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**“HOW TO TEACH ENGLISH BY USING AUTHENTIC
MATERIALS TO CONSOLIDATE CONTENT TAUGHT IN
SPANISH TO KINDERGARTEN CHILDREN”**

**A thesis submitted to the school of languages for the degree of
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

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HOW TO TEACH ENGLISH BY USING AUTHENTIC MATERIALS TO CONSOLIDATE
CONTENT TAUGHT IN SPANISH TO KINDERGARTEN CHILDREN

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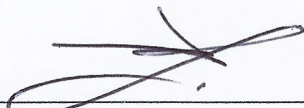
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Key Words

Activity: It is the term applied to classroom procedures that involve students practice the language.

Cognitive development: It is also known as the stage theory of development established by Piaget. These are four stages according to the age, the first one is sensorimotor stage (birth to 2 years), preoperational stage (2 to 7 years), concrete operational stage (7 to 12 years) and formal operational stage (11 to adult).

Communicative language: It is another term for referring to communicative approach and gives emphasis to the use of the language to communicate.

ELT materials: These are the tools used for teaching the language.

Foreign language: It is the term applied to refer as the non-native language of a country and is typically taught at schools as a subject.

Head Teacher: Person responsible of teaching, developing and improving different subjects and motor skills to the group.

Input: It is all the information that the learners receive in the foreign language.

Language acquisition: Learning and development of learners' language.

Language consolidation: To reinforce previous topics and improve the language's knowledge.

Language content: The use of the language presented by different themes.

Language transfer: The use of the mother tongue for learning the foreign language.

Mother tongue: Referred to the learners' native language.

Output: Learners' language production.

English Language Teacher: Person who is in charge of teaching English language to young learners.

L1: Term for referring to Spanish language.

L2: English language.

Abstract

In Mexico it is well known that teaching a Foreign Language (FL) to children at public schools is not a reality in spite of the existence of a program for teaching. This program pretends to teach English as another subject without any relation with other subjects. However there are some private schools that use the English language for learning math, biology, arts, etc. This method helps to create connections with the real language use.

The aim of this study is to show that children learn better a foreign language if they relate the language to their previous knowledge. For this research I used five different instruments: two questionnaires to know students abilities in their mother tongue and the foreign language, two classroom observations one for the Spanish class and the other for the English class and a lesson plan format for the planning of the classes.

The context was at a public kindergarten school located in Puebla, Mexico. The data was collected by teaching 10 classes to 25 students who were in second year of kindergarten. The results from this research were expected to prove children's learning language process and how they assimilate knowledge in real context.

Some relevant findings were that students used the Foreign Language to refer to the new vocabulary and expressions in English, also students still used their mother tongue to feel more self- confidence with the English Language Teacher and their head teacher. Another important finding is the use of language transfer because students used some English words during their Spanish classes that proves that students had meaningful connections between the two languages.

This will be beneficial for future teachers who want to improve children's language learning and programs in Mexico that are focused on teaching a foreign language to young learners.

HOW TO TEACH ENGLISH BY USING AUTHENTIC MATERIALS TO CONSOLIDATE CONTENT TAUGHT IN SPANISH TO KINDERGARTEN CHILDREN

CHAPTER I

1.1 Introduction

Teaching English at public schools in Mexico is as important as teaching other subjects. Most of the Mexican population know little about the use and importance of English. At public schools the level of taught English is low. Thus, in Mexico, learning a Foreign Language (FL) is only available and sometimes successful at private schools because these schools involve the use of the language as a subject or they teach English it involving real contexts.

The process of learning a FL in Mexico at public schools normally starts at first grade of junior high school. Learners study usually English for three years, then they study other three years at high school. Finally, students study at college. The problem is that students do not improve their English, they just repeat each year the same topics in a different way. It is important to note that the terms *English*, *Foreign Language* and *L2* are used indistinctly in this work.

Therefore in 2007 the local government implemented a program called PNIEB. This program proposed that English teaching should start at third grade of kindergarten and then until junior high school. Unfortunately the program was not successful as the “Secretaria de Educación Publica” expected, because the program’s aims were not according to social demands.

English lessons at public schools start at teenage stage, when the learners are experiencing many changes. This program did not take into account the childhood stage even though it is the best age for learning because children have had their first experiences at school such

as relating with others, sharing feelings, emotions, helping others, giving their own points of view and receiving information.

For this reason, this research is focused on teaching a Foreign Language (FL) at first ages childhood is considered as one of the best stages because children are observers of their world, there is a neuronal connection between learning new words, relate to their environment and use of vocabulary. The child in this way becomes more receptive and feels self-confident.

Teaching English to children is normally based on topics related to the use of language, teacher and students sometimes use a book and all the material is based on the book's content.

There are different methods that set aside Spanish (L1) and focus on teaching the English language structure and use, but what may happen if we work with children taking into account the content of L1 and learning the second language. Some schools base the English classes on the content of L1, as a result children have better results. This method is known as Content Based Instruction (CBI) and helps to relate real language with the learners and have so that they more significant English classes. Children learn the language based on the subjects' curricula and children's learning process becomes more significant because they have to face different real- context situations.

1.2 Significance of the Research

In this project we examine the effects of teaching content using the FL. For doing this, I used different communicative activities based on content previously taught in Spanish. The head teacher taught the classes to children about different topics using Spanish to communicate.

I reinforced all new topics in English language. Finally, I revised the communicative and learning effects in children.

This research is an approximation to know what we can do for teaching English at public kindergarten schools, how we can use material meaningfully for teaching children, how authentic material help children to develop the learning process successfully and the importance of the English language teacher to help children to improve the use of the language.

The positive effects were for children because it was good for them learning a new language, also the school authorities noticed positive changes with this particular group. Everything was possible with the school, parents and teachers' participation because they supported this research by taking their own responsibility and I got beneficial results for the kids.

1.3 Theoretical Context of the Research

There are some theories about how we acquire L1 and all the processes behind. Some of these theories are behaviorism, critical period and innatist position. All these are important to understand the process for learning better and improve L1 and to know which are the advantages and drawbacks for using L1 to learn English (L2), and how the teacher can use L1 to succeed in the foreign language classroom.

Atkinson (as cited in Hidalgo & Calciedo, 2011) recommends some, techniques in the classroom using L1 equivalents for "eliciting language" and "checking comprehension". Taking this into account as teachers is helpful the mother tongue in order to reach an optimal language level.

For doing this research it is essential to recognize the communicative methods that help teachers to teach the foreign language. Besides, most part of this research is based on Content Based Instruction (CBI).

According to Grabe & Stoller (as cited in Hidalgo & Calciedo, 2011, p.115) CBI refers to that “English teaching approach is based on the subject matter or material that students have to study at school”. CBI has its advantages such as the relationship between real context and meaningful language. However a disadvantage of this approach are that children need to have a good input.

This research is based on a case study at the public primary school Nariño-Pasto Colombia. The school used CBI for learning a foreign language and children found English as a tool for solving different situations based on taught subjects in the class.

Hidalgo & Calciedo (2011) establish childhood as a good age for learning a FL. They also assert that, Content Based Instruction (CBI) can be implemented early in children’s classes in foreign language contexts.

Activities play an important role for children, and all techniques should be supported by the use of authentic and non-authentic materials taking into account their necessities and interests to make a difference in the classroom.

For children, activities should be designed and aimed to develop listening and speaking skills. “The topics addressed at this age need to be related mainly to their daily lives and the daily topics that they study in the subject matters at school” (Hidalgo& Calciedo, 2011, p. 117).

Hidalgo & Calciedo (2011) suggest that, CBI can be introduced into at pre-school level with very simple materials because at this age children are not capable to read, so they can learn

with visual and interactive materials that keep them busy to start a language level and to learn content at the same time.

1.4 Research Setting

This study was conducted at a public kindergarten school that did not have English classes, the school's population is minimum, in each group there are 30 students at least. It is located at "Infonavit la Margarita" in Puebla, the school was also registered to different programs; one of them was called "UNETE", this program provided internet and children used a center. At the centers there were some programs that helped children to develop their abilities. The UNETE program assisted to this research with audio-visual materials and activities for students.

1.5 Purpose

The goal of this study was to demonstrate that teaching English based on content taught in Spanish can help improve the learning of English.

1.6 Research Questions

1.6.1 General Research Question

Is it possible to teach English based on contents that were first taught in Spanish?

1.6.2 Specific research questions

1. What are the advantages of using English to consolidate Spanish taught contents?
2. What is the most suitable methodology to help learners to learn content in English?
3. How can Spanish-English transfer help learners to learn English?

REVIEW OF LITERATURE

CHAPTER II

2.1 Introduction

This chapter aims to review relevant literature to answer the research questions, discuss about the concept, theories of learning the mother tongue, the appropriate age for learning a foreign language, how the mother tongue affects positively and negatively for learning a new language and some advices for teachers about how to use the mother tongue in the classroom.

Also, there is a review about Communicative Language Teaching (CLT) since it is important to know how to develop the communicative skills giving more importance to the use than the structure of the language. Besides I explain the characteristics of Content Based Instruction (CBI) because it is the method used for learning and teaching content in English. For this, I took into account the teacher and learner's role and the positive and negative results of applying this method in the classroom.

There is an explanation about vocabulary's teaching and learning to young learners. Finally, there is an explanation about techniques, teachers use to communicate and the use of materials for supporting the classes to learn content.

2.2 The Mother Tongue

The Mother Tongue (MT) is the language that we acquire first. Lightbown & Spada (1993) affirm that the quality and quantity of the language which the child hears, as the consistency of the reinforcement offered by others in the environment, should have an effect on the child's success in language learning. This means that if the people who are around the child provide different kinds of vocabulary and expressions the child will get more vocabulary.

There are different theories behind and help us to understand better what happen with children at the moment of acquiring the MT.

2.2.1 First Language Acquisition Theories

The behaviorist perspective affirms that children learn through imitation and practice. Firstly saying word by word then comes the child's repetition of all parts of someone else's phrases and the last one is referred to the repetitive manipulation of form (Lightbown & Spada, 1993).

Besides, Noam Chomsky (as cited in Lightbown & Spada, 1993, p.10) affirms that, "Children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop", He explains that the language is part of human beings exactly as we learn to walk without any help; it is the same when we learn to speak. We call this theory the innatist position.

The Critical Period Hypothseis maintains that language acquisition works successfully only when it is stimulated at the right time (Lightbown & Spada, 1993). This theory explains that there is an appropriate age for acquiring the mother tongue (MT) and after that age it is more difficult to learn it.

Finally the interactionist's position explains that children learn the mother tongue through modifying the capability of the learner. The experts called this as the "motherese" or "caretaker talk". Lightbown & Spada (1993) state that, it "Involves a slower rate of speech, higher pitch, more varied intonation, shorter, simpler sentence patterns, frequent repetition and paraphrase" (p. 14). As we can see the mother tongue (MT) is learnt since the first moment because it is part of human beings and the foreign language (FL) may become part of the learner, the appropriate age for learning is discussed below.

2.2.2 The Appropriate Age for Learning a Foreign Language?

There is much controversy with the ideal age for learning a foreign language, some authors maintain that young learners learn faster than old learners because children are more permeable for the new knowledge and older learners have some difficulties for adapting the language. Palea & Bostina (2015) affirm that, “after the age of 12 learners, can never pass themselves off as native speakers phonologically” this is because they adopt the phonological sounds of the mother tongue (p.418). Lightbown & Spada (1993) assert that “adults rarely access to the same quantity and quality of language input that children receive in play settings” (p.49) given that the interests, necessities and environment totally change in each one.

