



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

**FACULTAD DE LENGUAS**

**“PERCEPTIONS OF EFFECTIVE ENGLISH TEACHING IN THE PNIEB  
PROGRAM IN PUEBLA”**

**Tesis presentada para obtener el título de:**

**LICENCIATURA EN LENGUAS MODERNAS**

**BY**

**URSULA PATRICIA MATEOS RAMOS**

**MAESTRA. VICKY ARIZA PINZON**

**PUEBLA, PUE.**

**MARZO 2016**



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**A thesis submitted to the Faculty of Languages for the degree of**

**LICENCIATURA DE LENGUAS MODERNAS**

**FACULTAD DE LENGUAS**

**By: Ursula Patricia Mateos Ramos**

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**“Perceptions of effective English Teaching in the PNIEB Program in Puebla”**

**The thesis has been read by the thesis committee**

**of**

**Ursula Patricia Mateos Ramos**

**And is considered worthy of approval in partial fulfillment**

**of the requirement for the degree of**

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## **CHAPTER I: INTRODUCTION**

### **1.1 Introduction to the problem.**

In accordance with the website (ESL EXPERTISE) nowadays, English is the most important international language in the world, a report published by the British Council estimates that about two billion people will be learning English in the next decade.

This makes us reflect on our own case, where we are placed in this globalization, and what we want to achieve, it is necessary to take stand to be prepared for the future and the demands that contains itself.

Kindergarten (according to the Oxford dictionary, in North America), is a class or school that prepares children, usually from four to six-year-old, for the first year of formal education; this makes what it is taught to children very important and relevant, because during this stage children start building their own knowledge and learning styles, so it is crucial to provide children with the necessary tools to benefit their future but also be useful for their academic development.

This has created a major concern to the national system of education, giving as a result the teaching of English as a mandatory subject from third grade of kindergarten to secondary school which is considered the basic education in Mexico. The Secretary of Public Education (SEP) settled down the National Program of Basic Education in English (PNIEB) in 2009 which contemplates the teaching of English as a second language in the three levels of basic education. This program is divided in four cycles; each one is focused on a stage of students during the basic education which includes from kindergarten to secondary school in Mexico, 1st cycle includes third grade of kindergarten and first and

second grade of elementary school, 2<sup>nd</sup> cycle third and fourth grade of elementary school, 3<sup>rd</sup> cycle fifth and sixth grade of elementary school and finally 4<sup>th</sup> cycle the three years of secondary school.

This investigation will be focused on the first cycle, fundamentally with the children of third grade of kindergarten.

PNIEB is a federal program which has a socio-cultural approach that incorporates social practices of the language, this program started to be proved in seven states mainly: Aguascalientes, Coahuila, Durango, Nuevo León, Sinaloa, Sonora and Tamaulipas; 1000 schools were chosen, among them 300 Kindergartens. These schools were characterized by their urban or semi-urban mode, they were already fully organized and finally they had two or three groups for grade. -

This program plans to cover the whole country within no more than ten years from 2011, all the country has been divided in 3 groups, in a plan of three, five and ten years. Puebla is placed in the 5 years plan to have proficient teachers of English covering the four cycles. This program sets 3 hours per week during three days a week, at the end of the course there will be 300 hours. PNIEB uses the common European framework of reference to evaluate students' progress in order to make objective assessments and pass them to the next level.

English teachers play an important role during this program, since they will be the ones in charge of this new mandatory subject in basic education. The English teachers who will be in front of each group during this cycle must have level A1 according to the common European Framework

One negative aspect is that not all the teachers possess the English level, there are some teachers who were just hired because they have some English knowledge or they came from an English speaking country and they do not have any kind of training course as teachers.

On one hand, there are some other things to take into account when teaching children. For example: the teaching style, the method, the materials used, and the children's learning process. These aspects will be studied through this research project taking into consideration the process of children's learning, beliefs of what effective teachers are and the best teaching practices

## **1.2 Significance of the study**

This research is relevant because the teachers, who will be teaching English to the kids, need to know what is important about teaching needs and strategies, what points when teaching children need to be considered in order to become better and effective teachers according to the National Program of Basic Education in English.

## **1.3 Purpose of the research**

When teachers get involved at the beginning of this process, there is very little research that helps them to know about children's needs, what has to be done and what does not.

That is why the purpose of this research is to get to know what makes teachers effective from the school principal and the third grade teacher's perspective. Third grade

kindergarten students will be studied along this project, what they do, how they behave and what effective teaching from different points of view is.

Thus, the main aim of this study is to explore effective kindergarten English teachers' competences and abilities when teaching young learners.

#### **1.4 The context of the research.**

This research is focused on third grade kindergarten students at Jardin de Niños Heroes de la Reforma, in order to get to know the different aspects that an English teacher in front of a group in the PNIEB program must cover.

#### **1.5 Methodology**

This research will be qualitative; observations and interviews will be carried out to the tenure teachers, to children and the principal, in order to make a consensus of what characteristics an effective kindergarten teacher should have.

#### **1.7 Research question**

1. What characteristics make kindergarten English teachers effective in the PNIEB context?

## **CHAPTER II: LITERATURE REVIEW**

Most people see children as the world's future, if this is taken literally; it is necessary to consider what this implies. This means that children need to be prepared for the future and the demands that this entails, a good and effective education is a very important part of it. Effective teachers form an essential part of education, but to become effective, they need to develop certain competences to work with this specific group of children from 3 to 6 years old during the kindergarten. In this chapter, the main points to take into consideration to figure out what makes teachers effective will be provided.

### **2.1 Children Learning Process.**

Children learning process is the beginning of the whole journey, it is here where kids begin to know what a school is, they initiate to interact with their classmates, teachers and beyond that, they will know all that people who will be surrounded them during the next three years, but also for the first time, they will experience the acquisition of new knowledge or they will reaffirm information that they have learnt before through their friends and family. That is why, teachers need to know how this process works, in order to understand what they are able to achieve and what they are not, in what areas teachers need to pay more attention and the way we must work with them. So, three different authors' research will be used to understand how children learn; Montessori, Piaget and Vygotski whose ideas are constructivists. For example, Montessori suggests that:

“When there was a tendency to believe that children played a passive role during the process of learning and little learners were just a result of imitation and conditioning by means of external rewards and reinforcements because of the behaviorist theories came into sight to disagree with those ideas, she points out that children learn language and other significant skills, without conscious effort, from the environments where they spend their

time, she stresses the idea that their environment needs to be beautiful and orderly in order for them to learn from that". (1907, p. 5)

Besides, she states that children learn best through sensory experience and that is having tools and utensils that fit their small hands, tables and chairs that match their small bodies. Montessori stresses the need for children to be able to reach materials when they needed them in order to help children become responsible for their own learning. On the other hand, she says that children who are not allowed to do something for themselves do not learn how to do it; also children should be able to do everything they are capable of.

At this point, the environment and the tools that children handle are crucial, as much as a child has access to real instruments according to their size and age, children will learn. Through experiencing and doing by themselves children learn and are more competent to do everything they want.

After that, Piaget (1960) appeared, with his stages of cognitive development, he establishes four stages (sensorimotor, preoperational, concrete operational and formal operational) in which children are studied from the infancy to the adolescence, according to Piaget's theory every child goes through these stages no matter their culture, but of course these stages can vary because of the age, for him these stages were universal. He alerts educators of the time about the active role in their learning and the importance of mental activity, he places *action* and *self-directed* problem solving at the heart of leaning and development. By acting on the world, the learner comes to discover how to control it.

