



**BENEMÉRITA UNIVERSIDAD**

**AUTÓNOMA DE PUEBLA**

**PRIVATE PRE-SCHOOL CHILDREN'S NEEDS,**

**INTERESTS AND FAVORITE ACTIVITIES FOR ENGLISH LEARNING**

**FACULTAD DE LENGUAS**

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**Private pre-school children's needs, interests and favorite activities for English  
learning**

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## DEDICATIONS

First, I thank God who was my guide in all the process of my major in each moment of my life, giving me always the opportunity of learning new things. This work is dedicated with all my love and gratitude to my parents Gabina and Angel, to my sisters Alma and Angeles, thanks for giving me the strength to never give up, you are my greatest treasure. Finally, I thank my aunt Guadalupe, she is not here with me, but she will always be in my heart. I know that she is very proud of me for this achievement, she is my inspiration to give the best of me in this major.

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## ABSTRACT

The use of attractive activities to teach English at an early age plays an important role in the process of learning of a new language. This research examines the favorite activities of young learners to learn English based on their needs, interests, and preferences.

For this research, twenty students were interviewed by the researcher, with ages ranging from five to six years old with the purpose of identifying what activities they enjoy doing in the classroom. And also, two English teachers participated in the research. They answered a questionnaire to indicate their perspective about the process in the teaching-learning of a new language. It was found that, young learner like to learn through activities on movement. It means that the majority of learners enjoyed activities that catch their attention like: songs, videos, role play, board games, among others. They acquire the knowledge in an unconscious way when they really love what they do, the dynamic activities are important tools that facilitate the development of English at early age. According to results obtained from this research, it is recommended that the teachers give to young learners the opportunity to be heard; they need to feel part of learning process. As an additional investigation to this study, it could be done a new search of websites about effective activities applied to young learners in the acquisition of a foreign language and how the technology influences nowadays.

## CHAPTER I: INTRODUCTION

### 1.0 Introduction to the problem

English teaching to young learners has become especially important in recent days. Scott and Ytreberg (2012) assure that at early age is the best stage to acquire a second language, because in this stage children have the capacity of acquiring whatever knowledge in almost unconscious process. However, not all teachers emphasize in knowing the interests and needs of children to learn English in the classroom (Roth 1998).

In my teaching practices I have observed that some teachers do not use effective material in the classroom, and that the activities applied in this stage are not adequate for this level. Hence it provides a passive attitude in the students' behavior to English subject, they do not enjoy the language, in some cases children were scared about what was happening inside the classroom, because they did not understand the language. English teacher must give students a comfortable environment so they feel able to produce the language without any problem. As final point, I consider that the learning of a second language at an early age must be centered in activities based on the interests and preferences of children as a result a meaningful learning will be promoted for learners.

For this reason, the present research will focus on discovering the favorite activities that children have to learn this language. I consider that the opinions, interests, needs and preferences of the young learners can become useful tools to improve the teaching-learning process. These give teachers useful tips on the planning of lessons and organization of the classroom.

### **1.1 The significance of the study**

This research is very important for me, due to I will be a future English teacher. Therefore, I am worried about low level of effectiveness of materials/activities applied by teachers to teach a foreign language at an early age. In some cases, the materials or activities are tedious and boring for children. Cohen, Stern & Balaban (1997) affirm that play materials are essential tools in the routine of each child. Play materials support children's cognitive growth, especially the use of symbols to represent things, events or situation in the children's life. For this reason, I consider that it is important to know the children's needs, and interests to design useful material according to their requirements. Therefore, this paper is focused on the teaching area and it centers on knowing what our children think about the teaching process that the teacher follows in the classroom, as well as discovering if the strategies or techniques applied by the English teacher in the context are effective in the learning process of children.

This research is a fundamental tool for me, because when I finish my major I want to work in this level since according to my experiences I have observed that in this stage, children learn new knowledge quickly, they are like sponges and their acquisition process is very fast. For this reason, it is important that all knowledge acquired by children be significant. On the other hand, in some cases children's opinions are not taken into account, they want to learn through games and activities on movement inside and outside of classroom. I decided to work in this research with the purpose of giving children the opportunity to be heard. Also, by discovering the children's world (needs, likes and dislikes, environment, context), this research will help me to clarify some doubts that I have about the English teaching at an early age.

## **1.2 General Objectives**

The main objective of this research is to explore and identify children's favorite activities to learn English in order to elaborate a data base for teaching English to 3<sup>o</sup> grade of private pre-school.

### **1.2.1 Specific Objectives**

- To identify theory about the useful activities/materials used to teach a foreign language in childhood.
- To ask students about their favorite activities to learn English.
- To discover the most effective activities applied by teachers.
- To elaborate a data based according to usefulness of activities in 3<sup>o</sup> Grade of pre-school.

## **1.3 Research questions**

The aim of this study is to answer the following RQS:

1. What activities are the most effective according to children's opinions?
2. What are the most effective activities that teachers can use in the English classroom according to teachers' opinions?
3. How can the activities be categorized in order to elaborate a data base for preferred activities for teaching English to students of 3<sup>o</sup> Grade in pre-school?

This chapter described the importance of dynamic materials and activities in the English language teaching at an early age and these tools influence in the children's learning, always considering the children's needs, interest and environment. Chapter II will discuss that some factors that could also affect their learning include the context, children's behavior, and interaction between teacher and student.

## CHAPTER II: LITERATURE REVIEW

### 2.0 Chapter Overview

This chapter discusses relevant issues related to the teaching-learning process in young learners. Likewise, it explores and identifies some effective and useful tools that teachers may use to gain and maintain children's attention in the learning of English at an early stage.

### 2.1 Learning

Daniels (1998) argues that learning occurs continuously throughout children's lifetime. It can be defined as a change in behavior as a result of experiences. Learning is how we grow and develop. It is how we adjust and adapt to an ever- changing and demanding world, we are born to learn. When we look at learning, we need to examine three factors:

The learning style of the learner	The learning context	The skill to be learned
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*Table 1: Factors involved in the learning process (Daniels, 1998)*

In particular, when there is a connection among the three factors: learning style, learning context and skill to be learned, the knowledge will be acquired automatically. As result, the learning becomes effective and successful. However, learning is not just something we do in school or in formal settings, we learn every day. It is not compulsory, it is contextual. Indeed, it does not happen all at once, but builds upon and is shaped by what we already know.

In other words, learning may be viewed as a process, rather than a collection of factual and procedural knowledge. In fact, the learning is considered to be the active creation of knowledge structures from personal experiences, memories and cultural habits (Vygotsky, 1978).

On the other hand, Vygotsky (1978) and Daniels (1998) also believe that the learning happens through children's experiences. However, for Vygotsky (1978), the children's learning goes through two stages, the first one is when the child expands the social aspect, and the second one is when the child expands the physiological aspect first between people and then with himself, especially to the creation of the concept and development of the logical memory. But for Daniels (1998), the learning is a continuous process of growth and development. It is the manner in which the child adapts to real world.

## **2.2 English language learning in children**

There is not an appropriate age for learning a foreign language. However, Scott and Ytreberg (2012) agree that the childhood is the best age to acquire a new language, due to at an early stage, children begin to familiarize with the language using a real context where they can experiment and create their own habitat. Despite their short age, children learn day by day, every child learns through experience. Particularly, they are interested in discovering the meaning and use of the new language where the real learning takes place, the environment where they are.

Learning a foreign language is a long conscious process. Ashworth & Wakefield (2004) claim that acquiring a foreign language is a process that takes several years. In other words,

the learner acquires the language step by step, due to it contains a complex system that implies sounds, words, grammar and ways of expressing meaning. Some authors like Rubin and Thompson (1994) find that the foreign language learning is a new system that you create in your mind, which adopts a new system of rules to communicate. In particular, the process of learning of a foreign language is created by a new system with established rules based on what you already know and then noting whether these rules work when you try to use them.

On the other hand, Roth (1998) affirms that in the language learning at early stage there are some advantages, due to children learn the grammar structure more slowly than older learners, they make slower progress and overall gains are not straightforwardly linked to the time spent learning. However, the listening skill has some benefits due to young learners have better pronunciation, and develop better the listening comprehension.

Another important factor that must be considered in the language learning is that each child is different. As a result children do not learn at the same pace or in the same manner, some children learn step by step and the acquisition of a new language result a little tedious. For this reason, it is important to detect the needs of each child. For the purpose of this paper Vygotsky (1978) refers that there is a concept that describe the zone between the current knowledge of a child and the potential knowledge achievable with the support of an adult. It is called Zone of Proximal Development (ZPD). It is the essential ground for the language learning. It starts with what the child already knows and carefully builds on it according to the child's immediate needs to go forwards. In this case, the adult becomes in a facilitator to achieve the child's potential in this process.