Newport & Johnson (as cited in Lightbown & Spada, 1993, p. 49) suggest that it is better to begin second language instruction as early age as possible and bear in mind the context of these studies. However if young learners do not have good support of their first language, they could not acquire a foreign language. It has been affirmed that children from minority language backgrounds or homes where language, literacy and education are not well-developed, early intensive exposure to the second language may entails the loss or incomplete development of the child’s first language (Lightbown & Spada, 1993).

If we have a clear goal of foreign language learning we will get better results in learning. The learner will be completely surrounded by the language as early as possible (Lightbown & Spada, 1993). Some benefits of learning L2 early are discussed below.

2.2.3 Benefits of Learning L2 in Early Childhood

Children who learn a foreign language have multiple benefits. There are some factors that impact the ability to speak two languages: the individual, the family and society (Rodriguez,

2015).The individual factors are the personality, gender, motivation, and intellectual ability of the learner family's status and parents' attitude. Finally society is important in the process of learning because it is what provides the amount of language (Rodriguez, 2015).To succeed in speaking a foreign language, it is important for children to have their parents and teacher's support.

These are some positive effects for children who learn a foreign language:

- According to Hidalgo & Calciedo (2011) at children's first five years old the brain builds connections, the result of this is that more words children listen, the more words children learn Dodge & Heroman (as cited in Hidalgo & Calciedo, 2011, p. 113).
- The cognitive development is reflected in children's creativity and spontaneous thinking.
- A study made by York University in Canada (as cited in Jeffery, 2008, p. 4) suggests that bilingual knowledge gives to children an advantage in learning to read. They develop the ability to relate experiences from one language to the other; as they get older, this advantage continues.
- It creates self- confidence: Children are the discoverers of the world and learning a language is one of the nicest and satisfying experience for them. Children feel like winners for accomplishing their first learning steps in a foreign language, because children found the foreign language as a special "opportunity" and language learning becomes intuitive and natural, also they have confidence and desire for new discoveries.
- Better comprehension of their first language and improving vocabulary: Learning a new language helps to understand and improve the first language. Nancy Rhodes (as cited in Jeffery, 2008, p. 5), director of foreign language education at the Center

for Applied Linguistics in Washington, D.C. says that, “The more children learn about a foreign language, the more they understand about their own language.” Children use what they learn to reinforce concepts and terms that they have learned in the other. Children can solidify their knowledge in their native tongue by matching them to different activities in the Foreign Language.

There are many benefits of children who learn a FL at early stages and the Mother Tongue (MT) plays an important role during the language learning process. There are some positive and negative effects of using the MT in the classroom that are explained afterwards.

2.2.4 The Positive and Negative Effects of Using the Mother Tongue in the Classroom

Atkinson (as cited in Harmer, 2001, p.131) suggests that if teachers use the mother tongue for activities as checking comprehension, giving instructions and discussing classroom methodology, the tasks will be more efficient. Also Ferrer (as cited in Xhemaili, 2013, p. 192) states that teachers who use the mother tongue in their classes have positive and beneficial effects in instructed second language acquisition and learning, this means that learners perform better the L2 activities. Auerbach (as cited in Xhemaili, 2013, p. 192) supports this idea asserting that L1 provides a sense of security and help the learners to express and describe their experiences in order to take risks with the FL. Also Cummins (as cited in Xhemaili, 2013, p. 192) says that, the promotion of the mother tongue in the classroom helps to solve different problems in the school language. However other authors do not have the same perspective, Harmer (2001) quotes Harbord, who says that giving instructions and any kind of interaction between teacher and learner are ideal to acquire L2 (p.132). Nevertheless as I mentioned before the use of L1 is sometimes unconsciously because students need to recognize and adapt the new language and in the classroom it is useful for working in pairs,

share ideas, and improve the understanding of English (Harmer, 2001). As teachers we should understand the level, the situation of students and use L1 when it is necessary for the teacher and learner. In spite of all these positive and negative effects we should know how to use the MT in the classroom.

2.2.5 How to Use the Mother Tongue in the Classroom

Harmer (2001) suggests some tips for using adequately the L1 in the classroom:

- Set Clear guidelines: Let students know when the mother tongue is permissible and when it is not. Students need to be aware when L1 is absolutely essential.
- Choose appropriate tasks: The tasks should be according to the students' English level in order to have successful and meaningful activities for students.
- Create an English atmosphere: Teachers should create an English environment, making it the language that should be learn.
- Use persuasion and other inducements: Teachers need to persuade students and encourage students with friendly manners for using the L2.

These points are closely related to Language Transfer that is the use of the MT during the FL learning process, Language Transfer is briefly explained in the following section.

2.2.6 Language Transfer

It is important to use L1 conveniently to have good strategies and learn the foreign language little by little. Krashen (as cited in Salmona, 2004, p. 56) affirms that "Language transfer is understood as the use of the first language during the second language acquisition, which represents the first stage of language acquisition" (p. 43). In the process of a second language acquisition the use of the mother tongue becomes a vital part for teachers in order

to achieve the target language and make connections with the existing knowledge of L1 and recognize easier the content in L2 (Salmona, 2004).

Transfer can have positive or negative effects. There are positive effects when the learner relates the L1 words with L2. Negative effects come when the learner does not create a connection between L1 and L2. Negative transfer affects the learners, and it is known as the main source of problems for learners (Hassan, 2013). Language transfer is an important part in L2 learning and it is especially helpful if we teach for transfer between skills within a language, or between languages within a skill (Hassan, 2013).

Moreover children needs to understand the language by its oral and written form, the teacher should bear in mind the level of the first language to ensure the cognitive development. Salmona (2004) affirms that “Previous knowledge and background are used as a tool to help students move from the first stage of literacy to the next one” (p. 57).

As well as children relate the similarities between L1 and L2 in the classroom, the background is constructed by using their first language. Thus the second language always reminds the first, making the knowledge and the learning context richer.

Salmona (2014) quotes Cohen who says that even if teachers avoid or forbid the use of the mother tongue in the classroom, the links between both languages will always exist in the learners’ minds. Children’s language transfer will be useful for them if children at kindergarten have higher levels of vocabulary of their first language. They will acquire the new language more easily (Salmona, 2014). English Language Teaching (ELT) methods explain the use of transfer for leaning the FL. These are shown in the following section.

2.3 ELT Methods

Richards & Rogers (2001) quotes Antony, who classifies three levels of organization “approach, method and technique”. An approach involves the assumptions and beliefs about language; method is the level at which theory is put into practice and the choice about the particular skills to be taught and technique involves the classroom procedures and activities (p. 19).

As we can see the methodology involves a set of steps in order to plan and be successful in the English classroom, Brown (1994) says that “method is specific, identifiable clusters of theoretically compatible classroom techniques” (p. 49). As teachers it is important to identify the aim of the language in the classroom Richards & Rogers (2001) establish Antony’s similar idea, they explain that method is formed by the approach that is in charge of the units of the language. Finally the procedure, the one that involves the practice of the language in the classroom by the use of activities. As we can see method is the conjunction of theories in order to use them in the language teaching. Communicative Language Teaching takes part of this method and it is explained afterwards.

2.3.1 Communicative Language Teaching

Communicative language teaching (CLT) according to Richards (2006) is a “set of principles about the goals of language teaching, how learners learn a language, the types of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p. 2). In order to understand this we need to revise what theory of language communication is Richards & Rodgers (2001) quotes Hymes, who referred to as “communicative competence” teaching grammatical structures it is also important incorporate communication of real situations to make the learner more competent in a language community (p. 159).

The learner must be involve in real environment situations and the teacher must help with different activities that allow students think about how to solve the problems presented in the activities. This helps the teacher to have a meaningful class and at the same time practice and improve the grammatical structures all the time.

Besides Widdowson (as cited in Richards & Rodgers, 2001, p. 159) supports Hymes' view, who presents a view of the relationship between linguistics and communicative values. He focuses on the use of the language for different purposes. Richards & Rodgers (2001) suggest some characteristics of the communicative language perspective:

- Language is a system for the expression of meaning.
- The primary function of language is to allow interaction and communication.
- The structure of the language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

(p.161)

As we can see CLT is totally based on language in use, this means using real situations; Johnson (as cited in Richards and Rodgers, 2001, p. 161) suggests three principles of Communicative Language Teaching (CLT). The first principle is to involve the learner in real communication; the second one involves using meaningful activities that promote learning and the last one engages students with meaningful and useful activities to succeed when using the language use. According to this previous information the teacher should stablish a real environment that involves the learner to use the language and avoid mechanical patterns of the language. Closely related to CLT is Content Based Instruction (CBI).

2.4 Content Based Instruction

Content Based Instruction (CBI) is based on subjects and the use of the foreign language as a tool to teach important content to the learner. Brown (1994) says that language teaching integrates the learning of some specific subject with the learning of a second language. Krahnke (as cited in Richards, 2006, p. 27) exemplifies CBI as “teaching content in the foreign language learned through direct or explicit effort to teaching the language itself separately from the content being taught”. That means that the acquisition of the foreign language is learnt through the content with no emphasis on learning the language and giving more importance to the subjects, that helps students to acquire the foreign language unconsciously. The structure of Content Based Instruction curricula is not based on language forms, it is based on the nature of the language. The language content becomes a secondary aim for learning the foreign language. According to Richards (2006) CBI is based on the following assumptions of language learning:

- People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- CBI better reflects learners’ needs for learning a second language.
- Content provides a coherent framework that can be used to link and develop all of the language skills. (p. 28)

Content based instruction can be used as the conscious use of the language and teaching school subjects in an EFL setting. This method has different responsibilities, all these are divided into learners and teacher’s roles.

2.4.1 Roles of Learners in CBI

The learners become an active part of the class. They should interpret the teachers' input, explore their learning strategies and be capable to express oral and written language. All these characteristics become part of "learning by doing" (Richards & Rodgers, 2001).

However, sometimes students are not prepared, some students feel frustrated with this method because they feel take up of information, Richards & Rodgers (2001) assert that "students need to be prepared both psychologically and cognitively for CBI and, if they are not ready, then they need to be kept from enrolling until they are qualified" (p. 213)

2.4.2 Roles of Teachers in CBI

CBI automatically change the role of language teachers. They must be experts in subject contents and also in language. Teachers have to keep context and comprehensibility in their class planning and presentation (Richards & Rodgers, 2001), most part of the time teachers should adapt authentic materials according to the learners' needs. They invest more time and energy to succeed in both language and knowledge.

Stryker and Leaver (as cited in Richards & Rodgers, 2001, p. 214) suggest the following essential skills for CBI instructors; they are able to

- Vary the format of classroom instruction
- Use group work and team- building techniques
- Define background knowledge and language skills
- Use error correction techniques
- Develop high levels of students esteem

CBI is very demanding and teachers' work must be motivated in order to have successful students.

This method helps teachers to teach the language differently but there are advantages and drawbacks of its use and are going to be explained in the following section.

2.4.3 Advantages of CBI

Richards (2006) asserts that CBI helps to develop communicative skills. As an example there is a study developed in Colombia, (Hidalgo& Caicedo, 2011) with a group of 15 children whose ages ranged from 8 and 10 years old. The study was focused on the application of a set of units based on CBI with the purpose to motivate students to learn the foreign language by relating the language with real school activities and tasks. They could communicate to their partners using the foreign language and the results were successful because they were able to learn the foreign language through different topics. Cummins, Ramirez, Yuen, Ramey & Pasta (as cited in Hidalgo& Caicedo, 2011, P. 115) support this study with their own experience, saying that students learn faster when applying different immersion activities that involve the use of CBI.

Content Based Instruction has been used at schools to learn topics through the target language, in this scenario where English is important to learn topics, themes, etc. It is important to design a curricula for working in both content and language.