Moreover Piaget (1960) shows how children actively attempt to make sense of their world and construct their own understanding. This is relevant because even when children do not understand what they are taught, they make the effort and with their own knowledge

and background about the world, they try and as a result they construct their own knowledge. But also Piaget says that children should not be taught certain concepts until they have reached the appropriate stage of cognitive development.

Doing on their own, actively exploring, making sense by themselves and the idea that children must be taught according to the stage where they are in, are the main contributions of Piaget.

Another learning researcher, Lev Vygotski (1920) states that children learn from each other every day, they develop language skills and grasp new concepts as they speak to and listen to each other. He argues that much learning takes place when children play because they constantly use language, they determine the conditions of the make – believe.

Vygotski says that this interaction contributes to children's construction of knowledge to their learning. One of the most important concepts of Vygotski is the Zone of Proximal Development (ZPD). He defines this as the distance between the most difficult task a child can do alone and the most difficult task a child can do with help.

Vygotski believes that interaction had a huge impact on cognition development. He shows that children's cognitive development is affected not only by their physical development, but also by their social surroundings and interaction. Children learn from scaffolding, this means adults and peers can help a child to reach a new concept or skill by giving them supporting information. In addition, he mentions that language presents the shared experience necessary for building cognitive development; interactive situations allow children to stretch and grow mentally.

These three authors agree when they mention the active role of children in learning, they point out that kids need to do, to experience and to feel in order to construct knowledge, otherwise just Piaget and Vygotski share the same opinion about

Interaction, they place it as the most important aspect of the children's learning, for them having children in continuous interaction and actively participating with the external world plays a vital role in their learning process, the quantity of interaction or the lack of it, will affect this process or be a useful tool for the knowledge of the children in their future and education. By his part Vygotski adds *playing* as an essential feature in the learning because children need to talk and listen to each other making them use language frequently.

Even when these three authors share some ideas, they also differed in their theories in some aspects, for instance Piaget talks about stages which play a vital aspect because he believes that children could not learn something that was not according to the stage children are, while Vygotski sees learning as a whole process in which playing, interaction, actively doing and the environment form all that procedure. Besides, Vygotski mentions *scaffolding* and the *Zone of Proximal Development* that nobody has talked about before, he believes that children could learn a new concept or skill with help from a peer or adults if they give children the necessary information

Finally, Montessori places most of her attention in children's environment, for her having orderly, beautiful places, material according to their sizes makes the difference, she stresses the idea the children must reach and handle the material they will work with in order to learn.

### **2.1.1 Pre-School Children's Learning**

After a brief view of the children's learning in general, in this next part, we will focus our attention on pre-school children, who are children from 3 to 6 years old, in the stage of kindergarten; this is the section at which this research is directed, it is here, when they are introduced to a formal education.

First, we will start with Piaget (1976), who states four stages of cognitive development; one of these stages is called pre-operational and ranges from 18 months to 6 years old. For Piaget, this stage is when children form ideas based on their perceptions; they can only focus on one variable at a time, over generalized based on limited experience, they are egocentric, form ideas from their direct experiences in life, moreover when children have opportunities to spend time with nature they will learn about the world they live in.

He also affirms that children construct their own knowledge by giving meaning to the people, places and things in their world; they learn best when they are actively doing the work themselves and creating their own understanding of what is going on as well with time and repetition children use new information to increase their understanding of the world around them. Child's interaction with the environment, curiosity, time and repetition are the main aspects taken into consideration by Piaget, when learning is carried out.

On the other hand, Erik Erikson (1950) describes children from 4 to 5 years old as energetic and ready to learn, typically developing child will forget failures more quickly. They are more willing to listen to and learn from teachers, parents and other children. At this age children are growing in ways that make them more actively focused and less

defiant. Support pre-school children to use their energy in an active and involved way, will make them more confident and their competence will increase. Erikson utters that children need real tools and real tasks in order to develop their competence, he sees as a crucial factor in developing and raising children's competences.

## **2.2 Effective Teaching Practices**

*“The greatest sign of success for a teacher is to be able to say, The children are now working as if I did not exist”*

*Maria Montessori*

According to Montessori, (1907) knowing how to arrange an interesting beautiful environment for children is as much a part of teaching as knowing how to select fine children's books for the library, she says it is the teacher's job to prepare the environment, provide appropriate materials, and then step back and allow the children the time and space to experiment, open-ended scheduling, with large blocks of time for free work and play.

Montessori believes that teacher should:

- ❖ Give children responsibility for keeping the community space clean and orderly.
- ❖ Provide large blocks of time for free work and play, and allow children to structure their own time.

Montessori says that the more teachers manage for children, the harder their job will be, she believes that it is the teachers responsibility to increase each child's competence whenever possible and if teachers allow children to choose what they will do, how and

when they will do it, that way children have more time to observe and assist children individually.

Montessori teachers are trained “*to teach little and observe more.*” Teachers, of course, must plan activities and have materials on hand to support the children interest. Her theory about young children tells teachers not to pull children away from projects that interest them unless it is absolutely necessary. She stresses that the only way to know how to schedule the day and manage behavior is through observation. This is also why large blocks of uninterrupted time are so important to both teachers and children in early childhood classrooms.

*“The teacher - organizer should know not only his own science but also be well versed in the details of the development of the child’s or adolescent’s mind.* *Jean Piaget.*

Next, comes Jean Piaget (1976) saying that teachers that want to support the cognitive development of preoperational children in their care can:

- Provide large blocks of time for uninterrupted free play.
- Provide many real – world experiences for children throughout the year.
- Plan open –ended activities and ask open – ended questions.

When children are interested and involved, they need teachers who respect this absorption with their work. Giving children a little more time, while others clean up for a snack can be a way of saying: “I see that you are very involved with your work and that it is important”. Sometimes it is not necessary to completely clean up the room. Children need places where their ongoing work and projects can be left until they are ready to finish them.

### **2.2.1 Provide Large Blocks of Time.**

Furthermore, Piaget says that when children are allowed large blocks of time for sustained interest in their play and work, that usually gives the teachers more time to work one –on- one with those who need it.

Time outdoors is another gift that teachers can share with children. When children have opportunities to spend time with nature they will learn about the world they live in, talking with each other and with parents about the importance of taking time to learn is a good place to start.

### **2.2.2 Provide Real World Experience.**

Providing real – life experience does not have to mean going on field trips. This can be as simple as cooking with children, bringing animals into the classroom, or studying the birds in your area.

### **2.2.3 Open – Ended Activities, Ask Open – Ended Questions.**

Open – ended questions do not have a predetermined answer that is when teachers ask the child for reasoning and does not already know the answer, Open – ended activities and questions support children’s cognitive development because they ask children to think. Instead of putting children in the position of being right or wrong, they put them in the position of inquiry, or finding out what the possibilities are. They help children look at several aspects of the same thing. They help children accommodate new information.

After that, Lev Vygotski, (1920) says that in order to scaffold well for children, teachers need to be keen observers. He believes that teachers need to use those observations to determine where children are in learning process and where they are capable of going, given their individual need and the social context that surrounds them.

He affirms that from information gathered through observation, teacher can support children's learning.

Teachers who want to apply Vygotski's ideas about the Zone of Proximal Development and scaffolding in their early childhood programs can:

- Observe children carefully and plan curriculum that encourages children's emerging abilities.

