

**MAYOR DE SAN ANDRES UNIVERSITY**  
**FACULTY OF HUMANITY AND EDUCATIONAL SCIENCES**  
**DEPARTMENT OF LINGUISTICS AND LANGUAGES**



**TITLE:**

**“AUDIO-VISUAL SOURCES TO TEACHING ENGLISH  
VOCABULARY TO PRE-SCHOOL CHILDREN  
AT HERMANN GMEINER SCHOOL”**

## **GUIDED WORK**

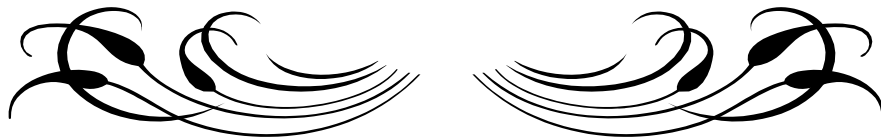
**Institution :**  
**“UNIDAD EDUCATIVA HERMANN GMEINER”**

**Academic Tutor :**  
**Mg. Sc. MARIA EUGENIA SEJAS RALDE**

**Candidate :**  
**MARY CINTYA HILARI CAYAMI**

## ***DEDICATORY***

*With love to my father's memory and dedicated to my dear mother who helped me to  
follow my dreams and pursue my goals and for her invaluable supports*



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Many people have collaborated in one or another way during the different phases of this project. Therefore, I want to express my grateful thanks to my God, who is my inspiration, giving me strength and love every day of my life.

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## ABSTRACT

This project is based on a branch of Audio- Lingual approach, then the research mainly focused on introducing rudimentary English vocabulary led to pre-scholar children using of Audio-visual aids. Because according to Shelley: 2005 human beings remember only 10% percent of what they read, but they remember 50% percent of what they **see and hear**, talking about English as a foreign language students can associate image with word, they can reproduce the weird sounds easily (which do not belong to Spanish phonetic pattern) in order to get correct pronunciation and to acquire basic English vocabulary.

The study has been taken at Hermann Gmeiner School part of homeless children S.O.S., this school has an agreement with Mayor de San Andrés University and both institutions show their needs which can summarize in getting an English teaching- learning process.

This project will take as study's subjects to Pre-scholar children, because they are still using their individual, innate language learning skills to acquire their mother tongue and they can also use these skills to take English. And other reason is because in this stage children learn through play with fun activities. They take the language by being part in an activity shared with an adult, they make sense of the activity and get meaning from the language shared by an adult. When monolingual children reach puberty and become more self-conscious, their ability to take language diminishes and they feel they have to consciously study.

English Language Learning in pre-scholar children is the answer to a very strong social pressure that is not free from difficulties or risk of failure. However, this project demonstrates that it is possible to achieve successful results from pre-scholar children without having to follow complicated and expensive proposal.

## **RESUMEN**

Este proyecto es un estudio metodológico basado en los medios Audio-visuales. El método se enfoca en el uso de recursos visuales y auditivos con el fin de presentar un vocabulario rudimentario en el idioma inglés a niños de pre-escolar. Estudios recientes establecen que los seres humanos recuerdan el 10 % por ciento de lo que leen, por el contrario recuerdan el 50% por ciento de lo que ellos ven y escuchan (según Shelley: 2005), además los niños en etapa pre-escolar aprenden el inglés como lengua extranjera asociando la imagen con la palabra, y tienen mayor facilidad de reproducir sonidos extraños (que no pertenecen a la fonética del español) para conseguir una correcta pronunciación y por la facilidad de su aprendizaje obtienen mayor retención del vocabulario básico del idioma inglés.

Este estudio tiene lugar en la unidad Educativa Hermann Gmeiner dependiente de aldeas infantiles S.O.S. esta escuela tiene un convenio con la Universidad Mayor de San Andrés y ambas instituciones muestran sus necesidades, las cuales pueden resumirse en conseguir un proceso de enseñanza aprendizaje del inglés.

Este estudio toma como unidades de estudio a los niños de pre-escolar. Por otro lado, los niños de esta edad utilizan las habilidades innatas de adquisición de su lengua materna para el aprendizaje de un idioma extranjero que en este caso es el inglés. Además, se puede mencionar que en esta etapa los niños aprenden a través del juego con actividades lúdicas. Los niños aprenden el idioma compartiendo actividades bajo la supervisión de un adulto. Ellos le dan sentido a la actividad y luego interpretan el significado a través del idioma que comparte con el adulto.

La enseñanza del idioma inglés a niños en edad pre-escolar es la respuesta a una fuerte presión social que no esta libre de dificultades o riesgos de equivocaciones. Sin embargo este proyecto demuestra que esto si es posible alcanzando resultados exitosos en niños de pre-escolar sin tener que seguir propuestas complicadas o con un fuerte desgaste económico.

## INTRODUCTION

Nowadays our society recognizes the importance of learning languages to communicate and understand to societies themselves. The language is part of a culture, in fact it is like a window, through students can compare culture, society, economy and take advantages of the process interaction on the world. Learning English is an important option at the moment to select a foreign language because at the current time it is consider a lingua franca and so it is vastly known and used in several important sciences and technologies like computing, medicine, and so on.

But, when the human being can learn a foreign language? What is the best period? Adulthood? Puberty? or Childhood? Well, the adult students have a very conscious learning, the teenager students are into change periods but overall they learn with more facility than adults. Currently, this work focuses on Childhood; this period has advantages and disadvantages. In general children are eager learner; they do not have inhibition or embarrassment; they have open mind and they want to learn the world around them using all their senses, they have curiosity and huge interest front unknowledgeable words.

Across of learning English history, is it amazing the quantity of methods, approaches, and techniques that exist in order to learn a second language. Recently studies claim that pictures play a most prominent role; they are designed to attract attention, to excite and hold the interest also to impress the memory. Pictures create a mental association by which the name of the object is related in the students' mind. In foreign language learning audio – visual education confirms that to hear, to see, and to feel give integral experience; as a result it will be a significant learning.

For all these reasons, the project **“Audio-visual sources to teach English vocabulary to pre-school children at Hermann Gmeiner school”** focuses on learning very basic English vocabulary

with audio- visual sources because it should be a very useful tool; therefore it applies video, musical CD, flash card, photo, rhyme, and song materials. The project takes into account to pre-school children (who are between four and five years old) at Hermann Gmeinner School located in Mallasa District.

The general objective is to design a set of Audio- visual sources to teach English vocabulary led to pre-scholar children at Hermann Gmeiner school, by several kinds of activities and materials, it will need some specific objectives which introduce listening activities, for example the use of songs and very short stories according to the topic. At the same time to introduce different visual sources like pictures or real objects. At the end of each class children color, paint or cut in different tasks, reinforcing fine motor. The rhymes and mimic songs help to reinforce the gross motor.

This project is divided into four chapters, the first chapter is the diagnosis, this part shows needs of society, school and pre- school, also it has the justification, objectives, and delimitations; the second chapter contains the referential bases, where this study establishes its theoretical framework and studies related to the topic, the third chapter includes the proposal, this part shows activities and materials, which are used in order to get the general objective, and fourth chapter incorporates data analysis and results, this part shows the results obtained using the methods and instruments proposed, and its respective analysis, besides it has a conclusion and recommendations.

**LA PAZ – BOLIVIA  
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## **CHAPTER I**

### **DIAGNOSIS SECTION**

#### **1. DIAGNOSIS OF LEARNING ENGLISH**

This first chapter pretends to show the needs of learning English by specific social groups, in order to organize better the study. The first part takes into account the importance of English learning at the society; comparing public and private institutions. The second part shows the impact of English learning at the neighborhood; this point is important because, according to tourism office, the place is recognized as a tourist point in La Paz city, the third part talks about English learning at School; mainly at the Hermann Gmeiner School; as well it is necessary to mention the English learning at Primary Level and focus on the English learning at Pre-school level.

Besides, this chapter contains: The justification; it gives the importance of this project in our society. The objectives follow to get the main purpose. And finally the delimitations; they permit that this project has a specific place, population and how the project gets its main purpose that is learning English in pre-school at Hermann Gmeiner School with audio visual aids.

##### **1.1 AT THE SOCIETY**

According to Lic. Flores thesis's (2002): "Our government does not have a special careful in the education, mainly in the English learning as a Foreign language, so this aspect can be seen for one hand, the organization of educative curricula based on Educative Reform, it declares that in our society the English learning as a foreign

language, begins from 7<sup>th</sup> of primary to 4<sup>th</sup> of secondary grade in the public Schools”. Students only obtain a very basic level of English language, according to recent researches in Bolivia (Real English Institute results: 2007), this low level is not a good source for young students because if they want to fill a scholarship application at foreign countries; they will need an extra English class in private institutions, in these cases the English language in Bolivia is very poor and it is not enough for a classification test. Besides the students learn with a traditional method that it is used in the English teaching – learning process; hence they only repeat that the teacher says and they complete some work books; or translate words or sentences with help of dictionaries. For that reason, the students consider the English learning process a bored subject and not very attractive. (According to thesis of Judith Arias Cardenas: 1998)

According to thesis of Flores: 2002; “The private Schools teach English as a foreign language from pre-school to 4<sup>th</sup> of secondary grade”. Besides; there is an important number of nursery schools where the English is one subject of their academic “pensums”<sup>1</sup>, and there are others educative establishments where all subjects are in English like a bilingual Schools. The private Schools offer more opportunities for English learning from very young children to adolescent, therefore they obtain more chances in general not only for scholarships. Besides the private Schools vary methods; these can change according to the English teacher program or institution program, the most commonly used is the Total Physical Response, Communicative Language Teaching, Community Council Language Learning, The Natural approach, and so on. (According to Maria Luz Flores L.:2002)

1. Academic plan of studies

## 1.2 AT THE NEIGHBORHOOD

This project is carried out in Mallasa District in La Paz city, which includes close neighborhoods like Mallasa, Mallasilla, Aranjuez, Amor de Dios, Jupapina; Lipari. In these places are located the Moon Valley, the Sun Valley, the Zoo, and other parks. These tourist places are visited by so many foreign people, who speak Germany, French or English; for that reason many travel agencies must take them into account in their tours.(Based on Sub-alcaldia information: 2008)

The neighbors who live there belong to different social classes, they are professionals, merchants, farmers, and so on, and the parents consider the importance to learn English, because in this way they should communicate with foreign people in order to get better incomes, but most of them only speak Spanish and some of them speak Aymara a native language. (Based on Hermann Gmeiner inquests: 2008) The specific characteristics of the neighbors of Mallasa District are three; their religion, their incomes and their education. First the religion that they belong to is Catholic and a few of them are Protestant. Second their family incomes are based on the agriculture, commerce, transport, tourism, public services, handicraft, building, and eventual works. Third the educational level is lower than others Districts, a percentage of fathers have finished the primary School, and their mothers who only know how to read and write Spanish language, furthermore there is a small group of parents who have finished the secondary school and they did their university studies. (Sub Alcaldia: 2008)

### 1.3 AT THE SCHOOL

As it has been mentioned previously, the study has been developed in Hermann Gmeiner School dependent of S.O.S. Children Village; S.O.S. is an institution dedicated to take care of homeless children with foreign support; each child has their sponsors who only speak English, French or Germany. In consequence, the school principal Lic. Ariel Zeballos expresses his interest in those students to reach good levels of English language because he considers important the English learning as a foreign language based on fact that Children Village students need to communicate with their god-parents; besides the other students are sons and daughters of merchants, tourist guides, handicraft woman and other similar branches, so they are almost always in contact with tourists. (Based on Hermann Gmeiner School Data)

#### 1.3.1 AT THE PRIMARY LEVEL

At Hermann Gmeiner School, the English learning has been underestimated like in public Schools in Bolivia. At the primary level students do not have English subject and they do not have a pensum according to the students needs, the students only take English class one time per week. The English subject begins from 7<sup>th</sup> grade of primary to 4<sup>th</sup> grade of secondary. Finally, the English class used a traditional method in the English Learning (Hermann Gmeiner: 2008)

After the agreement between Mayor de San Andres University and Hermann Gmeiner School; this school required doing some changes in its curricula and its schedule; at the present time the English subject begins from pre-school to 5<sup>th</sup> grade of primary, three times per week in the morning with its respective activities and evaluations.

### 1.3.2 AT THE PRE – SCHOOL LEVEL

Based on thesis of Lic. Flores (2002), “In Bolivia the English Subject has been introduced at pre-school since 1998”. For that reason, the agreement mentioned previously takes into account to pre-school children. The Hermann Gmeiner School has a pre-school, which works based on Montessori theory, for this reason their classrooms have a Montessori environment, so it has little corners such as math corner, language corner, social sciences corner but this theory do not take into account the English learning, these children have a very tiny idea of English language concept, because they are in contact with TV, radio, computer, internet, net games, electronic games in general, (such as mortal combat, vice city, war craft) furthermore they are surrounded by Aymara language because some of their parents or their grandparents speak this language.

Since February 2008, this school sat up the English subject at pre-school. These children have their first experience with the School, so they do not know how to read neither to write; on this stage they learn the basic concepts



and rules in Spanish language moreover they reinforce gross and fine motor.

Taking advantage of the learning predisposition students and their ability for fast learning emerges the project of learning English as part of their curricula.

## 2. JUSTIFICATION

Based on experts' studies (Shelley: 2005, Montessory:1998) who affirm that: "The childhood is the first stage where human being learn", they had different debates focused on adequate ages for English learning between adult learners or infant learners, this project pretends to confirm that the very young children are the best learners, very often this branch of teaching English is dismissed as 'babysitting ' when in fact it is the young children who exhibit voracity and aptitude for assimilating English language, they investigate with all their senses and emerging skills what people mean, when things are appropriate and when they are not, where things come from, what they are for, how they are made and how adults and peers respond to them; they try to make sense of common objects and manipulating them in a variety of ways. Different theories affirm that while the younger will be the English learner will be better for them, in order to catch the sounds or the correct pronunciation.

There are so many theories and approaches for learning English. This project wants to propose that the pre-school children learn better with Audio- visual sources. According to Shelley; 2005; the Audio-visual aids are accorded to their ages and their previous knowledge, these aids help to the English teachers obtain the children attention using

colorful pictures, photos, real object, types, videos, flash cards, flannels and so on; besides the Audio- visual aids are feasible, because teacher can make its own material, drawing and painting pictures or cutting newspaper photos, the audio material can obtain in types, CDs, DVDs, with different topics and vocabulary besides teacher can use a voice recorder, children love to listen themselves. In sum, the Audio-visual aids are the best tool in order to learn English at pre-school age because on this stage children do not know how to write or read; so they learn through their senses watching, listening, touching and so on; they are attracted by colorful pictures or nursery rhymes and both together are essentials for learning language.

### 3. OBJECTIVES

#### 3.1 GENERAL OBJECTIVE

- ✓ To teach Basic English Vocabulary using a set of Audio- Visual Aids led to preschool children at Hermann Gmeiner School

#### 3.2 SPECIFIC OBJECTIVES

- ✓ To provide English vocabulary through different Audio-Visual aids i. e. flash cards, photos, realia, musical videos, short stories, and Disney Videos.
- ✓ To provide a meaningful context for language use throughout Audio- Visual aids.

- ✓ To follow up the vocabulary learning of students by painting, drawing and cutting. (Fine motor).
- ✓ To bring up vivid vocabulary by jumping, walking, running and sitting down. (gross motor)
- ✓ To create a high level of motivation through games and songs, getting children attention and they are not bored in English Class.
- ✓ To foster the English vocabulary learning through Audio-Visual aids in order to set elementary vocabulary, so they can continue learning deep English structures

#### 4. DELIMITATIONS

The study takes into account to pre-school level; it is divided in three groups which are distinguished by primary colors Red, Yellow and blue, the project only works with Blue group, with 25 students, 13 girls and 12 boys, they are 4 and 5 years old, children take their English class twice in a week during 3 hours per day.

This project focuses on listening and speaking skills because at this stage children have not developed writing and reading skills yet. Children can associate their knowledge of Spanish vocabulary with the English vocabulary; they connect the image with word; besides they can develop listening activities doing a sound discrimination. Furthermore this project pretends acquiring Semantics of elementary vocabulary; using audiovisual aids.

The audio visual aids are adequate for learning English vocabulary in pre-school children, because children are very visual, they are attracted by colorful pictures, photographs, or real objects, other important tool is the music. Children love rhythms, mimics, movements and short stories with real sounds. Pre-schools need to reinforce their fine and gross motor, at the end of each class learners will practice fine motor drawing, painting, cutting, and sticking, at the same time they will practice gross motor with games and mimics songs.