Hidalgo & Caicedo (2011) quotes Tedick, Jorgensen and Geffert, who give positive reasons of using content instruction:

- Content-based instruction increases the interest and motivation of students since students work with meaningful contexts.
- The process of language acquisition takes place naturally in content-based instruction since language is presented in contexts in which meaningful communication occurs.
- The work with contents that are organized according to topics becomes coherent for

students, and therefore, can be established in the long-term memory. It becomes easier for students to remember and therefore learning is improved.

- The possibility of applying thinking skills facilitates the process of language development (absorbing, questioning, organizing, categorizing, comparing, representing, analyzing, identifying main ideas, attributes, components, relationships, patterns, inferring, predicting, stimulating).
- The demanding cognitive activities that can be developed in content-based instruction enrich the cognitive development of students.
- According to the teaching context, the grammatical structures of the English language change.
- The cognitive level of the students, their interests and their needs, are considered at all times since the contents expressed through English correspond to the cognitive developmental stage of students.
- The comprehensible input students receive and the form-focused content instruction favors language acquisition.
- The interesting and engaging tasks students develop encourage them to be much more involved in their language acquisition process.
- The emphasis on content and real tasks makes a connection between the real world and the skills that the students practice.
- The possibility of using the students' background knowledge in content and language-related topics favors language acquisition.
- The work on both meaning and form come together naturally in content-based instruction.

- The negotiation for meaning that students go through in content-based instruction is real since tasks involve real-life tasks. This negotiation for meaning favors language acquisition.
- The use of learning strategies such as reflecting, rehearsing and solving problems help language acquisition.
- The language skills are improved since different approaches to language teaching and learning, which have proven to be successful, can be applied in conjunction with content-based instruction (cooperative learning, whole language and task-based approaches, etc.) (Pp. 116- 117)

2.4.4 Drawbacks of Content Based Instruction

Richards (2006) explains some issues presented in the use of CBI, one of the most important problems is how often the language learning skills are used because CBI is more focused on content. This means that the teacher takes into account the subjects and how to teach them and there is less priority for improving the language skills (listening, reading, speaking and writing). Another issue is that the teacher must have experience on teaching language and content in different areas as math, science, biology, etc. The teacher gives an extra effort, the teacher prepares the classes taking into account the details of the language function and the topic that is going to be taught. The last issue is according to evaluation of the learners, which is the most appropriate? Do we need to evaluate knowledge, language or both? Some schools give more importance to the content and the teacher has to emphasize the content evaluation than the learning of the language. For all these positive and negative effects in CBI it is necessary to use the correct kind of techniques in order to get the expected results in a CBI class, these techniques are briefly explained afterwards.

2.4.5 Techniques for Teaching CBI to Young Learners

Before knowing the appropriate activities for teaching content to preschool learners, we should take into account the definition of technique. According to Antony (as cited in Brown, 1994, p. 137) “techniques are the activities that teachers and learners perform in the classroom”. All these activities must be planned and as a result of teachers’ choice, these techniques are sometimes based on teacher-centered, learner-centered or oriented production.

Techniques can be used to communicate the language, the students form an important part of this because they will answer to teachers’ activities and the answers may vary according to the topics. Teachers have less control of the class and students are free to interact with their partners. Brown (1994) maintains that a communicative technique should be appropriate according to students’ level in order to use the language with the teacher and among the learners.

There are many activities that teachers can use for teaching content, Stoller (as cited in Richards & Rodgers, 2001, p. 213) classifies the activities into these categories:

- Language skills improvement
- Vocabulary building
- Discourse organization
- Communicative interaction
- Study skills
- Synthesis of content materials and grammar

The activities should be based on the syllabus (content) and at the same time the language skills should be taken into account according to each topic. Cameron (2001) quotes Halliwell, who suggests the close relation between content and the language use, he

explains that using other areas as math, art or science can offer different techniques and activities that can be used for teaching the foreign language and at the same time the foreign language provides the content for other subjects as a result we have that lessons can be taught in the foreign language (p. 182).

Children can improve the foreign language using different activities as sorting, measuring and playing games all these activities may come from other areas. Vale & Feunteun (as cited in Cameron, 2001, p. 183) assert that activities based on a subject offer a “whole learning/ whole experience” in order to develop the social- educational part of the child and not only the English language skills. This goes hand in hand with the use of materials for teaching the different topics.

2.5 Language Teaching Materials

Materials are a vital part of teaching activities because they complement and help them to achieve the goals in the classroom. They are a different kind of ELT materials according to the needs, environment, age and students' interests.

They are different kind of ELT materials, according to Brown (1994) there are three different types of materials that help teachers to improve, produce, practice, learn and use them in the classroom. These types of materials are textbooks that include a teacher's guide and an answer book in order to help the teacher with extra material; audio visual aids are similar to the textbooks the difference is that the teacher uses material not designed for teaching purposes this means that the teacher may use TV programs, songs, radio programs and magazines. The last one is computer assisted language learning, this kind of material contains different programs that can be used a computer such as puzzles, readings, stories and video games.

There are also materials that help teachers to plan their different activities these materials do not have a teaching purpose. This materials are authentic materials.

2.5.1 Authentic Materials

According to Larsen Freeman (as cited in Al Azri &Al-Rashdi, 2014, p. 249) one of the characteristics of communicative language teaching is the use of authentic materials also known as “realia” this means the use of real- life objects for teaching. Martinez (as cited in Al Azri &Al-Rashdi, 2014, p. 249) defines authentic materials as the materials which are created for native speakers and they are not designed for teaching purposes but shows real world uses of the language, such as we have the use of texts, photos, stories, videos and music. Therefore this kind of materials are important to bring the real world into the classroom especially when the class is given in a non-speaking country. Al Azri &Al-Rashdi (2014) quotes Bacon and Finnemann who assert that, teachers need to find the correct way to use authentic materials in classroom instructions.

Nunan (as cited in Al Azri &Al-Rashdi, 2014, p. 249) reinforces this idea saying that, if teachers expose learners to authentic materials, students will enrich their knowledge and have genuine interaction, whether it is inside or outside the classroom.

As we can see, this kind of material is useful for learners to be in contact with the language and to notice that language can be used for different purposes. Authentic materials for teaching children become a crucial part because they are experimenting their first memories and experiences and this help children to be in contact with real language.

2.5.2 The Use of Authentic Materials in the EFL Classroom

We should be careful at the moment of using authentic materials in the classroom, the teacher should know how and when to use them properly. Materials must be chosen according to students' needs, interests and level. According to Guariento & Morely, (as cited

in Al Azri & Al-Rashdi, 2014, p. 251), “materials help motivate learners to learn the language by making them feel that they are learning the 'real' language”. Peacock (as cited in Al Azri & Al-Rashdi, 2014, p. 251) mentions some reasons for using authentic materials in the classroom:

- Prepare learners for real life
- Affect learners' motivation positively
- Encourage teachers to adopt effective teaching methods
- Present authentic information about culture

With this in mind, we can see that learners relate the knowledge with real life situations and this help them to learn more effectively. Authentic materials are used according to the teacher and student's needs.

2.5.3 Authentic Materials for Teaching Content

The role of materials on Content Based Instruction is based on the subjects. Sometimes these materials are authentic because the teacher should take students into real context. Cameron (2001) expresses that, “materials are kinds of materials used in native language instruction” (p. 215) some of them are newspapers, magazines, videos, TV, radio programs, etc. Most CBI classes include audio- visual materials in order to contextualize the topics in the classroom. The teacher must use the material properly to succeed in the subject and the foreign language.

2.6 Conclusion

All these theories and methods support this research, as we can see teaching the language based on Spanish taught subjects could be positive for the learners if we use the mother tongue in an equitable way.

However there are other negative effects such as the frustration of using Spanish more than English. As teachers we should be willing to use L1 in important cases giving more importance when children are acquiring the foreign language for first time.

On top of that, we should use the appropriate method for teaching content in order to relate the topics with the new language. Besides we must consider which activities match students' level, necessities, interests and lacks, and all these activities should be supported by the appropriate use of authentic materials. In conclusion, all these components work together to have a meaningful English class, we do not set aside any of them. It really depends on the teachers applying the previous methods correctly.

METHODOLOGY

CHAPTER III

3.1 Introduction

This chapter describes the method used in this research in order to get the data, the participants, and the context where the research was developed, there is also a brief description about the instruments and how they were piloted. Finally there is a description about how data were collected and how they were analyzed and interpreted. The following methodology implied a qualitative research that fell into the category of applied research.

3.2 Participants

My research was carried out at “Jardín de niños Herlinda Sanchez de Velazquez”. The participants were at second grade of kindergarten. The group was conformed of 25 children (12 girls and 13 boys). They were between four and five years old and did not have English classes.

In the classroom there was a head teacher who is the responsible of these children’s learning. Every topic that the head teacher chose and used for the design of the class was according to students’ needs and previous knowledge for making connections and increase their experiences. Children liked doing different activities as painting, singing, writing or playing outside the classroom and the teacher took advantage of it to give them meaningful experiences.

As I mentioned before the students’ age were around four and five years old and most of them could express their ideas, likes, dislikes and opinions about a topic and they could talk about it with their partners.

The parents liked participating and they had the initiative to collaborate with the head teacher in different activities such as telling stories, preparing different games for children, talking

about their jobs, etc. This was a positive influence for students because with their parents' participation they felt supported and motivated.

One of the characteristics that made them different from the others who were in the same level was that they had a good head teacher at first grade and she taught them basic concepts (colors, shapes, routines, fine and gross motor skills) and they achieved many goals that the other two groups could not do it in that time according to the principal of the school.

I chose this group for my research because in the subject "Experiencia docente con niños" I worked with this head teacher and she knew what I expected to achieve with students and we share the same aims.

3.3 Instrument

For this research I used different formats for getting the information, the first one is a questionnaire. The purpose for this questionnaire was to identify the students' strengths and weaknesses in their mother tongue and it was answered by the head teacher who is the one who best knows the students, after that I observed ten of her classes and by using an observation format I recorded the aim, activities, materials and students' reaction during their lessons. Then I taught English to children according to the previous topics, and I completed a class observation format to write down students' reactions and how their previous classes helped in the learning of FL. Finally I checked children's foreign language level based on the questionnaire previously applied to the head teacher.

A number of instruments and devices were designed for this research: a questionnaire, two class observations formats (Spanish and foreign language class), a lesson plan and a questionnaire.

Given that was important to identify children's abilities and weaknesses in their mother tongue, I decided to apply one questionnaire to the head teacher because she was the one who spent most part of the time with students. According to Brown (as cited in Dornyei & Taguchi, 2014) questionnaires are any written instruments for measurement purposes to collect reliable and valid data. The questionnaire (appendix I) was adapted according to the PEP (Programa de Estudio guía para la Educadora), the program measures the abilities and level of students at kindergarten according the following subjects; communication in language, mathematical thinking, intrapersonal and interpersonal development, healthy life and natural world. It helps head teachers as a basis of what they expect to develop, improve and achieve with their students. I also took into account the CEFR that describes the students' language ability dividing them on a six point scale from A1 to beginners up to C2 for the ones who have mastered the language. This was organized into one section. The section was as follows, the first section was about the reading and interpretation, the second was writing, oral production and language use. The questionnaire was composed of 14 items in total using the Likert scale and fell into the category of multiple choice.

Wragg (2012) refers to the classroom observation as concentrating on the significance, meaning, impact, individual or collective interpretation of events allowing to know what happened during the classroom and the different perceptions of the students and the teacher. Taking this into account I created two class observation formats. The first class observation format was called "Spanish class observation" (appendix II). It was divided into four sections, the first part was open-ended, from the second to the fourth part the answers are Likert scale into the category of multiple choice and each one had a space for further comments, it was composed of 15 items in total. This class observation format aimed observe teacher's activities during the class to the English classes on them.