- Pair up children who can learn from each other.

By carefully watching and listening, teachers come to know each child's development. According to Vygotski, this is the only way for teachers to accurately assess what is within a child's ZPD at any time.

Vygotski states that a child on the edge of learning a new concept can be benefited from interaction with a teacher or a classmate. His theory encourages teachers to plan curriculum that extends children's knowledge, and to scaffold their learning by putting them in situations where their competence is stretched.

All the observation and the resulting knowledge of the individual child are crucial to successful scaffolding. Without knowing each child well and taking the time for careful

observation and reflection before making the move to urge a child further, teachers can make serious mistakes.

Vygotski has helped teachers to see that children learn not only by doing but also by talking, working with friends, and persisting a task until they “get it”. To support children’s social learning, teachers can provide many opportunities for children to help one another, or to work together on projects of their choice.

Through interaction, conversation, and experimentation children increased their skills and accomplished their goals. The teacher increases the children’s learning and development by rushing into giving them answers.

Vygotski believes that learning and development are similar but not identical. The combination of instructing the child and honouring the child’s individual development optimizes learning.

These three authors agree when they talk about observing children, they place observation as a fundamental part of teaching, through observation teachers can know where children are in their learning, what to teach them and the most important how to do it. Then, Montessori and Piaget share the same idea about playing, they emphasize that teachers must give children time to play, because they interact with others and at the same time provoke talking making children learn from each other, here is where Vygotsky agrees with them.

Also they differ in some other aspects, for Montessori, it is the teachers’ task to have clean, order and beautiful classrooms in order for children to learn from that. By his

side, Piaget adds that it is teachers' job to provide children real experiences and open-ended activities and questions that look for children reasoning and thinking in real life. Vygotski says that teachers can support children, offering them opportunities to work on project of their preference, and not to hurry children to give them answers.

### **2.3 The National Program of English in Basic Education And Children**

The National Program of English in Basic Education (PNIEB) by its acronym in Spanish; is a program which was created to raise the quality of the education for the students to improve their education level, they can count with the necessary tools to have access to a better future, and they contribute to the national development. The main strategy for the execution of this goal in basic education is to make an integrative reform based on competences that correspond to the needs of the development of Mexico.

Among the criteria taken into account to accomplish these objectives are: the teacher training, the updating of the curricula and their contents, the pedagogical approaches, teaching methods and resources. What at the same time, the UNESCO has pointed out that the educational systems need to prepare the students to face the new challenges of a globalized world in which the contact among multiple languages and cultures is more common every time.

## **CHAPTER III: METHODOLOGY**

This study's main purpose is to investigate effective kindergarten teachers. Hopefully this will help other teachers in order to improve English teaching and learning in kindergartens and motivate children to continue learning English in the next years of their education.

First it is important to mention that this research follows the principles of qualitative research. Qualitative research as the name indicates, are methods that do not involve measurement or statistics. Qualitative research is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives. It also uses strategies of inquiry such as narratives, phenomenology, ethnographies, grounded theory studies or case studies, the researcher collects open-ended, emerging data with primary intent of developing themes from data (Creswell, 2003).

In addition this section includes the subjects, the context, the instruments, and the procedures that respond to the following research question:

1. What characteristics make kindergarten English teachers effective in the PNIEB context?

### **3.1. The participants**

First of all, this research was carried out with two teachers in two different kindergartens but when I was observing both of them, I could see the commitment that just one of the teachers has with their students, and for that cause I decided to observe the one who was closest to my purpose of investigation.

The teacher observed will be called Ariadna during this research. She was graduated from the Facultad of Lenguas of the Benemérita Universidad Autónoma de Puebla. She has 16 years of experience as an English teacher. All those years were working with children but in elementary school, this is her first time teaching English to Kindergarten students with the National Program of English in Basic Education.

### **3.2 The Context**

The context in which this research took place; is a school named Jardin de Niños Heroes de la Reforma in the third grade, this school is a public institution, the English teacher belongs to the PNIEB and this is the second time that the school worked with the program, they received English class three times a week of fifty minutes. This school is located at 9 sur 1101 Colonia Centro.

### **3.3. The instruments**

The instruments used in this research were observations, and two interviews, one was a group interview to children and the other to the teacher in charge of the class. These instruments were designed in the way that they could provide helpful information to the purpose of this research. The questionnaires and the observation sheets are attached at the end of this investigation.

#### **3.3.1 Observation**

To conduct this research, it was necessary to make observations. Therefore, five classes of fifty minutes each were observed. It was not possible to tape record them because the parents did not allow it for their children's safety so it was required to take notes of

everything occurred during the classes. I specially focused on children-teacher interaction, use of mother tongue in the classroom, and the strategies the teacher used.

### **3.3.2 Interviews**

An interview is a joint product of what interviewees and interviewers talk about and how they talk to each other. The record of an interview that we researchers make and the use in our work of analysis and interpretation is a representation of that talk (Creswell, 1998).

Two interviews were applied; using a list of questions as a guide. The teacher's interview consisted of nine questions related to the way she teaches, and the aspects she took into consideration when teaching, the group interview was made up of four questions, which were related to the children likes about English as a subject and what they like about her teacher, the information gathered was analyzed by transcribing the answers in order to come to some conclusion.

### **3.4. Data collection**

In order to collect this information, it was necessary to ask for a special permission to the principal of the kindergarten. She authorized me to observe five classes of fifty minutes, two per week. First of all, she introduced me with teacher Ariadna, and explained to her, what was the purpose of the observations. A particular place was given to me in order to observe everything and could have a good angle of all the children. I could take some field notes in which I wrote the teacher and the kids' interaction. I came in to the classroom five minutes before the English teacher arrived and waited until the teacher came out to go.

Once, all the observations were done, I asked teacher Ariadna and teacher Estela permission to carry the interview out, I took 15 minutes from teacher Ariadna after her class. She was nice and very cooperative during the interview, same as children: they showed excited and happy to answer to my questions. All of them raised their hand and said something positive about the class and what they like to do in further classes.

### **3.5 Data analysis**

The data was analyzed in a qualitative form taking into account; interaction teachers-students, strategies and teacher use of mother tongue. I made the data analysis based on Izcara's suggestions (2007). First, I started the data analysis, transcribing the information observed, once the transcriptions were done, I separated the data according to categories that could answer my research questions. I made three different categories: the information related to the interaction teacher-students, the data related to the strategies that were used by teacher Ariadna and finally, the information which talks about the use of mother tongue in the classroom. These will be discussed in the following chapter.

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## CHAPTER IV: RESULTS

This chapter presents the findings of the data collected through observations and interviews applied to the students and her English teacher in order to answer the research questions.

### 4. 1 An effective teacher.

The results of the interview suggest that an effective teacher is the one who pays close attention to the children's needs, listens to them and takes their progress into consideration. In addition to that, an effective teacher makes use of Spanish when necessary, and gives students the opportunity to experiment by themselves. This means that teachers let children do and perform their activities but also guide them to accomplish the different tasks successfully. For example, the following excerpt illustrates that.