### 2.3 The young learner

The learning of a foreign language at an early stage has become an important factor in recent years. In consequence, this language has been implemented since the early years. Scott and Ytreberg (2012) argue that there is a difference between what children of five can do and what children of ten can do. It refers that in each stage, the child develops particular skills that will be an important piece to develop the learning of a new language. Some children develop early, some late. In some cases, children expand the language gradually; others step by step and bounds. It is difficult to identify when learners can produce the language. Scott and Ytreberg (2012) describe some important characteristics in the learning of a foreign language in children from five to seven years old. Some of them are:

- They are able to plan activities
- They are able to talk about what they are doing
- They are able to use their vivid imagination or personal experience.
- They are able to understand the direct interaction of humans.
- They have some difficulties to pay attention and concentrate for a long time.
- They understand through hands, ears and mainly from their eyes.

*Table 2: Children's learning characteristics from five to seven years old according to Scott and Ytreberg (2012)*

On the other hand, children are very happy playing and working alone but in the company of others, the interaction that they achieve to do create a learning link that facilitate the language development. However not all children want to work together, due to they do not

feel secure of expressing their opinions or points of views in company of someone else. It is important to give them a comfortable environment, when they are secure and enthusiastic about they do. The young learners love to play and learn best when they are enjoying themselves but they also take seriously and like to think that what they are doing is a real work, they want to be of our world.

#### **2.4 Children's development in learning of a new language**

The children's development in the process of a foreign language into the classroom is an important factor to language acquisition. Roth (1998) reports some characteristics of children's development in specific areas as intelligence, emotions, language, behavior, and sociability. The objective is to show to the teachers what can and cannot be expected from children in a determined stage. At the end, the teacher can teach them in appropriate ways according to their development. The areas that the author presents are the following:

- |   |
|---|
| <ul style="list-style-type: none"> <li>a) Intelligence: Their thought is subjective, sometimes they confuse fantasy and reality</li> <li>b) Emotion: They feel insecurity and omnipotence and as result it causes frustration.</li> <li>c) Language: They can express their first language in a clear way</li> <li>d) Sociability: First contact with peer is ambivalent, in some cases they can be aggressive and friendly with the same person.</li> <li>e) Behavior: Generally, they want to be the attention center.</li> </ul> |
|---|

*Table 3: Children's development in the learning according to Roth, (1998)*

Children can develop a new language faster than adults. However, there are some factors that limit this process. It is essential to identity the skills that children acquired during the

stages of growth because in this stage the young learners are more egocentric. It refers that they usually look at the world around them from their own point of view and they have some difficulties to appreciate the perception of someone else even impossible in some cases (Pinter, 2006).

## **2.5 Teaching English language to young learners**

Teaching English to children has become an essential factor nowadays due to the international expansion of this language in different countries. The teaching of a foreign language may include a set of tools, used by the teachers to achieve the purpose of the lesson according to the criteria. The concept “teaching” is the key to develop the language in a specific context and identify the knowledge that children are supposed to learn (clear goals).

It is important to know that teaching may be useful to help students become more aware about how they are learning, to reflect on this and to explore what procedures, materials, techniques, methods, or approach would help them to obtain an effective learning (Scrivener, 1994). Indeed, the age plays a fundamental role in the teaching-learning process. Roth (1998) suggests some recommendations in the teaching of a foreign language at an early stage. They are:

- Use a normal speech; it will help children to have enough time to understand words that you say. Furthermore, use the language whenever possible.
- Children like to be in movement so you can apply activities that require change of place in the class.
- Activities should be short so that children enjoy them.

- Apply activities in which children can identify the correct pronunciation of the words, in this case you can use songs or rhymes, both tools help children to develop the listening skill too.

*Table 4: Recommendations in the teaching of a foreign language according to Roth, (1998).*

Teaching English language to young learners must have as principal purpose develop the four language skills: speaking, listening, writing and reading by taking into account the children's needs. All activities applied with children must include useful techniques that promote the language positively. In addition to learning of a foreign language at early stage there are some advantages in this stage. Due to young learners learn the grammar structure more slowly than older learners, they make slower progress and overall gains are not straightforwardly linked to the time spent learning. However, the listening skill has some benefits due to young learners have better pronunciation and develop better their listening comprehension.

## **2.6 Teacher's role into the classroom**

The teacher is the magic in the classroom. There are many ways in which the teacher can use that magic in the class (Edge, 1993). In other words, each teacher has useful strategies to teach a foreign language but in occasions the teacher does not apply them correctly in class. It is important that the teacher takes into account these suggestions:

- **Organization:** Learners must feel that their activity is purposeful, that they are putting their efforts into a framework they can trust.
- **Security:** If learners feel safe, they will be able to take part in the lesson. If they feel that everyone in class, including the teacher, is one of the same side.

- **Motivation:** Some learners will be motivated to learn for external reasons, which are a big help, but all learners need to be involved in classwork.
- **Information:** Learners need sources of extra information about what they are learning, which they can call on as required.
- **Feedback:** Learners need to know how close they are getting to their targets, creating an interaction between teacher – student.

*Table 5: Suggestions for teaching English language to children into the classroom according to Edge, (1993).*

### **2.6.1 Managing the classroom**

Teacher must concentrate on the environment, monitoring, discipline, attitude and interaction of the students into the classroom. Especially the attention to the needs and feelings of children is a powerful part of good classroom management. The classroom management involves dealing sensitively and sympathetically with the students because the teacher creates a comfortable environment into the classroom. At the same time, the contact with his students is fundamental, think about how much he moves around the class, the interaction that create with the students in an active environment. In particular, the teacher has to be aware of what students are doing; he must involve all students in specific situations (Harmer, 2003).

On the other hand, Scott and Ytreberg (2012) claim that the classroom language is an important tool in the development of children's learning due to the communication creates a connection between the speakers. Finally, Roth (1998) finds that the environment of classroom can influence the children's attitude and as a result it can affect the effectivity on the teaching - learning progress. It is fundament that the teacher has a positive attitude

in class to create an effective attitude in the language context. The children's environment can be positive or negative, it depends of teacher's attitude inside and outside of class.

## **2.7 The meaning of materials to young learners**

Material's role play a fundamental part of children's life, due to should be because they can project their feelings and ideas through them. In particular, the materials have a specific use and function thanks to them children transmit their own world into forms that they can understand. However, we as teachers have to take into account how we use the material into the teaching process in young learners to satisfy children's individual needs. Teaching materials form a fundamental part of most English teaching programs. All of them support the teaching and learning of children.

On the other hand, we as teachers can see materials to play to obtain a meaningful learning on learners or we see the play material as a means of keeping idle hands busy in children. Moreover, at the same time that children use the material for learning they use them to express and cope with feelings of all types. Teaching materials form a fundamental part of most English teaching programs. All of them support the teaching and learning of children (Cohen, Stern & Balaban, 1997). Consequently, an effective material brings the means of learning and the purpose of learning is closed. It creates a link with the real world outside the class. Children must practice in meeting these real challenges. Even at early stage, the young learners should learn how to respond to language that they do not fully understand, due to the language is the key of the interaction with the rest of people (Epstein & Ormiston, 2007). In conclusion, authors (Cohen, Stern & Balaban, 1997; Epstein & Ormiston, 2007) report that a good material must be selected and adapted and developed to children's need to achieve the language learning.

### **2.7.1 The importance of games in English learning**

The games are indispensable tools in the learning process. The uses of them motivate students to continue with the learning of a foreign language. Cameron (2001) assumes that the games help student to practice and enjoy the language in a comfortable environment in which their mistakes become in an excellent route for building the fluency of language. Equally the games play a fundamental role in the lives of children due to the young learners tend to see life in terms of games, and anything else is often regarded as something they have to rather than want to do. It means that children love games, they enjoy playing within a real world and interact with people at the same time they learn new things, and children have an incredible thinking and an open mind where they imagine their real world. If children learn through fun, they must catch the main ideas of the English class (Lindsay, 2000).

### **2.7.2 Songs and Rhymes**

Songs play a fundamental role in the development of a foreign language in the young learner. In the present days, the songs have become in authentic source of English language since an early stage. Cameron (2001) finds that the songs especially help children to gain and show understanding of certain language items and structures. In other words, the songs have a powerful effect on the memory of children and logically the songs help learner to remember difficult vocabulary and new phrases. In particular, the music helps children to develop a sense of rhythm, which in turn helps them in such different areas as listening and reading. The music does not only help children to develop the listening skill, it can support other abilities of the learner like a better pronunciation of the words and a better fluency of language (Roth, 1998).

As a result, Roth (1998) finds that rhymes are useful to teach pronunciation, intonation and stress in a natural way and also develop the listening skill. In this stage, children enjoy the rhyming sounds and the strong rhythm, they love anything rhythmic as a result they assimilate a new language quickly. Roth (1998) and Scott and Ytreberg (2012) also argue that children love rhymes and enjoy to repeat them again and again, this activity is common at early stage of children.