The second observation format was called “Content based instruction class” (appendix III). This format was divided into six sections, five closed sections with a space for further comments and an open section. The open section was for students to describe for what students used Spanish during the class for. It was composed of 19 items in total and I used the Likert scale into the category of multiple choice. I created this format in order know the students’ learning process during the English classes and how Spanish was used in the process.

Finally I planned all the English lessons for that, I designed a lesson plan format (appendix IV) that was composed into seven open sections according to the topic of each class; Bossing (as cited in Kumar, 2008) states that lesson planning involves defining the objectives, selecting and arranging the subject–matter, and determining the method and procedure. Basing on this, each lesson plan was divided into intended learning outcomes, the activities, the procedure and the skills developed during each activity.

The “Final Foreign Language questionnaire” (appendix V) was the first questionnaire again; the difference was that the purpose of this questionnaire was to identify children’s abilities in the foreign language. It was composed of one section. The section had one first section about reading and interpretation, the second was about writing, oral production and language use. The questionnaire was composed of 14 items in total and I used Likert scale into the category of multiple choice.

3.4 Context

This study was applied at a public kindergarten school located in infonavit la Margarita in Puebla, Mexico. This school was registered to a program called “Escuelas de Calidad” that involved the use of technology in order to help in children’s learning.

The school had eight groups: two groups of first grade 1^oA and 1^oB, three groups of second grade 2^oA, 2^oB and 2^oC. It is important to mention that 2^oC who did not have the first grade of kindergarten, and three groups of third grade 3^oA, 3^oB and 3^oC, each group had about thirty students.

The school had a garden for planting different fruits and vegetables and teach children the importance of nature, also they had a computer lab, and there they learnt to use the computer correctly because a few of them did not have a computer.

The computer lab had Internet access and different programs that offer a variety of topics for children. Which were based on the PEP (Programa de Estudio Guía para la Educadora) established. The games are designed in Spanish and just a few of them were in English. Each topic included songs, vocabulary and activities, that involved learning numbers, colors, routines, shapes, etc.

Each classroom had a board, a projector without screen so the head teachers used a piece of cloth to project different videos, images or activities for children and they brought to the classroom a personal speaker for teaching, also there were small chairs and tables for children and different didactic material for teaching.

In the classroom the head teacher established some rules that helped students to maintain respect among them and sometimes it worked. They practiced different values among them as being tolerant, helpful and friendly. Also they knew that they should be obedient and organized with the classroom's areas such as the reading area, the playing area and the cleaning area.

3.5 Piloting

The classroom observation formats (Appendixes II and III) were used prior the real observations in order to check its effectiveness. The class observation sheet was changed in one section (use of Spanish during the lesson) in order to get more specific results, because the first format was too general. After this piloting, the format (Appendix III) was used successfully. The Appendix II did not have any problems at the moment of observing the class.

Also the questionnaire (Appendixes I and V) was responded by a colleague who suggested being more specific in question number twelve (Appendixes I and V) and I did the necessary changes.

For the lesson plan (Appendix IV) it was not really necessary because it is for guiding the classes according to the necessities of the students and teacher.

3.6 Data Collection

In order to get the data I had to go to the school and talk to the principal and asked her for permission to apply my instruments and teach English, at first it was not easy because she asked me for an official format that explained all the activities that I did with the children so I had to ask at the faculty for a formal letter.

After that, I started my research and the questionnaire was applied to the head teacher (Appendix I) She answered the questionnaire and she explained me how the group was working and she described me some of their weaknesses and strengths.

At the moment of observing the teacher's lessons, children were very active and most of them achieved most of the activities. They could do different things as counting, recognizing and memorizing.

The problem was at the moment of teaching English because sometimes they quickly get distracted. At first they did not like the idea of listening to me talking in English all the time. They used to make boring faces or they used to talk to each other. Also some of them did not go to school regularly and that implies that their learning process was slower than the others. At the end, the results were collected successfully and we will see this in chapter IV.

Another challenge for me as a teacher was to look for the appropriate and authentic material for them because the time for preparing the classes was too short and I had to create or adapt the materials.

After all these drawbacks, with the head teacher's help and support I finished on time and the data were collected and prepared for chapter IV.

3.7 Data Analysis

For this research the data were analyzed in different ways depending on the type of instrument. I started with the questionnaires (Appendixes I and V) in order to compare the students' abilities in L1 and L2, I presented the data in one chart that shows the students' strengths and weaknesses in each one.

For the classroom observation formats (Appendix II and III). I used a chart that shows the type of materials, aims and relevant information during the research. Besides I used a spider map to show the most important activities where Spanish influenced in the teaching of English, emphasizing the advantages and disadvantages.

Finally the findings were presented in order of importance and relevance, to answer the research questions presented in chapter I.

3.8 Conclusion

In conclusion, this chapter explains the methodology, and the description about the instruments for collecting and analyzing data. The piloting helped to check and made some changes in order to get better results. Besides this chapter helped to have a better understanding of the place and context where the learners were involved and understand the reasons for applying the instruments in that school and all the challenges during the data collection.

Different situations happened eventually the research questions previously presented were answered. The following chapter will present all the results obtained during the collection of data.

ANALYSIS AND DISCUSSION

CHAPTER IV

4.1 Introduction

This chapter aims to show the results of the research, starting with two mind maps showing the children's abilities in their mother tongue and their success in the Foreign Language, all these taken from the questionnaires (Appendixes I and V). Then, there is a spider map that aims to show the positive and negative effects of using the mother tongue for learning the FL. Finally there are ten tables that compares the Spanish classes to the FL classes taking into account the materials, activities and children's reaction during the class.

4.2 Children's Abilities in the Mother Tongue and the Foreign Language

This mind map aims to show the different answers obtained from the head teacher. The answers were based on the questionnaire. The results are shown in Figure 4.1

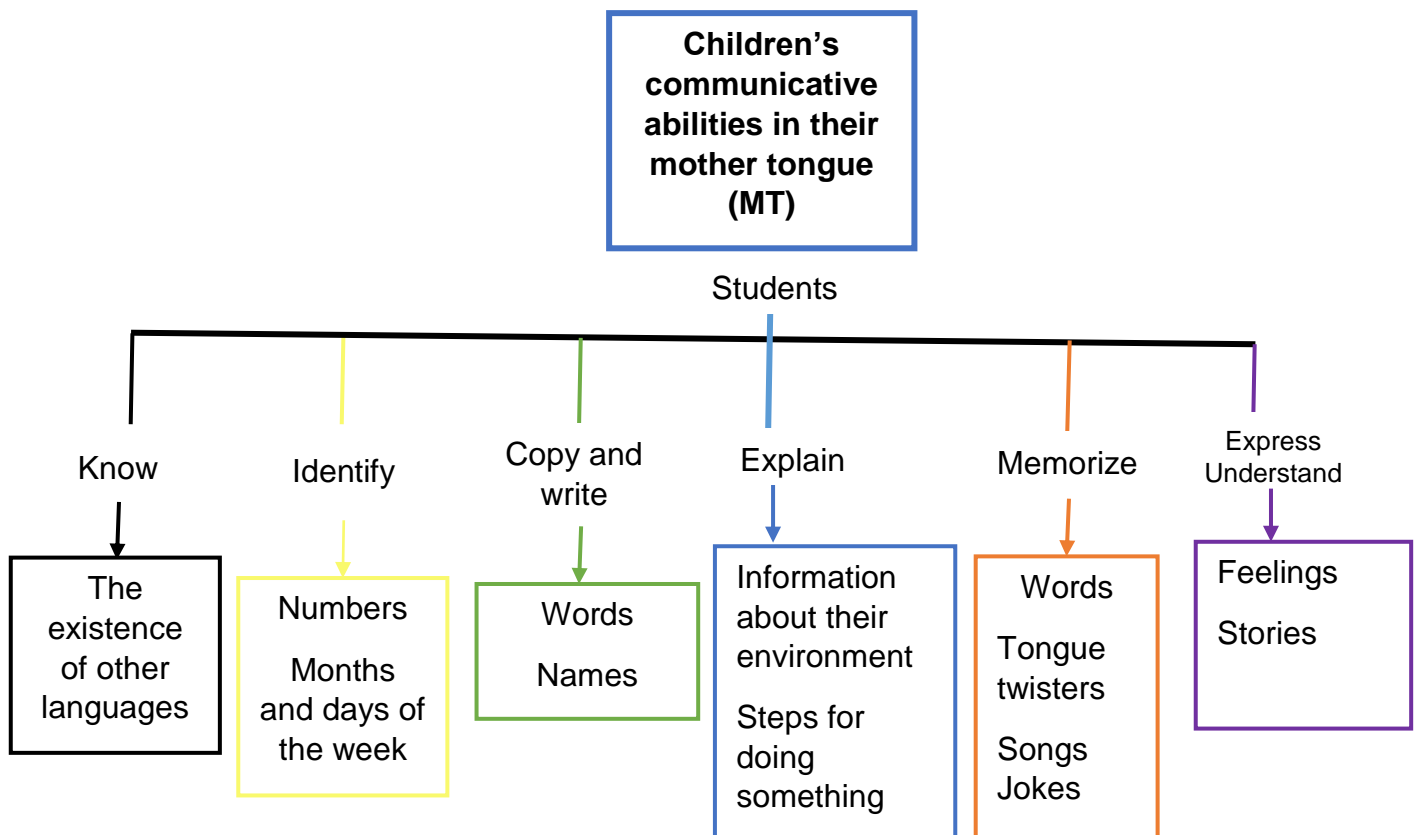


Figure 4.1 Communicative abilities in the Mother Tongue (MT)

The questionnaire (Appendix I) was asked to the head teacher and the main topic was to know students' strengths in their mother tongue. Figure 4.1 shows in different colors all the abilities that children could perform successfully. The mind map is divided into six categories and explains the students' abilities in the mother tongue. The black color shows that students had already known the existence of other languages but they did not know vocabulary and expressions. The yellow color explains that they have known numbers from 1 to 10, according to the head teacher children do different activities of counting objects and relating with the number every day, all this helped them to improve their mathematical ability. Besides the color green shows that children can write and copy their names perfectly and they are capable to copy any word and identify the letters, color blue describes students' capability for giving information about them. The color orange shows likes, dislikes, tongue twisters, phrases and songs memorization and the purple color shows that students the main ideas of stories and feelings. All these abilities made easier for students to learn the Foreign Language, because they learnt through similar activities as in their mother tongue.

The following mind map aims to identify the development of the communicative abilities (previously seen on the Figure 4.1) in the FL. After 10 sessions of English classes, the results are shown in the Figure 4.2.