Ariadna "look at! Miren, Carlos dibujo la casita y el perrito adentro, además, the tree, the grass. Carlos copy the name. Escribe Bingo. Tienen que copiar el nombre del perrito. (teacher walks around the classroom and checks children's work)

In this case the teacher is using Spanish because she is trying to involve the other kids in the class. This is related to Piaget's theory about children. He says that children from 18 months to 6 years old are in the preoperational stage; they are egocentric and only focus on one variable at a time. That is, what the teacher Ariadna does; she gives students one task at a time in order for them to perform successfully their activity. Teachers must be aware of children's cognitive development when teaching, in other words teacher must consider that children construct an understanding of the world around them. They should be able to realize what children already know and what things they discover in their environment.

#### **4.1.1 Personal characteristics.**

Ariadna, the teacher who was observed, used English language most of the time. She was patient, good listener and observer. Probably, Ariadna's skills with children had to do with the fact that her son was as little as her students, it seemed that she enjoyed giving classes. She treated them with care and helped them out as much as she could, even in some cases she used Spanish to support students or to make herself clearer when something was confusing for children. She also used mimics to be understood, and attractive material such as flash cards, copies, songs, stories and games. This shows that not just strategies and materials were the most important aspects that this teacher considered, but also the confidence that Ariadna transmitted to their students. As a result children trusted in her abilities continuing participating and achieving more difficult assignments. She gave personal attention to each child when performing an activity, like going around the classroom, monitoring their work, and paying more attention to those who found the activity difficult. Once the children had finished she told them words of encouragement in order for them to keep up their work and made them feel their effort was worthy

#### **4.1.2 Children's opinion about the class.**

The interview applied to the children showed nice and positive comments. They said they enjoyed when Ariadna made them sing in English. The songs provoked physical activation and children ended out playing with each other, dancing, moving around and having fun. Another important point to mention about kids' likes has to do with the facility to get materials in the classrooms. They could feel free to get anything they needed to perform the diverse activities, for example, glue, colors, pictures, games, books, related to

families, animals and so on. During classes kids got excited when she greeted them with some phrases in English and were happy to realize they understood and could answer back. In fact there was a really good interaction in every class with all participants. The following example illustrates that:

Ariadna: tiene que ser igual que en frente, ¡acomodalos! Very good Carlos! Aja!  
( teacher grades with red marker the children´s work)

Student: smiles and keep working!

Ariadna: Now,in this part, we are going to write “HAPPY FAMILY”

Student: yo fui segundas.

Sometimes Ariadna made only one or two questions when she arrived to the classroom and started to work; for example “How are you? Are you happy?” and kids immediately remembered and reacted by asking her the missing questions they used to hear at the beginning of the class such as “Are you hot? They actually felt they were learning a little bit more every day.

#### **4.1.3 The classroom teachers’ opinion.**

This section will describe the responses of tenured teacher who will be called Estela. She was only in charge of third grade students. She spent all the time with her group, even during Ariadna’s English class. Noticeable, Estela was pleased with children’s learning progress. She was asked to hand in reports on a daily basis, where every single student’s achievement had to be included. One day, she talked to Ariadna about her concern related to her monthly plans because she had to include the English class in only one specific formative field, but she noticed that her class could be integrated in all because she took in consideration different aspects of each field, that is what establishes the

PNIEB'S study program, this counts with six formative fields which are: language and communication, mathematical thinking, exploration and understanding of the world, health and physical development, social and personal development, expression and artistic appreciation.

English is a diverse and complex language to learn, as well as any other around the world. To get to know it better, there should be a wide variety of strategies and materials to be involved in the learning process, as Ariadna did it during her classes, each of them contained a bit of every formative field above mentioned. To include every single activity in just one field turns difficult, as Estela referred before, however this task can be a easier if there is a collaborative participation from the teachers involved.

#### **4.2 Teacher-Student Interaction**

According to Vygotski (1978), most of a child learning occurs through social interaction with a skillful tutor. The tutor may model behaviors and/or provide verbal instructions for the child. Vygotski refers to this as co-operative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalize the information, using it to guide or regulate their own performance. The interaction that the teacher used, provided children activities to reinforce the topics previously seen. During their performance, she frequently walked around the classroom in order to check children's progress in every class; she spent time with each child. When the output was poor she sat with them and described or demonstrated some basic strategies, for example, by means of reading the word of a family member and facilitating its shadow for the children to match it themselves.

She also tended to motivate them to keep working by helping others out when necessary, encouraging them with words such as: “very good”, “perfect”, etc., or making them hurry, this applied for students who took too much time to conclude an assignment. The above mentioned is a type of social interaction involving co-operative and collaborative dialogue which promotes cognitive development. As children become more competent, the teacher allows them to work more independently.

#### **4.2.1 Strategies the teacher used**

Learning a foreign language is an effective way for students to learn grammar, foreign phrases and vocabulary. It is also a way for kids to develop confidence and diversity communicating with people who are not of the same nationality. Appropriate teaching strategies promote effective learning, encourage a positive classroom atmosphere and motivate students. Ariadna’s teaching strategies allowed them to develop oral language, listening skills, reading skills (letter recognition and sound) and writing skills (letters of the alphabet and words). There are some effective strategies which she used to help students to learn a new language which I categorized them according of what I observed during the classes and from the answers of teacher Ariadna in the interview.

Classroom management is the most important teaching strategy in creating an effective teaching environment to ensure that the lessons run smoothly and each teaching day will be a success. It covers topics from classroom discipline and behavior management to communication strategies both verbal and non-verbal, to classroom rules and classroom time management.

1. Getting to know students can help to understand their strengths and weaknesses. To know what to expect from each one of them. There should be a connection with the students in that way they can connect with their teacher.
2. Student motivation is a necessity so that learning becomes a continuing, improving, interesting and hopefully enjoyable process. As a teacher one of the top priorities is to be able to steadily motivate and encourage students. It is the key to drive them to reach their potential and achieve their future dreams and goals.
3. Develop strong teacher-student relationships. It is so vital to having a successful school year. Teacher respects, cares about and shows concern for the students' development. A teacher that creates a positive learning environment and shows caring is most likely to have students reciprocate and show respects for their teacher and their fellow classmates.
4. Be accountable. The teacher is responsible to the students (foremost), their parents, the school, and of course herself. This is an ongoing process every day, week, and month of the school year. It is imperative to always keep that in mind.

She showed love for what she did, had fun with her students and they all benefit and learn from their experiences. She realized that using the teaching strategies above mentioned and incorporate them into her daily routines facilitates students learning process.

#### **4.3 The use of Spanish in the classroom.**

Nowadays there are different methods to teach English. Most of them differ in their materials, activities or in their teaching approaches. In the same manner there are three

different beliefs about their mother tongue (L1) in the language classroom. The first group believes that L1 should be used for all the instructions and explanations done to the young learner. The second one believes that L1 should be only used in extreme cases. And the last one believes that the use of L1 in the language classroom should be banned. This project is based on the second belief, where the teaching of English to children should be done in English and used mother tongue only in the last cases. Most of the time, Ariadna made use of English during her classes; students were more participative, trying to guess what the teacher was saying. Students paid more attention to the teacher. They felt more motivated when performing an activity.

When students did not understand the teacher's instructions, they start doing a task in the wrong way. As a result kids get distracted, they ask another student what the teacher was saying or get lost in the lesson. This is the moment when the teacher used the mother tongue to make herself clearer to reinforce an idea that was not so clear. For example Ariadna could say the instructions to children step by step in a process or demands children's attention when they misbehave, or giving examples of what had to be done until children know exactly what to do.