## **CHAPTER II**

### **THEORETICAL BASIS**

This project needs to establish theoretical basis which are set up on experiences and researches of experts in the different areas like in Learning English as a Foreign Language and its evolution through history. In addition, this part includes the features of Audio Visual aids, reinforcing this information; it is necessary to establish the significance of vocabulary. Besides this part shows a comparison between the Traditional method Vs. Audio Visual Approach focus on Learning English as a Foreign Language in very young children, it is important for this study to mention the importance of childhood and factors which affects in foreign language acquisition at pre- school.

#### **1. DEFINITION OF SOME KEY WORDS**

##### Method

The methodology studies the pedagogical practices in general. Whatever considerations are involved in "how to teach" are methodological. So the method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

##### Approach

The approach is the theoretical position and belief about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

##### Curriculum/Syllabus

The curriculum or syllabus is designed for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.

### Strategy

Strategy is a plan of action designed to achieve a particular goal. Now a definition of a Language Learning Strategy could be: "The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987:19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Richards and Platt (1992:209) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information." Faerch Claus and Casper (1983:67) stress that a learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language." According to Stern (1992:261), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques." All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable".

### Technique

Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. For example, in the Teaching techniques, we have the reading technique. This technique of using literature aimed at children and teenagers for TEFL is rising in popularity. Both of these types of literature offer simpler material ("simplified readers" are produced by all the major publishers), and are often written in a more conversational style than literature aimed at adults. Children's literature in particular sometimes provides subtle cues to pronunciation, through rhyming and other wordplay. One technique for using these books is called the "multiple-pass technique". The instructor reads the book, pausing often to explain certain words and concepts. On the second pass, the instructor reads the book completely through without stopping.

## **2. BRIEF HISTORY OF APPROACHES TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE**

At the current century, it is known lots of different methods to teach English; which were used in the past and which of them are used nowadays. Here it is explained:

### **2.1 *Grammar Translation Method***

For centuries, there were almost no theoretical foundations of language learning; consequently, teaching methodology had no basis.

Foreign language learning in schools was limited mostly to Greek and Latin, which were supposed to promote "Mental Gymnastics"; the method used was called the "*Classical Method*", and it focused on grammatical rules,

memorization of vocabulary, verb conjugations and translation of texts. In the 18<sup>th</sup> century, when other languages began to be taught in educational institutions, the method adopted was the Classical Method, as it was the only one known by educators; not much importance was given at that time to the teaching of language for communicative purposes. In the 19<sup>th</sup> century, the name of the method was changed, and it became known as the "*Grammar Translation Method*", it was also called "*Reading Approach*" because that emphasized reading skills in foreign languages, as the teaching of oral skills was seen as "impractical", but it still did not make any difference to student's communicative ability or to a "*Reading Approach*" that emphasized reading skills in foreign languages, as the teaching of oral skills was seen as "impractical" (Coleman Report; 1929)

## **2.2    *The Direct Method***

This method was mentioned at the beginning of this work it is based on learning the foreign Language like a child learn his mother tongue without translation, grammatical rules and explanations, but it was successful only for a short period. At the turn of the century the Direct Method was also known like "*Natural Approach*" that had started earlier found new credibility, and it was popularized by language schools. The premises were based on Gouin's research this means that there are a lot of oral interaction, spontaneous use of language, no translation and little or no analysis of grammar rules. Berlitz schools were very successful with small groups, but were not suited for large classes, and it needed native speaker teachers with a



strong cultural background. By 1930, most language schools, especially in the U. S. A., returned to the Grammar Translation Method.

Nevertheless, the Direct Method continued to be used in Europe and even nowadays there is Berlitz School all over the world, still enjoying wide popularity.

### **2.3 *Audio-Lingual Approach***

When World War II broke out, the USA needed its Army men to become proficient in the oral language of the allies and of the enemy, the “Army method” employed for language teaching strongly emphasized aural / oral skills, pattern drills and conversation practice, and discarded translation, the success of this oral method aroused the interest of educational institutions that adapted it and made it famous as the “*Audio- Lingual Method*”. For the first time, there was a method which had a firm ground on linguistic and psychological theory, aided by behaviorist psychologists who advocated habit- formations models of learning. The method included repetitive drills, very controlled use of vocabulary, correct pronunciation, and error- free utterances by students, almost no use of mother tongue and use of tapes, language laboratories and visual aids. On the one hand, it was successful in the sense that students could repeat almost perfect extracts of conversations with more than acceptable pronunciation, but on the other hand it failed to promote long term communicative proficiency. While the Audio-Lingual approach was at its height in the English-speaking countries, in Europe - and particularly in France – it emerges a little different approach. This was elaborated by Peter Guberina, at the University of Zagreb, and Paul Rivenc

at the Ecole Normale Sup. de Saint-Cloud. The first full language learning program - Voix et Images de France - was published in 1962, and was later adapted for Primary school children as Bonjour Line.

As with both the Direct Method and the Audio-Lingual method, language was seen as above all a means of communication. The oral language was more important than the written, which was simply derived from the previous. Guberina claimed that: “language was an acoustic-visual phenomenon”, and he elaborated a theory of Audio perception that was one of the bases of the method.

The audio –visual approach was based upon the same kind of thinking as the Audio-Lingual approach. However, two important changes were made;

- a. The material to be taught was based not only on a structural analysis of language, but also on the statistical analysis of a common corpus, everyday language, both spoken and written. The analysis made it possible to construct the program on the basis of the frequency of particular structures and lexical items.
- b. The lessons were structured around an opening dialogue, which was accompanied with a film that contextualized it.

Moreover, the psychology of learning which underlay the method was opposed to the behaviourist model of the Audio-Lingual approach. The basis was what is known as 'Gestalt' theory, which supposed that the whole was more important than the parts - hence the term 'Global'. Language was to be understood within a visual context, rather than abstracted from visual reality.

The language to be learnt is determined by forces outside the classroom. The vocabulary is set according to the frequency with which words appear in the spoken language – for learning French, this was based on research carried out in the early 50s, giving importance to the frequency list known as Français Fundamental - comprising about 3,000 words, divided into two groups of about 1,500 words each. Basic grammar was founded on a similar analysis of frequency. These elements are presented in a spiral form, beginning with the most frequently used, and moving outwards to the rare forms, but with care to be taken to reintroduce material regularly.

The learner has no control over the contents of the program, nor over the way the lessons which are delivered. A lesson typically follows an ordered structure:

- a. First the dialogue is presented, in situation - that is to say with the accompanying pictures. The dialogue is to be repeated, with a good imitation of the phonological form - taken globally, rather than broken down sound by sound.
- b. Next, the new elements are ritualised in contexts which are slightly different from the one in which they were presented. At this stage, the learners will play out short sketches.
- c. Finally, the language would be fixed through structural exercises - preferably in the language laboratory. At this stage, the learning process resembles the Audio-lingual approach, with a similar use of drills and 'over-learning'.

In a number of ways, the Audio - Visual approach appears to occupy an intermediary position between the Audio-Lingual method and the communicative approaches that were to appear towards the mid-seventies and later. There is on the one hand, the idea of a clear progression, determined by an analysis of the language to be used, the presentation of language in specially written dialogues, and the use of structural drills and repetition, while on the other hand, there is the belief that language must be placed within a context within which it will be meaningful.

This method was quite effective in teaching learners to talk with native speakers, but did not allow them to understand natives speaking among themselves, or to read complex material. This appears to have been because the dialogues were kept simple, and concentrated on the language to be learned, rather than offering a realistic sample of what the learner might actually hear if he/she were to visit the country. It also appears that the programs gave very little insight into the culture or daily life of countries in which the language is spoken. (Andrew Wright: 1987)

#### **2.4 *Language Acquisition Device (LAD)***

The 60s established another landmark, the beginning of research on how languages are learned, studies on the structure of language and of the nature of cognitive processes. A linguist, Noam Chomsky, voiced his opposition against the Behaviorist conception that the mind is simply a tabula rasa, a blank slate, he claimed that the mind contains highly complex structures and that language development is triggered when the person is placed in the appropriate environment. Chomsky called “language organ” to all the

Structures of Language, the "*Language Acquisition Device*" (LAD) that sets man apart from all other animals because he is the only creature genetically programmed for language acquisition. For example, he said, let's assume that the brain has a structure for sentence formation that is "subject + verb + object" (SVO) the brain of a child born in an Arabic environment would reset the structure VSO, because that is the input he receives from his environment. In the case the person is learning a second language, the brain has to reset the structures of the first language, research suggested that, although there may be a critical period (an optimal time) during childhood when the brain can reset first language more easily than when the learner is older, second language acquisition is always possible if there is exposure. Chomsky's linguistic Model has been, and still is criticized on different ground, but it remains true that his theories have been an important scientific breakthrough in the field of language.

## **2.5 *Notional- Functional Syllabus***

The 70s brought about considerations relevant to the teaching of a second / foreign language, one was the criticism, made by Halliday (1975) and Hymes (1970) who felt that apart from a knowledge of the grammatical system (competence) and the use of that knowledge to communicate (performance), there were psycholinguistic and sociocultural elements that had to be taken into account, the language system is appropriated by a learner by relating the grammar to meaning in social contexts and behavior. This was the basic idea that Wilkins used in constructing his notional-functional syllabus as a structure input for the classroom. Notions are

abstract concepts such as “space” ,”time”, “quantity”; functions involve “introducing oneself and others”, “accepting / declining invitations”, “asking for / giving permission ”, etc.

The distinguishing characteristic of this syllabus was its attention to the functions of language; it stressed the pragmatic elements of language as the organizing elements in a class, rather than the grammar of the language, as it had been up to then. This syllabus hoped to promote communicative ability, but it was not a method because it did not specify how to teach something, but was presented just as an inventory of language units that did not necessarily involve real communication.

The decade of the 70s was fertile in, at least, two aspects: first, as it has just been describe, what had started as discussions on linguistics and the development of language derived on research on second language teaching and learning, which eventually evolved into a discipline in its own right; secondly, research on language learning led to the design of innovative methods and to more research.

## **2.6 *Community Council Language Learning (CLL)***

Communicative Language Learning drew elements from Humanistic psychology; this method advice teachers to consider learner as “whole the persons”, that is, not only their intellect but also their feelings, physical reaction, instinctive protective reaction and desire to learn. The precursor of this method was Curran, he believed that one of the impediments for learning a language was that adult students felt threatened by the new learning situation and by the fear that they will appear foolish; teachers,

should, then, become “language counselors” who would help students (called clients) overcome their negative feelings so as to lessen anxiety, with the help of a supportive community. CLL mythologists identified five stages that went from students’ impendancy .- During the first three stages, teacher and students are sitting in a circle and the teacher invites students to start a conversation in their native language, then teacher gives them the equivalent chunk in the target language, in a non- threatening way, and students repeat and record what they repeat.

The transcription of the conversation becomes the “text” with which students work on the examination of a grammar point and pronunciation of difficult words or phrases, new sentences are created with words from the transcript, and so on. During the entire lesson, clients are invited to say how they feel, and the teacher shows empathy and understanding toward them. Today, CLL is not used as the exclusive method in a curriculum because it is considered restrictive to certain institutional programs. However the role of the teacher as a supporter and counselor in the process of learning and the principles of discovery learning, development of independence, student- centered participation and anxiety- free climate in the classroom, all apply in the application in the language classroom, irrespective of the method adopted by the teacher.

## **2.7 *Suggestopedia***

Another method of the decade was Suggestopedia, originated by Georgi Lozanov, a Bulgarian psychologist who studied the Soviet psychological research on extrasensory perception, and yoga. He considered that effective

learning was prevented by psychological barriers, with the result that learners could not use all their mental powers. One way the students mental reserves could be stimulated, he said , was by creating a relaxed atmosphere with the help of baroque music, comfortable seats (often sofas), brightly illuminated and colorful rooms, and a childlike attitude on the part of students, the underlying belief is that learning takes place on two different planes: a conscious one in which learners attend to the linguistic aspects of language and a subconscious one that suggests that learning is easy and pleasant, when the two planes meet, learning is enhanced. In spite of the carefree atmosphere, the teacher must retain the authority in the classroom but must also make students trust her. The room is full of posters written in the target language so that students can learn from the environment, even when their attention is not specifically directed to it (peripheral learning). While students listen to music, the teacher reads a passage in the target language and students follows the text and look at its translation, the teacher may briefly mention a few grammar and vocabulary points and the teacher reads the text again. When students leave the room, they are asked to read the text before going to bed and in the morning, as soon as they get up. In fact, the classroom methodology used is not particularly unique of this method, because activities are the ones of this method, since activities are the ones typical of any classroom. Even though Suggestopedia has been criticized for not being supported by serious research, methodology, as a discipline, has been benefited by the principles of this method, which are the



beliefs in the power of the human brain and in the induced states of relaxation through music.

## **2.8    *The Silent Way***

The Silent Way developed by Caleb Gattegno is a “*humanistic approach*” that relies on cognitive principles such as problem – solving activities and discovery learning, one of the basic principles of this method is that “teaching is subordinated to learning” (Gattegno; 1972) Teachers act as stimulators and remain silent most of the classroom time, they use a set of colored rods, the Cuisenaire Rods , which stand for words and sounds of the target language, and colorful charts. The teacher points to a rod and produces a sound or a word and students repeat, the teacher points to a rod but remains silent until a student produces the desired by the same system and sentences that are produced, if students find some difficulties in producing, other students help them in subsequent lesson, the skills of reading and writing are practiced. This method was criticized because the teacher adopted a distant position and did not encourage a communicative atmosphere. Yet, some principles, are valid and applicable to all classes: one of them is that teacher talk can be reduced in the classroom so that students work things on their own, another one is that teachers should let their student construct their knowledge by “discovery learning” and not only by “being told”

## **2.9    *Total Physical Response (TPR)***

The Total Physical Response or TPR stands for Total Physical Response and was created by Dr. James J Asher. It is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with

their children, the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so.

These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.

The method was designed primarily for students in the early stages of language acquisition. Since commands can be made comprehensible to students with very limited language, Asher used commands as the basis for TPR. The teacher or a more proficient student gives a command, demonstrates the command, and then students respond physically to the command. Because students are actively involved and not expected to repeat the command, anxiety is low, and student focus is on comprehension rather than production. Hence, they demonstrate comprehension before their speaking skills emerge.

### **2.10 *Multiple Intelligences Theory***

In addition we can mention the research work of Dr. Howard Gardner who came up with the theory of "*Multiple Intelligences*". This essentially rules out the idea that the best way for children to learn is by sitting at a table doing "desk work". Instead, Gardner pinpoints different "intelligences" which are essentially learning styles. Everyone has a specific intelligence (or a few specific intelligences) that defines how students learn best. This means

that in order to reach all the children in a classroom, different learning methods must be made available to them. The multiple intelligences are:

- ✓ Linguistic intelligence: Learning and using spoken and written language
- ✓ Logical-mathematical intelligence: Logically analyzing problems, detecting patterns, reasoning.
- ✓ Musical intelligence: Performing, composing, and appreciating musical patterns.
- ✓ Bodily-kinesthetic intelligence: Using the whole body or parts of the body to solve problems.
- ✓ Spatial intelligence: Recognizing patterns of wide space and confined areas.
- ✓ Interpersonal intelligence: Effectively working with others.
- ✓ Intrapersonal intelligence: Understanding self and feelings.

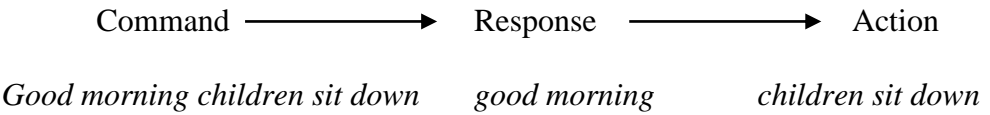
This theory sets up that through games and different activities in the classroom, the learning activity addresses to the five senses, the learning event becomes effective and permanent, and forgetting becomes less. In order to explore various intelligences and reaches a variety of children instead of just the linguistic learners.

### ***2.11 The role of Communicative and Total Physical Response***

At one hand, Communicative Approach is from concentrating upon the language as a set of structures, language teaching began to emphasize more and more the use of language as a means of communication. Language now

was to be analysed functionally rather than structurally, based on socio-linguistics more than linguistics. (Dell Hymes: 1970)

On the other hand, TPR is based on the premise that the human brain has a biological program for acquiring any natural language. Following the next steps:



Both approaches are necessary in order to cover and to help on the process of Learning English as a Foreign Language, as it mention in the follow table:

TABLE N°1

<i>Communicative Approach</i>	<i>Total Physical Response theory</i>
Competence + performance = communication	Command + Response = Action
Give importance at fact language within a social context, and then see utterances as not simply specific syntactic and phonological realizations, but as an integral element of social interaction.	Students are actively involved and not expected to repeat, and student focus ion comprehension rather than production. Hence, they demonstrate comprehension before their speaking skills emerge.

