!" and everyone must quickly touch the correct card. The teacher will play this until every card has been practiced.</li> <li>- The teacher will play again the video and the students have to repeat what they hear on the video with the help of the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Video “Places in the City”.</li> <li>-Figures about different places in the city.</li> <li>-Flashcard about places.</li> </ul>

CONTENT	OBJECTIVE	STRATEGY	ACTIVITY	MATERIAL
<p style="text-align: center;"><b>❖ THE PARTS OF THE HOUSE:</b></p> <p style="text-align: center;">Kitchen, bathroom, dining room, living room, garage, yard.</p> 	<p>-To identify the parts of the house.</p> <p>-To pronounce every part of the house</p>	<p>-Modelling</p> <p>-Audio-visual</p> <p>-Use of:</p> <p>-Games</p> <p>-Coloring</p>	<p>-Sts will play Memory game using the different parts of the house. The teacher will show two papers with the parts of the house, organized in a different place every part. Sts will say two numbers and one for each paper in order to find the same picture in both papers.</p> <p>-With the help of a work sheet Sts will color every part of the house using their creativity.</p>	<p>-Color papers, parts of the house's pictures.</p> <p>-Work sheet with the images of the parts of the house.</p>