They really enjoy imitating different sounds of a foreign language. For them, this process develops a better connection between the language and their knowledge. It is clear that the songs are powerful tools in the English teaching, so once we learn them we usually tend not to forget them. The songs are present in our day to day. For this reason, it is important the use of popular songs in class. However, as a good teacher must check the accent, spelling and fluency of the songs and detect if there is any mistake in the pronunciation of them (Buttner, 2007).

### **2.7.3 Videos**

The use of videos in the classroom show an authentic communication of real world. Due to the videos combine visual and audio input. It helps children to develop the comprehension of a new language. And also, they illustrate many of the cultural factors involved in the communication such as gesture, mood, relationships, age, sex, and social status. In particular, the videos provide to children a variety of different speech that show a real context, where children can develop the listening skill as well as the reinforcement for speaking, reading and writing skills developing the vocabulary of new words and grammar structure of language (Epstein & Ormiston, 2007).

In addition to selection of videos at an early age, it is essential consider appropriate videos according to children's needs. Epstein and Ormiston (2007) suggest the following recommendation to achieve the learning's objectives:

- Specify the purpose of video and how use it in class.
- Identify the limitations of the video
- Recognize the context of video and identify its purpose to inform or educate to audience.
- The message of video must be clear and appropriate to level of children
- The video must have a pedagogical value.
- The video must be entertaining
- Pictures, accent, and audio of videos must be clear to support the listening comprehension.

*Table 6: Suggestions for using videos in class according to Epstein and Ormiston (2007)*

In the same way Roth (1998) finds that children love watching videos. However, the stories told must be short and visually appealing and develop the following three steps when the videos are applied in the classroom:

- **First step.** Teach the main new vocabulary before watching the video. Stop the video at the interesting scenes.
- **Second step.** Stop the video and ask about scene. After showing the video, children should describe the principal character in short sentences.
- **Third step.** Watch the video again, in this way children learn to identify the sounds and they will have a better understanding about the video.

*Table 7: Steps to use videos in class according to Roth, (1998).*

#### 2.7.4 Picture stories

Picture stories are effective tools to teach new vocabulary to children. However, the picture stories must catch the children's attention with attractive pictures. In other words, the use of picture stories really appeals to visual learners who may suffer in a speaking and listening based classroom. We can choose certain pictures to access a specific area of vocabulary if we wish but any picture can be the base of any kind of activity at any level. As a result, the student's reaction to a picture is almost immediate whereas the same reaction from a written story would take much, much longer and in consequence the children are more enthusiastic in class (Scott & Ytreberg, 2012).

Epstein and Ormiston (2007) claim that pictures stories are useful for describe and tell a story. This can provide additional reason for discussion of new topics. In addition, they can help children to generate the meaning and main ideas of a story without any translation. In consequence, children learn to recognize sequences and make connection between images and written language. Finally, there are some important skills developed in the use of picture stories at early stage. They are:

- Children practice the speaking and writing description.
- Children develop their criteria about specific topic.
- Children learn the names of objects that appeal to different senses.
- Children create a context of dialogue with their classmates.

*Table 8: Skills developed in the use of picture stories according to Epstein and Ormiston (2007).*

Finally, Epstein and Ormiston (2007) and Scott and Ytreberg (2012) conclude that the picture stories that contain a conflict and a message catch the children's attention. And

also they must be realistic and creative to develop the retention of the knowledge in children.

### **2.7.5 Flashcards**

Flashcards are useful for showing simple pictures of objects or actions. The size of cards must be easy to handle. Moreover, they need to be big enough to be seen at the back of the class. Buckby and Wright (1981) suggest that the drawing of the flashcards must be colorful in specific areas to catch the children's attention. Indeed, the flashcards can be used to teach pronunciation and vocabulary to introduce a new language.

The flashcards are essential teacher's tools to show the culture, context and environment of a new language. The images showed in the flashcards help children to identify the word in the target language from a picture. Also, the flashcards can be used to review at the beginning of the class as a warm-up activity or at the end of the class to reinforce new words even develop the grammar structure of the language. In other words, the flashcards have as purpose identify vocabulary words and review cultural information based on the children's context (Buttner, 2007).

### **2.7.6 Puppets**

Puppets can be useful materials to learning of a new language. They can be a support to develop the speaking skill. Curtain and Dahlberg (2004) argue that children appreciate the use of puppets or toys in the classroom for the following reasons:

- To take on roles of personalities not in the classroom, children feel secure and comfortable
- To create a personality in where children are free of speak without rules and limitations.
- To take the place of student who are hesitant to speak by speaking on behalf of the student.
- To develop their imagination and creativity with new stories.

*Table 9: Reasons to use puppet in class according to Curtain and Dahlberg (2004)*

In conclusion, children from five to seven years old are likely to take longer to learn a new language. Some children starting school are not familiar with books or what they are used for. As a result, the use of attractive material in class can facilitate the learning process of the language in a natural way.

## **2.8 How to be a good teacher**

Current studies provide little information about how to be a good English teacher. Scott and Ytreberg (2012) argue that a good teacher has to be patient, adaptable, open minded and show sense of humor in class. On the other hand, Harmer (2003) claims that a good mentor is someone who has personality, loves and enjoys his job, has a lot of knowledge, not only of his subject, and is able to correct students without offending them, and makes interesting classes.

Harmer (2003) and Sottt and Ytreberg (2012) agree that the bring security to children is an essential factor to achieve their goals. For instance, when a teacher gives security to children, they are able to express their doubts and consequently teacher can detect them to improve their learning in a safe environment. As a result, a good teacher is the crucial key

in the classroom between the teaching and the learning. According to a study realized in Spain and Finland by Harmer (2003), a good teacher has the following characteristics:

- The teacher makes his classes innovate and interesting.
- The teacher has a positive attitude in class.
- The teacher has the control of group at all times.
- The teacher knows the student's needs.
- The teacher creates a confrontable environment to students.
- The teacher has affinity with the students.

*Table 10: Characteristics of a good teacher according to Curtain and Dahlberg (2004).*

In conclusion, a good teacher must use physical movement, body language, gestures, and expressions. Due to the use of all these techniques, teachers make possible a better learning of language. The teacher must be flexible to what happens in class, always considering different factors that could affect the children's development in class (Hammer, 2003).

## **CHAPTER III: METHODOLOGY**

### **3.0 Chapter Overview**

This chapter contains specific information about the method, context, participants and instruments used to this research. A step by step description of the data which was collected and analyzed to develop this research is offered. According to Dörnyie (2007), research is a systematic search of questions or doubts that we have about a specific topic. In the case of the present paper, the interest is to identify favorite activities to learn English at an early age.

### **3.1 Method of the research**

According to Dörnyie (2007) research is classified into four dimensions: primary and secondary research, basic and applied research, cross-sectional and longitudinal research and quantitative and qualitative research. The present study uses a qualitative and quantitative research approach. Quantitative research involves numerical data, it can be obtained applying a questionnaire that displays scales or options to choose from, whereas qualitative research requires a detailed description of the context and participants in the study. This can be obtained through interviews, observations or pictures.

According to Creswell (2009), a mixed methods approach can provide a comprehensive analysis of the data. Therefore, it uses qualitative and quantitative. On the qualitative side, this study uses ethnography because a specific group of persons was studied carefully to identify their interests, needs, and analyze the most basic details of interaction. Silverman (2006) argues that the goal of ethnography is understand the reality of people, (their world,

context, habitat, etc.). The observations and interviews are important factors that improve the honesty and participation of the participants for a certain period of time both instruments were applied in this study.

### **3.2 Context of the research**

The study was conducted in a private pre-school called: “Instituto Pedagógico” located in Chachapa, Puebla; this zone is sub rural. The institution offers English classes in first, second and third grade of pre-school. There are six groups in all school and each group has from twenty to twenty-five students. The English classes are taught by two teachers. The schedule is three times, once a week half hour per class (Monday, Wednesday and Friday). The level of children is basic, teachers only teach basics knowledge of the language as vocabulary and common expressions used in the real life. The classroom is big, and it contains large tables for little children groups. They have one blackboard, tape player, TV, all these tools facilitate the learning process.

### **3.3 Participants**

The participants were selected as part of a non-probability sample because it derives from research targeting in a particular group, so they are part of a convenience sample because it involves certain individuals to serve as a respondent and continuing that process until the required is obtained. The participants of the present study were two groups of pre-school 3° “A” and 3° “B”, only eleven boys and nine girls participated in this study, they were selected at random, giving a total of twenty participants, with ages ranging from five to six years old. Ten students of 3° “A” and ten students of 3° “B”. Also participated two English teachers. Teachers’ real names are not used. In order to protect their anonymity,

pseudonyms are used. The first teacher will be called Susan and the second teacher will be called Daisy. Susan is 25 years old; she studied the Licenciatura en Lenguas Modernas (LEMO). Daisy is 23 years old; she studied the Licenciatura en Enseñanza del Ingles (LEI). For both, it is the first experience teaching in pre-school.

### **3.4 Research instruments**

Dörnyei (2010) claims that a researcher needs to design instruments that will be used in the data collection. In this study, the instruments were created by the researcher. The types of instruments were a questionnaire, an interview and an unstructured class observation.

