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Teaching English to Pre-school Children: Focus on Exposure

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Zásady pro vypracování:

Studentka se ve své práci bude zabývat problematikou rané výuky anglického jazyka. V teoretické části práce bude nejprve s oporou v odborné literatuře diskutovat názory na ranou výuku a vymezí svoji teoretickou pozici. Dále studentka uvede vývojové charakteristiky dítěte v předškolním věku, které je nutné při výuce respektovat. Následně představí vhodné vyučovací metody a techniky cílené na maximalizaci jazykového inputu, tj. vytvoření takového prostředí, ve kterém jsou děti vystaveny anglickému jazyku v co nejvyšší míře. V závěru teoretické části studentka stručně sumarizuje východiska pro konstrukci vlastních plánů.

Praktická část práce bude realizována v kontextu vybrané instituce, která ranou výuku realizuje. Studentka vytvoří soubor plánů pro šest po sobě jdoucích vyučovacích jednotek a jeho vybranou část realizuje v praxi. Celý proces kriticky zhodnotí.

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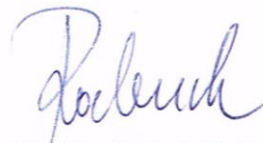Vedoucí bakalářské práce: **doc. PaedDr. Monika Černá, Ph.D.**

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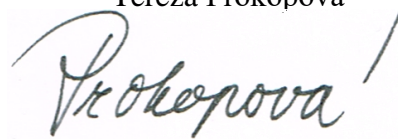
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In Pardubice on 16.4.2020   Tereza Prokopová

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ANNOTATION

This thesis deals with the preschool language teaching with focus on maximizing the language exposure. The first part is devoted to the contextualization of teaching English to preschool children in the Czech Republic and a characterization of a preschooler. Then, major theoretical perspectives on second language acquisition with focus on exposure are introduced, as well as the fundamental areas of second language teaching and their possible adjustments in the context of preschool language teaching are proposed. Next, suitable methods and activities for preschool children are presented and a background for designing a curriculum is provided. The second part introduces the research background and deals specifically with the lesson plans which are designed to maximize the language exposure. The reflection upon the processes of planning the lessons and teaching follows.

KEY WORDS

early language teaching, language exposure, preschool child, early language teaching methodology

TITLE

Raná výuka anglického jazyka se zaměřením na maximalizaci jazykového inputu.

ANOTACE

Tato práce se zabývá ranou výukou anglického jazyka se zaměřením na maximalizaci jazykového inputu. První část uvádí výuku anglického jazyka v předškolním věku do kontextu vzdělávání v České republice a zároveň vývojově charakterizuje dítě předškolního věku. Následují hlavní teorie v oblasti osvojování druhého jazyka se specifickým zaměřením na maximalizaci jazykového inputu. Jsou zde také diskutovány zásadní oblasti související s výukou druhého jazyka v kontextu předškolního vzdělávání. Dále jsou představeny vhodné metody a aktivity pro děti předškolního věku a s nimi i teoretický základ pro tvorbu kurikula. V druhé části je popsán výzkum a jeho metody. Část se pak zejména zabývá plány hodin, které jsou vytvořeny tak, aby docházelo k maximalizaci jazykového inputu. Následuje reflexe celého procesu plánování hodin a výuky.

KLÍČOVÁ SLOVA

raná výuka jazyka, maximalizace jazykového inputu, předškolní dítě, metody výuky

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LIST OF ABBREVIATIONS

EFL- English as a Foreign Language

ESL – English as a Second Language

FEP BE - Framework Educational Programme for Basic Education

FEP PE – Framework Educational Programme for Preschool Education

CEFR - Common European Framework of Reference for Languages

L1 – first language/mother tongue

L2 – second language

SLA - Second Language Acquisition

FLA – First language Acquisition

CDS – Child Directed Speech

TPR – Total Physical Response

INTRODUCTION

Owing to a popular belief that "the sooner one starts with foreign language the better," many preschool institutions offer such English courses to gain prestige, however, the question of age factor still arouses a great controversy among many authors and experts. Most of the authors concerned with the age factor commonly refer to the Critical Period Hypothesis (CPH) which, in short, supports the idea that to be once able to demonstrate a nativelike competence, language learning must occur during the critical period. Many authors sympathize with the CPH, yet it is not accepted universally and still has its opponents who question the idea of optimal age for second language learning. One of the common counterarguments usually refers to the developmental psychology of preschool children, specifically to preschoolers' underdeveloped cognitive functions and thus their inability to learn successfully. So, there is ongoing controversy on whether the idea of the younger the better can be applied to every child in every situation.

The author of this thesis believes that there are many other elements which directly influence the effectiveness of acquiring English rather than the age factor itself. These elements are, for instance, the crucial role of a teacher and their approach and expertise, methods used, conditions of learning, learner's involvement and, most importantly, the amount of exposure to the language. Thus, the aim of this thesis is to explore the variables of teaching English to preschool children, as well as to maximize the language exposure, in order to create a suitable learning experience for preschool children with respect to their specific needs. Consequently, lesson plans will be designed and reflected upon to explore how some theoretical base may apply in real life.

This thesis consists of a theoretical and a practical part. The theoretical part begins with a contextualization of teaching English to preschool children in the Czech Republic, a characterization of a preschooler from a developmental point of view follows. Then, theoretical perspectives on second language acquisition with focus on exposure are introduced as a solid basis for further lesson planning specifically aiming at language exposure. Next, the major areas of second language teaching and their possible adjustments in the context of preschool language teaching are discussed, as well as generally suitable methods and activities for preschool children. Finally, the theoretical background for designing a curriculum is described. The outcome of this is a summary including a list of principles of teaching English to preschool children.

The aim of the practical is to create six lesson plans based on the theoretical knowledge with focus on maximizing language exposure as well as to teach selected lesson plans in a real classroom. This part consists of the research methodology, which describes the concept of reflective teaching and a brief background of the research. There is a pre-planning section, where some important decisions and comments are made before the actual planning. Then, a curriculum is designed and finally, a reflection on lesson planning and teaching can be found. The outcome of this part is a summary and evaluation of the research.

I. THEORETICAL PART

1. Contextualization of Teaching English to Preschool Children

1.1 Various Conditions of Learning English

Because English language is well on its way to become a genuine lingua franca[1] and it is spoken by at least a quarter of the world's population, the concept of learning English is overwhelmed with many distinctions and acronyms stemming from the number of different contexts (Harmer 2007, 13–19). The one distinction that is relevant for this thesis is English as a Foreign Language (EFL) and English as a Second Language (ESL). While ESL refers to those learners who live in an English-speaking country but are from non-English-speaking households and they need to learn English in order to integrate into the community, EFL refers to learners in whose community English is not a usual language of communication. EFL is typically learned at school or for travel and business purposes (Thornbury 2006, 74). Since this thesis is written in the context of the Czech Republic, a non-English speaking country, it would be logical to refer to English as a foreign language only. However, it will also deal with issues of second language acquisition further on, where second language is described as another language to be learned after the first language has been acquired (Hummel 2014, 1). Due to that, the two terms *second* and *foreign* will be used interchangeably throughout the thesis.

Another important factor influencing the whole concept of learning English is whether it occurs within formal or informal education. Formal education, defined by the Glossary of Educational Terms, is such an education which is realized within institutions whose curricula and functioning is prescribed by administrative frameworks and law (Průcha et al. 1995, 69). On the contrary, informal education is everything that is not realized within the formal educational system. However, it can be well-organized and realized by institutions, too. An example would be English as an extracurricular activity – pursued in addition to the normal course of study with the aim of filling children's leisure time meaningfully.

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[1] Lingua franca is a language used widely for communication between people who do not share the same first or second language (Harmer 2007, 13).

1.2 Teaching English in the Czech Republic

In the Czech educational system, according to the FEP BE, it is compulsory for students to start learning a foreign language from the third grade of primary school. Because each institution is provided with some disposable, extra hours per week for each subject, it is possible to implement foreign language in lower grades too. It all depends on the school profile and parents' or students' interests. (FEP BE 2018, 143) Also, it is important to mention that foreign language does not necessarily mean English in all cases. There are, indeed, schools offering a different compulsory foreign language as a part of their curricula. However, the FEP BE states that schools should offer English preferentially as there is no guarantee of compatibility with higher educational levels with a different choice of foreign language (FEP BE 2018, 143). So, learning English is important not only because it is widely used but also because it is required within the Czech educational system.

Having discussed the general prescriptions concerning foreign language learning, it is obvious that the implementation of teaching a foreign language is not a compulsory part of the FEP PE. However, it is still necessary to have a look at some parts of the FEP PE where foreign language may indirectly support fulfilment of the objectives and therefore may play quite a considerable role. In order to understand the link between foreign language learning and the FEP PE, its content and structure will be briefly presented.

The ultimate objective of preschool education is to make the child adopt the basics of key competences (listed below) and consequently by adopting them, to support child's lifelong learning (FEP PE 2018, 10). Key competences represent the desired outcomes at the end of the preschool age, and they are:

1. Competence to learn
2. Competence to solve problems
3. Communicative competence
4. Social and personal competence
5. Functional and civil competence

(FEP PE 2018, 9)

The competence to learn and the communicative competence are, in fact, closely connected to foreign language learning. One of the prescribed outcomes of the communicative competence should be that a child, by the end of the preschool age, will have the understanding that other languages exist and it is possible to learn them. Also, it is expected that by the end of the preschool age, a child will have developed a basic prerequisite to be able to learn a foreign

language (FEP PE 2018, 12). Moreover, one of the desired outcomes of the competence to learn is that a child will have developed an interest in learning and will learn with joy (FEP PE 2018, 11).

1.3   The Aims

Various people who make the decision to take up English may have different motivating factors, but the general aim is the same: to be able to communicate. That is exactly what is stated and described in the CEFR, an international standard for describing a language ability. The general aim of teaching a foreign language is to develop a communicative competence of the learner. Namely, learners should acquire specific competences described in CEFR (2009) and be able to put these into action.

Although the general aim of any teaching of second language is clear, teaching preschool children is a very specific area which requires a different focus concerning the aims. Reilly and Ward stress that because of the age factor and the fact that most preschoolers are complete beginners, one should aim at making their first experience with English an enjoyable one.

If the very first experience is pleasurable, children can build a positive attitude towards English for the rest of their lives. (Reilly and Ward 1997, 14) When making decisions about aims of teaching English to preschool children, it seems reasonable to draw an inspiration from the FEP PE (see 1.2), too. So, aiming at the development of a competence to learn and creating a pleasurable experience could serve as a universal aim as it supports lifelong learning and develops interest in English.