## **CHAPTER V: CONCLUSIONS**

### **5.1 General Conclusions**

This section provides the conclusions of the study, the limitations and the suggestions for further research. This research focused on the characteristics that make kindergarten English teachers effective in the PNIEB context. According to the results, it can be concluded that to be an affective teacher, it is necessary to pay close attention to the kids' necessities and to be aware of their progress because this allows children to feel confident when participating and increases their self-esteem. Therefore, more complex tasks, attractive material and encouragement could be useful to promote interaction among children.

Furthermore, through this research can be concluded that collaborative work played a very important role in this kind of teaching, since teacher Estela was present during every English class, she could see the kids progress which make her feel happy and pleased. Also, both teachers created a nice environment for children which helped them to feel more comfortable and secure with the teamwork reflected in the classroom.

In addition to that, it is important to include Spanish in the class when necessary; this helps students to understand better an activity when they feel confused about the instructions. With the use of Spanish, they reinforce what they already understood or clarify their ideas. This is a way for them to work effectively during class and feel secure about what they are doing. If teachers follow these strategies, they can be more successful at being more effective during English teaching to kindergarten students.

## **5.2 Limitations**

This study has some limitations in several aspects. One of them has to do with having access to the sites of observation specifically the lack of the schools that allow teachers to observe and carry out this kind of research. This is the why, this investigation is limited to just one school, because the principals of other kindergartens put many obstacles to go to their schools, and at the end they say that it is not possible anyway. This situation could have influenced the results and limit the scope to one single case.

Moreover, there were several participants that have a different profile and did not accomplish the requirements for the purpose of this research, for instance: there were participants that came from a country of an English language or people who just studied English courses and did not have a teaching instruction. Only few of them were English teachers. So this limited even more the research project.

These aspects made the research a little bit difficult because of the permissions, the lack of schools, and participants.

## **5.3 Suggestions for further research**

The data collected in this research was just focusing on one teacher. It would be interesting to have more participants that fit with the objectives of the study. Also it would be important that there were more schools that allow teachers to investigate. My recommendations for further research are to look for more participants in order to have wider results, and also seek for more experienced teachers who make a more complete investigation and obtain more data that could offer better and more extensive results.

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## ENGLISH TEACHER INTERVIEW

1. What is your name?

Aida

2. How old are you?

37 years old.

3. Do you have children? If so, how many?

Yes, one.

4. Where school do you come from?

LEMO from 1996 generation

5. How many years do you have teaching English?

16 years.

6. Have you ever taught English in kindergarten before?

No. this is my first time.

7. How do you feel about teaching English to kindergarten students for first time?

Fine, it is a good and really interesting job.

8. What aspects do you consider the most important when teaching English to kindergarten students?

Games, songs, a friendly environment, activities.

and personal aspects?

We as teacher need to interact with children all the time, pay close attention to their needs and their evolution in their learning. That means that you have to listen to them.

## GROUP INTERVIEW

**School: Jardín de niños: Heroes de la Reforma.**

**17 students.**

**3° "A"**

1. Do you like English? ¿Les gusta el Inglés?

Yes!

2. What do you like about English? ¿Qué les gusta del Inglés?

B: aprender

G: dibujar

B: me gusta imaginar que todos hablamos en Inglés.

B: me gusta saludar en Inglés.

B: los colores.

B: los colores.

3. What do you like about your English teacher? ¿Qué les gusta más de su maestra?

G: que aprendemos

B: aprender

G: jugar

B: que ponga canciones.

B: recortar del libro rosita de Inglés

G: jugar con la maestra.

4. What have you learned of English?

B: good morning!

B: are you hot?

## CLASSES TRANSCRIPTIONS

In the transcriptions below, it can be observed the classes that were used to carry out this investigation. “T” means teacher and “Ss” students, “B” boy and “G” girl-

### FIRST CLASS

(09/OCTUBRE/2015)

T: Good Morning, how are you?

Ss: fine, thank you.

T: are you happy today?

Ss: yes

T: are you cold or hot?

Teacher and students sing the song “good morning” (they sing it twice while they shake their hands)

T: stand up, stand up, please.

Teacher start to sing “head and shoulders” song and children follow her. At the end children jump and sit down.

Teacher gives children a copy of a dog, they must color the dog according to the story “Bingo the naughty dog” from the “play and do 2” book previous seen. Then they must cut they must cut the dog and paste it on their notebooks.

T: take out your color brown

Ss: café, café!

T: Alejandra, sit down, color brown.

T: all the dog, the hair, all the dog is brown.

T: Alejandra, you pencil sharpener? Be quiet!

(Students color the dog with color brown)

B: ¿Asi maestro? ¿Ahora lo recorto?

T: Leonardo, please, sit down!

B: ¿lo recorto maestra?

T: what color is the bingo's house? You have to draw the bingo's house.

B: ¿cómo lo vamos a hacer?

T: with your pencil, after you color the dog, you paste the dog on your notebook,

G: ¿así, maestra?

G: maestra, ¿también vamos a dibujar la casita?

B: ¿recortamos a bingo?

T: you are going to take out your notebook.

T: Carlos, please, be quiet! All the dog is color brown.

(Some children cut and paste the dog) . The teacher draws bongo's hose on the board.

B: maestra, ¿ya recorto a bingo?

T: aja!

T - B: where is your notebook?

T -B: muy bien!

T: Leonardo's dog is white and brown, it's beautiful.

T - G: take out your English notebook!

B: ¿ya lo pego?

T: yes.

T: English notebook? English notebook?

(Children talking)

T: Alejandra, please, sit down!

B: A ver quién gana!

T: aja, muy bien, very good!

T: with your color green, color the grass. (Teacher points out the grass)

Ss: ah, el pasto.

T: do you have scissors? Your scissors?

T – B: take out your English notebook.

G: maestra, maestra, ¿ya lo recorto?

(Students noises)

T: finish? Finish?

G: ya, maestra!

(Students' noises)

B: ¿Qué voy a hacer? Primero voy a hacer la casa.

(Teacher helps to a girl to paste her dog)

T: Leonardo, go to sit down!

T: copy the name “BINGO” with letters.

B: ¿hago la casita maestro?

T: ya Carlos, finish? Draw the house, the grass, the tree!

(Students' noises)

T: what color is the house?

Ss: color red and brown.

T: aja, bien!

T: look at! Miren, Carlos dibujo la casita y el perrito adentro, además, the tree, the grass. Carlos copy the name. Escribe Bingo. Tienen que copiar el nombre del perrito.

(teacher walks around the classroom and check children's work)

T – B: Muy bien.

T – G: make the house and the tree and copy the name “BINGO”

(CHILDREN'S TALKING)

B: maestra de Ingles. Maestra, ya escribi el nombre de bingo!

T: aja, very good! Ahora dibuja este! (teacher points the tree)

B: ¿ y el hueso?

T: hey Martin!

(children work and make noises)

T –B: the grass with color green.

T: a ver Martin.

B: no, es que yo iba a ver el hueso.

T – G: muy bien!

T – B: ¿ya Carlos? Finish?

T: Leonardo!

T - G: the house is red and brown. Where is the tree?

T: Carlos! (The boy plays with the colors)

T: finish?

(the teacher helps to a boy to paste his dog.) (Children's noises)

T: a ver., go to sit down.

Ok, very good, now close your notebooks and take your lunch!

## SECOND CLASS

(16/OCTUBRE/2015)

T: Good morning! Are you happy today?