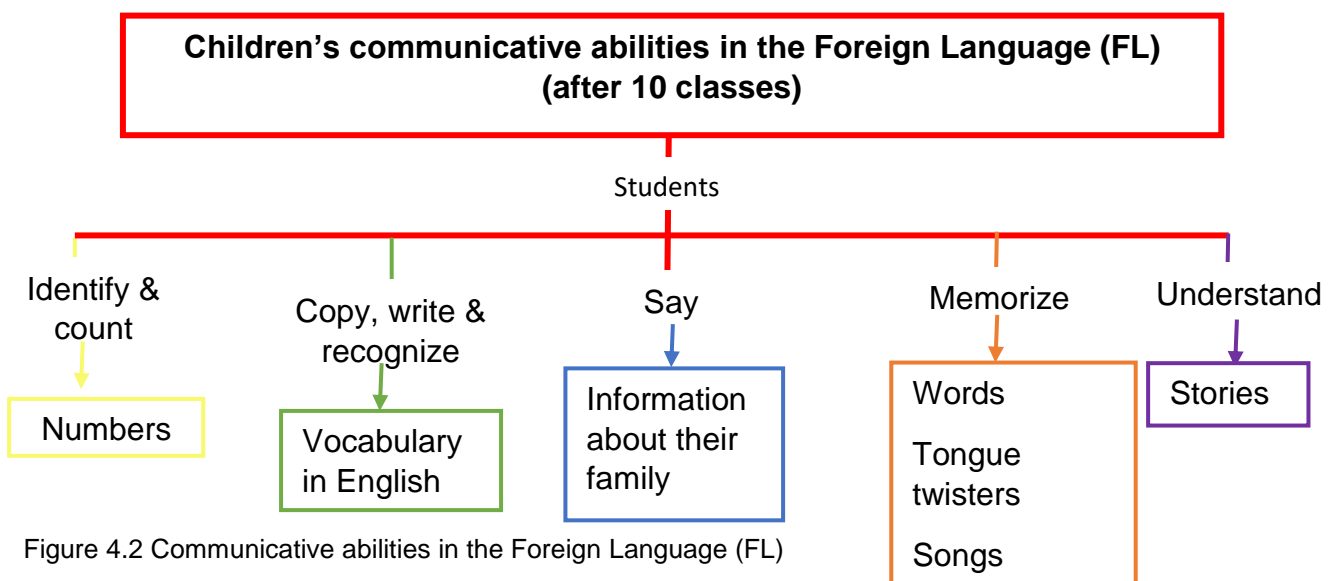


Figure 4.2 Communicative abilities in the Foreign Language (FL)

Based on the previous questionnaire (Appendix I) I adapted a second questionnaire (Appendix V) that was answered by me, this questionnaire had the same options as the first, but the aim was to know students' communicative abilities in the foreign language after ten English sessions.

As we can see in Figure 4.2 after ten sessions of English students were capable to do similar things as in their mother tongue, Figure 4.2 shows that some of these are related to the quantities (yellow color) and they may understand stories and give information about their family (blue and purple colors). One of the most important achievements in the foreign language class is that children could recognize and memorize songs, tongue twisters and vocabulary in the foreign language (orange color). On the other hand we can see a little difference between Figure 4.1 and Figure 4.2. Figure 4.1 shows that children are capable to explain steps for doing something as a recipe, follow steps for constructing and learn the days of the week and months of the year. These activities were not possible in the Foreign Language because of the lack of time for doing the research.

The findings above show that students have abilities that helped students to learn English, also the use of the same strategies in the foreign language class helped them to develop different language skills such as speaking, writing and listening; reading was not possible because of the students' age. This suggests that as foreign language teachers we can take advantage of students' abilities and improve their level of English and if we use topics or themes that students have seen in class it is easier for them to be more permeable with the language and its use.

4.3 Use of Spanish in the Foreign Language (FL) Class

The following spider map aims to show the use of Spanish during the English classes there were positive and negative effects that I be described below.

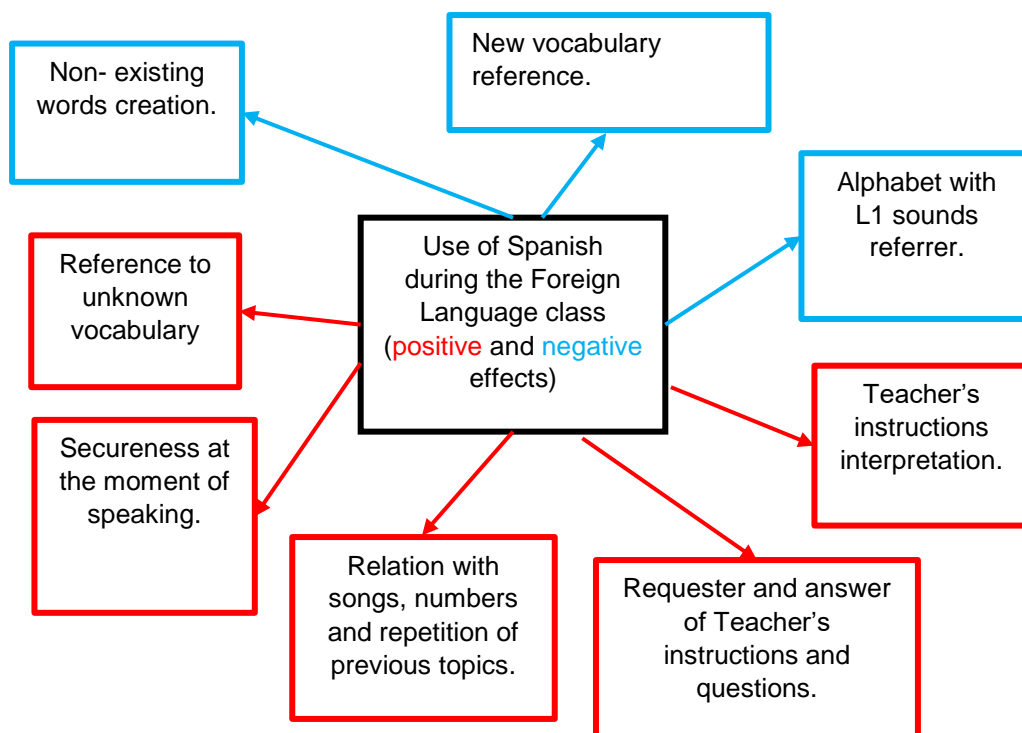


Figure 4.3 Use of Spanish in the Classroom

Figure 4.3 the use of the MT during the foreign language classes is classified in two colors red and light blue. Positive effects are in red and the negative ones are in light blue. Red squares show that students used their mother tongue to feel more confident with the English language teacher and express their likes and dislikes of different situations in the classroom, also for relating the new vocabulary in English. Students referred to the words or expressions in their mother tongue and after that in English and finally in their mother tongue. Also Students could interpret what teacher wanted to explain, sometimes they asked in Spanish and if they were correct and the teacher could change their suppositions.

On the other hand there were negative effects of using Spanish (represented in blue color), for example students created non existing words in English. Besides they gave to Spanish words different sounds and they used to say that they were talking in English and this caused a little bit of confusion, the teacher clarified their doubts though.

Finally, for learning the letters of the alphabet, students pronounce the letters as in Spanish, because it was difficult for them recognize the sound in English. The findings above show that using the mother tongue with students sometimes it is useful because they feel more confident and they can acquire the foreign language better and feeling closer to the teacher. Also they connect the Spanish lessons with the FL lessons and see how useful a foreign language is. This may show that the use of Spanish for teaching may have positive and useful results for teachers and students.

4.4 Classroom Observation Formats

The following tables present all the Spanish and English classes making a comparison between the two classes and showing the results of each class. Each table shows the results according to the observation formats (appendix II and III), both take into account the objectives, activities, material and children's performance during the class. All these in order to get more detail data for its study. The classroom observation formats are for comparing the results during the English sessions and the Mother Tongue sessions

4.4.1 Results of the First Observation

The following Table 4.1 shows that the first session was a challenge because children gave their opinions in Spanish, some of them do not feel comfortable repeating the vocabulary in English. All the time they wanted to use Spanish to refer to the information previously seen. On the other hand, it was helpful for students to do the same activities the same day because

they received the first input in their mother tongue, and then in English and that made students noticed the difference between L1 and L2 and how the foreign language helped to understand the topic better. At the beginning, using authentic materials such as a story was not a good idea because they felt that they did not understand at all; for this reason I decided to use L2, L1 and L2 in order to be clearer in the activities. The findings show that students felt comfortable with the ELT thereby students can develop better in the learning process of the foreign language. We can conclude that as teachers we should give this confidence and support for learning because they are just familiarizing with the language.

	Topic / Objective	Activity	Material	Children`s reaction during the class
Spanish class 1	Numbers/ Learn and recognize numbers by relating with their environment	Activities were guided successfully graded from easy to difficult for learning numbers.	The head teacher used the computer lab, this was enjoyable for children because they did different activities that involved counting and matching quantity with the number in different exercises.	Some of them knew how to count and match the number with the quantity. This caused that the students who did know matching, gave their best for matching and counting. Finally, students supported each other. The head teacher used team work in order to have a meaningful class.
Foreign Language class 1	Numbers/ Identify the numbers and match them with the quantity	The activities were about learn numbers in the FL and the teacher used L2, L1, L2 for giving instructions, emphasizes the use of listening, writing and speaking.	I took into account Ss' used a song for teaching simple expressions and told them a story that involved the use of the language and I asked them to count and paste animals in a worksheet	At first, children said the numbers in Spanish, then they started to repeat the vocabulary and expressions the teacher gave to them. They did not use expressions in English by themselves and most of the time they speak in Spanish and I corrected them in order to help students to repeat and assimilate de new information.

Table 4.1 Results of the First Observation

4.4.2 Results of the Second Observation

	<i>Topic / Objective</i>	<i>Activity</i>	<i>Material</i>	<i>Children`s reaction during the class</i>
Spanish class 2	My name in an autograph/ learn to write their names in cursive letter.	The activities were related one to each other, the head teacher introduced the topic by using famous characters that Students known, they could express their likes and they observed how famous people write their names.	The head teacher used pictures, markers and papers for writing information. Also she used the projector.	Children gave their opinion about the topic and wrote their names in cursive letter and gave their opinion about what is an autograph. This activity helped students to develop their emotional intelligence because they matching with their partners sharing ideas and likes.
Foreign language class 2	My name in an autograph/ Identify what is an autograph and play to be famous	Considering the previous class I started with a short cartoon called "Donald duck and the autograph", then I taught them how to say "te quiero" in English and write to their classmates, to do so I used body language in order to be clearer for Ss. Finally Students performed a character and said the phrase; "I am Pedro, I am famous and I like captain America"	I played the good morning song in order to learn simple expressions, also I used the projector to show the cartoon and little notebooks where students could write a phrase in English for their classmates. They also had different customs in order to express different phrases in English.	They started to use simple expressions as "good morning, teacher", "thank you", "please" and "you are welcome". Besides they used their mother tongue for participating in class giving points of view. Also they practiced listening and speaking to express something they like. Finally they wrote a phrase for their classmates. The activities helped students to communicate something extra about themselves and use the FL to express feelings for their partners.

Table 4.2 Results of the Second observation

The second class was designed for learning to write and copy and as teacher it was a challenge to look for the ideal material and activities for teaching. For this reason, I implemented a Disney cartoon that helped students to understand better about what an autograph is. For this second class they accepted the language more naturally, just a few felt awkward of repeating in English. The findings above may show as teachers we can take

advantage of using materials that students like, we need to take into account the aim of the class and if it is related to the topic apply the material in class.

4.4.3 Results of the Third Observation

	Topic / Objective	Activity	Material	Children`s reaction during the class
Spanish class 3	Numbers (1-10)/ Recognize & learn numbers	The activities were relating to count in different forms and were meaningful for Students all related with real situations.	The head teacher did not use the board she used candies, balloons, coins and big foamy numbers. Also she used the materials properly as a result of that children enjoy the idea of counting and have a candy.	Some of them knew the numbers and other learn to count and it was successful because most of them did it and it was not need for students to ask questions. Others referred to the incorrect number but the head teacher helped them and correct them.
Foreign language class 3	Numbers (1-10)/ Count different items and identify the numbers in the foreign language.	The activities were focused on singing songs at the beginning and at the end that emphasizes the use of expressions in English then children practiced counting and matching the quantity with the number.	I used, foamy numbers, songs and a video about numbers.	Students refer to the vocabulary in Spanish then in English, also when they did not remember the word in the FL they used L1. Also they improved their speaking and listening skills, because the listened the vocabulary and repeated the words and named the images that the teacher used.