2. Preschool Child

2.1 Characterization of a preschooler

Kolaříková (2015, 11) defines preschool age as the age of play, curiosity, and preparation for school as well as a period of considerable development of the child. Šulová (2004, 66) mentions that preschool age is mostly considered to be the age between three and six years, although some authors claim it is the period from the birth to the very first day of school. Vágnerová (2005, 173) defines preschool age not only by its physical aspect but also by its social aspect, i.e. the child's readiness to attend school. For that reason, a preschooler's age span may vary by one or more years in various children and the teacher should approach each child accordingly. In the Czech educational context and in most publications concerned with developmental psychology, a preschooler is defined as a three-year-old to six-year-old child and it is therefore understood as such throughout this thesis. However, Matějček stresses that although preschoolers are considered one age group, the differences between individual children can be immense and it does not mean they develop at the same pace (Matějček 2005, 136).

2.2 Cognitive development

An important psychological area to focus on is the preschooler's cognitive maturity and development which includes mental processes mainly related to perceiving, thinking, memory, attention, and language development. To be able to understand the above-mentioned areas of cognitive development and their impact on how preschoolers learn English, they are to be discussed in the following paragraphs.

Firstly, processes connected with perceiving and thinking are not fully developed and reliable at the preschool age. Vágnerová mentions that the preschooler's perception of reality is egocentric. Preschoolers perceive the world around them from a highly subjective point of view and it is not possible for them to empathize with another person. (Vágnerová 2005, 128) Thus, it may not be easy to have preschoolers co-operating with one another. Reilly and Ward (1997, 9 –11) stress that some children may rather want to play alone and not want to interact with their peers.

Another aspect of thinking that is very characteristic for the preschool age is the so-called confabulation, which is described by Mertin and Gillernová (2015, 14 –16), Reilly and Ward

(1997, 9) and Vágnerová (2005, 128) as the reason why preschoolers often misinterpret the reality by the use of their imagination. It is not done on purpose but because they are not capable of separating the reality from fantasy (Mertin and Gillernová 2015, 14 –16). Apart from the fact that confabulation and the overuse of imagination can cause inaccuracy, it may also be considered an advantage. Mertin and Gillernová (2015, 15) say that the preschooler's imagination is very colorful and rich.

Preschoolers' perception and way of thinking lacks a complex approach. The way Vágnerová explains this phenomenon is that the child cannot perceive an object as if it consisted of individual parts but rather perceives it as a whole (2005, 128). Reilly and Ward add that preschool children do not understand abstract concepts and need a direct experience to be able to learn, for example, by mimicking, imitating and especially using all their senses (1997, 9). Matějček suggests using authentic aids and materials, so that the children can touch or feel and get a real sense of what they are learning about (2005, 144). Since preschoolers need direct experience to learn as well as to apply all their senses, a multisensory approach[2] is essential when teaching.

Jean Piaget's significant contribution also explains a lot about the way preschool children think. Piaget recognizes four stages of cognitive development: Sensorimotor, Preoperational, Concrete operational and Formal operational. Based on Piaget's theory, preschool children are at the preoperational stage which means that their thoughts are fully connected to what they perceive or do at any given moment. In other words, a child's thinking does not work in a logical manner but is directly influenced by a concrete activity. (1936, quoted in Mertin and Gillernová 2015, 14–16) The implications of all this are that preschool children cannot understand concepts beyond here and now.

Also, Slattery and Willis mention that preschool children like routine very much and they prefer those activities they are familiar with (2001, quoted in Humlíčková 2015). For that reason, Reilly and Ward (1997, 9) suggest that a language teacher should focus on the type of activities that children normally do at preschool on a daily basis and base the language lesson on that. On the other hand, even if preschool children may sometimes seem indifferent to new things, it does not mean they will not like them eventually (Reilly and Ward 1997, 7).

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[2] Multisensory approach involves engaging more than one sense at a time. A multisensory approach can enhance memory and ability to learn by involving the use of visual, auditory and kinesthetic pathways. This can also include taste, smell, touch, sight, hearing and movement (The Gateway School, 2018).

Secondly, a preschooler's memory is predominantly unintentional (Šulová 2004, 68). Its capacity extends significantly during the preschool age. However, children's recalling is still highly influenced by their egocentric point of view, so the memory is still not fully reliable. In general, preschool children are more likely to remember items that are directly connected with their present activity rather than items that should be remembered on purpose with no such tie. (Vágnerová 2005, 191–192)

Thirdly, attention needs to be mentioned as an essential part of the learning process. The main problem with the preschool age is, according to Rosen, that children are not able to sustain attention for a meaningful amount of time. Their attention drifts easily from an activity requested by the teacher to something rather unimportant (Understood 2020). Although Vágnerová (2005, 174) points out that attention is increasingly developing as preschoolers grow older, Reilly and Ward (1997, 7) stress the fact that to hold attention of a group may be a great challenge and recommends the teacher to change activities every five to ten minutes.

Finally, it is the language development which plays an especially important role in the child's cognitive maturity. Preschool children gradually acquire their first grammatical rules and their vocabulary slowly widens (Šulová 2004, 70). A major feature of the language development at the preschool age is the fact that the L1 is not fully developed yet. Vágnerová uses an example of the acquisition of grammatical rules and claims that though children have acquired some grammatical rules already, they still make errors and their interpretations are usually inaccurate (2005, 195).

Since L1 is not fully developed at the preschool age, Dunn (1983, 10) claims it may directly influence the learning process: "[…] a child's ability to use his first language is a crucial factor in the learning process. The degree to which he can use L1 to communicate will reflect on his ability to acquire L2." The development of the L1 is an area where differences between individual children are especially considerable (Dunn 1983, 10).

Lastly, there is one more issue related to language development that a teacher should be aware of. Before children say their first words, they go through a silent period. According to Thornbury, it is a period when children are only listening and not producing anything. This phenomenon has been observed in both L1 and L2 learners (2006, 205). Dunn calls learners at this stage 'silent observers' and points out that sometimes the only speaker in the lesson is the teacher (1983, 16). Although children learn mainly in a passive way at this stage, Lojová (2005, 141) stresses the importance of keeping children active and involved in the lesson using proper methods which respect this phenomenon (see chapter 3.6.2).

2.3   Emotional development

Preschool child's emotional reactions are rather temporary and inconstant but tend to be very intensive. Cheerful mood normally prevails, and feelings connected with relationships such as hate, love or the expression of simple preferences start to have considerable importance. (Mertin and Gillernová 2015, 18) Not only can a preschool child be easily pleased, but also very easily frustrated. For instance, Šulová mentions that it is necessary for a preschool child to be provided with stability and security. It enables the child to explore and be naturally curious if they feel secure. If these conditions are not met, it can lead to a great frustration. (2004, 71) Moreover, Reilly and Ward mention that learning a new language can be a particularly traumatic experience and children may form a block if they become scared or insecure (1997, 4). Therefore, it is important for a teacher to be alert to what is happening in the classroom and provide children with safe environment and positive atmosphere.

2.4   Physical development

Physical development is connected to the preschoolers' lively attitude towards everything and their prevailing cheerful mood. Šulová mentions that children at this age are characteristic for their endless need for being active (2004, 71). According to Dunn, it is needful to prepare activities which go hand in hand with the children's natural desire to move and be active. However, the teacher should also know that the muscular control in children of this age is not yet developed fully (1983, 14).

Motor coordination is improving, and children are becoming self-sufficient in actions like putting on clothes or taking care of basic hygiene. Also, the fine motor skills are developing significantly. Mainly drawing plays an important role in the life of the preschoolers, as it encourages creativity, development of motor skills and is typically popular among children. (Šulová 2004, 67) Children of this age are usually able to cut, stick, and fold, which enables the teacher to involve some simple crafts, too (Reilly and Ward 1997, 7).

3. Teaching English to Preschool Children

As shown above, preschool children are at a very specific stage of their development and that requires a very different approach. The developmental specifics play such a crucial role in the process that most of the areas of second language teaching are affected to some extent. Major areas of second language teaching such as the role of the teacher, classroom management, classroom language or assessment will be discussed in this chapter and their possible adjustments in the context of preschool language teaching will be proposed. Next, generally suitable methods and activities for preschool children will be presented as well as a theoretical background for designing a curriculum. As the focus of this thesis is the language exposure, some theoretical perspectives on SLA will be introduced first as a solid basis for further lesson planning specifically aiming at a language exposure.

3.1   Theoretical perspectives on Second Language Acquisition

SLA is a relatively new field of study of how second (or additional) languages are acquired (Thornbury 2006, 203). Ellis explains that one of the main goals of SLA is to explain why learners acquire an L2 in the way they do and to identify the external and internal factors. External factors can be, for example, social conditions or what kind of input the learners receive – whether it is authentic or simplified and what impact it has on the efficiency. Internal factors include mainly the learners' individual differences (1997, 4–5). Apart from that, Brown (2014, 287) mentions some other issues that SLA is concerned with, such as the age factor, neurolinguistics, methods of classroom instruction, sociolinguistics or psychology of learning. Furthermore, SLA is concerned with FLA, as these two processes undoubtedly share some similar aspects and affect one another considerably.

 All the above-mentioned variables raise quite controversial questions to which many experts have been contributing with their perspectives and models. It is such a complex phenomenon that having many multidisciplinary perspectives is inevitable. For the purposes of this thesis, only some particularly relevant domains were selected for further discussion.

3.1.1   First Language Acquisition

When speaking about second language acquisition, it is expected that the first language has already been acquired (or at least the process has started). Therefore, in order to better understand the SLA, it is suggested to examine FLA first, as these two processes may have a

lot in common. There are various theoretical views on first language development, ranging from behaviorist view (B. F. Skinner), nativist view (Noam Chomsky, Stephen Krashen) which emphasizes only the innate and genetic aspects, to rather modern approaches, which give acknowledgement to both innate and environmental aspects (Hummel 2014, 13–16). The latter approaches are more recent and less criticized, unlike the behaviorist and nativist views. An example would be the interactionist approach. The interactionists point out that the most important factor in the linguistic environment are the speech adaptations which children are exposed to. This is referred to as child directed speech (CDS) and it is characteristic for its exaggerated intonation, shorter utterances, repetition, and main emphasis on questions. Also, it appears to facilitate L1 acquisition. (Hummel 2014, 16–17)

Another recent approach is connectionism, which is a "theoretical view proposing that language is learned through exposure to input, allowing the constructions of associations among units, i.e. sound sequences, words, sentence patterns, etc." (Hummel 2014, 17) According to this approach, L1 is acquired through an ongoing exposure to the target language and it leads to strengthening the connections between the units (Hummel 2014, 17). Hummel (2014, 87) adds that this approach apparently works the same with L2. The more the learner is exposed to specific patterns, the more likely they will produce it, sooner or later.