Ss: yes.

T: are you cold or hot?

Ss: yes!

Good morning song.

T: what song do you want to sing? Head and shoulder's or monkeys' song?

Ss: monkeys

T: ok, stand up!

(Children sing monkeys song and do signs with their hands)

T: what colors are the monkeys?

Ss: brown!

T: What do they eat?

Ss: bananas!

T: ok, very good.

T: I'm going to tell you a story about my family.

T: Carlos!

C: no veo , maestra!

T: Please Carlos, sit here, please!

T: ok, this is Tom's family. This is a family. tom has a photograph.

Ss: Tom.

T: i'm Tom and this is my family, my mother, my father, my brother and me. Who is the mother in Spanish?

Ss: Mamá!

T: Father?

Ss: Papá!

T: Brother?

Ss: hermano!

T: My father is a doctor and he works in a hospital. What color is the bata?

Ss: white!

T: You are going to say hospital!

Ss: hospital

T: doctor!

Ss: doctor!

T: he takes care of sick people. Let me see. Open your mouth! ¿Que le va a checar?

Ss: la boca!t: what does she have in her stomach? ¿que tiene adentro?

Ss: una bolita.

B: maestra, El está moviendo la mesa.

T: Don't move the table.

T: (she keeps reading) my mother is a cooker. She works in a restaurant. ¿que es ella?

Ss: cocinera!

G: no, chef!

T: she prepares food for the people. This is a salad food. Do you like the salad fruit? La otra vez que vino su otra maestro hicieron salad fruit con chilito y limon – lemon.

T: Jesui, do you like the salad fruit?

G: yes!

T: Alejandra, do you like the salad fruit?

G: yes!

T: do you like the bread?

Ss: yes!

T: do you like conchas?

Ss: yes!

T: do you like hot cakes?

Ss: yes!

T: she prepares food and she is very happy. My brother works in a pet shop

G: en una veterinaria!

T: what animal is this?

Ss: gato!

T: how do you say gato in English?

G: cat!

T: repeat cat!

Ss: cat!

T: what animal is this?

Ss: dog!

T: what animal is this?

Ss: fish!

T: what animal is a canary in Spanish?

B: pajarito!

T: he takes care of animals.

B: es una persona que repara a los perros.

T: el perrito tiene su patita broken. Vamos a decir "broken" "rota"

Ss: broken, broken!

T: what is a car? ¿que es un carro en español?

Ss: carro!

T: the brother is going to put an injection.

B: duele!

T: I don't like injections! Do you like injections?

Ss: noooo!

G: a mi me dan todos los días.

T: you are very brave!

T: Do you like injections?

G: me, yes.

T: a veces yo voy a la "pet shop" con mi hijo. ¿Dónde?

Ss: veterinaria.

T: he is taking water. What is water?

B: agua!

T: he feeds the dog.

T: the last, also I want to be a vet when I grow up.

B: yo quiero ser de grande

T: aja, yo quiero ser un...

Ss: veterinario!

T: Leonardo, what do you want to be when you grow up? ¿Qué quieres ser cuando seas grande?

B: ah, ya se policia!

B: yo, doctor!

B: policía!

T: fireman!

B: también soldado.

T: soldier.

G: también maestra.

T: teacher.

G: cocinera.

T: chef.

T: Cristian, what do you want to be when you grow up?

B: vet!

T: very good! This is the end, el presento all the family, toda la que.....

B: Family!

T: what is the Tom's father?

B: a doctor!

T: where does he work? ¿donde trabaja?

Ss: hospital (Spanish)

T: hospital! Repeat hospital!

Ss: hospital!

T: where does Tom's mother work? ¿Donde trabaja su mamá?

G: in a restaurant!

T: what is she?

G: a chef!

T: what is Tom? ¿que es Tom?

Ss: un veterinario.

T: a vet!

T: what does he take care? ¿a quién cuida él?

Ss: a animales.

T: Animals! Vamos a decir animals!

Ss: animals!

T: very good!

(The teacher shows a picture of a family from a book.)

T: I have a family here, this is Mike's family. Who is this? Dad! Who is this? Mom!

T: decimos : dad, mom, brother, sister, me! Ustedes solitos.

T: fa.....

Ss: father!

T: moth....

G: mother!

T: sis.....

Ss: sister!

T: broth....

Ss: brother!

B: me!

T: otra vez, fuerte.

Ss: father, mother, brother, sister, me!

(the teacher shows another picture with other family and points out the members of the family while she and the children count )

T: how many are in the family? We are going to count. 1, 2.....

Ss: one, two, three, four, five!

T: aloud, fuerte.

Ss: one, two, three, four, five!

(the teacher shows a third picture with other family)

T: in this family we have "father", "mother" and "baby".

Ss: father, mother and baby!

T: How many are in this family? Let's count 1....

Ss: one, two, three!

T: in this family we have: “father”, “mother” and “baby”

Ss: father, mother, baby!

(Four picture of other family)

T: how many are in this family? Let’s count 1, 2.....

Ss: one, two, three, four, five!

T: in this family we have: mother, father and baby. how many are? One.....

Ss: one, two, three

T: in this family we have: mother, father, and baby. Ahora ustedes.

Ss: mother, father, baby.

T: please take out your English notebook, your color, your pencil.

G: ¿la libreta de Ingles?

T: yes, take out your English notebook. Open your notebook. A ver, donde we have the mountains. ¿Donde estan the mountains? Busquen las mountains.

(students sign out where the mountains are)

T: Aver, take out you color red!

B: ¿café?

T: red, red! Show me your color red! Very good Carlos! Please copy the letter “M” (the teacher writes on the whiteboard the words “MY FAMILY” letter by letter)

B: ya maestra.

T: ya, finish? A ver vean. Pay attention! You are going to copy like Abraham. Now, copy the letter “Y”. A ver Leonardo pay attention! Don’t play!

G: ya maestra.

T: ok, very good! America please copy! Jesui, copy! Copy the next letter: “F”. who finishes? I’m going to put a star. Everybody copy the letter “A”. Now, we arw going to copy the letter “M”

G: maestra YA.

T: ya, ready? The letter in Spanish what letter is this? (the teacher sing out the letter “I”)

Ss: “I”

T: MY FAMI..... Please copy the letter “L”

B: tengo un rojo.

T: MY FAMIL.....

B: Tengo 2 lapiceros.

T: and the last letter “Y”. Alejandra copy and please be quiet! Very good! Su compañera ya copio la palabra MY FAMILY, raise you hand who has finished! ¡Levante la mano quien ya termino!

G: ya maestra.

T: please, pay attention! You are going to draw your family, your father, your mother, your brother, your sister and me. Take out your pencil.

B: ¿como este?

T: aja, pencil, pencil! Draw your family, your father, your mother!

(noises)

T: ¡Van a dibujar a su familia!

B: yo voy a dibujar a mi hermanita.

T: ok, baby. Leonardo, please, quiet!

(noises, laugh)

T: draw your family!

(noises)

(Teacher helps children one by one)

T: vean Abraham’s family. Mother, father, brother and him. –Excellent Abraham!

G: ¡tengo un bebe!

T: baby! Alejandra please, draw your family.

(noises, children talking among them) (teacher keeps working in an individually way)

T: shhhhhh Carlos shhhhhh!

T: finish?

Ss: yes!

T: very good! Now, you can take your lunch! Vayan por su lunch!