(Coleman Report; 1929)

### 3. THE IMPORTANCE OF LEARNING ENGLISH VOCABULARY

In the last decade, prominent teachers and investigators give a great interest on vocabulary. This recent interest has led to research with practical classroom applications for foreign language classrooms. In order to progress in a foreign language, learners need to be able to understand what they are hearing and reading. That is, the input must be comprehensible in order for it to be useful and meaningful to the learner and help with acquisition (Krashen, 1982), but if learners do not understand a sizable portion of the vocabulary in the language that they are reading or hearing, then this language is not comprehensible and therefore cannot be useful for acquisition. Many argue that vocabulary is one of the most important-if not the most important components in learning a foreign language, and foreign language curricula must reflect this.

The Human being was born with ability to learn the mother language they need to identify a sound and connect it with an image. This is the process in which children learn their vocabulary; around this vocabulary children can do their first phrases; so based on these phrases children can do their first sentences; in their mother tongue. At the same way, the English vocabulary will be the main basis for building English sentences; as a result children learn English language (Based on article of Anderson: 1979)

#### ***3.1 The importance of Images in Learning Vocabulary***

According to Article of George Borghum (1952), pictures play a most prominent role in present day advertising. They are designed to attract attention and to impress his memory. Pictures create a mental association by

which the product and the name of the manufacturer are related in the reader's mind.

The foreign language teacher faces a problem in many respects similar to the one of the advertiser; he wants his students to remember foreign words and expressions enabling them to express their thoughts in the foreign tongue. In this case advertising can give us a few hints in the use of audio – visual equipment and techniques. In foreign language teaching audio – visual education has played the role of an accessory designed to present the culture of the foreign country. This “accessory” could become an integral part in teaching the language itself.

The image in learning English process is one of the most important resources since through image it is possible to transmit information, vocabulary and so many different activities. Based on Macarena Navarro: 2000 who establishes:

*“El vocabulario percibido acústicamente y acompañado por la imagen mental es capaz de cobrar una intensidad en la memoria superior a la que se realiza habitualmente mediante la ilustración o recurso visual. La evocación de una imagen mental es un valioso recurso pues completa a otro tipo de metodologías y aporta variedad e imaginación a la practica docente, además de contribuir de manera lúdica, amena y satisfactoria al proceso de Enseñanza aprendizaje de una lengua Extranjera”*

### 3.2 *The importance of Listening Activities*

Songs, chants, rhymes and short stories are necessary in order to link sound and image, to acquire correct pronunciation and to review the English vocabulary. Based on Breuster; 1975

*“Music and Rhythm are an essential part of language learning for young learners. Children really enjoy learning and singing songs, and old learner find working with current or well-known pop songs highly motivating.*

*We have all experienced songs which we just can not get out of our heads.*

*Music and rhythm make it much easier **to imitate and remember language** than words which are just spoken”*

## 4. LEARNING ENGLISH AT PRE- SCHOOL

According to Shelley, a Kindergarten teacher, teaching English to very young children is not an impossible mission, they presents challenges which may not be so noticeable at first. Very often this branch of teaching English is dismissed but is in this stage where they can catch sounds in a correct pronunciation and they have all senses open to new experiences included other languages, only if they are in contact with more one language.

They learn all the time and their special motivation are games and activities which include movement. There is a corpus of research which shows that this is necessary for preschoolers on this way they are enjoying lessons and learning effectively while chanting, singing or saying nursery rhymes. (Shelley: 2002)

According to Julia Dobson, (1988) children can learn everything in quickly way because Children come with certain sensitivities and capabilities due to biological factors, children influence the environment in which they live and are in turn influenced by the environment Preschoolers are very visual. Bring in real objects whenever is possible. When it is not possible, find colorful and vivid pictures. But it is necessary to mention that exist some problems that many pre- scholar teachers have: Pre- scholar children usually are not yet reading and writing in their own language, so they do not do it in a second language. At this age, pre- scholar children have a VERY short attention span, they forget things quickly, some of pre- scholar children may not be motivated to English learn, pre-school children develop at very different rates so you are sure to have a mixed ability group.

Some characteristics of young learner for the purposes of this chapter, Young Learners refer to children from the ages of four to five. It is considering children younger than four specifically. In fact, this unit gives an opportunity to explore the advantages and disadvantages of starting English language learning so young.

#### ***4.1 Factors affecting Foreign Language Acquisition in Pre- school***

There are some Principles in order to English Learning as a foreign language, which are the following:

In terms of principles for learning English language, there are the principles set out by H. Douglas Brown. According to Brown, language learning



principles are generally sorted into three sub-groupings: **Cognitive** Principles, **Affective** Principles and **Linguistic** Principles. Principles are seen as theory derived from research, to which teachers need to try and match classroom practices. Here are some brief summaries of the principles that fall into each of Brown's groupings:

#### ***4.1.1 Cognitive Principles***

- ✓ *Automaticity*: Subconscious processing of language with peripheral attention to language forms, and children catch all new words especially if the sounds are strange for them.
- ✓ *Meaningful Learning*: This can be contrasted to rote learning, and is thought to lead to better long term retention, it is related with semantics, children can associate image with meaningful.
- ✓ *Anticipation of Rewards*: Learners are driven to act by the anticipation of rewards, tangible or intangible; it is an important point when it refers to children because they move around rewards, and intrinsic motivation: The most potent learning "rewards" are intrinsically motivated within the pre- scholar learner, it forces them to get better.

#### ***4.1.2 Affective Principles***

- ✓ *Language Ego*: Learning a new language involves developing a new mode of thinking a new language "ego", especially in this stage of childhood they need to feel important.

- ✓ *Self-Confidence*: Success in learning something can be based in the fact that learners can belief in that they can learn it, at easy way.
- ✓ *Risk-Taking*: Taking risks and experimenting "beyond" what is certain creates better long-term retention, this an essential part in children not at all but the majority like to take risk without frightens or embarrassment at the moment of make mistakes.

Language-Culture Connection: Learning a language also involves learning about cultural values and thinking, for those reason children always associate the new words with their environment.

#### **4.1.3 *Linguistic Principles***

- ✓ Native Language Effect: A learner's native language creates both facilitating and interfering effects on learning; in children this fact is part of process and does not always is a heavy factor.
- ✓ Interlanguage: At least some of the learner's development in a new language can be seen as systematic, children can have some difficulties with management of Spanish and English as different languages.
- ✓ Communicative Competence: Fluency and use are just as important as accuracy and usage - instruction needs to be aimed at organizational, pragmatic and strategic competence as well as psychomotor skills. But children are internalize their own language, for that they only repeat the structured grammatical form.

This is a very brief overview of various language learning principles, drawn heavily from H. Douglas Brown's explanation.

#### **4.2    *Disadvantage in Pre- school Learners***

It is important to know that pre-school children have some disadvantages in order to manage these little difficulties. According to Shelley, a nursery teacher, she presents some of the problems many preschool teachers have at time to learn English:

- ✓ Preschool children have a VERY short attention span
- ✓ Preschool children will forget things quickly
- ✓ Preschool children may not be fully confident in their own language
- ✓ Some of your preschool children may not be motivated to learn
- ✓ They may be fearful
- ✓ Pre-school children develop at very different rates so you are sure to have a mixed ability group
- ✓ You need a LOT of ideas to keep their attention
- ✓ You need real language learning techniques and not just time fillers to keep the children busy
- ✓ Preschoolers can be easily overwhelmed

These tips are important in order to get the children attention and also as a teacher prepare some extra material in order to prevent them.

### **4.3    *About the Montessori Method***

The Herman Gmeinner School works with Montessori Method in pre-scholar level, for that reason it is important to know the basis of this method. The Montessori Method's central focus is on the needs, talents, gifts, and special individuality of each child. Montessori practitioners believe children learn best in their own way at their own space. The child controls the pace, topic and repetition of lessons independent of the rest of the class or of the teacher. The driving concept is the fostering of the child's natural joy of learning. This joy of learning, according to Montessori theory, is an innate part of any child; when properly guided and nurtured it results in a well-adjusted person who has a purpose and direction in his or her life. Children who experience the joy of learning are believed to be happy, confident, and fulfilled.

Additional important skills emphasized by the Montessori Method are self-reliance and independence. Independence is encouraged by teaching a child "practical life" skills, Montessori preschool children learn to dress themselves, help cook, put their toys and clothes away and take an active part of their household, neighborhood and school. Montessori education carried through the elementary and high school years begins to encourage more group work but still relies on the student as the guide and guardian of his or her own intellectual development. (Montessori: 2002)

## CHAPTER III

### PROPOSAL SECTION

This chapter introduces the proposal of the study English learning as a foreign language in pre-school, it is important to follow some steps in order to get a good curriculum design based on children needs; the classroom activities help to get the general objective, in order to put in practice the introduction of English Vocabulary through Audio-visual aids, and finally, it is useful the evaluation which shows the results of this project.

#### 1. CLASSROOM ACTIVITIES

This project pretends to be a tool in the English Learning and Teaching process; it focuses on learning English Vocabulary through the Audio Visual aids. Besides it proposes different kinds of activities, using audio and visual materials like chants, rhymes, games, according to their age. These materials can be in English language and Spanish language or using both.

1.1 SONGS CHANTS AND RHYMES. - It is essential to define the difference between songs, chants and rhymes: **A song** is with music and almost always is recorded on a tape or CD. **A chant** is like a song without music. And **a rhyme** is like a poem with a very marked rhythm. Some songs are good for singing, others for doing actions to the music, and some of them are good for both. Children can learn sounds, reinforce structures and vocabulary. It is important to highlight the fact that songs can be used as background music while the children are working quietly on another task; it is surprising how much they absorb unconsciously.

This project takes advantage of each one of them. In some Units, it works with songs like in Unit 1. In this unit, it works with song: “Hello, What is your name? And the chant: “Good morning, dear teacher”. At the same way in the Unit 3, it works with rhyme: “Fingers and toes”

- 1.2 GAMES. - Teacher needs ways in order to retain learned vocabulary, a good way for that is repeating, reviewing and revising; using short games in order to review vocabulary and phrases that it has taught earlier in the class, teacher must to make her lessons playful and full of physical movements. The children will enjoy them more, be more motivated and remember the language better. The atmosphere is also important; it must be relaxed and friendly with plenty of encouragement.

This project uses some games which are explained in each unit, for example in the unit 3, it works with the game: “The king asks”, in the unit 7, it works with “The blind man” and so on.

- 1.3 CHANGING ACTIVITIES. - Teachers have to prepare for classroom difficult, in order to avoid this difficult, they have to change the games and activities every 5-10 minutes. This is vital because pre- school children need variety as they get bored easily and have a very short attention span, teachers must to vary the rhythm during the lesson, mixing up excitable games with quiet ones, so vary the pace according to the mood and keep the children on their toes but not over the top, furthermore teachers encourage and support the young learners, a good tool in order to vary the English class is using chants, rhymes and songs, these are great for movement and frequent repetition of vocabulary and phrases.

## 2. MATERIALS

2.1 PICTURES AND FLASH CARDS. - This project concentrates on listening, watching and understanding, building vocabulary, and the acquisition of short phrases. It concentrates also on speaking practice, starting with single words and short phrases, and gradually moving onto longer sentences. The English teacher teaches the topics using games, activities, and pictures or audio – visual aids that catch the attention of pre- school children. It is very useful to introduce short stories. The English teacher begins giving the children vocabulary through pictures and then telling the story with pictures, flashcards and prepared materials. The English teacher mixes up active participation and listening, he/she uses some stories like a resource in order to reinforce concepts to pre-school children.

2.2 REALIA. - The teacher brings in real objects whenever possible, such as clothes to dress up in. When it is not possible to bring in real items, the teacher uses whatever objects are available in the class like toys or puzzles. The teacher can even use real items in the games, (like the King asks...) at the beginning of the game the teacher must explain the rules, key words and inspire the children with real objects.

2.3 AUDIO MATERIAL. - Short stories are a fabulous resource for preschoolers, who will want to hear the same tales told over and over again... Stories have worldwide popularity, like a songs, the teacher needs to give key words about the story, and inspire the children with **colorful illustrations** helping them understand, and act out parts of the stories or the whole story afterwards with role plays, games and make believe. Children can absorb the structure of

language subconsciously as well as hear familiar words they know. Preschoolers will be happy to hear the same stories over and over again which is fantastic for revision and absorption. Besides, teacher can enhance the students with the story telling through gestures, actions, colorful illustrations, (flash cards) or using relevant games and role-plays increases language retention and acquisition. This is logical as teacher will be repeatedly reviewing and practicing the same language as well as making it real through play.

2.4 PUPPETS. - In order to introduce English as a foreign language in young children, the audio- visual approach establishes that the children need real objects, like puppets or teddy bears. This puppet introduces the new vocabulary for the lesson. The teacher must avoid abstract concepts and concentrate instead on concrete, real items that the children understand and relate to. For example, start with familiar topics such as colors, numbers, greetings, animals, fruit, food and drink, families, body parts, shapes, clothing, the weather, days of the week and short everyday sentences and phrases.

### 3. PROPOSAL OF THE CURRICULUM DESIGN FOCUS ON PRE SCHOLARS

During the last decade it had been several ways to teach English for teenagers and adult learners many techniques and methods were designed to improve English as a Foreign Language into classrooms to develop their abilities in a better and easier way, but teachers overlooked children ability and potential in order to learn a foreign language easily. Naturally, with an adequate method that reflects children's needs and preferences.



This project proposes activities to teaching a very rudimentary English vocabulary led to children; through audio-visual aids, as it had been seen in the literature reviewed; learners improve the retention and increase the motivation according to Audio-visual aids. Besides it is important taking into account the pre-school curriculum design; for that reason it is necessary to check the follow table:

**TABLE N°2**

<b>AREA TRANSVERSAL</b>	<b>NEBAS IDENTIFICADAS</b>	<b>METAS</b>	<b>ESTRATEGIAS DE INTERVENCION</b>
<b>LENGUAJE</b>	Deben expresarse haciendo uso del lenguaje	Desarrollar competencias de expresión	Filosofía Montessori Trabajo en aula
<b>MATEMATICA</b>	Resolución de problemas cotidianos	Usar la cuantificación con operaciones simples	Proyecto de aula Material concreto
<b>CIENCIAS DE LA VIDA</b>	Deben conocerse y valorarse	Reconocer las partes de su cuerpo	Practicar hábitos de higiene Observación y experimentación
<b>EXPRESION Y CREATIVIDA</b>	Deben expresar su creatividad	Expresar emociones	Explorar ritmos realizar imitaciones
<b>TECNOLOGIA Y CONOCIMIENTO PRACTICO</b>	Ampliar y utilizar sus conocimientos	Usar artefactos tecnológicos	Visitar instituciones Mesa de observación

(Based on Hermann Gmeiner School data)

The curriculum will be the skeleton; around it the project takes its topics. Always according to children previous knowledge from a very basic vocabulary to more complicate phrases or sentences, this curriculum design does not have a sequential order based of any textbook; it will focus on learning objectives according to level, accompanying Phonics materials, teaching aids, and so on.

### 3.1 CURRICULUM DESIGN

In order to manage the time and the adequate order for children, the project presents the following Curriculum Design approved for the Hermann Gmeiner School and based in its pre – school children curriculum

On the following tables, the work presents the curriculum design, which contains the specific objectives of each unit. Besides, it includes a brief summary of the competences, the indicators, the contents, the activities, and evaluations. In addition, the tables are divided in three terms, each term contains three months. These terms are divided by an evaluation.