We can thus conclude that not only the innate factors play role in the language development but also some external factors such as frequency of the input and speech adaptations to which a child is exposed have a significant impact.

3.1.2 SLA in relation to FLA

As mentioned above, one of the main concerns of the SLA research is FLA and – more specifically – its relation to SLA: how the two processes differ and how they relate. The main representative of behaviorism, B.F. Skinner, even claims that the two processes are almost the same. (Hummel 2014, 17) One of the parallels is a need for language exposure. Children who learn either their L1 or L2 need to be exposed to the target language in order to acquire it. A second similarity is the use of a prefabricated language. Learners tend to remember language utterances even without being able to use its parts separately and without understanding the grammatical rules. Third, both L1 and L2 learners can understand much more than they are able to produce. Moreover, children begin with development of listening and speaking skills before they can work on reading and writing skills as they have not reached the school age. Lastly, it is an overgeneralization that occurs in both SLA and FLA – learners tend to apply

their knowledge to all new items and make similar errors because of that. (Hummel 2014, 23–24)

However, the claim that the two processes are the same is not entirely true. One of the main differences between the two processes is the amount of exposure. It is obvious that the exposure to L1 is naturally higher and more constant. Also, Hummel claims that the exposure to L2 is very often limited to only instructional settings and has contextual and time limitations unlike L1 which stems from basic everyday activities and social interactions. Furthermore, learners of L2 rarely reach a native-like level, especially in pronunciation (2014, 21–22). Thus, it seems reasonable to imitate an L1 environment when learning L2 to make it as successful as L1, in particular in terms of the amount of exposure, frequency and language adaptations as in L1. The inspiration should be drawn from the previously mentioned interactionist and connectionist approaches and from other approaches and domains aiming at language exposure, which will be presented further on.

3.1.3 Focus on Exposure in SLA

Exposure to language (input) can be defined as the contact that the learners have with the language they attempt to learn. It is especially important, although this kind of exposure by itself is simply not enough. An important role of conversational interaction is described in *Interaction Hypothesis* in addition to simple exposure to input. It argues that conversational interaction makes input comprehensible, therefore facilitating acquisition (Hummel 2014, 83). Also, Ellis emphasizes the frequency in the input as a crucial factor and claims that language forms can be established only through frequent practice and communication (Ellis 1997, 172). That is to say that frequency and communication have a major impact.

Moreover, Conell believes that in order to create a language-rich environment to which children are exposed, the language input should also be meaningful and repetitive. Also, the engagement of the students is a key to success (Scholastic 2020). So, having discussed the importance of interaction and some issues of the child's development such as the silent period, it is important to find some other ways for children to participate in the communication with the teacher than just verbal.

Finally, the Natural Approach by Stephen Krashen and Tracy Terrell (Krashen and Terrell 1998) suggests that it is desirable for the acquisition to be natural just as the child would learn L1. They claim that the language output does not have to be forced - if there is a large amount of comprehensible input, it will emerge spontaneously. Therefore, comprehension precedes

production just as in L1. The Natural Approach as a teaching method stems from Krashen's Acquisition-Learning Hypothesis, which will be shortly presented further on.

3.1.4 Acquisition-Learning Hypothesis

One of the nativist models which believes that humans are pre-programmed with the innate ability to acquire languages is the *acquisition-learning* hypothesis (also known as the *input hypothesis* or *monitor model*) by Stephen Krashen (Brown 2014, 288). Although his hypothesis received a lot of criticism, it has had a major impact on the SLA community. Krashen makes five main claims in his model (1988, quoted in Brown 2014, 288-289):

1. **Acquisition-Learning Hypothesis:** A distinction between the process of learning and acquiring is made in a way that learning is rather a conscious process, whereas acquisition is subconscious, and it is superior to long-term learning.
2. **Monitor Hypothesis:** Conscious learning only serves as an editor/monitor of one own's output**.**
3. **Natural Order Hypothesis:** Learners acquire language rules in a "natural" predictable order**.**
4. **Input Hypothesis:** An ideal cause of second language acquisition is a *comprehensible input,* i.e. such input which is a little bit above the learner's level (i+1).
5. **Affective Filter Hypothesis:** A successful acquisition can be threatened by negative emotions such as anxiety and low self-esteem or lack of motivation.

The Acquisition-Learning Hypothesis is especially important in the context of teaching English to preschool children, as children at this age do not learn intentionally but can be defined more precisely as "acquirers" (see 3.6.1). In addition to the Input Hypothesis, Ellis mentions that success is achieved by using situational context and speech modifications to make the input understandable (1997, 47). Also, as mentioned at the very beginning of this thesis – affective domain is crucial when setting aims. So, if positive feelings prevail, it leads to better acquisition.

3.2 The Role of the Teacher

The fact that preschool children are still fully dependent on adults explains by itself why a teacher's role is particularly important in the learning process (Dunn 1983, 16). Not only must the teachers be qualified and competent in their field, but they also have to possess specific interpersonal skills which are vital when working with preschool children. Mertin and Gillernová recognize several socio-psychological skills that a preschool teacher should

demonstrate. Firstly, the ability to accept and respect – meaning that every child is different and can have a different social, mental or even cultural background, so the role of the teacher is to get to know each child well in order to approach them accordingly. Secondly, it is the ability to be empathetic towards the children. For example, to be willing to help, to have patience, and most importantly, to be a good listener and observer as children may also manifest some non-verbal expressions which may be of a great importance. Lastly, the teacher should be authentic and express real emotions, opinions, of course, with some reasonable amount of self-control. (Mertin and Gillernová 2015, 30–33)

Furthermore, Průcha and Koťátková (2013, 68) and Harmer (2007, 113) stress the importance of building a good relationship with the children. The teacher's responsibility is, therefore, to facilitate those activities and situations which strengthen harmonious relationships as well as to create a secure and friendly environment (Průcha and Koťátková 2013, 68).

Besides general qualities and skills a teacher should have, Harmer also recognizes some roles that seem to be especially important when maximizing the language exposure. One of these is the role of the teacher as a 'teaching aid'. This can be manifested by miming or using gestures to convey the meaning and it is especially helpful as it goes hand in hand with the preschool children's need for multisensory approach, discussed previously. Another role is the teacher as a 'language model' because preschool children are mainly dependent on a language input provided by the teacher himself. It is necessary to give children a clear language model, with natural rhythm and intonation. Also, a teacher should be enthusiastic and a good performer in order to draw the children's attention and make an activity interesting. (2007, 116–117)

3.3   Classroom Management

Classroom management refers to organizational functions of the lesson, such as organization of the activities (giving instructions, initiating activity, concluding things), grouping students, setting the classroom. Most of the decisions connected to classroom management are made on the spot as the teacher reacts to factors influencing the lesson flow. These may be, for example, a need to adjust the pace, a need to provide opportunities for classroom interaction or simply concluding an activity because children are not responding to it. (Thornbury 2006, 27)

Harmer recognizes four main stages of organization of the students and activities: Firstly, it is important to get the students engaged and ready even before any activity may start. This may include some comments on what is going to happen. Secondly, giving instructions about what the children should do and what is expected from them. Not only does Harmer emphasize the

need of demonstration and giving concrete examples here, but it is also dictated by the previously discussed preschool children's development. In addition, the instructions should be given out in a logical order, presented as comprehensibly as possible, i.e. using an appropriate level of language according to the students' skills.

Thirdly, the teacher should initiate the activity, informing the children when to start. Finally, the importance of closing the activity and giving feedback is essential. This may be, for instance, asking the children how they enjoyed the activity. (Harmer 2007, 111–112) Feedback is to be discussed in a greater detail in chapter 3.5.

It was already suggested that children of this age group need routine. "For young learners in particular, familiarity with classroom routines can save the teacher a great deal of organizational time and effort" (Thornbury 2006, 28). Some class routines may be used during opening or closing of the lesson, using a familiar song, a game or greetings.

Concerning the grouping, Reilly and Ward say that children of this age are not used to working in pairs or groups. It is mainly determined by their previously mentioned egocentric way of thinking. Therefore, using mainly whole-class activities led by the teacher or individual work is a common practice. (1997, 15–16)

Next, it is the classroom setting which should be taken care of, since it is connected to the overall atmosphere of the lessons. Dunn (1983, 30) suggests creating an 'English' atmosphere in order to motivate the children to speak English. The teacher may equip the classroom with pictures, posters and books in English or play English songs. A cassette recorder or such is therefore a piece of equipment that is strongly recommended. Moreover, Reilly and Ward point out that children need a lot of space to be able to do some physical activities, so the best classroom arrangement is to have a big carpet or a mat where children can sit in a circle facing the teacher (1997, 15).

3.4 Classroom Language

Quite a thought-provoking issue related to second language teaching is the classroom language use. There are various authors and theories that support the idea of using L2 only during the lessons as the main goal is to maximize the exposure to the target language (Hummel 2014, 125–126). There is no doubt that using primarily L2 is commonly favored and it is the main aim of this thesis. However, it may pose a problem when teaching specifically preschool children. Reilly and Ward (1997, 4–5) feel there are several reasons why using L1 is necessary and they stress its importance. These are:

- **to ensure security** – Children of this age need to feel secure and that seems incompatible with being terrified of the unknown, so it is recommended to start the very first lessons with some amount of L1 and slowly add more of L2.
- **to satisfy the need for communication** – Children of this age are desperate to communicate and if they cannot do so in L2 yet, they should be allowed to express themselves in L1, because communication is an important part of their learning process.
- **to give instructions** – It is suggested that the teacher gives instructions both in L2 and L1; eventually, when the children become familiar with the activity, it may be restricted to only L2

However, as the aim is to expose children to L2 as much as possible, there are some recommendations on how to cope with avoiding L1. Scott and Ytreberg (1990, 18) mention that in order to use L2 as much as possible, one can do lots of acting, miming or even use puppets. The importance of the visual support is stressed, once again. Reilly and Ward also consider gestures, pictures and physical actions as important teaching tools to get the meaning across (1997, 5). Children of this age are very receptive and sometimes even the teacher's tone of voice or body language is all they need to understand (Scott and Ytreberg 1990, 18). Another important task of the teacher in order to avoid L1, is making sure that the speech which the children are exposed to is somewhat adapted to their level and needs. Also, the language used should be simplified to the level of the language that is normally spoken to small children i.e. child directed speech (see 3.1.2). Moreover, Dunn believes that in order to use L2 from the very beginning, the teacher should make use of prefabricated language (see 3.1.3) and routines. The fact that children of this age group cannot yet understand complex grammar rules does not mean the teacher cannot teach whole phrases as formulas. In particular, using constant repetition and routines where the meaning is predictable can help the children acquire the language involved very soon. (Dunn 1983, 44–45)

3.5   Assessment

Although a formal assessment is not a mandatory part of the preschool language teaching, it is still important to deal with it to some extent because it supports learning and teaching and may serve as a great tool for future improvement of both the teacher and the students. However, there is an assessment issue in need of attention and that is the mental and language development of the child. One suitable option could be assessment by observation. Cameron (2001, 214) believes it is the most useful assessment technique because it occurs in the

process of the lesson and at the same time it does not disturb the children. Owing to observation, a teacher can make on-the-spot decisions, for example, repeating instructions once again, adjusting the language level and giving feedback.