**THIRD CLASS**  
**(22/OCTUBRE/2015)**

T: Hello! How are you?

Ss: fine!

T: are you happy?

Ss: yes!

T: a ver, the last class we saw the "FAMILY"

G: ah , ya se FAMILIA.

T: mother, father, brother, sister, baby, me! Pay attention! I'm going to give you a copy with a family, you will have to match.

(Copy with two parts, one part with pictures of the member of a family: father, mother, sister, brother and baby. And the other with some shadows with match with every image of the family members)

T: what is this? Mother? Father? Bother? Sister? Baby?

G: Baby!

T: where goes the baby? ¿Donde va el bebe? Is the same? (she signs one shadow and putt he image of the baby)

B: yes!

T: no Leonardo. You're incorrect!

T: you're going to cut, and then, you're going to match the family with the shadows.

(the teacher make mimics every time she gives a direction)

T: Abraham, you are going to give one copy to your classmates. Dales una a tus compañeros.

T: take out your scissors! Saquen sus Tijeras.

B: ¿ya lo puedo recortar?

T: thank you Abraham!

B:¿ya empezamos?

T: shhhh! First you are going to color the images, color the faces!

G: maestra, a mi no me dieron.

T: color the faces! –a ver Carlos, color the faces! Color the faces! Color the faces!

G: maestra ya.

T: ok, very good!

T: Fabiola don't cut! before you are going to color the faces!

T: when you finish..... Leonardo has finished. When you finish you are going to fold the copy like this! In two parts.

G: ¿asi maestra?

T: ok! Mariana, have you finished?

G: teacher!

T: With your color pink, you are going to color the faces! When you finish, you are going to take your English notebook. –Take out your English notebook!

(Children talking)

G: ya maestra!

T: finish?

Ss: ¡ya!

T: in your English notebook, you are going to glue this part (shadow part) like this (the teacher shows how to do this activity).

G: ¿maestra, recorto todo?

T:B: where is your English notebook? –take out your English notebook!

B: ¿maestra, lo pego asi?

T: aja!

T: finish? – your English notebook? – take out your English notebook?

G: maestra, ¿asi?

T: your English notebook? Where is your English notebook? –the baby please!

B: maestra, ¿tambien ego esto?

T: after you are going to cut the family and match with the shadows! Despues van a cortar la familia y pegarlas con las sombras.

T: where goes the baby? ¿Donde va el bebe? We are going to match, vamos a relacionar.

T: no, no, no! Look at the blackboard; you have to cut just this part. Nada mas esta parte.

T-G: where is your notebook? Your notebook?

B: miss ¿tambien los cuadros negros?

B: maestra, ya termine.

B: maestra, ¿lo pegamos asi?

T: aja, arriba.

B: ¿Quién es el bebe?

T: mira en el pizarrón.

T: Excellent!

T: ok, she is the winner – ella ya les gano. This is the way you are going to paste. De esta manera van a pegar: father, mother, sister, brother, baby.

T: a ver, Mariana, pasa a pegar este. Where is the mother?

T-G: Excellent!

T: brother! Where is the brother? Andrea, pasa. –excellent!

T: father! Where is the father?

T:B: please pass in front!

B: teacher?

(The teacher walks around the classroom, checking everyone's work)

T-G: tiene que ser igual que en frente, ¡acomodalos!

T-B: very good Carlos! Aja!

(The teacher grades with red marker the children's work.)

T: in this part, we are going to write "HAPPY FAMILY"

B: yo fui segundas.

T: copy "HAPPY FAMILY"!

G: happy birthday.

G: maestra, ¿verdad que yo les gané?

B: a ver quién gana.

(the teacher finishes the class checking one by one and grading)

T: Good bye! See you tomorrow!

Ss: good bye

## FOURTH CLASS

(23/OCTUBRE/2015)

T: Good morning!

B: how are you?

T: fine, thank you! You have your book. Pay attention! When I say: Open your book! (the teacher make mimics to explain what open and close mean ) You .....

Ss: abrir.

T: close your book! You.....

Ss: cerrar.

T: open! Close! Open! Close! A ver, decimos: Open the book!

Ss: open the book!

T: close the book!

Ss: close the book!

T: please, open your book on page number 5!

G: cinco.

T: yes, number five!

T-G: open your book on page 5!

B: ya la encuentre maestra.

G: ¿esta maestra?

T: put your book like this (the teacher folds the book. On this page we are going to work in this part. In page number 5 what people are saying: Good morning!

B: adios.

G: ¿como estas?

B: ¡buenos días!

T: good morning! In the little square we are going to draw when it's the morning. What do we have to draw? ¿Que vamos a dibujar que hay en la mañana?

Ss: el sol.

T: yes, the sun! Draw the sun with your pencil! El solecito. What color is the sun?

¿de que color es el sol?

G: yellow!

T: perfect!

G: ¿vamos a hacer el sol en la ventana?

G: maestra Aida, ¿aquí hago el sol?

T-G: yes, in the window draw the sol!

T: finish? Okay, very good!

T: karla, karla, finished?

T-Ss: Look, Karla drew the sun.

T: take out your color yellow and draw the sun! finish?

G: maestra.

B: maestra, ella tiene mi color amarillo.

T: raise your hand who has finished! ¡Alce la mano quien ya termino!

T: the father says: Good afternoon!

T-B: ya, dale su libro.

T-G: ok, very good! A ver, in the afternoon, en la tarde ¿que vamos a dibujar?

B: también el sol.

G: y una nube.

T: ok, you are going to copy el solecito y una nube. The sun!

B: una nube de azul.

T: in the second square draw a sun and a cloud. Color the cloud of color blue. Show me your color blue.

T: aja, Leonardo.

B: ¿fuerte o clarito? Es que yo no tengo clarito.

T: color the cloud of color blue. What color is the sun?

Ss: yellow!

G: ¿maestra?

T-Ss: Carlos colored the cloud blue and the sun yellow.

B:¿ maestra?

(children talking)

T: Leonardo!

T: ok, in the last square people is saying: Good evening!

G: ¿a que hora son?

B: ¿adios?

G: ¿hasta luego?

T: no, Buenas noches.

T: ¿Qué son los dibujitos que están en el cuadro?

Ss: estrella.

T: no, how do you say in English?

Ss: star!

T: draw the moon next to the star! Dibujen la luna junto a la star.

T: ok, wo has finished? Raise your hands (teacher mimics)

T-G: Mariana, very good!

T: we are going to say: “Good morning”! a ver, decimos “good morning”

Ss: good morning!

T: fuerte.

Ss: good morning!

T: good afternoon!

Ss: good afternoon!

T: good evening!

Ss: good evening!

T: con su dedito, show me your finger! We are going to point out: “good morning”

(some children point out the image og good morning, good afternoon and good evening )

T: now, “good afternoon”. Ahora buenas tardes y finalmente “good evening” buenas noches.

T: otra vez, porque no via a varios señalar con su dedito.

T: “good morning” “good afternoon” “good evening”

T: very good! Ok, page number ten. Page ten, page ten!

T: look for the page number ten! Ok, very well!

T-G: page number ten!

T-G:five, six, seven, eight, nine, ten! Page number ten!

T: ok, you are going to take out two colors: yellow and green! yellow and green!

G: teacher, teacher, yellow and green?

T: take out your colors yellow and green!

(children talking)

T: a ver, with your color green, pay attention! We have to remark the word: “bye” “hello” “please”.