TABLE N° 3

**CURRICULUM DESIGN*****Specific Objectives***

1. To recognize greetings and to introduce themselves
2. To be familiar with Classroom Objects
3. To count from 1 to 20
4. To identify Colors
5. To distinguish Shapes

***LEVEL: INITIAL******SUBJECT: ENGLISH******TERM: FIRST***

<b>COMPETENCES</b>	<b>INDICATORS</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>EVALUATIONS</b>
<ul style="list-style-type: none"> <li>Grammar Recognize the written Word of informal greeting</li> <li>Lexicology Apply words related with classroom objects</li> <li>Phonetics Discriminate the intonations of questions and answers</li> <li>Named and repeat the numbers from 1 to 10</li> <li>Greetings and introduce yourself with others</li> <li>Recognize colors</li> <li>Recognize shapes</li> </ul>	<ul style="list-style-type: none"> <li>Write in correct way the informal greeting</li> <li>Recognize Classroom objects around them</li> <li>Discriminate between a question and an answer</li> <li>Greeting to their classmates and their teacher</li> <li>Introduce yourself</li> <li>Count from 1 to 10</li> <li>Produce orally colors</li> <li>Produce orally shapes</li> <li>Listen and discriminate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Classroom Language</li> <li>Classroom objects</li> <li>Using question related with classroom objects</li> <li>The numbers</li> <li>Colors</li> <li>Shapes</li> <li>Short – story</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions</li> <li>Introducing yourself</li> <li>Using simple present</li> <li>Working in groups of 4 or 5 children in order to Exchange information.</li> <li>Recognizing classroom objects</li> <li>Repeating and pronouncing of numbers</li> <li>Practicing individually and in groups of 4 or 5 children</li> <li>Repetition in drills</li> <li>Painting Worksheets</li> <li>Using video or flash cards</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Systematic observation</li> <li>Oral questions about the topic</li> <li>Oral evaluation</li> <li>Informal questions orally</li> <li>Visual follow</li> <li>1<sup>st</sup> English test</li> </ul>

TABLE N° 4

**CURRICULUM DESIGN*****Specific Objectives***

- 6. To identify the parts of the face
- 7. To recognize the five senses
- 8. To identify the body parts
- 9. To name the seasons

- 10. To name the clothes
- 11. To recognize the parts of the house
- 12. To designate family members

***LEVEL: INITIAL******SUBJECT: ENGLISH******TERM: SECOND***

COMPETENCES	INDICATORS	CONTENTS	ACTIVITIES	EVALUATION
<ul style="list-style-type: none"> <li>• Recognize parts of the face</li> <li>• Recognize body parts</li> <li>• Recognize family members</li> <li>• To recognize seasons</li> <li>• To recognize their clothes</li> <li>• LISTENING</li> <li>• Listen vocabulary in context</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of the face</li> <li>• Named the body parts</li> <li>• Produce and identify each family members</li> <li>• Listen and produce the new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• My Face</li> <li>• The five senses</li> <li>• My body</li> <li>• The seasons</li> <li>• My clothes</li> <li>• My house</li> <li>• My family</li> </ul>	<ul style="list-style-type: none"> <li>• Working in groups and individually</li> <li>• Practicing with their classmates in order to reinforce the vocabulary</li> <li>• Making Handicraft Activities</li> <li>• Group and individual repetition</li> <li>• Using audiovisual resources in this case a video related with the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Systematic observation</li> <li>• Oral evaluation</li> <li>• Oral questions</li> <li>• Visual follow</li> <li>• 2<sup>nd</sup> English test</li> </ul>

## CURRICULUM DESIGN

**TABLE N° 5**

***Specific Objectives •***

- 13. To recognize the name of some dishes
- 14. To identify the fruits name and to recognize the vegetables names
- 15. To be familiar with names of the common pets

- 16. To recognize zoo animals
- 17. To name the farm animals
- 18. To identify bugs

***LEVEL: INITIAL***

***SUBJECT: ENGLISH***

***TERM: THIRD***

COMPETENCES	INDICATORS	CONTENTS	ACTIVITIES	EVALUATION
<ul style="list-style-type: none"> <li>• <i>Syntax</i>: Use simple present in order to name fruits</li> <li>• <i>Lexicology</i>: Apply vegetables</li> <li>• <i>Phonetics</i> Discriminate the pronunciation</li> <li>• <i>Semantics</i>: classify domestic animals and zoo animals</li> <li>• Recognize farm animal names</li> <li>• Recognize bug names</li> </ul>	<ul style="list-style-type: none"> <li>• Name some dishes</li> <li>• Recognize fruits</li> <li>• Discriminate Vegetables</li> <li>• Classify domestic animals</li> <li>• Name and identify zoo animals</li> <li>• Produce and identify farm animals</li> <li>• Name and recognize the new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch time</li> <li>• The vegetables</li> <li>• The fruits</li> <li>• My Pets</li> <li>• The Zoo</li> <li>• The Farm</li> <li>• Bugs</li> </ul>	<ul style="list-style-type: none"> <li>• Repeating with correct pronunciation</li> <li>• Handicraft activity</li> <li>• Whole class repeat in chorus the name of each animal</li> <li>• Individual repetitions</li> <li>• Learning song about the topic</li> <li>• Project animals in groups</li> <li>• Working in worksheets</li> <li>• Using videos and flash cards</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Visual follow</li> <li>• Oral questions</li> <li>• 3<sup>rd</sup> English test</li> </ul>

### 3.2 CONTENTS

These activities will be one important part of this work in the Learning - Teaching process because children have the benefits of learning English as a Foreign Language. Then the units are nearly related and ordered according to steps in the last class. It is necessary to have a schedule, getting to have more order:

**TABLE N° 6**

N°	TOPICS
1	Hello!!!
2	Classroom Objects
3	Numbers
4	Colors
5	Shapes
6	The face
7	The senses
8	Body Parts
9	The seasons

1

N°	TOPICS
10	My clothes
11	My house
12	My family
13	Lunch time
14	The vegetables and fruits
15	My Pets
16	The Zoo
17	The farm
18	The bugs

### 3.3 LESSON PLANS

**TOPIC: HELLO!!!**

**UNIT N° 1**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to recognize formal and informal greetings, and they will introduce themselves
- ✍ Sub- aims:            To recognise different languages/ to associate mother tongue vocabulary with English vocabulary/ to produce English greetings using a puppet/ to ask and answer questions/ to sing songs
- ✍ Language Input: Students will work with the following vocabulary: Hello, good morning, teacher, student, boy, girl. And question – answer phrases: what is your name? My name is ....., how are you? fine thanks, stand up, sit down.
- ✍ Materials:            The materials for this English class are: Handouts N°1, colors, radio, CD, Elmo puppet and a ball
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Teacher asks students:

¿Cómo hablan los patos? Y los gatos? Ustedes entienden a un pato? a un gato? Conocen qué es un idioma? Conocen el Aymara? Conocen el inglés?

Teacher introduces the class to the Elmo puppet, and then teacher says that Elmo only speaks English, so if they want to greet Elmo they must say: “Hello”, “Hi”, “Good morning” and finally the teacher asks if they want to learn English in order to get a new friend!!!

### **ACTIVITY 1 (TIME: 15 Min)**

1. Sing a song- “Hello! What’s your name?” The teacher sings and adds body language to inspire students’ interest, after that, the teacher says: “Listen, please”. Sing along while students listen, then repeat with Elmo puppet and finally encourage students to join in.
2. Using the same song, students must introduce themselves

#### **SONG N° 1**

**CD script 1**                      **Book: Step 1 Song:**              **Song: HELLO! WHAT IS YOUR NAME?**

Sing all students:              *Hello! What’s your name?*

Sing all students:              *How are you today?*

Sing Elmo:                      *Fine thanks my name is ELMO*

Sing Elmo:                      *Would you like to play*

### **ACTIVITY 2 (TIME: 15 Min)**

1. Teacher asks: Is Elmo a boy? Teacher helps the students answer “Yes, He is” or “No, He is not” then teacher points to two or three boys in the class and asks: is Bryan a boy? Is Gabriel a boy? Is Christian a boy? Boys stand up, boys sit down. Teacher makes sure all boys stand up or sit down.
2. Teacher follows the same procedure with girls. Practice commands with the whole class. Teacher asks: “Boys and Girls stand up, Girls stand up, Boys sit down”, Repeat the commands three times.

### **ACTIVITY 3 (TIME: 15 Min.)**

1. Teacher delivers a hand out (**1**), in which there is a boy who is greeting someone. Students color it and write their names at the bottom of the sheet of paper.



2. Sing a song “Good morning dear teacher” .The teacher sings and adds body language in order to motivate students. After that, the teacher sings one time and the second time she encourages students to join in.

### **CHANT N° 1**

***Type: Miss Ponny***

***Chant: GOOD MORNING DEAR TEACHER***

*Good morning dear teacher*

*Good morning how are you*

*I'm very glad to see you*

*And say hello to you*

*Tururu tu tu tururu tutu*

FOLLOW UP (TIME: 15 Min.)

### **GAME N° 1**

***N°1***

***Book: Kinder Step***

***Game: Roll a ball***

Students sit in a circle on the floor. The teacher rolls a ball to a student.

Teacher asks: Hello! What's your name?

Student answers: Hello! My name is Carla

Teacher says: Good bye Carla

Student answers: Good bye Teacher

## **TOPIC: CLASSROOM OBJECTS**

## **UNIT N° 2**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim: The students are going to identify classroom objects and verbs related with them.
- ✍ Sub- aims: To reinforce the last class using the Elmo puppet/ To introduce flash cards/ to associate pronunciation with an image/ to identify English words in a video “Diviértete en Ingles”/ to associate the objects with a verb/ to learn commands: “sit down please”, “stand up please”, “please be quiet”, “raise your hands”, “put your hands down”. And ask permission “Teacher, may I go to the bathroom?”
- ✍ Language Input: Students will work with the following vocabulary: Pencil, brush, crayon, scissors, colors, markers, desk, whiteboard, teacher, school, student, book, the teacher’s problem, classroom, desk, good morning, blackboard, paper, sheet of paper. And questions “Is it a pencil?” “Yes it is”, “No it is not”, “Can you pass me the markers?”, “Yes, I can”, “Thank you very much”.
- ✍ Materials: The materials for this English class are: a ball, handouts N°2 and N°3, crayons, colors, pencils, scissors, brush, finger-paint Television, DVD.
- ✍ Procedure:

### **WARM UP (TIME 10 Min.)**

Teacher asks students: do you remember my friend Elmo? Please say “Hello, Elmo”. Do you remember the “Hello! What’s your name” song? And do you remember the “Good morning

dear teacher” song? The teacher sings the first song with the children and only helps them with the second song.

The teacher introduces flash cards with Classroom objects.

#### **ACTIVITY 1 (TIME 10 Min.)**

1. Students sit in a circle on the floor. (using game N°1) The teacher rolls a ball to a student, and the teacher asks: “What is it?” So the student answers (with the teacher’s help): “It is a pencil”. Then, the teacher asks: “Is it a Pencil?” Students answer: “Yes, it is” or “No, it is not”.
2. Students sit in a circle on the floor, the real objects are in the middle of the circle and the teacher asks: “Pilar, please can you pass me the markers? The students answer: “Yes I can”. The teacher says: “Thank you very much”. “Bryan, can you pass me scissors please?” Follow the same procedure.

#### **ACTIVITY 2 (TIME 20 min.)**

1. The teacher changes classrooms and she turns on a Disney video and she presses stop when the video shows English vocabulary. The students repeat the vocabulary and continue watching the video.

### **VIDEO N°1**

**Video script 1**

**Type: Walt Disney**

**Video: GOOFY AND HIS SON MAX**

*Acércate Max veremos el álbum de fotografías, se que te gustara este es tu tío abuelo Kiff, El era un maestro, (THE TEACHER) El pequeño Max no esta muy interesado en la historia pero es obediente a su padre y escucha atentamente.*

*Goofy continua con la historia y le va mostrando fotografías aquí es donde trabajaba en la escuela (SCHOOL) pero había un estudiante (STUDENT) que no era como los demás no le agradaba ir a la escuela y llevar sus libros (BOOKS) lápices (PENCILS) así que al salir de su*

*casa se convertía en un problema para el profesor (THE TEACHER'S PROBLEM) The teacher estaba muy orgulloso de su trabajo y todos los días entraba a su clase (CLASSROOM) hasta su escritorio(DESK)y los saludaba "Buenos días" ("GOOD MORNING")y comenzaba escribiendo en la pizarra(BLACK BOARD)cuando comenzó a llamar la lista que estaba en una hoja de papel(PAPER) su niño problema ya estaba escapando así que el TEACHER le daba mas tarea con tijeras (SCISSORS)pero el pequeño era muy travieso y recortaba el cabello de sus compañeros así que el TEACHER le dio un dibujo para pintar con crayones (CRAYONS)pero el pequeño travieso cambio sus CRAYONS por un gran pincel (BRUSH) y comenzó su nueva travesura. Cuando parecía que la clase había terminado y con el los problemas del TEACHER, el padre del niño llega muy enojado buscando pelea con el TEACHER.*

*Es la hora de repasar el vocabulario aprendido:*

*Teacher/ school/ student/ book/ pencils/ the teacher's problem/ classroom/ desk/ good morning/ blackboard/ paper/ scissor/ crayon/ brush*

### **ACTIVITY 3 (TIME 15 Min.)**

1. The teacher delivers a hand out (2), in which there is a boy who is preparing his materials in order to go to school. The students color it and draw a line from the object to the backpack and write their names at the bottom of the sheet of paper.
2. The students repeat after the teacher phrases with the verbs, like "I can write with a pencil", "I can paint with a brush", "I can draw with a crayon", "I can cut with scissors". They repeat the phrases three times. Furthermore, students sing a song "This is the way..." The teacher sings and adds body language in order to motivate students. After that, the teacher sings one time and the second time she encourages students to join in.

## CHANT N° 2

*Chant: THIS IS THE WAY... Based on the original kinder step1*

*(Changed lyrics by Cintya Hilari)*

*This is the way I write my name, write my name*

*This is the way I write my name, write my name*

*So easy with my pencil*

*This is the way I draw my house, draw my house*

*This is the way I draw my house, draw my house*

*So easy with my crayon*

*This is the way I paint my house, paint my house*

*This is the way I paint my house, paint my house*

*So easy with my brush*

*This is the way I cut my house, cut my house*

*This is the way I cut my house, cut my house*

*So easy with my scissors*

### **FOLLOW UP (TIME 15 Min.)**

The teacher delivers a hand out (3), in which there are 4 classroom objects. The children must draw a line from the pencil picture to the paper picture. They must cut out the scissor picture and the picture beside it. They must paint from the brush picture to the paper picture. If the picture is a crayon, the children must use a crayon, if the picture is a brush, the children must use a brush.

**TOPIC: NUMBERS**

**UNIT N° 3**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim: The students are going to identify numbers and they are going to recognize their age.
- ✍ Sub- aims: To reinforce past classes/ to count classroom objects/ to identify numbers/ to answer the following questions: “How old are you?”, “How many...are there?”/ to sing songs/ to obey commands.
- ✍ Language Input: Students will work with the following vocabulary: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, fingers, toes. And question – answer phrases: How many colors are there? There are two colors. How many markers are there? There are 10 markers. How old are you? I am 5 years old.
- ✍ Materials: The materials for this English class are: Handouts N°4 and N°5, colors, markers, scissors, crayons, radio, CD, Elmo puppet.
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Students sing the “Hello, what’s your name?” song N°1, and “Good morning dear teacher” chant N°1 . The teacher reinforces the last topic with flash cards. As well, she introduces the new topic with the help of Elmo. He asks: “Do you know numbers?” “Do you know how to count?” “How many fingers do you have?” “How old are you?” The students answer will be: “I am five years old”.

### **ACTIVITY 1 (TIME: 10 Min)**

1. Sing a song- “Fingers and Toes”. The teacher sings and adds body language to inspire students’ interest. After that, the teacher says: “listen, please”. The tape plays while the students listen, then the teacher repeats the lyrics using the Elmo puppet (without the tape). During the third time, the teacher encourages the students to join in.

#### **RHYME N° 1**

***Book: Step 1                      Rhyme: FINGERS AND TOES***

*Ten fingers on my hand*

*One, two, three, four, five, six, seven, eight, nine, ten*

*Ten toes on my feet*

*One, two, three, four, five, six, seven, eight, nine, ten.*

*Count them together*

*And what can you see; twenty fingers and toes are mine*

### **ACTIVITY 2 (TIME: 15 Min)**

1. The teacher delivers a hand out (4), in which the children draw a line from the number to the correct group of animals or objects. The students color and write their names at the bottom of the sheet of paper.
2. The teacher delivers a hand out(5), in which students count Disney faces and write the correct number, students paint and write their names at the bottom of the sheet of paper.

### **ACTIVITY 3 (TIME 15 Min.)**

1. Sing a song- “There were ten in the bed”. The teacher sings and adds body language to inspire students’ interest. After that, the teacher says: “listen to the radio, please”. While the students listen, the teacher repeats with the Elmo puppet and finally she encourages students to join in.