In addition, Scott and Ytreberg suggest that assessment should be done in very simple terms. "[…] stressing the positive side of the things and playing down what the pupil has not been able to master. Nothing succeeds like success." (1990, 7) As children are very sensitive at this age and can easily form a block (see chapter 2.3), it is important for them to be praised for their efforts and experience success. Reilly and Ward (1997, 17) agree and recommend using phrases such as "Well done!" or "Very good" quite often. Furthermore, Cameron points out that assessment of children's early learning can influence whether they choose to continue learning L2 or they simply lose motivation (2001, 226). That is the reason why the assessment should be used and presented to the children conscientiously.

As mentioned above, preschool children should be praised and only the positive outcomes should be highlighted. On the other hand, even preschool children need some corrective feedback to be able to learn successfully. Cameron mentions that one way this can be realized without pointing out errors is when the target performance is modelled by the teacher and then repeated by the child. "Repeating what a child says with the correct form stressed will work as a corrective feedback." (Cameron 2001, 239) Such type of feedback is suitable for preschool children as they are used to a similar type of "correction" from their L1.

3.6 Methods

Although the Czech educational system still lacks any systematical training for preschool language teachers, there have been some valued attempts to design a suitable methodology for preschool language teaching from various experts and these will be presented in the following paragraphs. Lojová (2005, 137–138) stresses that the methodology applied should always respect the specifics of the preschool child's development and therefore, it is important not only to apply principles of language teaching but also the methodology of preschool teaching itself. Průcha and Koťátková recognize several methodology characteristics that are essential in preschool educational processes:

- activeness and real experience – when children are active, they can experience the lesson, which evokes emotions and stimulates their motivation
- creativity – the teacher should encourage the child's imagination and help develop their creative thinking

- oral communication – the teacher should use various oral methods such as storytelling, reading to children, explaining, facilitating
- use of dialogues – the teacher uses dialogues to provide enough opportunities for children to ask questions, share their thoughts and to reflect or brainstorm
- visualization and demonstration
- use of games/play

(2013, 54–57)

3.6.1 Learning through play

Lojová mentions that play has an irreplaceable role in a preschooler's life, and it not only provides a source of entertainment but mainly it is a source of satisfaction and learning. Children at this age are not aware of their own learning processes and cannot learn intentionally and the process is more important for them than the result. Thus, learning through play and having the actual experience seems desirable. (200, 139-140) Reilly and Ward point out that play helps children to acquire language in a natural way and they are motivated to learn because they are enjoying themselves. (1997, 27) Průcha and Koťátková add that a play, should it be used for didactic purposes, should meet a few characteristics in order to still be considered a play: spontaneous, creative, repetitive, joyful, imaginative and involving pretending (2013, 57).

3.6.2 Total Physical Response (TPR)

The fact that children may be influenced by the silent period and therefore might not be able to produce much or respond verbally during the lessons has been discussed in chapter 2. What is important, however, is that children should still be provided with the opportunity to be active and productive but in different, non-verbal ways. Lojová mentions that even though children are rather passive acquirers at this stage, the teacher should still ensure that children will cooperate and respond (2005, 141).

A language-teaching method that enables the children to be active and respond non-verbally is the widely recognized Total Physical Response (TPR), developed in the 1960s by a psychology professor James Asher. In short, TPR is based on a language-body interaction during which teachers give commands and students respond physically. TPR can be used to teach different commands, vocabulary or even for classroom language – instructions. Thornbury adds that TPR builds on the belief that children only need to understand the input

and should not be required to speak unless they are ready to. (Thornbury 2006, 231) Due to the voluntary aspect, TPR may relieve stress associated with language learning, which may be present especially at the early stages (Hummel 2014, 114).

3.7   Activity types

There are various options of activities that can be used with preschool children. Many authors concerned with very young learners and young learners mention some common types of activities that are suitable for this age group. Firstly, there are the **listen and do** activities which are based on the TPR methodology. Generally, they may include not only movement but also drawing. Scott and Ytreberg point out that the main advantage of such activities is the fact that the teacher sees immediately whether children understand the message or not and can react to it accordingly (1990, 22).

Next, **storytelling and drama** is generally very much recommended. Reilly and Ward suggest that the teachers should use lot of visual aids (picture books, story books) and preferably not read but rather retell the story in their own words. Also, making the story alive by using a dramatic voice, mimicry and eye contact is important to draw the children's attention. Using puppets or figures is also suggested to help illustrate the meaning. (1997, 18–19).

Rhymes and songs are also very popular among young learners. Dunn (1983, 80) says: "Children learn rhymes easily and quickly and they appear to enjoy learning them and reciting them." The fact that rhymes are prefabricated language allows the teacher to teach whole phrases without any further explanation of grammar. This may be very satisfying for children according to Dunn, as they feel they are able to produce a lot of English already at early stages (1983, 80). Also, rhymes and songs help children discover the English sound system and develop their pronunciation (Reilly and Ward 1997, 23-24).

Lastly, it is **art and craft activities** that are an important part of the preschool curriculum and should be implemented even into language lessons because they may contribute to language development. An example of such activity can be organized drawing, where the teacher gives instructions, or free painting. The latter is just as important, because the teacher can walk around the classroom, give each child individual attention, and even ask questions or elicit some new vocabulary. (Reilly and Ward 1997, 26)

3.8 Curriculum development

In An A-Z of ELT, curriculum is described as a set of decisions concerning general aims of the course, the content of the course - syllabus, the methods used and evaluation of the course. Curriculum is based on educational beliefs and theory and can be captured in a 'curriculum philosophy'. (Thornbury 2006, 60) The starting point for designing the curriculum would normally be frameworks and institutional requirements. However, the fact is that there is no such document prescribing what the second language teaching at preschools should look like. Therefore, teachers are free to design their own curricula based on the theoretical knowledge of their learners' needs as well as familiarity with the area of SLA and its various perspectives.

3.8.1 Designing a syllabus

Having mentioned that a syllabus is a part of the curriculum concerned with the content of the course, it is necessary to point out that it is a long-term type of planning unlike lesson planning, which is discussed in the next chapter. Dunn stresses that when designing a syllabus, it is important to have a clear idea of what the course aims to achieve (1983, 18). Černá adds that a syllabus is not only concerned with what is being taught but also in what order it is taught. Černá then distinguishes four different kinds of syllabuses in terms of their organizing principles and recommends combining several of them when designing a syllabus as each has its advantages and disadvantages. These are:

1. **structural syllabus** – based on the internal structure of the language and its complexity and usefulness for the learners
2. **functional syllabus** – based on identification of communicative functions and again, their usefulness to the learners and their communicative needs
3. **situational syllabus** - based on real life situations where the main variables are the participants, the setting and communicative goals
4. **topic-based syllabus** – based on a thematic content

(2009, 15)

When dealing with a topic-based syllabus, Harmer mentions that it is important to do so carefully. One way of dealing with a topic-based syllabus is having a different thematic content for each lesson. However, he emphasizes that it is better for themes to carry over for more than one lesson or to reappear at some point, so that the students may refer to them. (Harmer 2007, 375–377) Such approach can also be linked to Bruner's Spiral Curriculum,

where the main aim is preventing students from forgetting the already learned material by re-visiting the content many times. Each time, the student acquires deeper knowledge than before. (Petty 2009, 451) Also, this goes hand in hand with the need for repetitive input.

Concerning the topic choice, Reilly and Ward (1997, 13) and Dunn (1983, 22) believe it is helpful to teach similar things to the ones children learn in their first language until they become more mature. Moreover, it has been mentioned, too, that children are egocentric, and their understanding is limited to the 'here and now' context (see chapter 2.2). For that reason, it is desirable to link things they are concerned with in their first language to what they learn in a second language.

3.8.2 Lesson Planning

Apart from having a long-term plan – the syllabus –, each lesson should also be preceded by a lesson plan. Thornbury (2006, 118) believes that planning lessons in detail is a reliable indicator of the quality of one's own expertise. It also contributes to creating a safe environment where children know what to expect and feel secure, which is vital for their healthy development (see chapter 2.3).

Harmer stresses the importance of pre-planning before the actual planning. Pre-planning can be a set of informal decisions and an observation. It is important to have the knowledge of who we are teaching before we make the lesson plan and then, to do so in our student's best interests and needs. (2007, 367–368) Moving on to planning, Petty adds that it is crucial to make a very specific decision about what is to be achieved in the lesson. Stating partial objectives that are in correspondence with the general aims (curriculum) is an essential part of planning (2013, 392–394).

Next, it is advisable to have a lesson structured into a framework/model which has a specific pattern. Not only does it give the teacher the idea of what the structure of the lesson will be, but it mainly provides a routine which preschool children need (see chapter 2.2). Having considered that teaching preschool children may be restricted to some extent and it requires a specific approach, it seems reasonable to draw an inspiration for designing a framework from experts particularly from this field of study. Two of such experts are Reilly and Ward (1997, 15), who suggest that a lesson framework could be as follows:

1. A familiar song
2. New language
3. Craft activity connected with new language

4. A song, rhyme, or chant connected with the new language
5. A familiar active game or activities with TPR
6. A familiar story

Another example can be Dunn (1983, 29) and his three-phase framework. Phase one begins with warming-up activities like songs and rhymes. He comments that this phase should help the children get used to hearing and using English. Phase one can also serve as a revision period and is usually followed by introduction of new language items. Phase two is a calm phase, when children may work on activities like coloring and the teacher goes around and gives each child some attention. Phase three is full of lively activities and games as the children are getting tired and want to move around.