#### **3.4.1 Questionnaire**

The first instrument used in this research was a questionnaire. It was designed in Spanish to give a comfortable and friendly environment to teachers that participated in this study. It contained ten questions (see this in the appendix A). According to Dörnyei (2010), a questionnaire is a written instrument in where the participants read and respond questions or statements selecting a choice offered or writing their own responses. It can be analyzed quantitatively.

First section of the questionnaire asks personal information: age, gender and studies of the teachers. Second section, from question one to four were focused on the learning process of a foreign language at early age according to responses of the teachers. Third section from question five to six focused on identify the importance that the teacher gives to the use of dynamic games in the class. The fourth section was the question seven. In this case, the teacher underlined the most effective activities to learn English according to their perspective. There were eight options, which were based on different learning styles. The fifth section, from question eight to nine identified the activities that young learners enjoy

to do and how the teacher determines that objectives were achieved. The last section was question ten, it indicated the feelings that children have about English class. It provides a list of 6 elements; four elements are considered positive and two elements are considered negative.

### **3.4.2 Interview**

The second instrument was an interview. According to Dörnyei (2007) an interview is a list of questions conducted by the research in oral form to elicit the responses from all participants that participate in the interview. In addition, Brown (2005) argues that the interviewer in this case the researcher must explain clearly the purpose of the research and the procedure of the interview responding any questions or doubts from participants. As a result, the interview was conducted in Spanish to give young learners the necessary confidence to express their ideas and opinions freely. The interview was conducted through a focus group inside and outside of classroom with twenty children (see this in the appendix E). The interview contained six questions (see this in appendix B).

The first section of the interview asked for the student's name. The second section was question two, it was focused whether the young learners like the English subject. The third section, from question three to four focused on determining the activities that children enjoy more: watch videos, listen music or sing songs, the interviewer used some cards for this section (see this in appendix C). These cards showed activities they do with their teacher. The last section from question five to six were focused on recognizing what activities result boring to them and why. In addition, it also asks about the manner that they prefer to work (in pair, team, group or alone).

### 3.4.3 Class observations

The last instrument used in this research was an unstructured class observation. It was done by the researcher without any specific format, the style of this observation was free (see this in appendix D). The class observation was applied one time per group, thirty minutes to 3 “A” and thirty minutes to 3 “B”, in total two classes were observed in one day. Zepeda (2009) suggests that 15 to 30 minutes of observation are enough to get effective reflection about the teaching practice.

A class observation is a tool that is usually used to supervise and evaluate the teacher’s performance. It can provide wonderful opportunities to discover the teaching process of each teacher and create feedback between the supervisor and the teacher (Zepeda, 2009). Likewise, the class observation can be useful to discover the real context of practice in the teaching process, each observation can connect the learning with the real life problems that teachers have every day.

### 3.5 Procedure

The procedure of this study was the following:



On March 04<sup>th</sup>, the institution was visited by the researcher, who requested permission to the school principal to carry out this study. The permission was approved the same day of the visit. The researcher explained the purpose of the study to the principal of the school for 1 hour, during the meeting the school principal assigned date and schedule to apply the instruments of this study.

On March 07<sup>th</sup>, the questionnaire was conducted to both teachers. At 11:00 am, Teacher Susan answered the questionnaire in 20 minutes at a free classroom, the researcher was there, in case she needed something, however all was fine during the process. Susan teaches English to 3 “A”, the questionnaire was applied in her free time. After this, at around 11:30 am, Teacher Daisy who teaches English to 3 “B” answered the questionnaire in 25 minutes at a free classroom as Teacher Susan, there was not any problem. Finally, both teachers continued with their classes, they showed a positive attitude in all process.

On March 09<sup>th</sup>, at 9:00 am the interview was conducted to 3 “A” with a total of 10 students, four girls and six boys. It was conducted in a focus group in a free classroom, they sat on the floor around the classroom, forming a circle (see this in appendix E). First the researcher asked their names and ages, then each one answered the six questions according to the instructions that researcher gave them, children participated actively, raised their hand when the researcher asked something. The time of the interview lasted 30 minutes after this, children came back to classes. Afterwards, at 11:00 am the interview was conducted to 3 “B” with a total of 10 students, five girls and five boys. It was conducted in a focus group, but in this case at the playground, forming a circle (see this in appendix E). At the beginning the researcher asked their name and ages. After this, each one answered the six questions following the researcher’s instructions, they participated in order and always respected the turns of their classmates.

On March 11<sup>th</sup>. At 10:00 am, the last instrument was conducted by the researcher. Here both groups were observed only one time. The first-class observation was to 3 “A” in the

class of Teacher Susan, the researcher observed the class at the back of the classroom, without any interaction with the teacher and students. The researcher took some notes in her notebook about everything that happened in the class (see this in appendix D). The class observation lasted 30 minutes, when the class finished the researcher left the classroom in silence. Afterwards, at 9:00 am the second class observation was applied to 3 “B” in the class of Teacher Daisy, the procedure was the same, however in this class, children asked the teacher about the presence of the researcher in the classroom, Teacher Daisy just said that the researcher wanted to know how they worked in the English class, when the class finished the researcher left in silence.

## CHAPTER IV: FINDINGS

### 4.0 Chapter overview

The aim of this chapter is to analyze the data obtained of this study to know the favorite activities of the children to learn a foreign language and teachers' perspective in the English teaching at an early stage. All information gathered was analyzed step by step.

### 4.1 Teacher's responses

The next section presents the responses obtained from each teacher in a comparative table.

Questions	Teacher Susan 3 "A"	Teacher Daisy 3 "B"
1. Teaching English is _____	An extraordinary experience	A complicated but wonderful task at the same time.
2. Do you consider that are there difficulties in children to learn a foreign language?	In some cases, some children have difficulties to learn a foreign language	There are not difficulties to learn a foreign language in childhood stage just some students memorize the information more quickly than others

As we can see from questions one and two above, both teachers consider that childhood is a perfect stage to learn / acquire a second language. While that, Teacher Susan thinks that children can sometimes have some difficulties to learn a second language, Teacher Daisy indicates that childhood is the best stage to start to learn a second language due to it is a stage when children learn a new language, the process is unconscious.

Questions	Teacher Susan 3 "A"	Teacher Daisy 3 "B"
3. What are the advantages of learning a foreign language at an early stage?	At an early stage, children learn the language more quickly.	In this stage, children have an excellent capacity to memorize new words.

4. What percent do you speak in your first and second language in class?	In class, I speak 40% Spanish and 50% English. When children do not understand me, I speak Spanish or use my body language.	I speak 85% English and 15% Spanish, in fact, I have observed that when I speak in English catch more the attention of children, they understand the language in the majority of the cases.
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Both teachers report that an early stage, children have the capacity to learn new words easily. They agree that this stage is the best age to learn a foreign language. As we can see in the question four, Teacher Susan speaks more Spanish than Teacher Daisy, she has noted a better attention in the English language. However, teacher Susan argues that when children do not understand the language, she needs to speak Spanish.

Questions	Teacher Susan 3 “A”	Teacher Daisy 3 “B”
5. What do you think about the didactic games to teach English?	Didactic material are useful tools to teach a foreign language, children really enjoy them.	Didactic materials to teach English help me to create a dynamic class. Moreover, these materials facilitate the development of the speaking and listening skills in a foreign language.
6. What didactic material do you use to catch the children’s attention? And Why?	For me, the music is a didactic material that can catch the children’s attention because children like to listen to music, they love to be on movement.	Some didactic materials that I use in the classroom are the flash cards, colorful pictures, videos and slides in TV because children learn better observing

In the question six, Teacher Susan argues that the music is an essential material that must be used in class because children like to be in action. However, for Teacher Daisy, the use of visual material catches better the children’s attention. She finds that in this stage, children acquire the language through their eyes.

Questions	Teacher Susan 3 “A”	Teacher Daisy 3 “B”
7. What are the most effective activities in the English learning according to your perspective?	Some effective activities in the learning process are: <ul style="list-style-type: none"> <li>▪ Listen to music</li> <li>▪ Watch videos</li> <li>▪ Describe images</li> <li>▪ Sing songs</li> <li>▪ Find the differences in pictures.</li> </ul>	Form me the most effective and useful activities in the learning process of a foreign language are: <ul style="list-style-type: none"> <li>▪ Order words</li> <li>▪ Watch videos</li> <li>▪ Play bingo</li> </ul>
8. What are the favorite activities of children?	I have observed that the favorite preferred activities for children into the classroom are: <ul style="list-style-type: none"> <li>▪ Sing songs</li> <li>▪ Listen to music</li> <li>▪ Watch videos.</li> </ul>	According to my perspectives the favorite activities of children are: <ul style="list-style-type: none"> <li>▪ Watch videos</li> <li>▪ Order words</li> <li>▪ Listen to music.</li> </ul>

As we can see from questions seven and eight above, both teachers agree that watching videos is an activity that children enjoy doing in class according to the perspective of each teacher. However singing songs and ordering words are differences that they express. Teacher Susan reports that children prefer singing songs and listening to music and Teacher Daisy reports that children enjoy ordering words and listening to music. Nevertheless, both teachers note that watching video is an activity that both groups enjoy doing in class.