## SONG N° 2

CD script 2

CD: “Canciones para niños”

Song: **THERE WERE**

### **TEN IN THE BED**

*There were ten in the bed and the little one said*

*”roll over, roll over” So they all rolled over and one fell out*

*There were nine in the bed and the little one said*

*“Roll over, roll over” So they all rolled over and one fell out*

*There were eight in the bed and the little one said*

*”roll over, roll over” So they all rolled over and one fell out*

*There were seven in the bed and the little one said*

*“Roll over, roll over” So they all rolled over and one fell out*

*There were six in the bed and the little one said*

*”roll over, roll over” So they all rolled over and one fell out*

*There were five in the bed and the little one said*

*“Roll over, roll over” So they all rolled over and one fell out*

*There were four in the bed and the little one said*

*”roll over, roll over” So they all rolled over and one fell out*

*There were three in the bed and the little one said*

*“Roll over, roll over” So they all rolled over and one fell out*

*There were two in the bed and the little one said*

*”roll over, roll over” So they all rolled over and one fell out*

*There were one in the bed and the little one said*

*“Good night” Good night*



**FOLLOW UP (TIME: 10 Min.)**

**GAME N° 2**

**N°2**

***Book: Own redaction***

***Game: “King asks”***

Initially, the teacher leads the class. Subsequently, students take turns playing the role of King.

The rules are very simple. Students are in groups of 6 students, using only the target language. The leader has everyone stand and listen to the instructions. The commands may be as simple as the King asking for 3 boys; the King asking for 7 scissors, or the King asking for twelve markers, and so on. The group that accumulates most points is the winner.

The use of movements, incorporation of body parts, and application of understood instructions make this fun game a valuable learning tool.

**TOPIC: COLOR**

**UNIT N° 4**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:        The students are going to identify colors and verbs of movement
- ✍ Sub- aims:        To reinforce past classes/ to say what is their favorite color/ to obey commands /to answer questions
- ✍ Language Input: Students will work with the following vocabulary: Mickey mouse, painter, flag, black, white, brown, pink, red, green, orange, blue, yellow, balloons. And question – answer phrases: “What is your favorite color?” “My favorite color is.....”, “What color is this table?” Verbs: to jump, to walk, to run, to count, to clap, to dance.
- ✍ Materials:        The materials for this English class are: balloons, flags, handouts N°6 and N°7, colors, Elmo puppet, finger paint.
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Hello, what is your name?” song N°1, “Good morning, dear teacher” chant N° 1, “This is the way...” song N° 2, “Finger and toes” rhyme N° 1, “There were ten in the bed” song N° 3. After that, the teacher rolls a ball to a student and asks the following questions:

The teacher asks: Hello! What’s your name?

Student answers: Hello! My name is Carla

Teacher asks: Carla, how are you?

Student answers: I am fine, thanks

Teacher asks: Carla, how old are you?

Student answers: I am five years old

Teacher says: Carla, can you pass me a pencil, please

Student answers: Here you are.

Teacher says: Thanks, Carla is this a pencil?

Student answers: Yes, it is.

#### **ACTIVITY 1 (TIME: 15 Min)**

1. The teacher shows flags of different colors and she asks: “What color is this flag?” At first, students answer in their mother tongue, and secondly, they repeat after the Elmo puppet the name of each color. The third time, students try to do it by themselves.
2. The teacher delivers a hand out (6). In this hand out, students help Mickey Mouse to paint the irregular forms above him and write their names at the bottom of the sheet of paper.

#### **ACTIVITY 2 (TIME: 15 Min)**

1. The teacher provides students with balloons of different colors. Each student chooses their favorite color, and at that moment the teacher asks: “What is your favorite color?” And students answer will be: “My favorite color is red (with the help of the teacher).”

2. Play a Game: Some colors are repeated, so the teacher says: “students who have blue balloons stand up”, “students who have orange balloons sit down”, “students who have balloons jump”. Following these instructions, the game continues but the verbs are changed into to walk, to run, to count, to clap, to dance.

### **ACTIVITY 3 (TIME 15 Min.)**

1. The teacher reviews numbers, associating number with quantity
2. The teacher delivers a hand out (7), in which students have a color code in order to paint a football player. Each number has a color. At the end of the activity, students write their names at the bottom of the sheet of paper.

### **FOLLOW UP (TIME: 10 Min.)**

The teacher shows the Bolivian flag and asks: “What color is the Bolivian flag?” Then the teacher shows the flags of football teams like Bolivar, The Stronger, and Oriente and so on. Students must recognize different colors in English.

## **TOPIC: SHAPES**

## **UNIT N° 5**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify shapes.
- ✍ Sub- aims:            To recognise numbers and colors/ to reinforce fine motor skills/ to sing a song.
- ✍ Language Input: Students will work with the following vocabulary: square, triangle, rectangle, circle, Mickey mouse, swimmer, swimming pool, sun, window, present, tree, wheels, bus, town, horn, driver, up, down. And question – answer phrases: what shape is it? It is a circle. Verbs: to work, to make little balls, to follow the dots, to glue, to fish.
- ✍ Materials:            The materials for this English class are: Elmo, Handouts N° 8 and N° 9, crayons, glue, crepe paper, a little swimming pool, fish with the shape of a circle, a rectangle, a square and a triangle (made of foam), fishing rod.
- ✍ Procedure:

### **WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Hello, what is your name?” song N°1, “Good morning, dear teacher” chant N° 1, “This is the way...” song N° 2, “Finger and toes” rhyme N° 1, “There were ten in the bed” song N° 3. The teacher reviews English vocabulary with the help of Elmo, flash cards, and flags. After that, the teacher shows new flash cards with shapes. The teacher says the name of each shape, and the students repeat after the teacher.

## ACTIVITY 1 (TIME: 20 Min)

### GAME N° 3

*N°3*

*Book: Own redaction*

*Game: “Go fishing”*

1. In the middle of the classroom, the teacher puts a little swimming pool where there are fish, but these fish are special, each one has a different shape. The teacher asks for a volunteer to be the fisher, and all the children must walk around to the swimming pool. When the fisher catches a fish, at that moment the students jump and shout the name of the shape.
2. Students need to work in groups of six; the teacher delivers a hand out (8), in this hand out, students help Mickey Mouse to catch the fish. They must color the fish using crayons. The group that finished coloring the hand out can continue fishing.

## ACTIVITY 2 (TIME 15 Min.)

1. Sing a song- “The wheels on the bus” The teacher sings and adds body language to inspire students’ interest. After that, the teacher says: “listen to the radio, please”. While the students listen, the teacher repeats with the Elmo puppet, and finally she encourages students to join in.

### SONG N° 3

*CD script 3*

*Book: “Kinder Steps”*

*Song: THE WHEELS ON THE BUS*

*The wheels on the bus go*

*Round and round, round and round, round and round*

*The wheels on the bus go*

*Round and round, all through the town*

*The drivers on the bus go*

*Swish, swish, swish, swish, swish, swish*

*The driver on the bus goes*  
*Swish, swish, all through the town*  
*The horn on the bus goes*  
*Beep, beep, beep, beep, beep, beep*  
*The horn on the bus goes*  
*Beep, beep, all through the town*  
*The children on the bus go*  
*Up and down, up and down, up and down*  
*The children on the bus go*  
*Up and down, all through the town*  
*The driver on the bus says,*  
*“Please, sit down”, “Please, sit down”, “Please, sit down”*  
*The driver on the bus says,*  
*“Please, sit down”, all through the town*  
*The teacher on the bus says*  
*“Please, be quiet”, “Please, be quiet”, “Please, be quiet”*  
*The teacher on the bus says*  
*“Please, be quiet”, all through the town*

2. The students continue working in groups, and each group must make balls with crepe paper. The teacher delivers a hand out (9), and in this work the students must glue the balls made of crepe paper along the path, over each dot, recognizing each shape.

**FOLLOW UP (TIME 10 Min.)**

Teacher shows shapes and asks: “What shape is it?” Then the teacher shows different object in the classroom and asks “what shape is the window?” what shape is the sun? And so on.

Students must recognize different shapes in English.

**TOPIC: THE FACE**

**UNIT N° 6**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify part of the face.
- ✍ Sub- aims:            To review past classes/ to repeat rhymes/ to reinforce cognitive skill  
(with a puzzle)/ to express feeling (through the face)/ to watch a video
- ✍ Language Input: Students will work with the following vocabulary: face, mouth, eyes, nose, ears, hair, cat, pet, happy, sad, angry, cry. And question – answer phrases: “Touch your ... “, “how many eyes do you have?” Verbs: to touch, to show
- ✍ Materials:            The materials for this English class are: Handout N° 10, glue, little pieces of eyes, noses, ears, mouths, Elmo puppet, video, CD.
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Hello, what is your name?” song N°1, “Good morning, dear teacher” chant N° 1, “This is the way...” song N° 2, “Finger and toes” rhyme N° 1, “There were ten in the bed” song N° 3, and “The wheels on the bus” song N° 4. In addition, the teacher reviews English vocabulary with the help of Elmo, flash cards, and flags. After that, Elmo puppet tells a short story about its pet, a little cat.

ELMO: Hello!!! Children, do you see my little pet? My pet says meow, meow, meow.

STUDENTS: Es un gato?



ELMO: Yes, it is a cat; please help me to look for it. Look at this, it is my cat but what happened!!! My cat lost one eye, help me please, ohh no now my cat does not have its nose. What can I do?

**ACTIVITY 1 (TIME: 20 Min)**

1. Students work in groups, the teacher delivers a hand out (**10**). In this work students must glue parts of the face in the correct place. The teacher says: “What can I do? Our friend Elmo is very sad, he is crying. We help him so he will be happy, but if you glue 3 eyes, or the nose in the place of the ears, Elmo will be angry with us!!!”
2. The teacher says: “Congratulations!!! You worked very well. Now Elmo is happy and you show me your happy faces, now show me your sad faces, and now show me your angry faces”.

**ACTIVITY 2 (TIME 15 Min.)**

1. Learn a Nursery Rhyme- “Touch your head”. The teacher pronounces the lyrics slowly and adds body language. After that, the students repeat after the teacher, then for the second time students listen to the CD. While the students listen, the teacher repeats with the Elmo puppet and finally she encourages the students to join in.

**RHYME N° 2**

***Book: “Kinder Steps”      Rhyme: TOUCH YOUR HEAD***

*Touch, touch, touch your head, as slowly as you can*

*Touch, touch, touch your head, as quickly as you can*

*Touch, touch, touch, your eyes, as slowly as you can*

*Touch, touch, touch your eyes, as quickly as you can*

*Touch, touch, touch your ears, as slowly as you can*

*Touch, touch, touch your ears, as quickly as you can*

*Touch, touch, touch your nose, as slowly as you can*

*Touch, touch, touch your nose, as quickly as you can*

*Touch, touch, touch your mouth, as slowly as you can*

*Touch, touch, touch your mouth, as quickly as you can*

*Touch, touch, touch your Hands, as slowly as you can*

*Touch, touch, touch your hands, as quickly as you can*

### **FOLLOW UP (TIME 10 Min.)**

The teacher changes classrooms and she turns on a Disney video and she presses stop when the video shows English vocabulary. The students repeat vocabulary and continue watching the video.

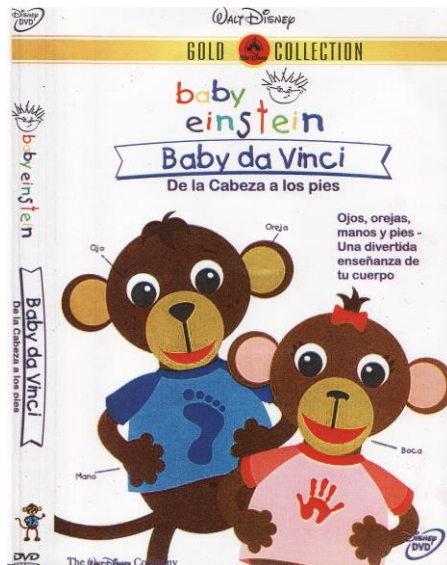
### **VIDEO N° 2**

**Video script 2**

**CD: Baby Einstein**

**Video: DE LA CABEZA A LOS PIES**

*The video shows body parts and parts of the faces. When the topic changes, the voice says the title, for example “The Eyes”. After that, different kinds of eyes appear: baby human eyes and baby animal eyes.*



**TOPIC: THE SENSES**

**UNIT N° 7**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify the five senses.
- ✍ Sub- aims:            To review past classes/ to listen to a short story/ to learn the verbs of the five senses joined to the parts of the face/ to introduce listening skills.
- ✍ Language Input: Students will work with the following vocabulary: short story, blind men, tale, wall, snake, trunk, tree, rock, wrong, right, princes, palace, tongue. And phrases: I can see with my eyes, I can hear with my ears, I can smell with my nose, I can taste with my tongue I can touch with my hands, I have five senses Verbs: to touch, to smell, to see, to taste, to hear.
- ✍ Materials:            The materials for this English class are: Handout N° 11, colors, Elmo puppet, radio, CD, flash cards. A very big elephant (made of cardboard)
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Hello, what is your name?” song N°1, “Good morning, dear teacher” chant N° 1, “This is the way...” song N° 2, “Finger and toes” rhyme N° 1, “There were ten in the bed” song N° 3, “The wheels on the bus” song N° 4, and “Touch your head” rhyme N° 2. The teacher reviews English vocabulary with the help of Elmo, flash cards, and flags. After that, the teacher introduces new flash cards related with the short story vocabulary.

### **ACTIVITY 1 (TIME: 20 Min)**

1. The first time the students listen to the CD, the second time the teacher stops the short story when there is key vocabulary and repeats it, the third time the students listen to the whole short story. And finally the teacher asks if they understand the whole story and tries to explain to them with movements and body language.

### **SHORT STORY N° 1**

***CD: script 3    Book “Little Smarties 1”    Short Story: THE BLIND MEN AND  
THE ELEPHANT***

#### **Picture N° 1**

Once upon a time, there were five blind men

Man 1: We can't see but we know many things

Man 2: We can listen with our ears

Man 3: We can touch with our fingers

Man 4: We can smell with our noses

Man 5: We can taste with our mouths

#### **Picture N° 2**

One day, the blind men were talking

Man 1: The prince has an elephant

Man 2: What is an elephant like?

Man 3: We don't know

Man 4: Let's go to the palace

Man 5: Yes, We can touch the elephant

#### **Picture N° 3**

The blind men touch the elephant one man touch the body

Man 1: An elephant is big

One man touches the trunk

Man 2: An elephant is long

One man touches a leg

Man 3: mmm an elephant is throng

One man touches an ear

Man 4: An elephant is little

One man touches the tail

Man 5: An elephant is very long

Picture N° 4

In the palace garden

Man 1: An elephant is like a wall

All men: No, it isn't

Man 2: An elephant is like a snake

All men: No, it isn't

Man 3: An elephant is like a tree

All men: No, it isn't

Man 4: An elephant is like a fan

All men: No, it isn't

Man 5: An elephant is like a rock

All men: No, it isn't

Picture N° 5

They shouted and shouted

Princes: Be quiet and listen

All men: We are sorry

Princes: The elephant is a big animal, its body is like a wall, its trunk is like a snake, its legs are like trees, its ears are like fans, and its tail is like a rock

Picture N°6

Princes: You are all right but you are all wrong too, touch all these parts and you will know what an elephant is like

All men: Prince you are very wise

And they touch all the elephant

2. Students need to work in groups of six; the teacher delivers a hand out (11), in which students draw a line from face part to object (using five senses).

## **ACTIVITY 2 (TIME 15 Min.)**

1. Learn a Nursery Rhyme- “I have five senses” The teacher pronounces the lyrics slowly and adds body language. After that, the students repeat after the teacher. At the second time students listen to the CD. While the students listen, the teacher repeats with the Elmo puppet and finally she encourages students to join in.

### **RHYME N° 3**

***Book: “Kinder Steps”      Rhyme: I HAVE FIVE SENSES***

*I have five senses. Yes, I do*

*I have five senses. And so too you*

*I see with my eyes*

*I hear with my ears*

*I smell with my nose*

*I taste with my tongue*

*I touch with my hands*

*I have five senses. Yes, I do*

*I have five senses. And so too you*

## **FOLLOW UP (TIME 10 Min.)**

### **GAME N° 4**

***N°3      Book: Own redaction (based in blind man’s bluff)      Game: Blind man***

The teacher covers the eyes of one student, and asks: “What is it?” The student can touch, or smell, or taste or hear different objects (Teddy bears, perfume, grapes, or sound on a CD). If student guesses, he uncovers his eyes and covers the other student eyes. And the game follows the same procedure.

**TOPIC: MY BODY**

**UNIT N° 8**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify the body parts of a cat.
- ✍ Sub- aims:            To review past classes/ to familiarize the students with plural forms/ to sing a song.
- ✍ Language Input: Students will work with the following vocabulary: head, shoulder, knees, toes, foot, legs, neck, arms, fingers, hands, And phrases: Touch your legs, touch your neck, how many legs do you have? Verbs: to touch, to walk, to jump, to run.
- ✍ Materials:            The materials for this English class are: Handout N°12, crayons, Elmo puppet, radio, CD, flash cards, a large puzzle of a cat's body with the name of the body part on the back of each piece, flannel board.
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “Finger and toes” rhyme N° 1, “There were ten in the bed” song N° 3, “The wheels on the bus” song N° 4, “Touch your head” rhyme N° 2, and “I have five senses” rhyme N° 3. The teacher introduces the new vocabulary with the help of Elmo.