Table 4.3 Results of the Third Observation

Table 4.3 shows that students had understood the main concepts clearly in their mother tongue and the head teacher was a guide to improve their knowledge about numbers. One of the important things in the Spanish class was that the head teacher used most part of the time didactic material that let students experiment, discover and be curious about the topic, rewarding with candies and balloons made the class fun and interesting. For this reason I based the activities on music, visual materials and pictures that let students know about the topic. The findings may suggest the more we use different kinds of materials with students, the more curious they will be and at the moment of doing the activities. They will be very

motivated and interested on doing the activities. Also, they may try to use the foreign language most of the time.

4.4.4 Results of the Fourth Observation

	Topic / Objective	Activity	Material	Children`s reaction during the class
Spanish class 4	Letter A/ Identify the sound and spelling of letter "A"	Students match animals or names' words with letter A, then they answered some activities.	The head teacher used the computer's lab to do the activities that involved the use of pictures and sounds of the letter A	They repeated the words and matched with the picture and some of them needed help to do it because it was difficult. At the end, they gave their contribution by giving words in Spanish with letter A. They matched the images with the correct sound of the letter and the head teacher helped them to repeat the words.
Foreign language class 4	Letter A/ Memorize words with letter A	The vocabulary was similar to L1 and everyone followed a sequence using L2, L1, and L2 for teaching to children. Also the activities helped to identify the letter better.	The materials were meaningful, I used a video that shows letter A based on the phonics in order to do not confuse Students with the sound in Spanish. Also I used a story that was told and perform by me and Students. Finally Students used letters to form words with letter A.	Students could copy and repeat the word by using body movements, also they greeted the teacher and used simple expressions in English and Spanish to communicate their main feelings and ideas. They said the sound of the letter and immediately they said "a" is for "apple, alligator, araña". Students built a connection between both languages.

Table 4.4 Results of the Fourth Observation

Table 4.4 shows that all the time students are enrolled with the use of technology and it helps to develop their abilities, also they could understand and assimilate better the information, in this case they could identify the letter "A" and the sound . On the other hand, as we know the sound vary according to the language and in the Foreign Language class students referred to the letter "A" with its sound in Spanish, for this reason I decided to use

material that allowed students to identify the sound of the letters in English, this helped students not to get confused at the moment of doing the activities. The use of phonics activities was useful because the students could understand better the vocabulary and the existence of words in English with familiar sounds in Spanish.

As teachers, we should provide self-confidence to students and use appropriate material in order to succeed in class at the moment of doing the activities.

4.4.5 Results of the Fifth Observation

	Topic / Objective	Activity	Material	Children`s reaction during the class
Spanish class 5	Numbers 1-10/ Counting and recognizing numbers	The activity is sequenced from easy to difficult, the first activity started recognizing the numbers (repetition), and they counted coins and identify numbers. The second activity was about throwing a ball and practicing numbers.	The head teacher used big foamy numbers, coins a piece of cloth to cover Students` eyes, a box with numbers and a ball.	Students could identify the numbers, then they started counting their fingers and guessing how many coins they have. At the moment of guessing some of them did it and could count until ten and they matched the number of coins with the number.
Foreign language class 5	Numbers 1-10/ Learn to count in English	The activity was based on L1 class emphasizing on counting and developing the speaking skill, then they practiced their listening skills by playing bingo. Also at the beginning and at the end I played a song about greetings in English.	For this session I used bingo cards, cupcakes, coins, big foamy numbers and candies. All the materials promoted the use of the Foreign Language.	They related the topic with previous knowledge and some of them started counting in English and finish counting in Spanish or vice versa. Also they could recognize the numbers in English at the moment of playing bingo. Finally I showed a number then Students raised their hand and said the number and I gave them a candy according to the quantity. They were motivated and gave their best effort for learning in class.

Table 4.5 Results of the Fifth Observation

Table 4.5 shows that every time students practice the same topic in order to improve their skills, and the head teacher is always monitoring their advance learning the numbers because it is an important topic that at the end of the course students must dominate.

For this reason students practiced with numbers in different kinds of games that let them develop and assimilate the information better.

Based on this, I supported the head teacher by doing similar activities as playing bingo (to recognize numbers), using little cupcakes molds for counting, and an activity with a box activity, all this help students learn the numbers in the FL.

The findings above show that the use of activities that are similar, help students to try and learn every time, sometimes they had errors with the head teacher and others with me, and this showed how learners improved their skills in both languages.

4.4.6 Results of the Sixth Observation

	<i>Topic / Objective</i>	<i>Activity</i>	<i>Material</i>	<i>Children`s reaction during the class</i>
Spanish class 6	Letter B/ Identify the sound and word with letter B	The activity was about choosing pictures that have the B sound, then students copy the word.	The head teacher used the projector and pictures	The pictures were related with their environment and Students liked this, they could participate all the time, some of them could recognize the word. Also they said some words with letter B.
Foreign language class 6	Letter B/ Identify vocabulary starting with letter B	The activity was related to with the Spanish classes I gave instructions in L2, L1 and L2 and involved the use of speaking and listening skills. I presented words with letter B and Students repeated the vocabulary, also they practiced a tongue twister by playing hot potato. At the end, I played a song about greetings in English.	I used pictures, words in English with physical movements to recognize the vocabulary, and a toy for playing hot potato with music.	They recognized the letter and referred to the letter in the Spanish sound. Also most of them memorize the word by using physical movements, and used the Foreign language to greet the teacher, they invented words in English. Though they liked the pictures and participated in class.

Table 4.6 Results of the Sixth observation

In the 6th class, (Table 4.6) students started to greet in English as saying “hello” and “good morning”, they memorized and matched the sound of the letters to the new words they used the MT for naming vocabulary with the letter, also they matched the MT words with new FL vocabulary, they were capable to write the words and point to the correct image in the FL

and the MT and they identified the letter on its written form. The use of the technology helped to develop the activities successfully because they practiced at the lab.

This class is very similar to the letter “A” class and helped students to use more the FL and be familiarized with the type of activities during the English class.

4.4.7 Results of the Seventh Observation

	<i>Topic / Objective</i>	<i>Activity</i>	<i>Material</i>	<i>Children`s reaction during the class</i>
Spanish class 7	Mexican rhymes/ Students knew the variety of Mexican’s rhymes and they played during the song.	Students sang and played “jugaremos en el bosque” in the playground.	Song	They sang and participated by describing the activities that their partners were doing student.
Foreign language class 7	Mexican rhymes/ Ss memorize a song with a Spanish rhythm and learn three verbs for describing a daily routine.	The activities started by recognizing verbs in English,I performed actions in English and students repeated the verb and the action, then they played “the wolf song” and repeated the previous verbs. At the end, I played a song about greetings in English.	I used “realia” for teaching the verbs, then the song for playing in the playground.	They liked using objects to play to be the wolf and this helped Ss to repeat the vocabulary. Unfortunately they could not learn the song they just tried to repeat and played.

Table 4.7 Results of the Seventh Observation

For class 7 (Table 4.7) students really understood what they should do in the Foreign Language class. They were involved in the class always waiting for new relevant information. The head teacher decided to teach them something about culture that allowed students to know more about Mexican songs that involve playing and fun.

For this reason, I decided to take advantage of this kind of game and I adapted the Mexican song “jugaremos en el bosque” giving students some verbs of a daily routine that allowed students to describe some of the activities that they usually do. All these used “realia”, objects that let students perform the activities, also the head teacher have a little bed in the classroom that help students to act as the wolf.

The findings show that as foreign language teachers, we should be creative at the moment of designing the activities and teach students through different games. For us, teachers, every class is a challenge because as we know most of Mexican students are not in a Foreign Language context and if we base our activities on the use of vocabulary, expressions, rhymes, songs, tongue twisters, etc., in their mother tongue, children will do it in the Foreign Language because they are familiarized with this kind of language expressions.

4.4.8 Results of the Eighth Observation

	Topic / Objective	Activity	Material	Children`s reaction during the class
Spanish class 8	The family/ Recognize the kinds of the family	Students talked about their family (members, job, hobbies), and the kind of activities that they do with them.	The head teacher used photos about Ss' family	Ss liked seeing the pictures and talk about their family to their classmates.
Foreign language class 8	The family/ Students memorize six members of the family and identify the kinds of family	The same topic was given in the Foreign Language and I centered on learning the vocabulary, practicing writing, listening and speaking skills. Every time the teacher referred in L2, L1 and L2. At the end I played a song about greetings in English.	Songs, Video about family, computer's lab, family dice, family drawings.	Students talked about their family and express their feelings about living with their family. Also they practiced speaking by repeating the vocabulary and saying the expression "I live with..." Finally they identify the words by doing an activity on the computer and drawing their family in their notebook.

Table 4.8 Results of the eight observation

The head teacher worked with the students different areas that let students identify their feelings, emotions likes and dislikes. One of this reflexive activities was talking about family as we can see on Table 4.8, the head teacher showed students' photos about their family and students gave their opinions. For this reason after the head teacher's explanation I showed the students a video about the kinds of family emphasizing the previous information

and teaching students new vocabulary of the family. All of this was possible with the help of the activities that are in the computer lab.

The findings above show that working together with the head teacher let students to express their forms of living in both languages students could use the expressions “I live with...” and also name their family members using the Foreign Language. As teachers we can provide information related with Students’ environment, and students may improve and assimilate the new knowledge better.

4.4.9 Results of the Ninth Observation

	Topic / Objective	Activity	Material	Children`s reaction during the class
Spanish class 9	The letter D/ Identify the sound and word with letter D	The activity was about matching the words with the sound. (computer activity)	Computer lab	Students liked using the computer and some of them did the activity without difficulty.
Foreign language class 9	The letter D/ Identify vocabulary starting with letter D	Students copied the words with their abc material and mix the new words with previous vocabulary also repeated and identified the words with A, B and D. Also students listened a story about letter D. At the end I played a song about greetings in English.	Songs, Words with letter D, story.	Students practiced listening, and they could understand the story, also they practiced speaking by saying the previous vocabulary and adding the new words, they really enjoyed all the activities and all the time they were participating. At the end they copied the words successfully and said the words to me.

Table 4.9 Results of the Ninth Observation

Table 4.9 shows that students liked using different technology to improve their knowledge about a topic. For them it is interesting and meaningful to use a computer. After having the class with the head teacher, they practiced the same topic in English. This class focused on letter “D”, I decided to use authentic material as the Table 4.9 shows I told them a story that was about letter “D” and let students to know about the letter and recognize vocabulary in English, for students it was enjoyable because during all the class they participated by giving

their points of view, answering and repeating the vocabulary when it was necessary. At the end I mixed the previous words (with a, b) and I asked them to repeat and identify the words and they do it successfully. On the other hand some students did not improve their language skills, and it happens because of their absences to school, so that, they could not understand very well. The findings above show that the activities were guided carefully in order to improve student's abilities in both languages. Also, their good foundations on the mother tongue take vital part for understanding the foreign language better, memorize and understand all the information in comparison with the students who were absent.

4.4.10 Results of the Tenth Observation

	Topic / Objective	Activity	Material	Children's reaction during the class
Spanish class 10	The family/ Recognize the kinds of the family	The head teacher told them about the activities that she does with her family	She said the story using body movements and different sounds.	They paid attention to the story because the teacher played with her tones of volume also she used different commands as sit down, clap, stomp and say the word in order to catch students attention.
Foreign language class 10	The family/ Students memorize six members of the family and identify the kinds of family	I told students a story about the kinds of family, then students listened the song "just right for me", they played hot potato, threw the dice and repeated the vocabulary, Looked up for the picture in their homework and sang the finger song. Every time then I referred in L2, L1 and L2. At the end I played a song about greetings in English.	Songs, story, dice.	They liked the story and most of them recognized the picture and said "mom", "dad", etc. Also they said "teacher, I live with my mom" after practice this one class before. Finally they could identify the picture in their homework and when the dice showed "uncle" everybody showed the uncle picture.