Last example of a lesson framework can be the one proposed by Černá (2009, 17) suggesting the following stages and time indications:

1. Opening, warm-up (3-5 minutes)
2. Repetition of known content (3-5 minutes)
3. Activity 1 (7-10 minutes)
4. Relaxation (3-5 minutes)
5. Activity 2 (3-5 minutes)
6. Time for play (3-5 minutes)
7. Closing

The implications of all the above-mentioned models are: It is essential to start a lesson with warm-up activities or something familiar to the children before presenting new material. The importance of balancing calm and lively phases is apparent as well as changing activities quite often since the children have a short attention span (see chapter 2.2). The variety of different kinds of activities plays an important role, too, ranging from arts and craft activities, TPR activities, to games and play. Moreover, having time for repetition and familiar activities is crucial and it should always be included in the framework of each lesson.

Additionally, it is important to link the lesson with the one before and think about the one after. Harmer suggests the teacher should react to what has happened, because no matter how precise the lesson plan is, a lot of unexpected things are likely to happen, and one should be ready to update their plans continually (2007, 375–377).

3.8.3 Evaluation

Finally, it is the evaluation that has a crucial role in the whole process of curriculum development and teaching in general. Its main purpose is to determine whether the objectives

of the lesson and consequently the general aims of whole course have been achieved. The procedure may involve, for example, observations or even other informal ways such as asking the learners directly. Thornbury mentions two kinds of evaluation: formative evaluation, which is a process of getting feedback in action, and summative evaluation, which is the final evaluation of the outcomes in relation to the objectives. (Thornbury 2006, 77) Both play an important role. Evaluation can be done also by the teacher himself based on the concept of reflective teaching, which will be discussed in greater detail in the practical part of this thesis.

4. Summary: Principles of teaching English to preschool children with focus on exposure

Individual approach (P1):

It is especially important that children are treated as individuals and their own working pace and developmental stage is respected. The teacher should provide enough attention to each child in a group.

Concept of here and now (P2):

The activities should be realized in the context of here and now as the children do not understand time processes and their thinking is limited to an instant experience.

Elimination of abstract (P3):

Abstract concepts should be eliminated from the lesson content because of the children's underdeveloped cognitive maturity. The teacher should provide the children with meaningful input they are able to absorb, and which corresponds with their level.

Multisensory approach (P4):

Children need to get a real sense of what they are learning about. It is important to use authentic aids and materials, so that the children can touch or feel and learn through direct experience. The teacher should implement all learning styles and especially a visual support, which has a crucial role when delivering the meaning.

Suitable lesson content and methodology (P5):

Routines, familiar activities, and topics should serve as a base of the lesson. Lesson content should be dynamic and engaging. Lively and calm activities should be balanced. Proper methods are TPR and learning through play.

Promoting the positive attitudes towards learning (P6):

The teacher should make the lesson enjoyable and provide children with positive and enthusiastic atmosphere. Also, positive feedback is desirable.

Comprehension precedes production (P7):

Because of the developmental stage, the children should not be forced to produce language. The teacher should instead implement nonverbal ways how to interact with the children.

Stable and secure environment (P8):

The teacher should provide the children with a secure environment where they feel safe. One of the ways is using routines and lesson frameworks as children respond to familiar and predictable things with greater ease.

Focus on exposure (P9):

High frequency of the input is very important. Also, interaction between the teacher and the child is a necessary part of successful language acquisition and it provides a meaningful input. The teacher should create a meaningful, repetitive, language-rich, and engaging environment during the lessons with many opportunities for communication. Classroom language should be in L2. Language should be adapted to CDS.

II. PRACTICAL PART

5.   Research Methodology

The aim of the practical part is to create six lesson plans, relating chronologically to one another, in a way that the specifics of preschool age are respected, methods and activities are used accordingly and as well, the language exposure is maximized. Consequently, the aim of the practical part is to reflect on the whole process of lesson planning and to teach selected lesson plans in a real classroom in a chosen institution and to analyze and comment on the efficiency of applying them. The whole process will be evaluated by the author, which can be referred to as *reflective teaching*. The practical part will serve as an illustration on how some theoretical base might apply in real-life.

 Firstly, I will describe the background of the research and the concept of reflective teaching. Then, during the pre-planning stage, I will observe a few lessons in order to introduce myself to the children and note down some important variables such as number of children, their names, content topics, their previous knowledge, routines, etc. This observation will serve as a source of data I need to create the lesson plans. Next, a lesson framework will be established, as well as the lesson plan template. Finally, a curriculum will be developed including curriculum philosophy, general aims and syllabus.

Based on both the pre-planning outcomes and the theoretical part outcomes, I will design the lesson plans and explain precisely why particular methods and activities were chosen and implemented – this will serve as a reflection of the whole process of lesson planning.

In the next stage, I will teach selected lesson plans. I will write a self-reflective diary throughout the whole process, which will serve as data for lesson reports. In the lesson reports I will evaluate individual aspects of the lesson plans and how successful they were in a real-life classroom with the support of the self-reflective diary.

5.1   Background of the Research

The research will be conducted in the Little Stars day-care center, which is situated in Prague, and is open for preschool children aged 2-6. This institution is private and therefore its functioning does not necessarily keep with the FEP PE as it is not legally a preschool but rather a day-care center. However, I chose this institution because it still allows me to work with preschool-aged children and I personally appreciate and identify with Little Stars' philosophy:

- All children are unique individuals with different needs, and we approach them as such.

- We support natural creativity of your children and provide them with educational- rich environment to help them reach their full potential.

- Your children's happiness is our priority. Sensitive approach, empathy and good atmosphere are a must.

- We provide family-like environment where every child feels safe. (Littles 2020)

The owner of the center believes it is important to introduce various activities ranging from dance, music, art to foreign languages in order to explore children's talents and develop different skills. Concerning languages, English is offered twice a week, in a 30 minutes slot, by an external English teacher. It is informal and the main aim is to raise awareness about other languages and cultures, as well as to develop language skills. I will be able to conduct my own lessons a few times and consequently get a chance to try selected lesson plans in a real-life setting.

5.2 Concept of Reflective Teaching

As a novice teacher I chose reflective teaching as a methodology of my practical part for I find this practice very useful. "Reflective approach to teaching is one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching." (Richards and Lockhart 1996, 1) Pollard adds that reflective teaching goes even far beyond one's own reflection because it plays a crucial role in raising standards of teaching in general (2006, 24). Pollard identifies several key characteristics of reflective teaching. Reflective teaching implies an active concern with aims and consequences of classroom practice. It is a cyclical process in which teachers monitor, evaluate, and revise their own practice continuously (see Figure 1.). Reflective teaching requires competence in gathering new evidence, including both objective and subjective data, and evaluative skills. Also, it requires a professional commitment demonstrated by attitudes of open-mindedness and responsibility. Reflective teaching is based on teacher's judgment, informed by evidence-based enquiry. (2006, 15–19)

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                              REFLECT


        EVALUATE EVIDENCE                        PLAN




    ANALYSE EVIDENCE                            MAKE PROVISION




            COLLECT EVIDENCE            ACT
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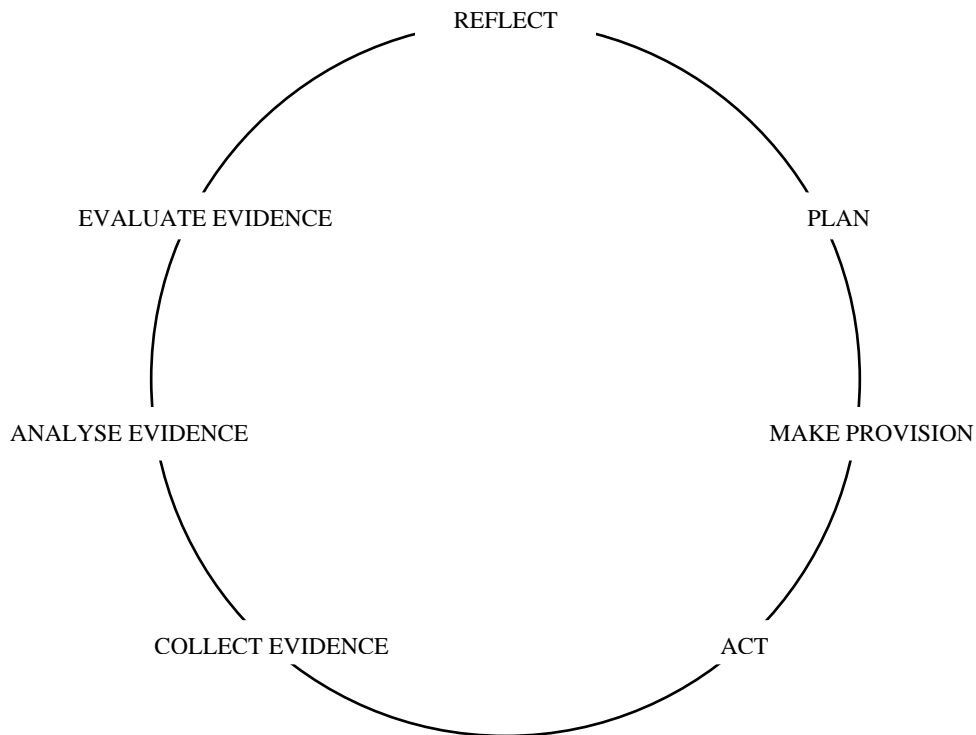
Figure 1. The process of reflective teaching (Pollard 2006, 17, figure 1.6)

For the purposes of this thesis, two techniques of enquiry were selected. The first method is to keep a self-reflective diary by taking very descriptive notes about events and issues throughout the processes of planning and teaching. This technique provides data for later evaluation and triggers insights about teaching (Richards and Lockhart 1996, 7). However, Pollard (2006, 47) emphasizes it is important that the information provided is descriptive (evidence-based), free from supposition or prejudice, valid and diagnostic (so that it leads us towards improvement). Secondly, it is using lesson reports as a source of data for a reflection of the teaching process. It can be simply done after each lesson by answering questions mainly related to aims; some examples are suggested by Richards and Lockhart (1990, 10):

- What were the main goals of the lesson?
- What did the learners learn in the lesson?
- What problems did I encounter and how did I deal with them?
- What were the most/the least effective parts of the lesson?
- Would I do anything differently next time?

Finally, it is the evaluation which has an irreplaceable role in reflective teaching as it leads us towards the desired improvement. Evaluation can be done through evaluative questions and critical thinking. Some questions may focus on the learner, others may focus on the teacher – it all depends on one's own aims. A few examples of evaluative questions are presented by Pollard (2006, 223):

- What happened?
- What effect did it have?
- How could it be different?
- How might I (we) behaved differently?
- What would I do next time?