ELMO: Do you remember my pet? Now, I have another problem with him. This time my pet lost its tail, please help me!!!

Using the flannel board, the teacher shows each part of the cat body and children repeat the names after her. In this way, the teacher uses the Elmo pet to practice identifying body parts.

### **ACTIVITY 1 (TIME: 20 Min)**

1. The teacher explains the singular and plural form to the students, using the body parts vocabulary.
2. Sing the song: “Head and shoulders, knees and toes”. The teacher sings and adds body language to inspire students’ interest. After that, the teacher says: “listen to the radio, please”. While the students listen, the teacher repeats with the Elmo puppet and finally she encourages students to join in.

### **SONG N° 4**

**CD script 4    Book: “Kinder Steps”    Song: HEAD AND SHOULDER, KNEES AND TOES**

*Head and shoulders, knees and toes, knees and toes,*

*Knees and toes,*

*Head and shoulders, knees and toes, it’s my body!*

*Eyes and ears and mouth and nose, mouth and nose,*

*Mouth and nose,*

*Eyes and ears and mouth and nose, It’s my body!*

*Ankles, elbows, feet and seat, feet and seat,*

*Feet and seat,*

*Ankles, elbows, feet and seat, It’s my body!*

### **ACTIVITY 2 (TIME 15 Min.)**

1. Students need to work in groups of six; the teacher delivers a hand out (12), in which the students color with crayons Elmo’s cat. The students must recognize the body parts.
2. Then, the teacher practices these new words in the following way:



Teacher: What is it?

Students: It is my head. I have one head.

It is my shoulder. I have two shoulders.

It is my knee. I have two knees.

It is my toe. I have two toes.

It is my eye. I have two eyes.

It is my ear. I have two ears.

It is my mouth. I have one mouth.

It is my nose. I have one nose.

It is my ankle. I have two ankles.

It is my seat. I have one seat.

It is my foot. I have two feet.

#### **FOLLOW UP (TIME 10 Min.)**

#### **GAME N° 5**

**N° 5**      **Source:** [www.englishforthechildren.org](http://www.englishforthechildren.org)      **Game: “Body Memory”**

The teacher calls out one student to pop a balloon and to pick up the paper from inside it. For example, the paper might be the picture of “a head”. The teacher will ask the student “What is it?” The student answers: “It is a head. I have one head”. And the student pastes the paper on the blank cat body shape (flannel board). If the student does a correct match, he/she can get a prize.

## **TOPIC: THE SEASONS**

## **UNIT N° 9**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify the four seasons.
- ✍ Sub- aims:            To review past classes/ to listen to a short story/ to learn some characteristics of the seasons.
- ✍ Language Input: Students will work with the following vocabulary: selfish giant, spring, winter, summer, flowers, fruits, snow, leaves, trees, fall. And phrases: today is cold, today is hot.
- ✍ Materials:            The materials for this English class are: Handouts N° 13, colors, Elmo puppet, radio, CD, flash cards.
- ✍ Procedure:

### **WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “Finger and toes” rhyme N° 1, “The wheels on the bus” song N° 4, “I have five senses” rhyme N° 3, and “Head and shoulders, knees and toes” song N° 5. The teacher reviews English vocabulary with the help of Elmo and flash cards. After that, the teacher introduces new flash cards with short story vocabulary. The teacher explains some characteristics of each season

### **ACTIVITY 1 (TIME: 20 Min)**

1. At the first time, the students listen to the CD, the second time the teacher stops the short story when there is a key vocabulary and repeats it, the third time the students listen to the whole short story. And finally, the teacher asks if they understand the story and tries to explain it to them with movements and body language.

## SHORT STORY N° 2

*CD script 5    Book “Little Smarties 1”    Short Story: THE SELFISH GIANT*

Picture N° 1

Once upon a time, there was a beautiful garden but it was a giant garden

Child 1: Look at the fruit

Child 2: Let's climb the trees

Child 3: Listen to the birds

Child 4: Let's play

All children: We are so happy here!!!

Picture N° 2

One day, the giant came back

Giant: What are you doing here? This is my garden

All children: Can we play here? Please

Giant: No, you can't. Go away children

Picture N° 3

The giant builds a big wall around the garden

All children: Can we come in? Please

Giant: No, you can't. Go away ja, ja, ja, ja

All children: You are a very selfish giant

Picture N° 4

Outside, the spring came but inside the garden it was winter

Giant: No flowers, no fruits, where is the spring?

Child 1: Here it is the spring, but it is winter in the giant's garden

Picture N° 5

One morning, the children went into the garden through a hole in the fence.

Child 1: Look at the trees, they are so beautiful

Child 2: And the birds are singing

Child 3: It is spring again

Giant: The children are here, it is spring again

All Children: Hurray!!!

Picture N°6

Every day the children come to play with the giant

Giant: It is your garden now, little children

All Children: We are so happy!!! Thank you, giant

## **ACTIVITY 2 (TIME 15 Min.)**

1. Students need to work in groups of six; the teacher delivers a hand out (**13**), in which the students color each season.

## **FOLLOW UP (TIME 10 Min.)**

The teacher reinforces the key vocabulary with flash cards. The teacher pronounces the season name and shows the picture that corresponds, but in the second time, the teacher mixes up the season and says incorrect names. The children must recognize the seasons and say “Yes, it is” or “No, it is not”. With the same procedure, the teacher gives wrong characteristics of each season.

## **TOPIC: CLOTHES**

**UNIT N° 10**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify clothes
- ✍ Sub- aims:            To recognise numbers and colors/ to use colors as adjectives/ to watch a video/ to identify boy clothes and girl clothes
- ✍ Language Input: Students will work with the following vocabulary: t-shirt, sweater, dress, skirt, shirt, pants, jeans, shorts, shoes, boots, sneakers, socks, belt, scarf, hat, tie, raincoat, shop, seller, buyer, money. And phrases: red skirt, blue pants, yellow sweater, go shopping, go to a party and so on. Verbs: to dress, to go.
- ✍ Materials:            The materials for this English class are: Handouts N°14 and N° 15, colors, pencils, glue, little clothes (made of paper), Video, DVD.
- ✍ Procedure:

### **WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “The wheels on the bus” song N° 4, “Head and shoulders, knees and toes” song N° 5. The teacher reviews season vocabulary with flash cards. After that, the teacher shows to the students’ two new friends: Pepe and Lily (dolls), they are brother and sister and students must dress them according to the season. If the teacher shows the winter flash card, the students dress Pepe with a scarf, boots and raincoat, following the same procedure with Lily.

### **ACTIVITY 1 (TIME: 20 Min)**

1. In the middle of the classroom, the teacher introduces new flash cards with clothes. The teacher pronounces the name, and the students repeat after her.

TEACHER: Are red shorts used in summer?

STUDENTS: Yes, they are.

TEACHER: Does Pepe wear a blue dress?

STUDENTS: No, he does not.

1. Students need to work in groups of six; the teacher delivers a hand out (14), in which students help Donald Duck and Daisy Duck to pack their luggage. The students must draw more items: boy clothes and girl clothes.
2. The teacher changes classrooms and she turns on a Disney video and she presses stop when the video shows a key vocabulary. The students repeat the vocabulary and continue watching the video.

### **VIDEO N° 3**

**Video script 3**

**Type: Walt Disney**

**Video: DONALD AND DAISY**

*Vamos amiguitos conozcamos a los personajes de esta nueva historia, llegamos hasta la casa de Donald, pero que pasa por que estará triste. Mmmm Donald esta muy preocupado por que se acerca el cumpleaños (BIRTHDAY) de Daisy. Acompañemos a Donald a ir de compras (GO TO THE SHOPPING) en esta tienda (SHOP) encontraremos un bonito vestido azul (A NICE BLUE DRESS). Ahora Donald entregara su regalo (PRESENT) pero el no sabia que sus amigos le habían preparado una fiesta (PARTY) de birthday. Donald se sentía un poco avergonzado por que no estaba vestido adecuadamente como para una party pero eso no le interesaba a Daisy abrió el present y vio el nice blue dress y quedo sorprendida quiso probárselo inmediatamente así que se lo puso pero sus zapatos (SHOES) no eran los adecuados busco y busco entre su ropa y solo encontró un par de botas (BOOTS) y zapatos*

*deportivos (SNICKERS). Mientras tanto Donald veía los elegantes trajes (SUITS) de los demás invitados, uno de ellos lo miro y con burla le dijo y tu por que no traes pantalones (PANTS) y todos los invitados se burlaron de el, lo agarraron de la camisa (T SHIRT) y lo sacaron de la fiesta.*

*Cuando Daisy bajo y no lo vio se enojo mucho con sus invitados y dejo la party para buscar a Donald y juntos volvieron a la fiesta la ropa no es lo importante si no la amistad que nos une no importa si el nice blue dress no iba con el par de sneakers o si Donald no tenia una corbata (TIE) o un elegante suit.*

*Es la hora de repasar el vocabulario aprendido:*

*Birthday/ go to shopping/ a shop/ a nice blue dress/ present/ party/ shoes/ boots/ sneakers/ suit/ pants/ t-shirt/tie.*

#### **ACTIVITY 2 (TIME 15 Min.)**

1. In addition, the teacher delivers miniature money and a hand out (15). Elmo will be the cloth seller and students must buy from him.

STUDENTS: Please give me these pants

ELMO: Ok, first pay me 10\$us but what color do you want?

STUDENTS: green pants

Students must know the clothes name. If they do not know the names the seller can not sell anything. When the students buy the clothes they must glue them on a hand out (15) into Minnie Mouse's closet.

#### **FOLLOW UP (TIME 10 Min.)**

The teacher shows real clothes and asks: "What is it?" "What color is it?" Then, the teacher shows different clothes follow the same procedure, and so on. The students must recognize different clothes names with their colors and be able to count them.

**TOPIC: MY HOUSE**

**UNIT N° 11**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify house parts.
- ✍ Sub- aims:            To Listen to short story/ to sing songs / to obey commands.
- ✍ Language Input: Students will work with the following vocabulary: Window, door, wall, garden, chimney, little pig, wolf, straw, wood, bricks, fire, building, farm, house, castle.
- ✍ Materials:            The materials for this English class are: Elmo puppet, Handouts N°16 and N°17, flash cards, markers, finger paint, real straw, wood, bricks.
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “The wheels on the bus” song N° 4, “Head and shoulders, knees and toes” song N° 5. The teacher reviews English vocabulary with the help of Elmo and flash cards. After that, the teacher shows photos of different houses: buildings, farm, house, and castle, and each part of the house (window, door, garden, roof, walls). Students identify the place where they live.

**ACTIVITY 1 (TIME: 10 Min)**

1. The teacher delivers a hand out (**16**) and Elmo puppet gives the instructions.

ELMO: Look at this is my house, but my house does not have colors I need to paint my window, my door, my roof, my walls and my garden. Can you help me please!

2. The teacher tells a short story “The three little pigs” She needs to use body language and change her voice in order to inspire students’ interest.



### SHORT STORY N° 3

**CD script 3    Book: Young Learners    Short story: THE THREE LITTLE PIGS**

*This is the story of the three little pigs and the big bad wolf. The first pig built a house of straw  
The second pig built a house of bricks.*

*One day the big bad wolf was hungry. He blew down the first pig's house. The little pig ran  
away to his brother's house. The wolf was still hungry. He blew down the second pig's house.  
The two pigs ran away to their brother's house. The wolf was still hungry. He went to the third  
pig's house. He blew and blew and blew, but the house didn't fall down.*

*He climbed on to the roof and jumped down the chimney. He fell into the fire! Ooowww! He  
climbed up the chimney very fast and ran away. The three little pigs lived happily ever after.*

#### **ACTIVITY 2 (TIME: 15 Min)**

1. The teacher delivers a hand out (17), in which the children draw a line from each pig to its house and write their names at the bottom of the sheet of paper.
2. When students have finished that work, the teacher teaches them a song in order to catch the students interest and so that they do not get bored. The teacher repeats the song three times and the last time students try to sing it.

### CHANT N° 3

**Book: Step 1**

**Chant: EENCI WEENCY SPIDER**

*The eenci weency spider, went up the waterspout*

*Down came the rain and washed the spider out*

*Out came the sun and dried up all the rain*

*And the eency weency spider, went up the spout again*

#### **FOLLOW UP (TIME: 10 Min.)**

Students are in groups of six. Initially, the teacher draws on the chalkboard an incomplete house and asks one student to complete the house. Subsequently, the students take turns drawing. In addition, the teacher changes the instructions now students draw 5 windows, and 2 doors. The group that accumulates the most points will be the winner.

**TOPIC: MY FAMILY**

**UNIT N° 12**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify family members.
- ✍ Sub- aims:            To recognize each room inside the house/ to learn movement verbs/ to listen to a short story/ to improve fine motor skills (cutting a magazine)
- ✍ Language Input: Students will work with the following vocabulary: mother, father, sister, brother, mommy, daddy, grandfather, grandmother, grandpa, grandma, baby, bears, bedroom, kitchen, bathroom, garage, garden, living room, bed, big, medium, little, table, Goldilocks. Verbs: To sleep, to cook, to take a shower, to work on the computer, to do exercises, to talk on the cell phone. Answer questions. What is father doing? He is cooking.
- ✍ Materials:            The materials for this English class are: Elmo puppet, Handout N°18, scissors, magazines, flash cards, colors.
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “The wheels on the bus” song N° 4, “Head and shoulders, knees and toes” song N° 5 and “Eenci weency spider” chant N° 3 . The teacher reviews English vocabulary with the help of Elmo and flash cards. After that, the teacher shows photos of different families (animal families, human families).

### **ACTIVITY 1 (TIME: 10 Min)**

1. The teacher changes classrooms and she turns on the “Diverti English” video and she presses stop when the video shows a key vocabulary. The students repeat the vocabulary and continue watching the video.

### **VIDEO N° 4**

**Video script 4**

**CD: Diverti English**

**Video: THE THREE BEARS**

*Three bears, daddy bear, mommy bear and their son lived in a house in the middle of the forest. It was time for lunch. There were three soup bowls on the table; a large bowl, a medium sized bowl and a small bowl. The soup was very hot, so they decided to go for a walk. Goldilocks, a girl who had gotten lost, happened to pass by a little while later. As there was nobody in the house, she entered.*

*She was hungry and started eating. First she ate from the large bowl, but it was too hot. Then she ate from the medium sized bowl and finally from the small one.*

*She liked the soup so much she ate it all.*

*After eating she felt sleepy and went to the bedroom, which also had three beds. She tried the big bed, then the medium sized bed and then the small bed, where she felt good and fell asleep.*

*The bears arrived home and when they sat down to eat... Who's tried my soup? Asked daddy bear. Who's tried my soup? Asked mommy bear. Who's eaten all my soup? Asked the little bear crying.*

*Then they went to the bedroom and there... Who's slept in my bed? Asked daddy bear. Who's undone my bed? Asked mommy bear. Someone's sleeping in my bed!!! Shouted the little bear.*

*When Goldilocks heard the little bear's voice, she woke up and escaped through the window.*

*The three bears chased her but couldn't catch her.*

*While Goldilocks was running away, she thought she would never ever again enter someone's house without permission.*

**ACTIVITY 2 (TIME: 15 Min)**

1. The teacher delivers a hand out (18), in which students cut family members out of a magazine (father, mother, grandfather, grandmother, sister and brother) and glue them on a hand out (18) and write their names at the end of the sheet of paper.
2. When students have finished that work, the teacher shows the wolf family and asks: "where is daddy? And mommy? What is he doing? So, students will answer (with the teacher's help) Daddy is in the kitchen, he is cooking.

**FOLLOW UP (TIME: 10 Min.)**

Students are in groups of six. Initially, the teacher shows daddy wolf on a flannel board and also shows mommy, grandpa, grandma, sister and brother. Subsequently, students take turns in order to glue each family member. After that, the students must say what wolves are doing in their house. The group that accumulates the most points will be the winner.

## **TOPIC: LUNCH TIME**

## **UNIT N° 13**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:        The students are going to identify soups, dishes and desserts.
- ✍ Sub- aims:        To introduce the names of dishes/ to sing songs.
- ✍ Language Input: Students will work with the following vocabulary: Lunch time, breakfast, dinner, vegetable soup, noodle soup, rice soup, chicken, fish, roast beef, cake, ice cream, jelly, chocolate, sweets.
- ✍ Materials:        The materials for this English class are: Elmo puppet, Handout N° 19, colors, flash cards.
- ✍ Procedure:

### **WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “Head and shoulders, knees and toes” song N° 4, and “Eenci weency spider” chant N° 3. The teacher reviews English vocabulary with the help of Elmo and flash cards. After that, the teacher shows photos of different dishes: chicken, roast beef, fish, and so on.