Questions	Teacher Susan 3 “A”	Teacher Daisy 3 “B”
9. How do you identify that objectives of learning-teaching have been achieved?	I can identify that objectives have been achieve when I ask about something and they answer me and also because they use the new words acquired in class in their real context.	I can identify that objectives have been achieved when the students recognize and produce the vocabulary in class. For me, the oral production is the first skill developed in this stage.
10. How do you describe the children’s attitude in the English subject?	Children have a good attitude in class.	Children have a positive attitude in class.

Finally, the teachers Susan and Daisy argue that the objective of learning- teaching has been achieved when children acquire and produce the speaking skill in their context. Both teachers report that children have a good attitude in class. To sum up, Susan and Daisy agree with Daniel (1998) that the childhood is the best age to acquire a new language, due to at an early age, children begin to familiarize with the language using a real context where they can experiment and create their own habitat. For both teachers, the early age is a good stage to acquire a new language because children have the capacity of learn new words quickly.

However, each teacher applies different materials or activities according to the needs of their students. For the teacher Susan, the music is an essential material to catch the children's attention. On the contrary for the teacher Daisy the use of attractive material is the key to catch the children's attention as pictures, flash cards, and slides in TV etc. Finally, both teachers consider that watching videos is an activity that children enjoy doing in the classroom, the two groups A and B show a good attitude in the English class.

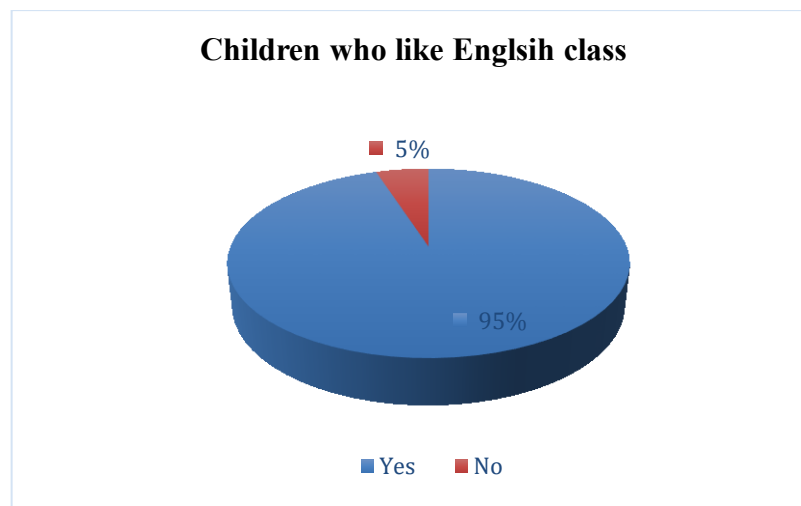
#### **4.2 Students' responses.**

The next section presents the responses obtained from students of 3 "A" and 3 "B" through graphs and comparative table. It is important that children feel a comfortable environment to express their ideas, opinions in a real context. It refers that the principal objective of this study is that students' responses are sincere and spontaneous (Silver, 2006).

#### **4.3 Describing graphs**

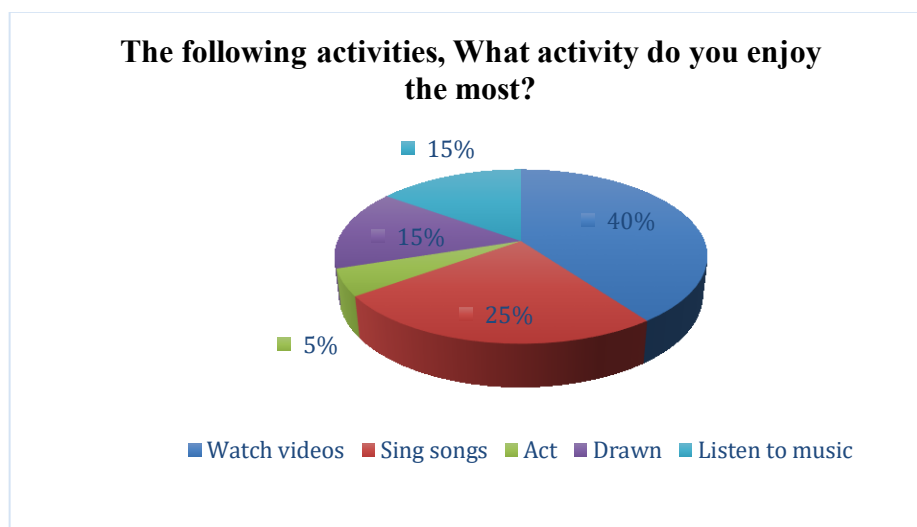
The graph 1 shows that only one student does not like the English subject. It means that in this stage, almost everyone likes to learn a new language. The result showed that

children reflect a wonderful attitude to learn new things. The 95 % of students like English class and only the 5% of students do not like it.



*Graph 1: Children who like English class*

The graph 2 shows the favorite activities that children enjoy doing in the classroom. The 40% of students prefer watching videos and the 25% of students prefer singing songs. It means that the majority of the students enjoy audiovisual and musical activities. According to Scott & Ytreberg (2012) children like to repeat songs frequently. It helps them to learn new vocabulary and improve their pronunciation.



*Graph 2: What activity do you enjoy the most?*

The next comparative table presents some activities that teacher does in the classroom according to students' responses. This section was divided in two parts:

3 "A" Teacher Susan	3 "B" Teacher Daisy
<ul style="list-style-type: none"> <li>▪ Painting</li> <li>▪ Singing rhymes or songs</li> <li>▪ Repeating words</li> <li>▪ Working on the notebook</li> <li>▪ Listening music</li> <li>▪ Dancing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Playing bingo</li> <li>▪ Ordering words</li> <li>▪</li> <li>▪ Listening to music</li> <li>▪ Singing rhymes or songs</li> <li>▪ Working with printed material</li> <li>▪ Working on the notebook</li> <li>▪ Dancing</li> </ul>

*Table 11: What activities do you do with your teacher?*

According to table, there are some activities that use in common as dancing, singing and listening to music. It means that each teacher can use the same activity but in different way. According to Sott & Ytreberg (2012) singing and repeating rhymes are effective tools to children. They like to imitate different sound of a foreign language, for them, this process develops a better connection between the language and their knowledge.

The next comparative table presents the activities that children enjoy doing with their teacher.

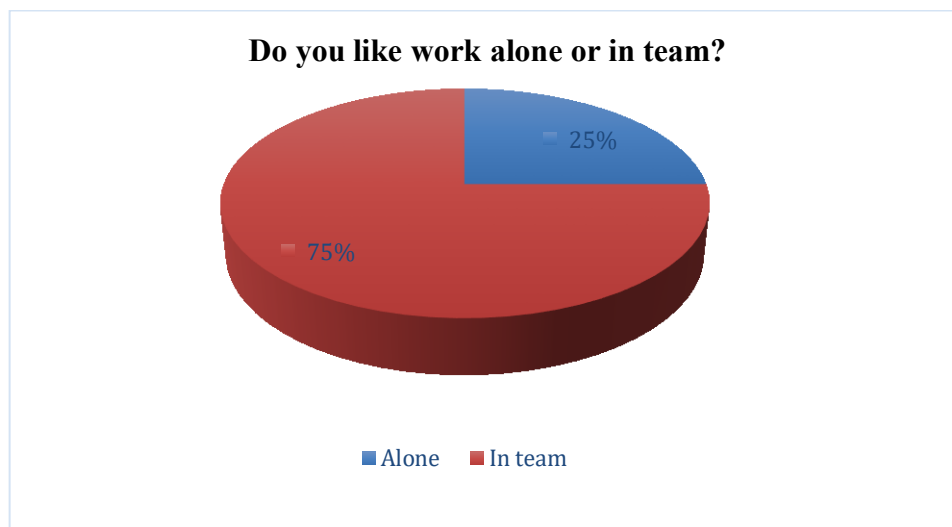
10 students of 3 "A"	10 students of 3 "B"
<ul style="list-style-type: none"> <li>▪ Watching videos</li> <li>▪ Play board games: snakes and ladders, scrabbles, up words</li> <li>▪ Working outside of classroom</li> <li>▪ Drawing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Watching videos</li> <li>▪ Drawing</li> <li>▪ Working outside of classroom</li> <li>▪ Painting</li> </ul>

*Table 12: What activities would you like to do with your teacher?*

For both groups, work outside of classroom is an activity that they really enjoy a lot, even if it is just to work in notebook Children commented that when they work outside of classroom, they feel free. Harmer (2003) affirms that a good mentor is someone who has

personality, loves and enjoys his job, has a lot of knowledge, not only of his subject, and is able to correct students without offending them, and makes classes interesting. For this reason, it is important keep in mind the children's needs.