Table 4.10 Results of the Tenth Observation

In order to consolidate previous vocabulary and expressions as Table 4.10 shows, the head teacher decided to talk about the family for a second time and helped me to introduce for second time the topic of the family. This helped students to consolidate the topic, and they participated a lot with me.

The students as the Table 4.10 shows, they could identify the vocabulary about the family and answer to me who do they live with? also they have pictures about their family and I said one word and students could look for the correct picture and show me.

The findings above show that it is necessary to teach the topics many time as is necessary according to students' age and performs during the class, all this to get better results as the production of the language by students.

4.5 Conclusion

As a conclusion of this chapter, we can see that using English for teaching content is very challenging and demanding for the English language teacher because the teacher should look for the information and adapt it or even, created the material and activities for students expecting that all this plan works successfully with them. Also students sometimes are eager to do the activities and they did it successfully but others they did not want to participate with their classmates or just they did not want to do the activities. It is important to say that the materials take a vital part of teaching in both languages because it is the main tool to catch students' attention and keep them involved in class.

If the English language teacher uses all this material in favor successfully, the learners will enjoy and participate during the classes, also if all these are related with their classes, because the English language teacher makes the learner, relate and participate in the class giving their points of view.

CONCLUSIONS & RECOMENDATIONS

CHAPTER V

5.1 Introduction

This chapter aims to show the general conclusion after doing all this research, the organization of the chapter is as follows: the general findings that show the most relevant information about the research, then the implications of the study that explain the impact in the research context, suggestions for further research, limitations of the study emphasizing the contextual and methodological limitations and a brief conclusion of the research.

5.2 Findings

The purpose of this study was to answer the research questions, using the different instruments presented in Chapter III. The study concentrates on the use of materials for the L1 class and the FL class and how to use them properly for leaning a foreign language. Also it give emphasis to the use of Spanish as a tool for learning English based on content previously taught in class.

I took into account the most suitable methodology for getting better results during the research and I revised the different language transfer patterns that helped students to improve the learning of the English language.

The findings of this research are summarized and presented in the Table 5.1 below. The table shows research questions and their results during the research taking into account all the previous details during the ten sessions of Spanish and English.

Finally, Table 5.2 shows all the repeated patterns and findings of using authentic materials for teaching English in comparison to teaching Spanish and how the students reacted to the classes.

5.2.1 General Findings

FINDINGS	
General Research question: Is it possible to teach English based on contents previously taught in Spanish?	
Specific question	Findings and Results
<p>What are the advantages of using English to Consolidate Spanish taught contents?</p>	<p>Students learn through different kinds of activities that let them improve the different skills (listening, reading, writing, and speaking) but all these need a reference to be successful and the mother tongue is the reference. The mother tongue is used for interpreting the FL and finding a relation with the activities, also it is helpful for children to feel more confident about the topic that they are learning</p> <p>There are different positive effects, for example; students could ask the teacher and have a better relation with her, also it helps to appreciate the language as a tool for learning things that are interesting for students. Finally it is well known that students like a teacher who cares for their necessities and check when to use English and when to use Spanish, in this case the teacher always used the foreign language first, then the mother tongue and finally the foreign language, the mother tongue helped to understand the instructions or expressions used in English and in this way students sometimes substitute a word in Spanish for a word in English. This shows that students assimilated the information with the use of Spanish</p>
<p>What is the most suitable methodology to help learners to learn content?</p>	<p>Through all the research I found that the use of different methodologies help to learn the language in different ways, for the methodology it is important to say that Content Based Instruction is the most appropriate, because it is a methodology that helps to teach the content and provides a meaningful language to students. Also the CBI is based on the classes are having.</p>
<p>How can Spanish-English transfer help learners to learn English?</p>	<p>Transfer helped students to refer to vocabulary previously seen, sometimes they said “It is number cinco” or “ese número es five maestra” this is a clear example about the use of transfer during the class and shows how students assimilate and use words in English and Spanish.</p> <p>Also the different authentic materials took a vital part for this research Thus, it helped to match knowledge because students were accustomed to use didactic materials they can touch, taste or feel and all this was taken into account for looking for authentic materials and adapt others.</p>

Table 5.1 General Findings

5.2.2 General Results of Using Authentic Materials.

LESSON	Material	Spanish Session	English Session
1	Computer lab Activities that involved playing with numbers. Songs and worksheets.	The students were excited of using the computer and that helped to get meaningful knowledge of the topic.	Students had curiosity of learning English and that made them feel self-confident. The materials played an important role because they liked coloring images and singing songs.
2	Projector Pictures Good morning song Little notebooks.	Students reinforced their writing skills and emotional intelligence when they used the material for describing images and different situations.	Students reacted to the materials very similar to Spanish, they knew what to say in the video and they expressed their feelings basing on images, and the videos presented with the projector. Finally they started to use simple phrases to refer to a partner's feeling.
3	Candies Balloons Foamy numbers Songs Numbers video	Students liked the idea of using balloons and counting with me. Some of them started to name the numbers in English.	Students counted in the English and teacher encouraged students to do it. Also the students liked singing and using the foamy, this helped to build connections between quantity, number and language transfer.
4	Computer lab Video Images Story Letters	They said the words in Spanish.	The students liked the images and videos, also they reproduced the sound of the letter and matched with the correct image, Storytelling helped to reinforce the vocabulary previously seen.
5	Coins Foamy numbers Ball Bingo cards Cupcakes candies	The students showed enthusiasm because the material was for playing while they were learning. I played with them to count and they started to refer to the numbers using English	They liked playing bingo and using the cupcakes, also they started to use the FL for counting and matching with its number.

6	Projector Pictures Toy Music	They said the words in Spanish.	The students liked the images and videos, also they produced the sound of the letter and match the correct image. Finally students used both English and Spanish.
7	Realia (Toys) Song "Jugaremos en el bosque" in Spanish and English version.	Students sang the song in Spanish.	Students vocabulary have a more meaningful experience because they used the song for describing a daily routine and the previous Spanish class helped them to follow rules and express their needs better at the moment of speaking.
8	Family photos Songs Videos about family Family dice Family drawings	Students described their family using photos.	Students recall their photos with the new vocabulary in English and they referred to the pictures (dice) using the correct English expressions. They built a connection between L1 and L2. The material helped students to talk about with their own family.
9	Songs Computers lab Words with "D" Story	They said the words in Spanish.	The students liked the images and videos, also they reproduced the sound of the letter and match the correct image. Storytelling helped to reinforce the vocabulary previously seen.
10	Songs Story Dice	Students gave their opinion about their family and the family of the story.	The students used vocabulary in English to refer to their family members. The pictures on the dice reinforced all the expressions by playing a game.

Table 5.2 General Results of Using Authentic Materials

5.3 Implications of the Study

This study impacted to the context where it was developed because the head teacher noticed that students had interest for learning the foreign language. Also the head teacher learned how to use one of the computer programs in English to continue practicing later.

The head teacher could realize that English is useful for students and if it is related with the topics that students know, it is better because they can use the Foreign Language. Also, the principal of the school expressed that learning English in this way by doing different activities helped students to feel more confident and secure in the classroom and during their learning process.

Finally parents also gave more importance to the foreign language because students referred to them with some expressions as “mira two perros” or “mom te quiero”, all this was expressed by some parents to the Spanish teacher and they promised to help their children at home.

5.4 Suggestions for Further Research

This research may help novice teachers who are studying “Practica Profesional” with children (kindergarten and primary school), because they could take into account to teach content instead of teaching topics in English in a classical way (emphasizing the use of the language in real context). This approach of teaching helps to show students that English has a use and they can find information in a foreign language that is meaningful and useful at school and at home.

Also it is a suggestion to implement English classes at public schools because children may learn different topics without losing the English language and improving their learning.

5.5 Limitations of the Study

This research had some limitations from the beginning; before applying the instruments it was necessary to establish the number of classes in order to get the expected results. At the end I decided to give ten English classes because of the lack of time. Also another limitation in the research context was the lack of compromise from some students, because they did not go to school regularly and this caused that children did not understand the topics. Finally, sometimes it was difficult to do all the activities planned in the lesson plan (Appendix IV) because children had different classes such as music, sport class and computer class and students are at school only three hours. Eventually all the results were collected successfully because the head teacher and I could always find a solution.

5.6 Conclusion

As a conclusion it is important to express that I have never done research before and it was a little bit difficult because I needed to establish all the main purposes for the study in order to follow the same ideas in each chapter. Teaching English is not an easy task, but this experience has helped me grow as a person and a teacher because I acquired more experience and knowledge about teaching children and how to teach them.

Finally I am so proud for all the effort that I devoted in order to get the results. Now I've realized that the discipline provides us much better results when we want to get something.

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APPENDICES

Appendix I

Habilidad comunicativa en los niños

El propósito de este cuestionario es conocer las fortalezas y debilidades de los niños en su lengua materna. Este formato fue basado en el PEP (Programa de Estudio Guía para la Educadora) encargada de establecer los aprendizajes esperados a nivel preescolar. Por favor responda la siguiente información de acuerdo a su experiencia con el grupo. Los resultados del mismo serán utilizados con fines de investigación.

Escuela _____

Grado y Grupo: _____

Rango de edad de los alumnos: _____

- **Sin realizar:** Presentan muchos problemas y no logran realizar la actividad.
- **Mejorable:** Intentan hacer la actividad pero les cuesta trabajo.
- **Bien:** Presentan algunos problemas pero logran realizar la actividad
- **Muy bien:** Logran hacer la actividad sin problemas
- **Excelente:** La actividad realizada es excelente y los niños logran un extra

Lectura e interpretación de textos	Sin realizar	Mejorable	Bien	Muy bien	Excelente
Comprenden una historia que les es contada					
Saben que una imagen y un texto representan una idea					
Identifican los números en su forma escrita					
Escritura					
Escriben su nombre y copian palabras					
Utilizan dibujos, letras y símbolos para expresar sus ideas					
Identifican los días de la semana, meses del año y alguna fecha en especial					
Producción oral					
Expresan sus sentimientos (felicidad, enojo, tristeza)					
Dan a conocer información sobre ellos (familia, amigos, gustos, etc.)					
Explican por pasos como hacer algo (receta de cocina, instructivo)					
Memoriza trabalenguas, poemas y canciones					
Crean canciones, chistes o juegos					
Conocimiento del funcionamiento y uso del lenguaje					
Conocen palabras que existen en otros países o regiones					
Conoce el significado de palabras					
Saben de la existencia de otras lenguas					

Adaptado de (Programa de Estudio 2011 Guía para la educadora, 2011)

Appendix II

Spanish class observation

This format aims to know how the activities, materials and objectives are developed during the class. Please answer according the evidence presented in the classroom. (This classroom observation format has only research purposes).

Objectives

Which is the topic? _____

Which is the objective of the class?

Activities	Clearly observed	Not very clearly	Insufficient evidence	Not observed	Observations/ example
Teaching techniques are according to the lesson objectives					
The activities are presented in a sequence in order to relate them one to each other					
The activities are meaningful for students					
The activities are related to students' real life					
Materials					
The teacher uses conventional materials (markers, notebook, book, board)					
Teacher uses didactic materials					
The use of materials are appropriate according to the activities					
Materials were enjoyable for children					
Children's reaction during the lesson					
At the beginning of the class children gave their own opinion about the topic					
Children developed activities successfully					
Children asked questions about the topic					
At the end of the class they contributed with their own ideas					

Appendix III

Content Based Instruction Class

This classroom observation format has only research purposes and aims to know students' effectiveness during the foreign language lesson. Answer according to process of the class.