### **ACTIVITY 1 (TIME: 10 Min)**

1. The teacher review the new vocabulary with the help of Elmo:

ELMO: Now, I will be the waiter but I do not know the names of the dishes. Children, can you help me? Repeat after me: “This is a vegetable soup”

STUDENTS: Vegetable soup

ELMO: This is a noodle soup  
 STUDENTS: Noodle soup  
 ELMO: This is a rice soup  
 STUDENTS: Rice soup  
 ELMO: This is a chicken  
 STUDENTS: Chicken  
 ELMO: This is a Fish  
 STUDENTS: Fish  
 ELMO: This is roast beef  
 STUDENTS: Roast beef  
 ELMO: This is a cake  
 STUDENTS: cake  
 ELMO: This is ice cream  
 STUDENTS: Ice cream  
 ELMO: This is jelly  
 STUDENTS: Jelly  
 ELMO: Thank you my friends!

2. The teacher explains that there are three important time in a day: breakfast, lunch, and dinner. In addition, the teacher sings the song “It’s time for breakfast” The teacher sings and adds body language to inspire students’ interest. After that, the teacher says: “listen to the radio, please”. While the students listen, the teacher repeats with the Elmo puppet and finally she encourages students to join in.

### SONG N° 5

***CD script 6***

***Book: Step 1***

***Song: IT’S TIME FOR...***

*It is time for breakfast, it is time for breakfast*

*Take your seat, take your seat*

*The milk is on the table, the milk is on the table*

*Come on let's drink, come on let's drink*

*It is time for lunch, it is time for lunch*

*The chicken is on the table, the chicken is on the table*

*Come on let's eat, come on let's eat*

*It is time for dinner, it is time for dinner*

*The soup is on the table, the soup is on the table*

*Come on let's eat, come on let's eat*

**ACTIVITY 2 (TIME: 15 Min)**

1. The teacher delivers a hand out (19) and the teacher gives the instructions: the student must color Mickey Mouse and only one soup, one main dish, and one dessert. Finally, they write their names at the bottom of the sheet of paper.

**FOLLOW UP (TIME: 10 Min.)**

When the students have finished that work, the teacher shows the flash cards with different kinds of dishes. The teacher asks: “what dish do you prefer?” And Students will express their likes and dislikes, for example the student answers might be: “I like chicken” (with the teacher’s help)

**TOPIC: THE VEGETABLES AND FRUITS**

**UNIT N° 14**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify vegetables and fruits.
- ✍ Sub- aims:            To introduce vegetable and fruit names/ to prepare fruit salad/ to express likes and dislikes/ to review numbers and colors.
- ✍ Language Input: Students will work with the following vocabulary: vegetable, fruit, a carrot, an onion, a bean, a potato, an apple, a pineapple, a banana, an orange, strawberries and grapes. Answering and asking. What is your favorite vegetable? What is your favorite fruit? What color is this apple? How many grapes are there?
- ✍ Materials:            The materials for this English class are: Elmo puppet, Handouts N°20 and N°21, finger paint, glue, little drawings of vegetables, crayons, flash cards, data show and “slide show” in power point.
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “Eenci weency spider” chant N° 3, and “It is time for...” song N° 5. The teacher reviews English vocabulary with the help of Elmo and flash cards. After that, the teacher shows flash cards of vegetables and fruits. After that, the students repeat after the teacher the names of vegetables.

**ACTIVITY 1 (TIME: 10 Min)**

1. The teacher delivers miniature money and a hand out (20) and the teacher gives the instructions: The teacher will be the salesperson; the students must buy 3 carrots, 5 beans,



4 potatoes, and 4 onions. If the students do not know the names, they can not buy anything. After that, the students will glue these vegetables on their sheet of paper and write their names at the bottom of it.

2. The teacher changes classrooms. And using the school Data show, she reviews the vegetable and fruit vocabulary with “The slide show” in power point. One by one, it shows a vegetable. The students must say the name of the vegetable or fruit, the color of it and how many vegetables or fruits are shown.

#### **ACTIVITY 2 (TIME: 15 Min)**

1. The teacher delivers different real fruits telling their names. After that, the teacher asks students: “Whoever has an apple, please stand up”, “Students whoever has a banana, please jump three times”. The teacher asks: “What is this?”, “What color is it?”, “Is it a...?”, “Do you like green apples?” The students answer: “It is an apple”, “It is red”, “Yes, it is” or “No it isn’t”, “Yes, I like” or “No, I don’t like”.
2. The teacher delivers a hand out (21) and the teacher gives the instructions: The students will paint the different fruits using finger paint. If students do not know the names, they can not paint anything. And finally, they write their names at the bottom of the sheet of paper.

#### **FOLLOW UP (TIME: 10 Min.)**

When the students have finished that work, the teacher delivers a fruit salad to the students who know all the fruit names. The teacher asks: “What fruits can you see?” Students might be: there are apples, oranges, bananas, strawberries, and chocolate. In this way, students will express their likes and dislikes

## **TOPIC: MY PETS**

**UNIT N° 15**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify common pets.
- ✍ Sub- aims:            To introduce pets names/ to introduce name of baby pets/ to recognize how pets are useful/ to express love/ to review numbers and colors.
- ✍ Language Input: Students will work with the following vocabulary: dog, cat, puppy, kitten. Answering and asking. What does a dog do in your house? What does a cat do in your house? How many pets do you have?
- ✍ Materials:            The materials for this English class are: Elmo puppet, electronic dog puppet, electronic cat puppet, Handouts N° 22 and N° 23, glue, wool, finger paint, pencils.
- ✍ Procedure:

### **WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “Eenci weency spider” chant N° 3, and “It is time for...” song N° 5. The teacher reviews English vocabulary with the help of Elmo and flash cards. After that, the teacher shows flash cards of pets. Next, the students repeat after the teacher the names of pets and baby pets too.

### **ACTIVITY 1 (TIME: 10 Min)**

1. Students close their eyes, and the teacher manipulates the electronic dog. It goes near to a child who is quiet and only this child can pick it up and give it back to the teacher.
2. The teacher delivers a hand out (22) and wool. After that, the students will give this wool to the cat and dog on their sheet of paper and write their names at the bottom of it.

## **ACTIVITY 2 (TIME: 15 Min)**

1. The teacher gives out different baby pets (made of paper). After that, the teacher asks the students: “Do you see the baby pets? Because their parents are very worried about them”. The teacher continues asking: “Did you ever see a puppy?” Or “Did you ever see a kitten? The students answer: “Yes, I did” or “No, I didn’t” (with the teacher’s help)
2. The teacher delivers a hand out (23) and shows the animal parents. The work is to give three puppies with the dog parents and three kittens with the cat parents. Finally, they will color the whole family, without forgetting to write their names at the bottom of the sheet of paper.

## **FOLLOW UP (TIME: 10 Min.)**

When the students have finished that work, they learn a new song “Little Rabbit” The teacher sings and adds body language to inspire students’ interest. After that, the teacher sings along while the students listen. Then, they repeat with the Elmo puppet and finally the teacher encourages students to join in.

### **RHYME N° 4**

**CD: “Canciones para niños                      Song: LITTLE RABBIT**

*Little cabin in the wood  
Little man by the window stood  
Saw a rabbit hopping by  
Knocking at the door  
Help me! Help me! Help me! He said;  
Or the hunter will shoot me dead  
Little rabbit come inside  
Safely to abide*

## **TOPIC: THE ZOO**

## **UNIT N° 16**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify zoo animals.
- ✍ Sub- aims:            To introduce zoo animals/ to tell what an animal can or can not do/ to sing songs / to describe animals/ to reinforce cognitive skills (puzzle)
- ✍ Language Input: Students will work with the following vocabulary: the zoo, snake, lion, zebra, parrot, monkey, giraffe, elephant, tiger, crocodile, birds, jungle. Answering and asking. What animal is it? What size it is? What color is it? Verbs: To fly, to jump, to swim, to speak
- ✍ Materials:            The materials for this English class are: Elmo puppet, Handouts N° 24 and N° 25, markers, two toilet paper tubes, crepe paper, glue.
- ✍ Procedure:

### **WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “Eenci weency spider” chant N° 3, and “The little rabbit” rhyme N°4 .The teacher reviews the English vocabulary with the help of Elmo and flash cards. After that, the teacher shows flash cards of zoo animals. Following this, the students repeat after the teacher the names of zoo animals.

### **ACTIVITY 1 (TIME: 10 Min)**

1. The teacher shows them a picture of a lion. She asks: “What is this?”, “What sound does it makes?”, “Is it big or small?”, and “What color is it?” After showing the pictures sing the following chant:

## CHANT N° 4

**Magazine:** *“The teacher’s magazine*

**Chant:** *THE ANIMALS*

*I’m lion, roar! Roar!*

*I’m lion, roar! Roar!*

*I’m lion, I’m lion, and I say roar! Roar!*

The teacher shows the pictures of other animals that live in the zoo (elephant, monkey, snake, zebra, parrot, etc.) Students continue singing the Animals Song, changing the name of the animal and its corresponding sound.

2. The teacher delivers a hand out (24) the teacher says: “Look at row number 1. Listen: snake, snake, crocodile what is different?” Students answer: “Crocodile”. The teacher tells the students to circle the one that is different. Follow the same procedure with the other rows of animals. Finally, they write their names at the bottom of the sheet of paper.

### ACTIVITY 2 (TIME: 15 Min)

1. The teacher helps the children to glue both tubes together. They decorate the tubes by gluing little pieces of crepe paper to them.
2. While waiting for the binoculars. The teacher delivers a hand out (25). It is a puzzle, and the students must put it together, without forgetting to write their name at the bottom of the sheet of paper. At the same time, the teacher prepares on the chalkboard a little jungle and sticks the lion, the monkey, the giraffe, and the elephant on it.
3. The teacher gives the children their binoculars. The teacher tells them that this day, they are going to a jungle and that they are going to see lots of animals. All of the children move around the classroom chanting:

## CHANT N° 5

**Book:** *"Little Smarties"*

**Song:** *WALKING THROUGH THE JUNGLE*

*Walking through the jungle, walking through the jungle*

*What can you see? What can you see?*

*What could it be? I think it was a Lion! (Elephant, snake,  
monkey, giraffe)*

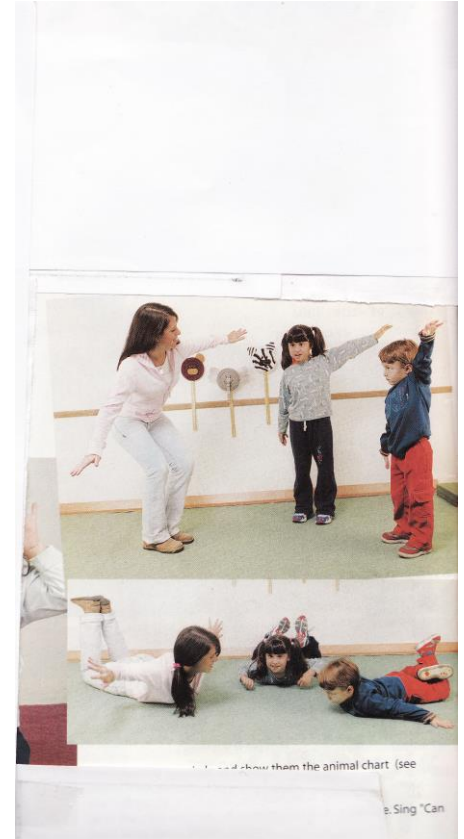
### **FOLLOW UP (TIME: 10 Min.)**




The teacher asks the children to pretend to fly like a bird, swim like a fish or wiggle like a snake as they move around the classroom.

The teacher makes them sit in a circle and show them the animal chart.

The teacher asks: what is this? Can a lion fly? Can a lion jump?

According to information the children provide fill in the chart.



CAN?	FLY?	RUN?	SPEAK?	SWIM?
		✓		✓
	✓		✓	
		✓		✓

## **TOPIC: THE FARM**

**UNIT N° 17**

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify farm animals.
- ✍ Sub- aims:            To introduce farm animals/ to tell what an animal gives us/ to sing songs/ to describe farm animals.
- ✍ Language Input: Students will work with the following vocabulary: the farm, hen, rooster, rabbit, pig, sheep, duck, cow, frog, donkey, little chicken. Answering and asking. What animal is it? What size it is? What color is it? Verbs: To fly, to jump, to swim, to speak
- ✍ Materials:            The materials for this English class are: Elmo puppet, Handouts N° 26, N° 27 and N° 28, toys with shape of farm animals, pencils, scissors, crayons, glue, radio, CD.
- ✍ Procedure:

### **WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “Eenci weency spider” chant N° 3, “The little rabbit” rhyme N°4, “The animals” chant N°4, and “Walking through the jungle” chant N° 5 .The teacher reviews the English vocabulary with the help of Elmo and flash cards. After that, the teacher shows little farm animals (toys). Following this, the students repeat after the teacher the names of farm animals.

### **ACTIVITY 1 (TIME: 10 Min)**

1. The teacher shows a model farm and she explains where the farm animals live and shows the correct place where these animals must be. After showing the toys, the teacher delivers

a hand out (28) and gives the instruction: each animal is looking for a house. The students must draw a line from the animal to its house.

2. When the students have finished that work, they learn a new song “Old Mac Donald”. The teacher sings and adds body language to inspire students’ interest. After that, the teacher sings along while students listen, then the teacher repeats with the Elmo puppet and finally encourages students to join in.

### SONG N° 6

**CD script 6**

**CD: “Canciones para niños”**

**Song: OLD MAC DONALD**

*Old Mac Donald had a farm e-i-e-i-o*

*And on his farm he had a cow e-i-e-i-o*

*With a moo, moo here and moo, moo there*

*Here a moo there a moo, everywhere a moo- moo*

*Old Mac Donald had a farm e-i-e-i-o*

*Old Mac Donald had a farm e-i-e-i-o*

*And on his farm he had a pig e-i-e-i-o*

*With an oink, oink here and oink, oink there*

*Here an oink, there an oink, everywhere a oink, oink*

*moo, moo here and moo, moo there*

*here a moo, there a moo everywhere a moo- moo*

*Old Mac Donald had a farm e-i-e-i-o*

*Old Mac Donald had a farm e-i-e-i-o*

*And on his farm he had a duck e-i-e-i-o*

*With a quack, quack here and quack, quack there*

*Here a quack there a quack everywhere a quack, quack*



*oink, oink here and oink, oink there*

*Here an oink there an oink, everywhere a oink, oink*

*moo, moo here and moo, moo there*

*here a moo, there a moo, everywhere a moo- moo*

*Old Mac Donald had a farm e-i-e-i-o*

*Old Mac Donald had a farm e-i-e-i-o*

*And on his farm he had a horse e-i-e-i-o*

*With a neigh, neigh here and neigh, neigh there*

*Here a neigh there a neigh, everywhere a neigh, neigh*

*quack, quack here and quack, quack there*

*Here a quack there a quack, everywhere a quack, quack*

*oink, oink here and oink, oink there*

*Here an oink there an oink, everywhere a oink, oink*

*moo, moo here and moo, moo there*

*here a moo, there a moo, everywhere a moo- moo*

*Old Mac Donald had a farm e-i-e-i-o*

*E-i-e-i-o*

## **ACTIVITY 2 (TIME: 15 Min)**

1. The teacher delivers a hand out (27) and gives the instructions: Cut out the farm animals and keep them in your pockets. After that, the teacher delivers a hand out (26). The students will glue their cut-out animals onto the farm and recognize the name of the animal. Finally, they write their names at the bottom of a sheet of paper.




2. The teacher asks a boy to recognize a farm animal and asks him to imitate this animal in front of the class. Follow the same procedure with a girl. Practice commands with the whole class. The teacher asks boys to imitate a rooster, girls to imitate a hen.

**FOLLOW UP** (TIME: 10 Min.)

The teacher asks: “Do you know the benefit of a cow? What does a cow give us?”

Students answer: “Milk”

Follow the same procedure and change to rooster, hen, sheep, rabbit, duck. According to the information the children provide, fill in the chart.