G: maestra, ¿que vamos a ver?

T: shhhhhh! Bye, hello, please, hi, thank you. With your finger, con su dedito, ponemos el dedito en las palabras: bye, hello, please, hi, thank you. Otra vez bye, hello, please, hi, thank you.

T: what means “bye”? with your hand decimos bye!

G: maestra, no entiendo.

T: decimos bye, hello, please, thank you, hi. With the color yellow we are going to remark the word “bye” (the teacher points out how to make this activity)

G: maestra, ¿lo vamos a remarcar?

T: aja!

B: ya termine.

T: with color yellow!

B: maestra no tengo amarillo.

T: Bye with color yellow! With a line with color yellow.

B: ¿maestra?

T: pay attention Leonardo!

T: vamos a encontrar la palabra punteada con la palabra en negro.

B: ¿asi maestra?

T: with a line match the words! With color yellow match the word “bye”. With color yellow “hi”

T: please, remark, remarquen the word “hi”

T-B: rapido, no has remarcado.

T: Mariana, please pass in front and match the word “hi”

T: excellent!

B: mire maestra.

G: ¿asi maestra?

T-G: no, a ver ¿Cuál es igualito?

B: maestra no se donde esta la palabra.

T: with your color green, con your color green, you are going to color “please”. What is the same? ¿cual es la misma?

G: yo maestra.

T: no, you already passed! Carlos, pass in front!

G: mestra ya.

T: ok, Carlos very good! Ok, excellent!

T: please, with your color green!

(children talking)

T: ok, ¿ya? Finish? Please with color green.

T: this is the color green!

G: ¿quien tiene mi goma?

T: and the last one”thank you”. Where is the word “please”?

G: ¿asi maestra?

T: Leonardo, pass In front! –very good! Ok Leonardo match the word “thank you”

G: ¿con que color maestra?

T: color green!

G: maestra de Inglés.

T: a ver se los voy a decir en español las palabras que están unidas con color green. Remárquenlas con color green y las palabras que están con color yellow, remárquenlas con color yellow.

G: ¿puedo ir al baño?

T: no, go to sit down!

G: maestra de Inglés. Maestra de Inglés.

T: Carlos go t sit down.

T-G: con color yellow1

T-B: Victor, now this word with color green!

B: teacher, teacher!

(Children’s noises)

G: maestra.

T: finish? Ok, excellent! Please with color green!

T-G: esta es igualita a esta y esta a esta.

B: ¿puedo ir al baño?

T: go to sit down! Don't start to stand up! Go to sit down!

G: maestra, maestra.

T: teacher! Teacher!

G: teacher!

T-B: Remarca las palabras de este color.

B: ya maestra.

T: teacher!

B: teacher!

T-Ss: Leonardo remarked the words with yellow, yellow and green.

T: finish? Who has finished? With color green remark the word "hello". A ver please, pay attention! Go to sit down! Close your book!

T-B: please, close your book everybody! Close your book!

B: maestra yo ya.

B: maestra, ¿ya guardo en mi funda todo?

T: yes, voy a ver quién puede pasar a tomar su lunch. Shhhhhh!

(Children save their books on their bags)

T: Let me see! Now you can take you lunch now

**FIFHT CLASS**  
**(30/OCTUBRE/2015)**

T: Good morning!

Ss: good morning!

B: are you happy today?

T: yes, are you happy?

Ss: yes!

G-T: are you hot?

T: no, I´m not, I´m cold!

T: Kimberly, are you hot today?

G: yes!

T: I´m cold! Ok, what number? Do you remember the numbers? What number is this?  
(teacher shows flashcard with some number and animals)

B: uno.

T: no in English.

G: one! Two!

T: what number is this?

B: three!

(chidren screaming)

T: shhhhhhh! Four, five. (6)

G: seven!

T: this is not number seven

Ss: six!

T-Ss: tell me the numbers:

Ss: one, two, three, four, five, six.

T: what word is this? You have to pass and put the word with the number. (Children pass randomly in front and try to match the words with the symbol of the number)

T: there is no number seven.

B: six.

T-B: pass in front! (5)

T: is this the number five? (7) What is this word?

Ss: seven!

T-G: pass in front!

T: is that correct?

Ss: noooo! (Children yelling)

B: one!

T: Leonardo please, pass in front! What word is this? (5)

(Children counting)

Ss: one, two, three, four, five

T:shhhhh! Be quiet please! Be quiet!

B: five!

T: Carlos pass in front!

T: what is this word?

G: three!

T: very good!

T: please, pass in front. We have just two cards. (The teacher shows another card with number two) what number is this?

Ss: two!

T: Jesui, pass in front! What number is this?

Ss: four!

T: Alejandra, pass in front! Repeat the numbers (the teacher points out the number on the blackboard)

Ss: one, two, three, four, five, six, seven!

T: you have to pass and put the animals with the number. What animal is this?

Ss: mono

T: in English, how many monkeys do we have? We are going to count! One, two.....

Ss: one, two, three, four.

T-B: please pass in front!

T: ok, excellent! What animal is this?

Ss: a dog!

T: how many dogs are?

Ss: one!

T-G: please pass in front!

T: yes very good! What animal is this? Lion!

Ss: Lion!

T: how many do we have? We are going to count: one.....

Ss: one, two!

T-G: ok, please pass in front!

T: excellent! Ok, what drawing is this? Gifts! Let's count: one, two.....

Ss: one, two, three!

T-G: please pass in front!

T: very good! What drawing is this? ¿Qué dibujo es este?

Ss: estrellas.

T: no, in English!

Ss: stars!

T: How many stars are? Let's count. One, two.....

Ss: one, two, three, four, five, six

T: America, please pass in front! Falta uno. You are going to pass and draw five balls. What is a ball in Spanish?

G: pelota.

T: you have to draw five balls. Who wants to pass? ¿quién quiere pasar?

G: yo

T: a ver pasa. How many balls does your classmate have to draw? ¿Cuántas Pelotas tiene que dibujar?

Ss: five!

T: very good! Please open your books on page number twenty four (the teacher writes the number on the board)

T: a ver, pay attention because it's lunch time. Look for page twenty four, two and four.

Aja,

T: no, scissors no! Check the number two and number four!

(Children talking)

T: ready? I have some fruits, this fruit is a lemon. Carlos, Carlos, this is a lemon. How many lemons do we have? ¿cuantos limones tenemos? Contemos

Ss: one, two, three, four, five.

T: what color are the lemons? ¿de que color son los limones? Remark the number five with color green.

B:¿hacemos el numero del limón?

T: with color green. What is color green?

B: ya, ya terminé.

G: ya maestro.

T: teacher.

G: ya teacher.

T: only the number five. Who has finish? Raise your who has finished? Alce la mano quien ya termino.

T: we have mangoes. How many mangoes do we have?

B: one, two, three, four.

t: what color are mangoes? ¿De qué color son los mangos?

G: yellow!

T: remark the number four with yellow. Yellow! The next fruit is.....

B: pear!

T: what color is this pear?

Ss: green!

Ss: how many pears do we have? One.....

B: one, two, three

T: remark the number three with green.

T: finish? Ok, the next.

G: maestra de Inglés.

T: teacher!

T: what is the next fruit?

Ss: manzana

T: no, Apple!

B: Apple!

T: what color is the apple? ¿de que color es?

B: red!

B: two!

T: remark the number two with color red.