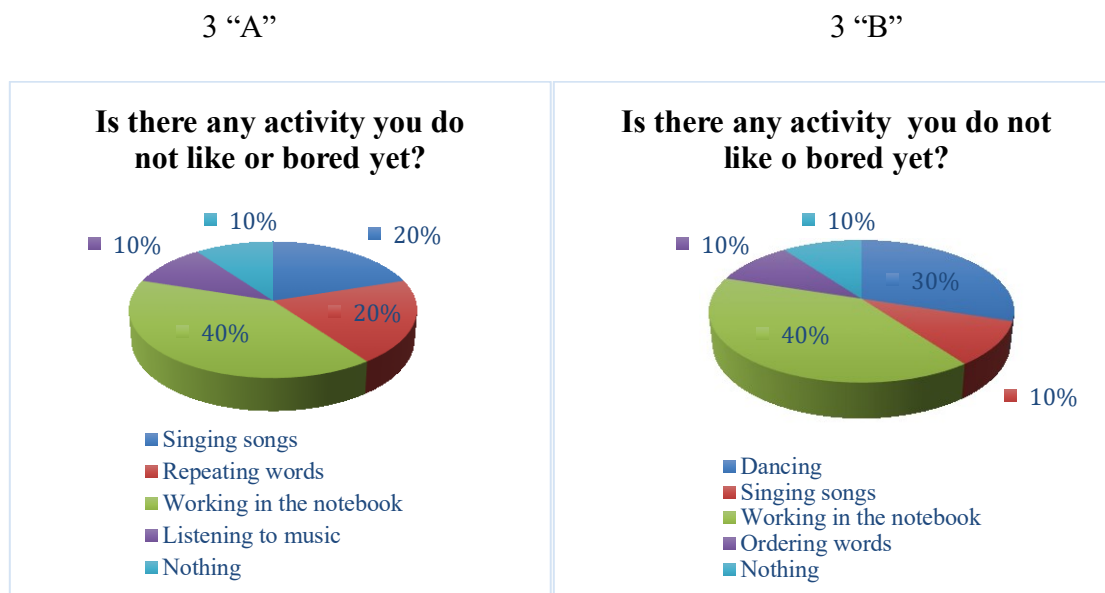
The graph 3 illustrates that the 75% of students like to work in team, and the 25% of students prefer to work alone. The majority of children commented that when they work in team, they can express their ideas, point of views and help each other. Also, children mentioned that when working in groups they can interact among themselves.



*Graph 3: Do you like work alone or in team?*

In contrast to children's response, Roth (1998) assumes that the first contact of a child with a classmate is ambivalent. In some cases, the child can be aggressive and friendly with the same person. However, in this case all children of 3 "A" and 3 "B" show empathy with their classmates.

The graphs 4 and 5 present some activities that children do not like to do in class according to activities applied by the teachers in each group.



Graph 4 and 5: Is there any activity you do not like or bored yet?

The next section shows a table of similarities and differences obtained in the graphs 4 and 5

Similarities	Both groups do not to practice the writing skill, they commented that writing in notebook is very boring. They prefer activities that promote an active interaction among them.
Differences	The students of 3 "A" do not like activities that promote the speaking skill in contrast with the students of 3 "B". The 30% of students of 3 "B" do not enjoy activities on movement, in contrast with the students of 3" A" who commented that dancing is an activity that make them happy in class.

In conclusion, there are variations in the answers of both groups due to different factors that involve the teaching-learning process as: material used in class, teacher's role, environment, student's behavior and the interaction between student- student and teacher-student.

#### 4.4 Class observation

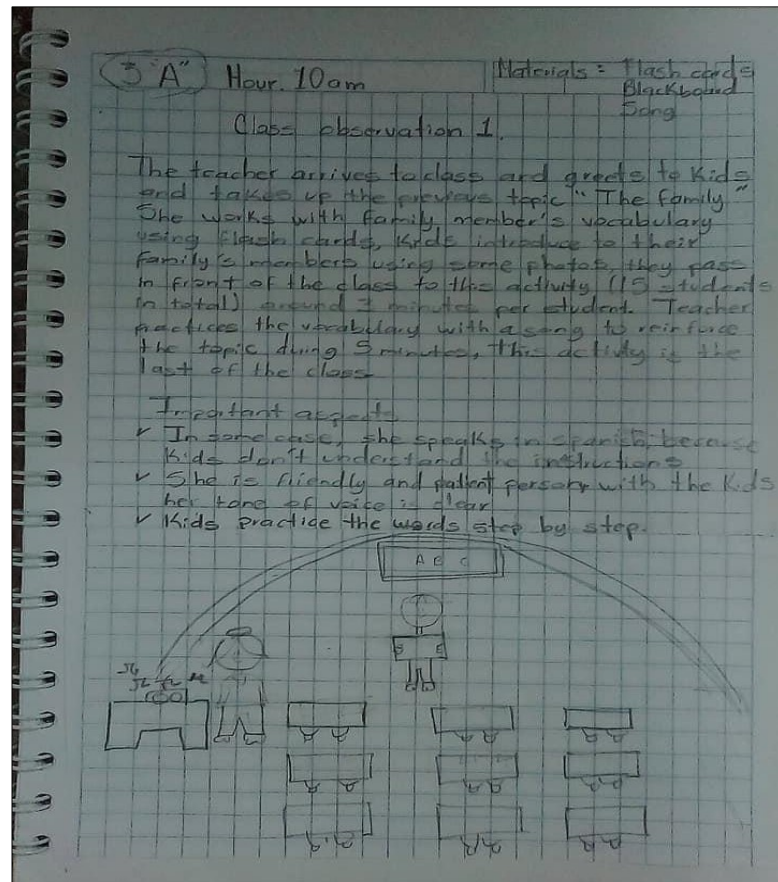
According to Zepeda (2009) the class observations can facilitate to the observer a real context with the problems or situations that affect the learning. It means that a class observation can help to the observer to develop new skills in the teaching practice based on a good observation. The next section describes the class observations in both groups.

##### Class observation to 3 “A”

As we can see from the summarizing observation charts below, there is information about the class observations as student’s behavior, interaction between teacher-student and the context of the class in both groups. Some of the reflections from class observation in 3A classroom are presented in the following table:

General information	Class observation of Teacher Susan Time: 30 minutes Date: March 07 <sup>th</sup> Materials: Song: “The family members”, flash cards and blackboard.
Class description	On March 11 <sup>th</sup> .At 10:00 am was observed the class of Teacher Susan. First the teacher arrived to class on time and greeted the children and take up the previous topic “The family’s members”. She worked with family member’s vocabulary using flash cards after that, the students introduced to their family’s members using some photos, all kids passed in front of the class to this class, in total participated fifteen students, the presentation of each one was around 3 minutes. Finally, the Teacher Susan practiced the vocabulary with a song to reinforce the vocabulary applied in class during 5 minutes.
Reflections	<ul style="list-style-type: none"> <li>➤ She created a comfortable environment in class, in some case the teacher spoken in Spanish because the children did not understand some instructions.</li> <li>➤ She was friendly and patient with each one all the time helped her students to practice and improve the pronunciation of the words.</li> <li>➤ The tone of voice that she used was clear.</li> </ul>

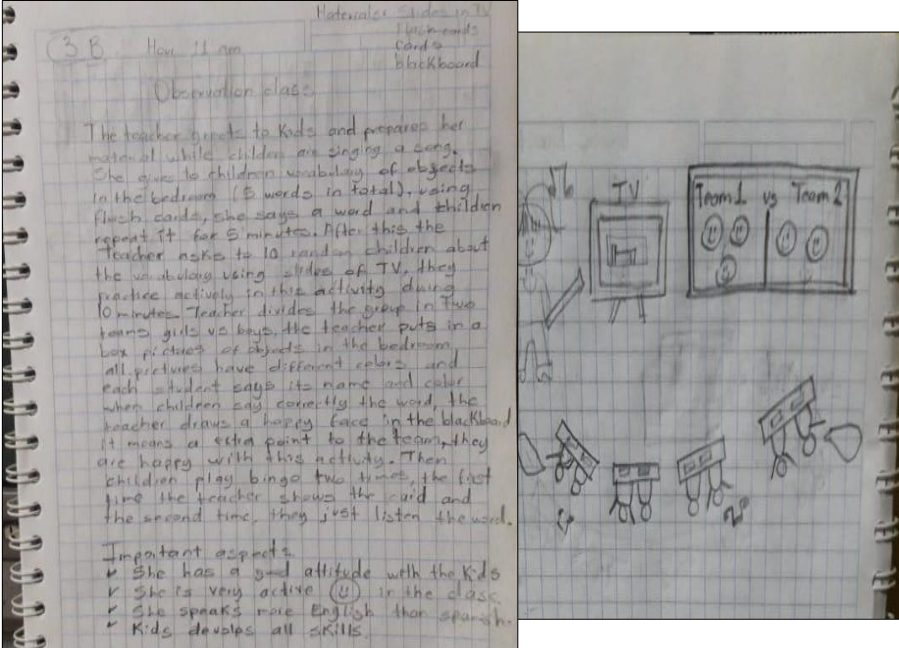
Self-made  
diagram of  
classroom



### Class observation to 3 "B"

On the other hand, some of the reflections from class observation in 3B classroom below are presented in the following table:

General information	Class observation of Teacher Daisy Time: 30 minutes Date: March 07 <sup>th</sup> Materials: Slides in TV, flash cards, Cards, blackboard, markers and a box.
	On March 11 <sup>th</sup> . At 11:00 am was observed the class of teacher Daisy. At the beginning of the class, the teacher greeted to children and prepared her material in 5 minutes, while children were singing a song in English. After this, she gave to children vocabulary of objects in the

Class description	<p>bedroom, in total were 5 words using flash cards, she said the word and the children repeat it for 5 minutes, practicing the listening and speaking skill. After that she asked to 10 random children about the vocabulary using slides of TV, they participated actively in this activity during 10 minutes. Then, the teacher divided the group into two teams (boys vs girls). In this activity, the teacher put in a box pictures of objects in the bedroom, the pictures have different colors and each student mentioned its name and color, when children said correctly the words the teachers drew a happy face in the blackboard, it means a point to team Finally the students played bingo individually two times, the first time the teacher showed the card and the second time, they only listened the word.</p>
Reflections	<ul style="list-style-type: none"> <li>➤ She has a good attitude with the children, she was very active in the class.</li> <li>➤ Children understood and followed instructions and commands in English.</li> <li>➤ Teacher Daisy used both languages, however the majority of the times she used the English language.</li> <li>➤ The class developed the listening, reading and speaking skills.</li> </ul>
Self-made diagram of classroom	 <p>Materials: Slides in TV, flashcards, cards, blackboard</p> <p>38. How it was</p> <p>Observation class</p> <p>The teacher goes to kids and prepares her material while children are singing a song. She gives to children vocabulary of objects in the bedroom (5 words in total) using flash cards, she says a word and children repeat it for 5 minutes. After this the teacher asks to 10 random children about the vocabulary using slides of TV, they practice actively in this activity during 10 minutes. Teacher divides the group in two teams girls vs boys, the teacher puts in a box pictures of objects in the bedroom, all pictures have different colors and each student says its name and color when children say correctly the word, the teacher draws a happy face in the blackboard it means a extra point to the team, they are happy with this activity. Then children play bingo two times, the first time the teacher shows the card and the second time, they just listen the word.</p> <p>Important aspects</p> <ul style="list-style-type: none"> <li>✓ She has a good attitude with the kids</li> <li>✓ She is very active (U) in the class</li> <li>✓ She speaks more English than Spanish</li> <li>✓ Kids develop all skills</li> </ul>

To sum up, we could say that both teachers had a very good attitude in class, they tried that all children participated in class, the importance of use of attractive material in this

stage played an important factor to develop the learning process. However, in both cases there was not any material as guide in the syllabus of this subject. The teachers have to design their material and study guide. They commented that all topics applied in the English classes were focused on the subjects of Spanish. Finally, the teachers Susan and Daisy showed availability to class observation.

## CHAPTER V: CONCLUSIONS

### 5.0 Chapter overview

This chapter presents the conclusions of this work and answers the research questions in Chapter I, as well as the limitations, implications and recommendations for further research in the learning of English at an early age. In addition, it presents reflections and insights about the findings of this project.

### 5.1 Summary of the study

The purpose of this study was to identify the favorite activities of children of 3<sup>o</sup> grade of pre-school to learn English. To do this, their needs and interests were considered, collected and analyzed. It is expected that this project reveals their perspective of the world, learning environment and context so that there are given the opportunity to learn a foreign language in ways that fit them better.

### 5.2 Answers to Research Questions

Research question one was:

*1. What activities are the most effective according to children's opinions?*

According to children's responses in the focus group of 3 "A" and 3 "B", eight children claimed that watching videos is an activity that they enjoy to do in class. This result confirms what Epstein and Ormiston (2007) argue about the importance of using videos in the classroom and how they help children to develop the comprehension of a foreign language and reinforce the speaking, reading and writing skills.

As we can see, in the results of this research, five children confirmed that singing songs is their favorite activity in class. These results affirm that, the music have a powerful effect on the memory of children and logically the songs help young learners to remember difficult vocabulary and new phrases. As Roth (1998) claims the music not just help children to develop the listening skill, even support other abilities like a better pronunciation and fluency of a foreign language.

The use of dynamic activities at an early age is a fundamental tool to develop a foreign language in a positive way, because when the teachers use attractive activities in the class, they attract children's attention to learn a new language. Also, children reported that playing board games (snake and ladders, scrabbles), drawing, painting and working outside of classroom are activities that they would like to do in class with their teachers. In some cases, teachers may guess what children prefer and what are the activities that they really enjoy doing in class. However, this task could be easier if teachers asked their young learner what they think, and prefer to do into and outside class. It is for this reason, that this research emphasizes the importance of taking into account the children's needs to learn a foreign language at an early stage.

Research question two was:

*2. What are the most effective activities that teachers can use in the English classroom according to teachers' opinions?*

According to responses of teachers, the most effective activities applied in the English class are: listening to music, watching videos, describing images, singing songs, ordering words and playing bingo. As it can be seen, both teachers and children indicated that

watching videos and audiovisual tools are activities that children enjoy doing in the classroom, whereas writing activities such as work in notebook are very boring for children. They prefer activities that promote an active interaction among them. This coincidence confirms what Cameron (2001) says about the importance of use effective activities in class and how children can transmit their world through them. However, as teachers have to take into account how we use the activities in class with the purpose of satisfying children's individual needs. It is easier for children to learn a foreign language through different activities where children enjoy the language and as a result achieve meaningful leaning.

Research question three was:

*3. How can the activities be categorized in order to elaborate a data base for preferred activities for teaching English to students of 3° Grade in pre-school?*

According to results obtained in this research, the preferred activities to teaching English can be categorized considering the four skills of communication. It is important to consider that one activity ca be used for one or more skills when teaching young learners. The data is presented in the table one.

Speaking	Listening	Reading	Writing
Describing images			Describing images
<b>Singing songs</b>	<b>Singing songs</b>		Ordering words
<b>Listening to music</b>	<b>Listening to music</b>		Playing bingo
	<b>Watching videos</b>	<b>Watching videos</b>	

*Table 13. Preferred activities for teaching English developing the four skills*

According to the participant teachers, all these activities develop important areas of communication and English foreign language learning. In particular, each activity can develop one or more skills. As we can see from the table thirteen, listening to music and singing songs are activities that reinforce the speaking and listening skills, both activities complement each other, I highlighted some same skills in color red. In brief, all activities mentioned by English teachers can be applied in different areas with a common purpose developing the English language automatically.

Similarly, the table fourteen shows the learning objectives of activities in the English teaching according to teachers' perspective

Activities	Learning objectives
Describing images	<b>Spelling</b> , oral production and use of <b>vocabulary</b> .
Singing songs	<b>Pronunciation</b> and fluency of new words.
Listening to music	Development of <b>listening</b> skill and acquisition of <b>new words</b> .
Watching videos	Acquisition of new <b>vocabulary</b> and develop of <b>listening</b> skill.
Ordering words	<b>Spelling</b> and develop of <b>writing</b> skill.
Playing bingo	Development of <b>writing</b> skills.

*Table 14: Learning objectives in the English teaching according to English teachers*

As we can see in the table fourteen, all activities mentioned work on achieve a specific goal in children's learning, where each one shows a better pronunciation and fluency of

the language, acquisition of new vocabulary and production of the writing, listening, speaking and reading skills.

### **5.3 Conclusions**

As English teachers it is important to take into account the different factors that could affect children's learning. Indeed, it is important to take into account children's point of view in order to know the children's needs.

This research revealed that the young learners like to learn through attractive and colorful material. More importantly, the results showed that the majority of students of pre-school like the audiovisual activities based on movement. It means that children enjoy activities that result in cause active reactions in the context where they develop day to day.

Therefore, it can be concluded that children have a definite preference for activities that involve movement and play. At the same time, they enjoy the class more, they also seem to learn more quickly. As a result, I can summarize that both teachers and children prefer dynamic activities that promote a more active interaction between them. However, both groups have different needs which must be taken into account to achieve a same objective: to create and maintain a conformable environment in which children can successfully learn and acquire a foreign language.