PROVIDE US	WOOL?	MEAT?	LEATHER?	EGGS?
		✓		
		✓	✓	
		✓		✓

**Course:** pre-school    **Age:** 5 years old    **Place of Teaching:** Hermann Gmeiner

- ✍ Main Aim:            The students are going to identify the names of bugs.
- ✍ Sub- aims:            To introduce vocabulary related to insects/ to tell what an insect or bug can or can not do/ to describe bugs by means of color/ to repeat a rhyme/ to describe the butterfly's life cycle (with movements).
- ✍ Language Input: Students will work with the following vocabulary: butterfly, ant, bee, egg, caterpillar, leaf, ladybird, spider. Answering and asking. What animal is it? What size it is? What color is it? Verbs: To fly, to work.
- ✍ Materials:            The materials for this English class are: Elmo puppet, Handouts N° 29 and N° 30, crayons, pencils.
- ✍ Procedure:

**WARM UP (TIME: 10 Min.)**

Students sit in a circle on the floor. They sing “Good morning, dear teacher” chant N° 1, “Eenci weency spider” chant N° 3, “The little rabbit” rhyme N°4, “The animals” chant N°4, “Walking through the jungle” chant N° 5 and “Old Mac Donald” song N° 6. The teacher reviews the English vocabulary with the help of Elmo and flash cards. After that, The teacher shows new flash cards, with bugs. Following this, students repeat after the teacher the names of bugs.

**ACTIVITY 1 (TIME: 10 Min)**

1. The teacher explains: “Bugs are everywhere! Most people call them insects. All insects start life as tiny eggs. They have six legs and two antennae, besides one or two pairs of

wings. Each insect has its own characteristic; for example, spiders make silk in their bodies and make it flow out through organs called spinnerets and use it to make webs”. The teacher delivers a hand out (29) and gives the instruction: “ On this sheet of paper you can see a nice butterfly and an ant. Do you recognize them? They are very famous because they are the stars of the film BUGS and ANTZ. Now you must color them with crayon and write your names at the bottom of it.

2. The teacher shows alive bugs inside a container and asks: What is it? It is a bee, the teacher asks: “What color it is? It is yellow and black”. Follow the same procedure with ants, ladybirds and butterflies.

#### **ACTIVITY 2 (TIME: 15 Min)**

1. The teacher delivers a hand out (30) and she gives the instructions: students, draw a line from each bug to its favorite place. It can be a flower, a leaf, a beehive, or inside of a colony. Finally, they write their names at the bottom of the sheet of paper.
2. Learn a Nursery Rhyme “Here is the beehive”. The teacher pronounces the lyrics slowly and adds body language. After that, the students repeat after the teacher. For the second time, the students listen. While the students listen, the teacher repeats with the Elmo puppet and finally she encourages students to join in.

#### **RHYME N° 5**

***Magazine: “The teacher’s Magazine” Rhyme: HERE IS THE BEEHIVE***

*Here is the beehive. Where are the bees? (hold up fist)*

*Hidden away where nobody sees.( move other hand around fist)*

*Watch and you’ll see them come out of the hive (bend head close to fist)*

*One, two, three, four, five. (hold fingers up one at a time)*

*Bzzzzzzzzz!!! (wave fingers and tickle the children)*

**FOLLOW UP (TIME: 10 Min.)**

The teacher teaches a new game:

**GAME N° 5**

**N° 6**      *Magazine: The Teacher's Magazine*

*Game: The butterfly finger play*

*By Elisa Weyland*

One little egg (show pointer)

Sitting on a leaf (place pointer on the other hand)

Out comes a little caterpillar. So tiny and green (wiggle pointer on the other hand)

It is very hungry and begins to eat (rub tummy)

Then it makes a pupa (place fist on the other hand)

And goes to sleep (two hands together on one side of face)

After a while it comes out (open fist)

It is a beautiful butterfly (open both hands as wings)

And away it flies (wave both hands)



#### 4. EVALUATION

The evaluation is the outcome of measurement after value has been added. It combines the measures with other information to establish the desirability and importance of what it has observed. Evaluation helps the teacher to get the feedback about the efficacy of the learning methods and teaching processes, and it also provides a wealth of information to use for the management of the tasks that the students are learning.

In order to evaluate the result of this project, it is necessary to use some evaluations like: the Diagnostic Evaluation and the Formative Evaluation. As well, the evaluations of cognitive competences are going to determine the level in which the objectives were achieved.

##### **4.1     *Diagnostic Evaluation***

This takes place before the English learning process, and it is concerned with skills and other characteristics that are pre-requisites to the current instruction. It also is used to establish causes for student failures; it tries to anticipate conditions that will negatively affect learning. Besides, it measures performance in skills not typically taught in the present classroom.

In the first week of English class, it evaluates children through observation, and the teacher monitors their environmental, social, and personal needs.

##### **4.2     *Formative Evaluation***

Formative Evaluation: this occurs during the English learning process, and it establishes whether or not students have achieved sufficient mastery of skills. It establishes whether they need instruction in specific areas. It is concerned with

student's attitudes, and it helps determine what adjustments to instruction are needed, based on continuous informal assessment.

In order to get the formative evaluation of pre-school children, the project is evaluated in different stages of the English learning process. For example, a daily evaluation, a quantitative evaluation and a qualitative evaluation.

**4.2.1 Daily Evaluation.-** The daily evaluation is taken at the end of each English class. The English teacher observes and asks one by one vocabulary of the topic learned that day.

**4.2.2 Quantitative Evaluation.-** It takes a test every two months. These tests are prepared based on children's knowledge, so because the students are only beginning to learn to read and write, it is necessary that the tests are more visual, and the teacher reads the questions, so children can answer or mark the correct answer according to their knowledge. The test is out of 100%, and it is taken student by student individually. In this way, the evaluation acquires numeric marks and these marks are translated into alphabetic marks according to table 7

**TABLE N° 7**

A: RENDIMIENTO OPTIMO 61- 70	Ej. : lee y escribe diferentes tipos de textos
B: ACEPTABLE 50 – 60	Ej. : lee y escribe textos sencillos
C: EN PROCESO 36 – 49	Ej. : lee y escribe algunos textos
D: NECESITA APOYO 25 – 34	Ej.: lee y escribe, con cierta dificultad, algunas palabras sencillas

Based on Hermann Gmeiner School requirements

Translating the same table, the work uses the following parameters:

**A = Optimum**

**B = Good**

**C = Improving**

**D = Needs help**

**4.2.3 Qualitative Evaluation.-** The qualitative evaluation uses observation taking into account three linguistics areas, which are phonology, semantics and syntax. In the phonology area, students are evaluated on the correct pronunciation of English vocabulary. In the semantics area, students are evaluated on the correct association between a word and an object. In the syntax area, the students are evaluated on the correct use of grammatical patterns, for example, the teacher asks them: “*What is your name?*” and the students must answer “*My name is...ale*” (see 1<sup>st</sup> test in annex N°2)



## CHAPTER V

### DATA ANALYSIS AND RESULTS

The project collects data using formal and informal tests. This data helps us to evaluate if main objective and specific objectives were reached. In this way, it is possible to test whether the pre-school children learned English using audio-visual aids, using a sample of 25 children.

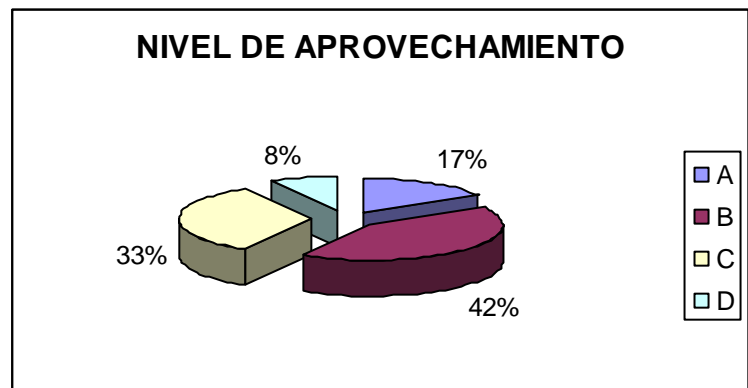
#### 1. ANALYSIS

##### 1.1 RESULTS OF STUDENTS' EVALUATION.-

As explained before, it is necessary to have tangible results through formative evaluation, so we will use three tests in order to get this information. The following table can show the results of the first test.

PIE CHARTS N° 1

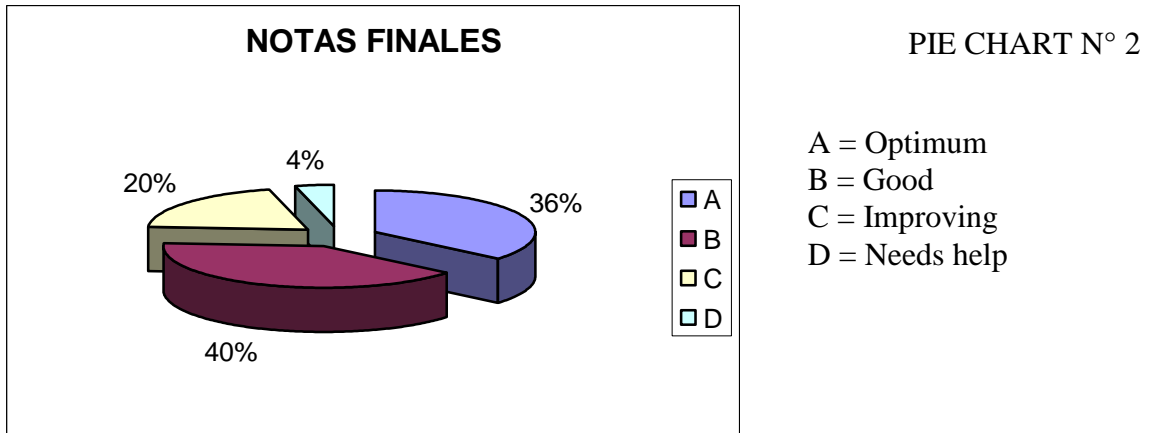
A = Optimum  
B = Good  
C = Improving  
D = Needs help



The pie chart shows that 17% have the grade A. This means that these children have learned English vocabulary at an optimal level. 42% have the grade B, which means that these children remember some words, around 85 % of the English vocabulary, which is acceptable. 17% have the grade C, which means that they only remember a few words, around 45% of the English vocabulary. And finally, there are 8 % who have the grade D, which means that they barely remember any words, around 10% or less

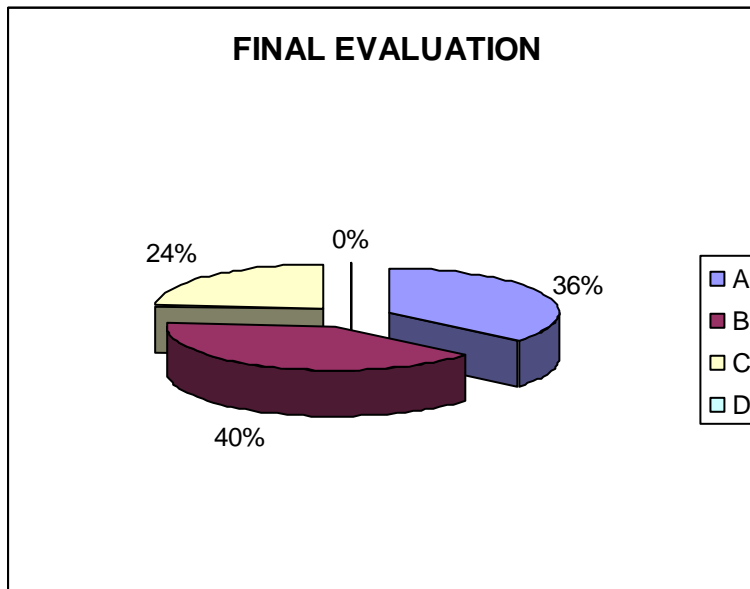
off the English vocabulary. That is the case of the students who miss English Class frequently. But it occurs also in their other subjects, according to teacher Prof. Lizeth Villarroel.

In the Second test, we can observe the follow results:



This second pie chart shows the results of the second test. It shows that 36% have the grade A, which means that more children did better on this test in comparison with the first test. They remember 95% of the new vocabulary. Then 40% have the grade B, which means that they have a good level (remembering 85 %), which is acceptable. Then, 20 % have the grade C. They only remember a little group of words, but they are in the process of learning. Finally there are 4 % who have the grade D, this would be the case of a child who had a great many absences and obviously they do not know or remember any words of English vocabulary.

The final evaluation takes into account the last lesson with some questions from the first and second evaluations like colors and numbers in order to verify whether students still remember the vocabulary which is used at the beginning of the English course .



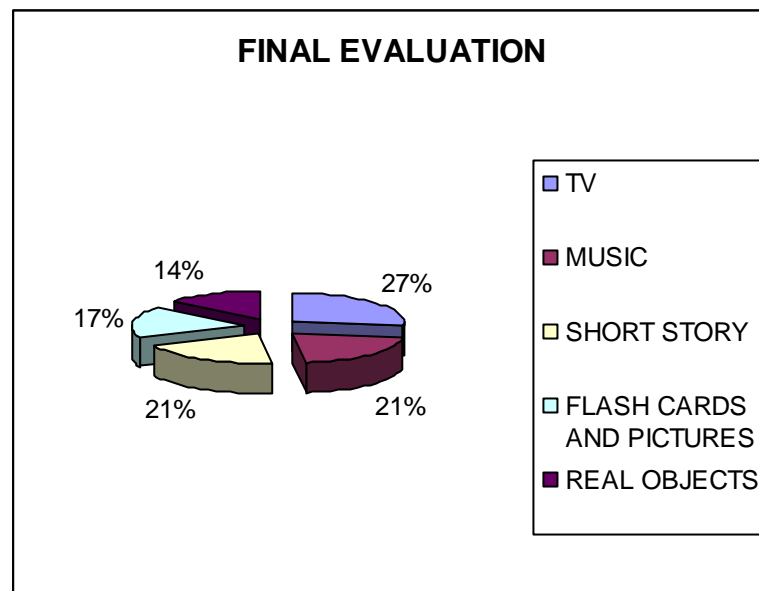
A = optimum

B = Good

C = Improving

D = Needs help

1.2 EVALUATING THE AUDIO-VISUAL AIDS.- The project evaluates the audio-visual aids used throughout the project such as TV, music, short stories, flash cards, pictures, real objects and so on.



The television is the instrument which has the best results with 27 % of the children but it needs to be reinforced with flash cards and memory games. The next instrument is music with 21%, using songs, chants, or rhymes with kinesthetic movements. At the same level is telling short stories. This means that short stories represent a very useful tool in the English learning process. The short stories can be told by the teacher and they can be told by CD, tape or video. The flash cards and pictures have 17 %, which means that the flash cards and pictures are very necessary in order to reinforce the English vocabulary, but they need to be very colorful and attractive. Finally, the real objects have 14%, which means that children love to touch, smell and feel, because they learn with all their senses.

## 2. CONCLUSION

It has been well known that the usage of materials to help the learners to learn easily and well is one of the most important bases of teaching and learning activities and processes. This is because providing a natural learning environment motivates the students well and helps them to take part in the learning, teaching and experiencing processes.

Language learning is a social activity and it is not possible to learn to speak, to understand, and to comment well without taking part in the learning and teaching processes. Teaching materials are very important instruments to help the learners take part in the learning and teaching processes.

In this research, it has been found out according to the students' answers for the questionnaire and points of view that language teaching materials are having a very important effect and role in language learning and teaching activities.

By means of using the teaching materials, teachers increase students' interests and motivations to the subjects and lessons. So the students listen to the teacher more carefully and don't forget what their teachers teach them. In this way, the teachers can create a desire for learning, and all the students participate in the lesson vividly and voluntarily. Teachers can enrich the courses by using supportive language teaching materials.

As it has been seen in the research, nearly all the students believe that the use of language teaching materials has a very important and crucial effect and role in their learning processes. Moreover, language teaching materials help the teachers and students have more time to be busy with having more practice, and to understand how to explain the complex subjects easily.

As a result of this research we can say that supportive teaching and language teaching materials are very necessary for both the teachers and students to be more successful. It is not possible to deny the need and importance of using materials in foreign language teaching processes.

### 3. RECOMMENDATIONS

Four and five year old children of Hermann Gmeiner School followed a systematic process of learning and they learned new English vocabulary in the different lesson developed in the syllabus design of the course. For each lesson, they used audio and visual aids which helped in the English learning process. As the conclusion of the work, it is important to recommend:

First, an English classroom or English laboratory is necessary, where the teacher can prepare his or her classes with English material like pictures, photos, or maybe using TV with videos. At the same time children should acquire some English materials like books or short stories, or maybe copy music CDs or role plays in English.

Second, it is recommended that schools acquire some English material like books, toys, CDs, and so on, which are very useful in the English learning process.

Finally, it is important to continue with the English learning acquisition in a progressive way, because, if children do not keep on learning, they will forget their knowledge about the English language.

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## MATERIALS