6.   Pre-planning

6.1   Observation

A crucial part of lesson planning is the process of decision making even before the planning itself. One of which includes those concerned with our learners - who are they and what they normally do during their lesson, what they like and dislike. Since I will not start an English course with them but only substitute for their current teacher, I had to observe a few lessons, note down the routines they are used to, as well as meet the children and introduce myself to them. I visited the center twice. Firstly, I talked to their teachers and noted down basic information such as number of children, their names, what they like/dislike, any uncommon behavior, and spent some time with them in the classroom. I also took pictures of the equipment and the premises, so that I know what I can use as teaching aids and materials and where to situate different parts of the lessons. The second visit was an observation of the English lesson with their current teacher. I noted down a framework of the lesson, including familiar songs and games and I had a conversation with the teacher about topics the children have already learnt or are currently learning. This informal observation was a last step to make final decisions about curriculum design and lesson-planning.

6.2   Lesson Framework

Based on the realized observation and theoretical knowledge, a lesson framework was designed to serve as a model for the lesson plans:

1.   Opening: familiar/warm up activity (3-5 minutes)
2.   Circle time: revision period/new language (3-5 minutes)
3.   Activity: new language/revision period (5-10 minutes)
4.   Activity: new language (5-10 minutes)
5.   Relaxation: crafts/story time (5 minutes)
6.   Closing: playful familiar activity (3-5 minutes)

6.3   Lesson Plan Template

Each lesson plan consists of several parts. The first part includes basic information about the age, level, and time. These variables will remain the same throughout the process, because all six plans are designed for the same group of children. Themes and overall aims of the lessons follow and they correlate with the curriculum (see next chapter). Next, individual activities are divided into separate columns, where teaching aids/materials, time indications, and partial objectives are stated. Also, all activities are given numbers to be easily cross referred to throughout the whole reflection processes. A detailed description of the activities is included in the part called "Procedure", which follows. In this part, interactional patterns are described, as well as the major interaction between the participants, examples of rhymes and songs, etc.

Lesson Plan

Age:			
Level:			
Time			
Theme:			
Overall Aim:			
Activity	**Material**	**Time**	**Partial Objectives**

Figure 2. Lesson Plan Template

7. Curriculum

Curriculum philosophy:

Every child is approached as an individual with specific needs. Each child's well-being is being carefully monitored and providing safe environment is a necessity. Ongoing encouragement as well as enthusiastic and positive atmosphere are used to promote positive attitudes towards learning.

Learning L2 should be as natural as learning L1, so to create a similar environment a production is not forced, and children are rather exposed to maximal language input just as when learning L1. Such input is manifested through high frequency and repetition during the lessons. Simultaneously, through continuous interaction between the teacher and a child (either verbal or non-verbal), which is supported by visual and different aids, the meaning is delivered.

Learning through play is used as a core method as it stimulates a child's natural curiosity and unintentional learning. The dynamic and rich structure of the lessons allows every child to be active and learn through real experience.

General Aims:

- Children will be willing to participate in the lesson and will express positive attitudes towards the activities.

- The language input will be maximized, and a minimum of Czech language will be used.

- Children will cooperate with the teacher and will be able to respond verbally or nonverbally.

- Children will be able to understand new vocabulary items and basic prefabricated phrases.

- Children will be able to understand and follow classroom language and instructions.

Syllabus:

As it was mentioned in the theoretical part, it is recommended to combine several organizing principles when designing a syllabus. However, for the purposes of this thesis, a topic was chosen as a main principle. One of the reasons is the fact that the lesson content should be similar to what children normally learn in a preschool in their first language. Therefore, choosing similar thematic content is a main concern. Also, the themes will carry over for more than one lesson because repetition is crucial, and it prevents the children from forgetting the learned material.

1. **HELLO, HI!**
2. **COLOURS**
3. **ANIMALS**
4. **MY FAMILY**

8. Reflection on Lesson Planning

Designing the activities was naturally influenced by the given topic. Even more important for me, however, was to create opportunities for a meaningful, repetitive input and to expose children to a language-rich environment where they are actively involved but the production is not forced. Next, it was the playfulness and attractiveness of the activities which I was interested in when designing them. Focus is also on balance of lively and calm activities, as well as implementation of familiar activities and a routine (lesson framework). Cross-references are used throughout the reflection (i.e. P1, P3). These refer to the principles of teaching English to preschool children (see chapter 4.) and support the argumentation in the reflection. Since the aim was to maximize the language exposure, it was decided to use English only during the lessons, even for the instructional purposes (classroom language). So, to avoid repetition, only specific activities were described in a greater detail.

8.1 Lesson Plan 1

Creating a Lesson Plan 1 (see Appendix A) was a demanding task, because it was the first one, so the main question was 'Where to start?'. Having already created the lesson framework as well as the syllabus, however, made for a great steppingstone.

The main concern of this lesson plan was to create an environment, where children would not feel shy to respond to a new teacher and to participate. So, I started with familiar activities and implemented those as they are of a great importance (P5). These are **Activity 1 – opening song** and **Activity 6 – closing song**, which serve as a signal for a start and an end of the lesson and capture children's attention, as well as give them a sense of security. Secondly, I chose recycled language, which corresponds with the lesson's topic and based the **Activity 2** on repetition of this language**.** This activity is naturally a calm one because it is preceded by a lively one. I decided to use a puppet for two main reasons – the children know this puppet and they are used to communicating through this puppet in their regular English lessons, and it is a form of a play (P5). Also, the puppet gives children a sense of security while expressing themselves (P8). Moreover, this activity provides children with various answering options, so it does not force production (P7). This activity provides an environment for a meaningful interaction between the children (P9). **Activity 3** presents new language material. An entertaining way of presenting (through the puppet with a funny voice) serves as a tool to have the children cooperate and be less inhibited. This activity provides an opportunity for

frequent repetition as the teacher helps each child to answer by repeating the question and a possible answer out loud every time (P9). Also, this activity is an opportunity for a meaningful interaction between the child and a teacher (P9). **Activity 4** serves two main purposes. Firstly, it provides more repetition and revision of the new and recycled language ("Hello", "How are you?"). Secondly, it is a lively TPR activity which provides rich language input and prefabricated phrases. Also, this activity is used to manifest a multisensory approach, because all visual, auditory, and kinesthetic styles are addressed. It is followed by a relaxing and calm **Activity 5**. In this activity children can rest while coloring and consequently, a teacher may give each child some individual attention and recognition (P1, P6). Coloring is used as the implementation of any type of craft is highly recommended with this age group and it is, again, something children are normally used to. **The Activity 6** serves as a playful and familiar closing of the lesson.

8.2   Lesson Plan 2

The fact that Lesson Plan 2 (see Appendix B) comes after the one which was taught in a real classroom was of a great help when making some additional decisions and adjustments. An opening song– **Activity 1** remains the same as in the previous lesson as it is a familiar start of the lesson and an important part of the routine, as well as it provides a rich language input (P8, P9). **Activity 2** reacts to the previous lesson plan and the activity and the language is repeated. Because it was unsuccessful previously, it was adjusted; a decision was made to prolong this activity and to implement it at the beginning of the lesson. **Activity 3** was designed to introduce a new language material to the children. It is a TPR activity, which ensures children's active participation and understanding, because it provides lots of visual and auditory support (P4). Also, it provides opportunities for frequent repetition of the learned material. (P9) **Activity 4** was chosen mainly for its attractive look, playful nature and because it is very popular among children (P6). By this activity, I am expecting to be able to assess how individual children are doing on understanding as they are given instructions not only as a whole group but also individually (P1). **Activity 5** is naturally a calm one after the two lively activities. It was chosen because it includes coloring, which is children's favorite form of relaxation. **Activity 6** is a familiar closing of the lesson. It was adjusted in terms of the choice of media – a guitar is no longer used, and the song is played from the recorder. This way, I may join the children in dancing and encourage them to participate. This song provides a meaningful and rich language input, too. (P9)

8.3 Lesson Plan 3

An opening song– **Activity 1** in the Lesson Plan 3 (see Appendix C) remains the same as in the previous lesson as it is a familiar start of the lesson and an important part of the routine. It also provides a rich language input (P8, P9). **Activity 2** is repeated as well, because a lot of repetition is desirable, and the activity is now predictable for the children, so they might be more successful. (P5, P8). **Activity 3** presents new material to the children. Apart from revising the colors, children are exposed to a new phrase through this activity and are also challenged to name the colors by themselves. The production is not a main concern, however. It only provides the children with the opportunity to try. This activity was designed in a way to be visually attractive and supportive (P4). Moreover, if children are able to understand the new phrase ("What's missing?"), the activity can be recycled with different themes in the following plans. **Activity 4** is a lively activity, which allows children to be physically active through jumping and exposes them to a meaningful input connected to the given theme. The song has an attractive rhythm and is very catchy, which may help in remembering. The exposure to specific phrases in the song prepares the children for the following lessons, where they will be working with the given phrases again (P9). **Activity 5** offers a language-rich input through a natural native English voice (P9) and a visual support through pictures in a video (P4). It is a form of relaxation (based on the lesson framework) after the lively activity, but it is designed in a way that children are exposed to a language-rich environment while they are relaxing and listening only (P9, P7) **Activity 6** was chosen mainly for its playful nature and popularity among children (P6, P5). Moreover, it provides rich input through a song (P9) and its rules can be easily explained and manifested through TPR.

8.4 Lesson Plan 4

Designing Lesson Plan 4 (see Appendix D) started with a question: "Which particular words should I choose for children to learn in this lesson?". I knew I wanted to teach children the ZOO animals (as they have already known some farm animals), so I decided to find a suitable song for this lesson first and then choose the vocabulary based on this song (**Activity 4**). The next important question was how to present the new material to the children? **Activity 1** remains the same as in the previous plans. It is an important part of a routine and it provides a sense of security (P8). Through **Activity 2** children are introduced to new vocabulary. As it was mentioned, these particular words were chosen based on a song which will be a part of this lesson, too. A teacher talks to each child personally (P1) and through visual and auditory

support (P4) and constant repetition, children are exposed to the new words and possibly understand some of them (P9). Moreover, this activity allows children to be actively involved. **Activity 3** mainly offers a space for repetition and a playful active involvement of the children. **Activity 4** is a core activity for making decisions about the vocabulary items. It is very catchy and exposes children not only to the new vocabulary but also to verbs connected to actions, which can be used in upcoming lesson plans adapted to different activities. The song is a TPR activity (P5) and it evokes an enthusiastic atmosphere (P6). **Activity 5** is used as a relaxing activity, because children do not move during this activity. It provides a repetition of the phrase "What's missing?" but with different thematic content. The advantage of this activity is that children should be able to understand the concept as it is repeated, and they should be able to predict what is expected from them. Also, children are once again exposed to the lesson theme and they deepen their understanding. **Activity 6** is a playful and familiar closing of the lesson.