Objectives	Clearly observed	Not very clearly	Insufficient evidence	Not observed	Comments	Use of Spanish during the lesson
The teacher has planned her lessons according to the Spanish teacher						
Teacher states goals of class session						
Situates students in terms of previous knowledge						
Language						
Teacher uses the four skills						
Teacher emphasizes the use of expressions in English.						
Teacher uses the language according to students' needs						
Activities						
Activities are according to lesson objectives						
Activities are related to Spanish classes						
During the activities teacher uses key words in Spanish						
There were smooth transitions during the activities						
Involve the use of different skills						
Children's reaction during the lesson						
Children relate the topic with previous knowledge						
Children participate actively giving their points of view						
Children use their mother tongue to participate in class						
Children use English in the different skills						
Children use expressions in the foreign language						
Materials						
Materials take into account students' needs and interests						
Materials promote the use of the Foreign Language						
Materials are appropriate at the moment of teaching						

Appendix IV



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS
LESSON PLAN FORMAT



Topic: Learning numbers

Class number: 1

Number of Students: 25

Time: 50 minutes

Intended Learning Outcome: Children identify numbers from 1 to 10 and relate with the quantity

Language aim: children say the numbers and express one phrase

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Teacher introduces herself and sings the good morning song, then students sing with the teacher	Listening Speaking	T- Ss	5 min	USB, speakers
Pre- activity	Teacher sticks big numbers on the board and repeat the numbers with students then she tells a story to children	Speaking Listening	T- Ss	10 min	Big numbers made of foamy, Pigs,
Activity	Teacher says the number and in pairs students step the numbers, then teacher sticks the characters of the story and children match the number with the quantity	Listening	T-Ss	10 min	Big numbers, big characters
Post- Activity	Children answer a numbers worksheet	Writing	Ss	10 min	Worksheet
Evaluation	Teacher gives students animals and students have to say how many animals they have and write on the worksheet	Speaking Writing		10 min	Animals pictures
Follow- Up	Students sing the goodbye song with the teacher	Listening speaking	T- Ss	5 min	USB, Speakers



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Topic: Famous people

Class number: 2

Number of Students: 25

Time: 50 minutes

Intended Learning Outcome: Children identify what is an autograph and play to be famous

Language aim: Children express two phrases in English and write one

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Teacher sings the good morning song, then students sing with the teacher	Listening Speaking	T- Ss	5 min	USB, speakers
Pre- activity	Students watch a video about famous people and identify what an autograph is, then the teacher gives a little book for writing their autographs	Listening	Ss	10 min	Videos, projector, computer, speakers, papers
Activity	Teacher gives students different characters and students play in teams of four (students say I`m a princess and I`m famous)	Listening speaking	Ss- Ss	10 min	Customs, speakers, music
Post- Activity	In pairs students ask for an autograph and write one phrase (thanks for being my friend.. Ximena) also they practice the words please and thank you	Writing speaking	Ss- Ss	10 min	Paper, colors
Evaluation	Children draw their favorite person in the paper and say I like	writing	T-Ss	10 min	Paper colors
Follow- Up	Students sing the goodbye song with the teacher	Listening speaking	T- Ss	5 min	USB, Speakers



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Topic: Reinforcing the numbers

Class number: 3

Number of Students: 25

Time: 50 minutes

Intended Learning Outcome: Children count different items and identify the numbers

Language aim: Children count from one to ten and recognize the number

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Teacher sings the good morning song, then students sing with the teacher	Listening Speaking	T- Ss	5 min	USB, speakers
Pre- activity	Students sing the number song with the teacher, then the teacher gives a number to ten students and they repeat the number by singing	Listening	T-Ss	5 min	Speakers,
Activity	Teacher plays music and students walk around the classroom. The music stops and the T call out a number and the students get together in a group of that number.	Listening speaking	T- Ss	10 min	Numbers, speakers, music
Post- Activity	Students play bingo with the teacher	Listening speaking	T- Ss	10 min	Bingo papers
Evaluation	Children paste animals in a worksheet (relate the quantity with the number) and write the name of the number	writing	T-Ss	10 min	Paper, pictures
Follow- Up	Students sing the goodbye song with the teacher	Listening speaking	T- Ss	5 min	USB, Speakers



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Topic: Reinforcing the numbers

Class number: 4

Number of Students: 25

Time: 50 minutes

Intended Learning Outcome: Children count different items and identify the numbers

Language aim: Children count from one to ten and recognize the number

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Teacher sings the good morning song, then students sing with the teacher	Listening Speaking	T- Ss	5 min	USB, speakers
Pre-activity	Students sing the number song with the teacher, then the teacher gives a number to ten students and they repeat the number by singing	Listening	T-Ss	5 min	Speakers,
Activity	Teacher plays music and students walk around the classroom. The music stops and the T call out a number and the students get together in a group of that number.	Listening speaking	T- Ss	10 min	Numbers, speakers, music
Post-Activity	Students play bingo with the teacher	Listening speaking	T- Ss	10 min	Bingo papers
Evaluation	Children stick animals in a worksheet (relate the quantity with the number) and write the name of the number	writing	T-Ss	10 min	Paper, pictures
Follow- Up	Students sing the goodbye song with the teacher	Listening speaking	T- Ss	5 min	USB, Speakers



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Topic: Learning numbers

Number of Students: 25

Intended Learning Outcome: Learning to count in English

Class number: 5

Time: 40 minutes

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Children sing the good morning song	Speaking	T-Ss	5 min	Song, speakers
Pre- activity	Children listen the numbers song then they sing with the teacher	Listening speaking	T-Ss	5 min	Song, speakers
Activity	Children play bingo (counting the number of items) and the second time identifying the number	listening	T-Ss	10 min	Bingo cards
Post- Activity	In pairs children put in cupcakes some coins according to the number(count in English the number of coins)	Listening speaking	Ss-Ss	10 min	cupcakes
Evaluation	Teacher shows a number and students say the number	Speaking listening	T-Ss	5 min	Foamy numbers
Follow- Up	Children sing the goodbye song	Speaking	Ss	5 min	Song, speakers



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Topic: Learning letter B
 Number of Students: 25

Class number: 6
 Time: 40 minutes

Intended Learning Outcome: Recognize vocabulary with letter B and copy the words with teacher's help

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Children sing the good morning song	Speaking	T-Ss	5 min	Song, speakers
Pre- activity	Teacher shows them words in English with letter B and Ss repeat the words	Listening speaking	T-Ss	5 min	Pictures, words
Activity	Teacher mixes the words with letter "a" and "b" then Ss play hot potato and choose a word and say the word to the teacher.	Listening speaking	T-Ss	10 min	Hot potato, words, pictures
Post- Activity	In pairs children match the word with the picture and repeat the picture	Listening speaking	Ss-Ss	10 min	Pictures, words
Evaluation	Students copy the word with their didactic material, then they say to the teacher their favorite word.	writing	T-Ss	5 min	Didactic material
Follow- Up	Children sing the goodbye song	Speaking	Ss	5 min	Song, speakers



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Topic: Mexican songs to learn customs

Number of Students: 25

Intended Learning Outcome: Students learn five different verbs according to their daily routine

Class number: 7

Time: 40 minutes

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Children sing the good morning song	Speaking	T-Ss	5 min	Song, speakers
Pre- activity	Teacher performs verbs with the use of real objects and ask students to repeat the verbs, then Ss pass in front of the class to perform the verbs	Listening speaking	T-Ss	10 min	Realia objects as a hair comb a cap, soap, bed, pillow
Activity	Students make a circle and count from 1 to 10 and the person who make a mistake is the wolf	Listening speaking	T-Ss	5 min	
Post- Activity	Ss and teacher sing “Jugaremos en el bosque” and ask the wolf are you there? And the wolf says a verb using realia.	Listening speaking	T-Ss	10 min	Realia objects as a hair comb a cap, soap, bed, pillow
Evaluation	Students change turns and play again	speaking	T-Ss	5 min	
Follow- Up	Children sing the goodbye song	Speaking	Ss	5 min	Song, speakers



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Topic: The members of my family

Number of Students: 25

Class number: 8

Time: 40 minutes

Intended Learning Outcome: Identify and memorize 6 members of the family and say the expression I live with...

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Children sing the good morning song	Speaking	T-Ss	5 min	Song, speakers
Pre- activity	Ss watch a video about the kinds of family	Listening speaking	T-Ss	10 min	Video, projector
Activity	Students do the activity on the computer with the teacher's help according to the video	Listening writing	T-Ss	5 min	Computer's lab
Post- Activity	Students and Teacher plays the dice and repeat the vocabulary, then students identify in their pictures the member of the family	Listening speaking	T-Ss	10 min	Dice, pictures
Evaluation	Teacher asks Ss: who do you live with? And Ss answer I live with... then they draw their family and copy the title my family	Listening Speaking writing	T-Ss	5 min	Notebook, colors
Follow- Up	Children sing the goodbye song	Speaking	Ss	5 min	Song, speakers



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Topic: Learning the letter D

Number of Students: 25

Intended Learning Outcome: Recognize and memorize words with letter D

Class number: 9

Time: 40 minutes

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Children sing the good morning song	Speaking	T-Ss	5 min	Song, speakers
Pre- activity	Ss listen the story about Digory the dragon, then they repeat the words with letter D	Listening	T-Ss	10 min	story
Activity	Students copy the words and repeat the vocabulary	Listening speaking	T-Ss	5 min	Didactic material
Post- Activity	Teacher mix the vocabulary with the new one and Ss play hot potato and teacher asks for a word with letter a, b or d	speaking	T-Ss	10 min	Pictures and vocabulary
Evaluation	Ss repeat all the vocabulary and copy with their didactic material.	Listening writing	T-Ss	5 min	Didactic material
Follow- Up	Children sing the goodbye song	Speaking	Ss	5 min	Song, speakers



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Topic: My family

Number of Students: 25

Intended Learning Outcome: Memorize vocabulary about six members of their family and express who do they live with?

Class number: 10

Time: 40 minutes

Activity	Procedure	Skill	Set Up	Time	Material
Warm- up	Children sing the good morning song	Speaking	T-Ss	5 min	Song, speakers
Pre- activity	Teacher tells a story about the kinds of family then students listens the barney song “just right for me” and identify some words in the listening with teacher’s help.	Listening	T-Ss	10 min	Story, music
Activity	Students make a circle and play hot potato and say I live with... then they throw the dice and repeat the vocabulary	Listening speaking	T-Ss	5 min	dice
Post- Activity	Students sing the finger family using their hands	speaking	T-Ss	10 min	song
Evaluation	Students show their picture and say I live with my mom, my dad and brother	Listening writing	T-Ss	5 min	picture
Follow- Up	Children sing the goodbye song	Speaking	Ss	5 min	Song, speakers

Appendix V

Children's communicative abilities in the Foreign Language (FL) (after 10 classes)

The purpose for this questionnaire is to know the abilities that students achieved after ten foreign language classes according to the communicative abilities that are established on the PEP. This questionnaire has only research purposes, please answer according to Ss' improvement.

- **Very difficult:** Students cannot do it the activity.
- **Difficult:** Students try to do the activity but is very challenging for them.
- **Neutral:** Have just a few problems but they can do the activity
- **Easy:** Students perform the activity without problems
- **Very easy:** The activity is successful and students perform an extra

Reading and text interpretation	Very difficult	Difficult	Neutral	Easy	Very easy
Understand a story					
Identify numbers (quantity and number)					
writing					
Write their name and copy words					
Identify the days of the week and months of the year					
Oral production					
They express their feelings (happiness, angeriness)					
Give information about them					
Explains how to do something as a recipe					
Memorize tongue twisters, rhymes and songs					
Create songs, jokes					
Function and use of the language					
Know vocabulary in other languages					
Know the meaning of the vocabulary					
Know the existence of other languages					

Adapted from (Programa de Estudio 2011 Guía para la Educadora, 2011)