### **5.4 Limitations**

This work faced some limitations, one was the time to apply the instruments of this research to obtain results as the institution gave me just few days. Another limitation was the schedule of children because they had other classes that could not be interrupted. The

last limitation was the control of the groups to conduct the focus group to apply the interview, they had a lot of energy during this process for this reason they were classified in two groups to obtain better results in the research. In both groups, students sat on the floor forming a circle to create a focus group, they enjoyed this activity and the interaction between the researcher and participants resulted very interesting, each one felt safe in the interview. Finally, I can mention that according to my researcher experience, working with children was a challenge, because in this stage, they wanted to play all the time and catch their attention to this research was a difficult but wonderful experience to me.

### **5.5 Pedagogical Implications**

At the present time, I am working with children of pre-school level. I have learnt that know the children's necessities can be useful tools for English teaching at an early stage. A good teacher should be careful in how teach a new language. Also, as future English teachers from major of LEMO, LEI and LEF it is essential to identify and explore the children's context to a better learning of a foreign language. This section presents some personal recommendations to future English teachers that want to work with young learner, the recommendations are the following:

- As English teachers it is important to take into account the children's necessities, because in this period children learn more quickly a foreign language even in an unconscious process.
- The English teacher should be able to take into account the needs and interests that children have to learn a foreign language such as the context, interaction between teacher-student and student-student, teachers and student's role, material's role,

student's behavior, number and age of students, all these factors can facilitate the teaching and learning of a foreign language.

- English teachers should work with dynamic, colorful and attractive material in order to exploit all their potential and at the same time achieve their goals.
- In the teaching of English in early stage the teachers should be patient, because not all children develop and learn the language at the same time, some children develop earlier, some later. In some cases, children expand the language gradually; others step by step.
- The teacher has to give to student the right to be heard, the student needs to feel part of learning-teaching process at all times.

## **5.6 Further research**

The research was focused only in third grade of pre-school. Thus, further research could be done in first and second grade of pre-school. Also, this research can be retaken in different educational levels such as elementary school, junior high school even high school. Therefore, the instruments applied in this research could be modified to obtain better results with participants similar to this research through a survey to participants with the objective of identify the context of learning process.

On the other hand, the use of dynamic activities in class could be further explored to determine measurable or realistic development of particular skills. Finally, according to results obtained in this study, the majority of young learners are audiovisual, how the technology has become an essential factor in children's language learning lives.

### **5.7 Personal reflection**

At the beginning of this research, I was really nervous because I am not sure about the topic that I chose to do this research nevertheless at the end I enjoyed each section of this project, I could not imagine all the results that I could get in this investigation, I learnt that it is important to hear student's needs, know their opinions, interests and discover the perspectives that they have about the strategies and techniques used by teachers to teach English.

Regarding to the investigation, the results were really interesting because I want to know the children's needs and throughout of this research I was able to detect that they are really enthusiastic to learn a foreign language, they have an incredible potential to learn it. I had the opportunity to discover the children's world and identify their process of learning in a new language, it was a wonderful experience.

Finally, I want to mention that now I am teacher of young learners. I claim that exploring and identifying children's needs are essential factors that can develop a better learning in the English learning. On the other hand, I consider that the English teaching is an amazing world in which the teacher can develop all their creativity in dynamic and innovate activities that can catch children's attention. It is important to know that at an early stage, children love to play if English teachers are able to connect the fun with the learning, their knowledge will be unconscious.

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## APPENDIX A: Questionnaire

Questionnaire to English teachers

Este cuestionario será utilizado para la investigación de esta tesis, las respuestas que nos proporcione serán anónimas.

Edad: \_\_\_\_\_

Género: M ( ) F ( )

Nivel de estudio: \_\_\_\_\_

Instrucciones: Responda las siguientes preguntas de acuerdo a su criterio.

1. Complete la siguiente frase: “Enseñar Inglés es:

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2. ¿Considera usted que hay dificultades en los niños para aprender una lengua extranjera?

3. Para usted, ¿Qué ventaja tiene el aprender una lengua extranjera en edad temprana?

4. ¿Qué porcentaje de la lengua materna y de la lengua extranjera utiliza en clase?

5. ¿Qué opina usted de los juegos didácticos para enseñar inglés?

6. ¿Qué material didáctico utiliza para tener la atención de los niños? Y ¿Por qué?

7. De las siguientes actividades subraye las más efectivas en el aprendizaje del inglés de acuerdo a su percepción

- |                       |  |
|-----------------------|--|
| a) Escuchar música    | f) Juego cartas                          |
| b) Contar historias   | g) Ordenar palabras                      |
| c) Ver videos         | h) Encontrar las diferencias en imágenes |
| d) Describir imágenes |  |
| e) Cantar canciones   |  |

8. ¿Cuáles son las actividades preferidas de los niños?

9. ¿Cómo identifica que sus objetivos de aprendizaje–enseñanza se han logrado?

10. ¿Cómo describiría la actitud de los niños ante la materia de inglés?

- |                 |             |
|-----------------|-------------|
| a) Excelente    | d) Buena    |
| b) Muy positiva | e) Regular  |
| c) Positiva     | f) Negativa |

**APPENDIX B: Interview**

Interview to students of 3° of pre-school

Edad: \_\_\_\_\_

Género: F ( )      M ( )

1. ¿Cómo te llamas?

2. ¿Te gusta el inglés?

3. De las siguientes actividades, ¿Cuál disfrutas más?

- Dibujar
- Cantar canciones
- Ver videos
- Escuchar música
- Actuar

4. ¿Qué actividades haces con tu maestro (a) de Inglés aquí?

5. ¿Qué actividades te gustaría hacer en el salón de clase?

6. ¿Qué te gusta más, trabajar solo o en equipo?

7. ¿Hay alguna actividad en el salón que no te guste o te aburra? ¿Cuál es? Y ¿por qué?

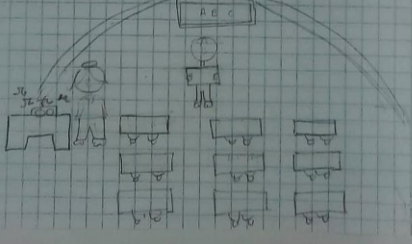
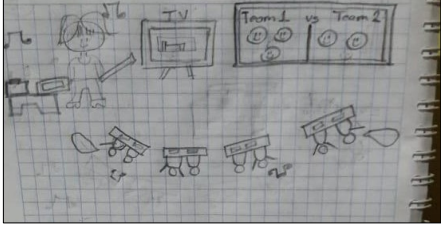
**APPENDIX C: Cards**

Cards used to mention the favorites activities of children

 <p><b>Dibujar</b></p>	 <p><b>Ver videos</b></p>	 <p><b>Actuar</b></p>
 <p><b>Cantar canciones</b></p>	 <p><b>Escuchar musica</b></p>	

## APPENDIX D: Evidences of class observation

Notes done in the class observations in both group.

3 "A"	3 "B"
<div data-bbox="248 436 734 1075"> <p style="text-align: center;">3 "A" Hour: 10 am</p> <p style="text-align: right;">Materials: Flash cards Blackboard Song</p> <p style="text-align: center;">Class observation 1.</p> <p>The teacher arrives to class and greets to Kids and takes up the previous topic "The Family". She works with family member's vocabulary using flash cards, Kids introduce to their family's members using some photos they pass in front of the class to the activity. (15 students in total) around 2 minutes per student. Teacher practices the vocabulary with a song to reinforce the topic during 5 minutes. This activity is the last of the class.</p> <p><u>Important aspects</u></p> <ul style="list-style-type: none"> <li>✓ In some cases, she speaks in Spanish because Kids don't understand the instructions.</li> <li>✓ She is friendly and patient person with the Kids her tone of voice is clear.</li> <li>✓ Kids practice the words step by step.</li> </ul>  </div>	<div data-bbox="841 436 1291 1054"> <p style="text-align: center;">3 "B" Hour: 11 am</p> <p style="text-align: right;">Materials: Slides in TV Flash cards Cards blackboard</p> <p style="text-align: center;">Observation class.</p> <p>The teacher greets to Kids and prepares her material while children are singing a song. She gives to children vocabulary of objects in the bedroom (5 words in total), using flash cards, she says a word and children repeat it for 5 minutes. After this the teacher asks to 10 random children about the vocabulary using slides of TV, they practice actively in this activity during 10 minutes. Teacher divides the group in two teams girls vs boys, the teacher puts in a box pictures of objects in the bedroom, all pictures have different colors and each student says its name and color when children say correctly the word, the teacher draws a happy face in the blackboard, it means a extra point to the team, they are happy with this activity. Then children play bingo two times, the first time the teacher shows the card and the second time they just listen the word.</p> <p><u>Important aspects</u></p> <ul style="list-style-type: none"> <li>✓ She has a good attitude with the Kids</li> <li>✓ She is very active (U) in the class.</li> <li>✓ She speaks more English than Spanish.</li> <li>✓ Kids develops all skills.</li> </ul> </div>
	<div data-bbox="846 1087 1284 1373">  </div>

**APPENDIX E: Evidences of children's interview**

Photos taken in the process of the children's interview inside and outside of classroom.

3 "A"



3 "B"