8.5 Lesson Plan 5

This lesson plan (see Appendix E) was mainly designed in a way that it builds on the previous lessons and it provides a lot of repetition. Children were exposed to some phrases already in the previous lessons and this lesson plan should ensure understanding of these phrases. Again, a main question was how to introduce the new language to the children so it was meaningful and understandable? I decided to get an inspiration from an interactionist approach and to use an interaction as a source of a meaningful input (P9). **Activity 1** remains the same as in the previous plans. It is an important part of the routine and it provides security (P5, P8). **Activity 2** introduces new phrases to the children in the context of what they have learnt already. The new phrases, though briefly touched upon in a previous lesson with no further practice, are introduced through an interaction between two puppets and the children, which provide an entertaining and meaningful way of presentation (P9, P6). At the same time, children are offered the chance to answer either verbally or nonverbally (P7). The whole activity is supported by visual and authentic aids (P4). **Activity 3** combines a review of phrases from Lesson Plan 1 as well as further practice of those phrases. It also includes the lesson theme vocabulary. This activity is designed in a way that children get a chance to review the song and the phrases first, as they would probably not remember (P2) and then they can demonstrate them by themselves in a follow-up activity. It is a lively TPR activity (P5) which enables every child to be physically active and involved. **Activity 4** enables the children to get

a real experience of what they are learning about as they explore the words through their touch(P4). Also, they are exposed to a new phrase, which can be easily recycled in the following lessons but with a different thematic content. **Activity 5** is a calm activity with crafts. It was designed in a way that children will have their own product by the end of this activity, and they will use it in the next activity. This activity promotes enthusiasm as the children enjoy craft activities (P6). **Activity 6** is the song from a previous lesson, so the children are exposed to repetitive content (P9). Also, children are encouraged because they imitate the animals by themselves (they wear animal ears and are painted as animals), so they get a real experience of what they are learning about (P2).

8.6 Lesson Plan 6

Although a new theme is introduced in Lesson Plan 6 (see Appendix F), I decided to still do a lot of repetition from the previous lessons. Especially, I decided to review the verbs and phrases connected to actions, as these can be widely used in TPR activities and it is desirable that children understand these. Having a new theme means presenting a new material to children and choosing specific vocabulary items. For this lesson plan, I also decided to choose the vocabulary based on a song (**Activity 4**). The reasons why will be explained further on. **Activity 1** remains the same as in the previous plans. It is an important part of the routine and it provides a sense of security (P5, P8). **Activity 2** was designed in a way that a teacher uses visual aids to introduce a new material to the children as well as a lot of repetition is used (P9). Children's body is used as a medium of communication (P7), so the children are able to interact with the teacher nonverbally. This activity mainly exposes children to the new material and prepares them for the upcoming activities. **Activity 3** is a TPR game (P5) which provides a lot of revision and repetition of the previously learnt content. Through the ongoing and repetitive exposure to these words and phrases, understanding should improve (P9). **Activity 4** is a core activity of this lesson. A vocabulary items were chosen based on the song and an inspiration was drawn from the song to use fingers/hands as a medium of communication. Firstly, it is because the language is adapted to CDS – "mommy", "daddy", which is desirable when imitating the L1 learning environment (P9). Secondly, fingers are used as a visual support of the topic (P4) and children can easily communicate through it and get involved. This song is also very catchy and provides meaningful and rich exposure as the children actively imitate the meaning. By this activity, children work on their understanding of the new items. **Activity 5** is, based on the lesson framework, a relaxation period. The

coloring was chosen, because it is popular among children (P6) and they can also practice their understanding of the new items as it corresponds with the lesson theme. This activity is designed in a way that the new items are repeated before the actual coloring starts – so that the children have another opportunity to review and understand (P9). **Activity 6** was chosen mainly for its playful nature and popularity among children (P6, P5). Moreover, it provides rich input through a song (P9) and its rules can be easily explained and manifested through TPR.

9. Reflection on Lesson Reports

9.1 Lesson Report (Lesson Plan 1)

The main aims of this lesson (see Appendix A) were to teach children the basic greetings and, as a new teacher, to establish a good relationship with them – to make them feel secure. Although I implemented lots of familiar activities and aids, it was still a very challenging lesson. I encountered many problems during the lesson. First, the individual differences between the children were apparent and had an influence on the lesson. Some children could easily go with the flow of the lesson and either understand or were able to quickly imitate what I was doing. Other children could not understand a single word and obviously did not get the point of most of the activities. However, what I consider the biggest advantage of such heterogeneous group is the fact that the younger children looked up to the older ones and even though they did not understand most of the time, they mimicked their peers and were able to participate somehow. Secondly, it was the amount of Czech that must have been used. Basically, all classroom language was in Czech to some extent. I tried my best to use English but when it came to some organizational issues- misunderstanding, misbehaving or even having a crying child, I could not use English only. Also, some children tend to talk to each other during the lesson (in Czech, naturally) and it was disruptive sometimes. I drew their attention by some gestures or emphasized intonation. **Activity 1** was a crucial moment as I was concerned with the children's first reactions. Luckily, children responded to the song with enthusiastic attitude and because they seemed very curious about me - the new teacher, they joined me. Only one child did not join us and wanted to sit on his preschool teacher's lap. I knew that I should not take that personally, because this boy could only have a "bad day". After this activity, most of the children were able to sit in a circle. Those who were not were asked in Czech. **Activity 2** and **Activity 3** - I used two similar activities with a same setting consecutively, which was a mistake. **Activity 2** was quite a success, children reacted positively to the familiar puppet. I was surprised that most of the children responded to me (even verbally) and only one boy was extremely shy to even hold the puppet in his hands. Though the activity took too long, it was efficient. However, **Activity 3** was not interesting for the children anymore and they simply were not responding to it and started to misbehave as they were bored. Next time, it will be extremely important to change the settings and types of activities. I solved this problem simply by moving on to the next activity. The most

effective parts of the lesson were the songs. Either the opening or closing songs because the children knew them. Also, the new song in **Activity 4** was successful and the children reacted very enthusiastically. It seemed that some of them did not get the point of this activity at all but still got involved and mimicked what I was doing or what their friends were doing. I realized that accepting the role of a teacher "as a visual aid" finally pays off as children fully rely on this. If I did not join them and participate with them, they would not probably understand and participate either. I figured that out especially during the closing song – **Activity 6**, when I played the song on guitar instead of playing the song from a recorder. I thought this would be more interesting for them. However, the children were not as encouraged as they were during the other songs when I was able to dance with them. Next time, I will not play the guitar. Additionally, **Activity 5** was partly successful as the children enjoyed coloring and they were calm (apart from one crying child because he did not manage to finish). The second half of this activity, however, was quite confusing for the children and although I used a lot of gestures and visual support, most of them did not understand what was expected from them. I solved it by using Czech for the instructions.

  Overall, this lesson did not go as I expected. However, I am satisfied with the way I was able to deal with the problems and the fact that children seemed to enjoy the lesson and establish a good relationship with me. Even though, children did not learn much in this lesson, they were still exposed to some English, which is desirable.

9.2   Lesson Report (Lesson Plan 2)

The main aims of this lesson (see Appendix B) were to teach children what I did not manage to teach them in the previous lesson ("How are you", etc.) and to teach them basic colors (red, blue, yellow, green). Although some challenges remained, such as the need to use Czech language to some extent, it was a successful lesson. I needed to use Czech mostly when translating some specific words and phrases. I was happy that usually it was needed only once and then the meaning was predictable to the children and they simply followed the pattern of the interaction. Concerning the classroom language, Czech was less needed this time as I really focused on using my body language, gestures, and real objects as much as I could. It was little bit exhausting sometimes, but I saw it helped deliver the meaning.

Activity 1 was predictable and enthusiastic start of the lesson and all children joined me with joy this time. I was surprised that they were even able to make a circle after the song was over and I did not have to use Czech language. I believe that having a smaller group this time (with

mostly four-to-five-year-olds) made the difference. I was afraid of **Activity 2** as it was not a success last time. However, starting the lesson with this activity was a good idea. Children were paying attention and were alert to what is going to happen. Concerning the understanding, I asked the first child both in English and in Czech because she seemed confused. After that, it was easier for the rest of the children to understand the phrases in English only. All the children replied to me even verbally. I used tons of repetition, which helped. **Activity 3** was efficient although quite long. Most of the children understood the colors and were able to find them. Some children were simply just copying what others were doing. They became easily bored, however, by the repetitive nature of this activity (there were only four colors to practice). I moved on to the next activity when their interest began to flag. Although **Activity 4** was similar in the content, Twister as a tool was an instant success and the center of attention. Though, it was little bit difficult to cope with children's overexcitement at first as I wanted to explain what we are going to do. Also, the fact that instructions were addressed to individual children was difficult for them to understand and they kept reacting to all of them. The children were able to understand the colors, though. **Activity 5** was a great example of what I mentioned at the beginning of this reflection. Children perfectly understood what they should do just because I showed them a coloring paper and pencils. It was so predictable that they did not need to understand what I said literally. **Activity 6** was more successful this time as I joined the children and danced with them. They seemed entertained by my funny movements. Overall, I am satisfied with this lesson because children learned what they were supposed to learn, they seemed to be enjoying most of the activities and I managed to use less Czech than in the last lesson. Some children even asked me after the lesson when will I come again. However, I understand that having such a small group of children this time (and mainly the older ones) may have had a great impact on the process.

10. Summary and evaluation

Designing and teaching the lesson plans was a demanding yet beneficial experience. As preschool children are a group of learners with such specific needs one must be very careful when planning activities for them. Moreover, focusing on maximal language exposure at this age requires a lot of thinking and careful decision-making especially in the area of presenting a new material to the children. Question on how to present new language to the children was the most frequent one during the planning. It is so because the biggest concern was how to get the meaning across. Through implementation of constant repetition, real objects, multisensory approach, and adoption of a role of a teacher as a "teaching aid" I was able to present the new material. Indeed, the key issue was the classroom language. Although I tried my best to use English only to maximize the language exposure, I still happened to fail most of the time.

Because of objective reasons (measures adopted by the Czech government against the coronavirus) it was only possible to teach two lessons. I believe this issue should rather be observed on a long-term basis in order to make any further conclusions about it. As for now, I believe that children cannot be simply exposed to the classroom language in English only because it is very confusing, inefficient, and consequently time-consuming for the teacher. Instead, the teacher should teach some necessary classroom instructions first before teaching any other material. Through gradual growth of the exposure, children may be able to get used to it and to understand. Investing time into teaching the phrases connected to classroom language first, may lead to desired maximal language exposure in future.

The affective aim was achieved, because children clearly expressed positive attitudes towards the activities and were willing to participate during the lesson. The next aim, which is also the major focus of this thesis - to maximize the language input and to use a minimum of Czech language – was partly achieved. The lesson plans were designed in a way to maximize the language exposure and it was decided to use English even for a classroom language. The lesson reports, however, clearly showed that using English only was not successful and not possible. On the other hand, it was mainly the classroom language which needed to be in Czech. Thus, the aim concerned with the classroom language and instructions was not achieved. Children cooperated with the teacher and most of them were able to respond verbally or nonverbally. Some of the children could understand new vocabulary items and

basic prefabricated phrases but as a teacher I did not have enough opportunities to assess that, during such a limited teaching time.

CONCLUSION

This thesis dealt with the preschool language teaching with focus on maximizing the language exposure. In the first chapter, the essential context is provided in terms of defining the necessary terminology and key concepts of language teaching. Also, the topic is examined within the context of the Czech Republic, stressing the importance of learning and teaching English, with the support of educational programmes (FEP PE, FEB BE). This chapter also dealt with general aims of teaching English and emphasized the importance of affective aims when teaching preschool children. The second chapter characterized preschoolers and their cognitive, emotional, and physical development as it was considered one of the elements which directly influences the effectiveness of teaching and learning.

The third chapter began with theoretical views on SLA and its domains specifically aiming at language exposure. It was concluded that to maximize the language exposure, the L1 learning environment should be imitated as much as possible, especially in terms of frequency of the input and language adaptations. The inspiration was taken mainly from the interactionist and connectionist approaches. The third chapter also dealt with the major areas of language teaching and their possible adjustments in the context of preschool language teaching with focus on exposure. For instance, the crucial role of the teacher as a "teaching aid" was stressed or some classroom language adaptations were proposed aiming at using L2 only. Lastly, TPR and 'learning by play' methods and activity types suggestions were presented, as well as a theoretical background for designing a curriculum and planning the lessons. The fourth chapter summarized the major points of the theoretical part in form of a list of principles of teaching English to preschool children with focus on exposure.

In the fifth chapter, the background and methodology of the practical part was presented, and the institution chosen for the research was introduced. The sixth chapter described several decisions made before the planning of the lessons. These included informal observation, a lesson framework design, and a lesson plan template. In the seventh chapter, a curriculum philosophy and a syllabus were developed, as well as the general aims of the research were stated. The key focus of the aims was on the affective domain of the lesson, comprehension and undoubtedly, the language exposure. Finally, chapters eight and nine dealt with the reflection of the processes of planning and teaching the designed lesson plans. The evaluation of the research is summarized in the last chapter.

The variables which influence the teaching and learning at preschool age were explored and the theoretical knowledge was applied accordingly in the lesson plans and consequently in a real classroom. The concept of maximizing the language exposure was studied and applied with respect to the preschoolers' specific needs. The findings showed, however, that the experience was not necessarily suitable for the learners. More specifically, the classroom language in L2 was unsustainable as it led to incomprehension. On the other hand, the research also showed that through specific methods, namely repetition, multisensory approach, and most importantly adoption of the role of the teacher as a "teaching aid" the meaning was delivered many times. It was concluded that to make any further improvements and adjustments in the lesson design, this research would have to be conducted on rather a long-term basis. Therefore, this thesis may serve as an inspiration for further examination of this remarkable topic as maximizing the language exposure should be the ultimate aim of any teacher and learner.

RESUMÉ

Tato práce se zabývá ranou výukou anglického jazyka se zaměřením na maximalizaci jazykového inputu. V úvodu autorka krátce představuje názory na ranou výuku a následně vymezuje svoji pozici tím, že zdůrazní důležitost i jiných aspektů než je samotný věk. Mezi těmito aspekty uvádí, že četnost vystavení se jazyku (tedy maximalizace jazykového inputu) hraje stěžejní roli v celkové úspěšnosti osvojování si druhého jazyka a proto by tento aspekt měl být zkoumán. Následně je představen hlavní cíl práce: prozkoumat oblast rané výuky anglického jazyka a aspekty s tím související a vytvořit takové prostředí výuky, ve kterém dojde k maximalizaci jazykového inputu. Tímto způsobem tak bude vytvořena vhodná forma výuky pro předškolní děti s ohledem na jejich specifické vývojové potřeby. Práce je rozdělena na dvě hlavní části – praktickou a teoretickou.

Teoretická část má celkem čtyři kapitoly. První kapitola uvádí čtenáře do kontextu a definuje zásadní pojmy spojené s výukou druhého jazyka. Mezi tyto pojmy patří například rozdílnost pojmů cizí a druhý jazyk nebo formální a neformální typ výuky. Dále tato kapitola uvádí ranou výuku anglického jazyka do kontextu vzdělávání v České republice. S oporou v rámcových vzdělávacích programech je uvedeno, že výuka anglického jazyka není v ČR v předškolních institucích povinná. Zároveň skrze detailnější analýzu Rámcového vzdělávacího programu pro předškolní vzdělávání je zjištěno, že komunikační kompetence a kompetence k

učení s možnou výukou cizího jazyka přímo souvisí a její realizace tedy může pro děti být přínosem i v rámci naplnění očekávaných výstupů. Poslední část této kapitoly se zabývá obecnými cíli výuky anglického jazyka a zmiňuje CEFR jakožto hlavní dokument zabývající se výukou druhého jazyka. Mimo obecné cíle výuky druhého jazyka je také zdůrazněno, že u předškolních dětí jsou ve výuce zásadní především afektivní cíle.

Na začátku druhé kapitoly je stručně charakterizován předškolní věk. Dále je kapitola věnována vývoji předškolního dítěte z pohledu vývojové psychologie. Předškolní věk je zde popsán v oblasti kognitivního, emočního a fyzického vývoje, neboť tyto oblasti mají přímý vliv na výuku. Třetí kapitola se zabývá oborem osvojování druhého jazyka. Vzhledem k zaměření této práce byly vybrány pouze zásadní teorie a domény přímo související s maximalizací jazykového inputu. Jednou z nich je osvojování mateřského jazyka, které s osvojováním druhého jazyka má mnoho společného. Podobnosti i odlišnosti jsou analyzovány z čehož autorka vyvozuje, že k maximalizaci jazykového inputu je zapotřebí v co nejvyšší míře napodobit prostředí, ve kterém si děti osvojují svůj mateřský jazyk. Takové prostředí lze vytvořit s oporou zejména v teoriích zabývajících se právě osvojováním mateřského jazyka.

Tato kapitola se následně věnuje důležitým oblastem souvisejícím s výukou druhého jazyka jako je například stěžejní role učitele, řízení třídy a organizační formy, jazyk zadávání instrukcí, či hodnocení. Uvádí se, že při maximalizaci jazykového inputu je role učitele zásadní především jako "učební pomůcka", kdy učitel pomocí gest a řeči těla pomáhá žákům s porozuměním. Také bylo vyhodnoceno, že k docílení maximalizace jazykového inputu by jazyk zadávání instrukcí měl být v anglickém jazyce a jsou zde zmíněny způsoby, jak toho docílit v kontextu předškolní výuky. Pozitivní hodnocení žáků je zde vnímáno jako klíčové, protože přispívá k pozitivnímu vztahu k učení a tedy naplnění afektivních cílů. Dále jsou představeny vhodné metody výuky předškolních dětí – TPR ("Celková fyzická reakce") a učení hrou, které korespondují s vývojovými specifiky předškolních dětí. Na základě těchto metod jsou vyjmenovány různé typy aktivit mezi nimiž jsou například písně, říkanky, pracovní činnosti a malování nebo pohádky/vyprávění. Předposlední část této kapitoly se zabývá nezbytnými podklady pro tvorbu kurikula a plánování hodin. Je zde popsán rozdíl mezi krátkodobým (plány hodin) a dlouhodobým plánováním (sylabus) a take je zdůrazněna důležitost stanovování cílů a celkové evaluace. Poslední část této kapitoly shrnuje důležité poznatky z celé teoretické části a vytváří tak principy rané výuky anglického jazyka se zaměřením na maximalizaci jazykového inputu. Mezi principy specificky se zaměřující na maximalizaci jazykového inputu patří například nutnost interakce mezi učitelem a žákem,

četnost jazykového inputu a jeho neustálé opakování, vyhledávání příležitostí pro aktivní zapojení žáků nebo zásadní význam použití tzv. polysenzorického přístupu – tedy zapojení všech smyslů a tak i všech učebních stylů. Mezi principy obecně zaměřené na ranou výuku patří například koncept prezentismu, používání konkrétních jevů namísto abstraktních, individuální přístup nebo použití vhodných metod (TPR, učení hrou).

Praktická část plynule navazuje dalšími šesti kapitolami. Pátá kapitola se věnuje popisu výzkumu a použitým metodám. Výzkum je realizován v dětské skupině Little Stars a metodou výzkumu je tzv. reflektivní učení. V reflektivní metodě učení dochází ke kritické sebereflexi učitele-výzkumníka v rámci procesu plánování, učení a následné analýzy sesbíraných dat. Šestá kapitola popisuje proces před samotným plánováním hodin – tedy návstěvu dětské skupiny, návrh vzorového plánu hodin a také model hodin. Podle těchto návrhů se pak řídí veškeré plány hodin. Sedmá kapitola obsahuje navržené kurikulum pro tvorbu plánů. V kurikulu jsou zásadní zejména stanovené cíle, které jsou zaměřené na rozvoj pozitivního přístupu k učení se jazyku, porozumění, spolupráci/interakci s učitelem a maximalizaci jazykového inputu. Kapitoly osm a devět se již přímo věnují navrženým plánům hodin a reflexi procesu plánování a učení. Plánů je celkem šest a dva reporty z odučených hodin. V desáté kapitole je celý proces shrnut a evaluován a z reflexí plánů a reportů vyplývá, že afektivní cíl byl naplněn, docházelo však k častému neporozumění a s tím i související snaha o maximalizaci jazykového inputu zejména v oblasti jazyka zadávání instrukcí nebyla vždy úspěšná. Je zde take zmíněno, že z objektivních důvodů nebylo možné odučit dostatečný počet hodin, jaký by byl potřeba k dalšímu hodnocení a návrhu k vylepšení plánů.

V práci je poté shrnuto, že aspekty které ovlivňují ranou výuku byly prozkoumány a následně byly tyto znalosti aplikovány při plánování hodin a ve výuce, a stejně tak maximalizace jazykového inputu byla prostudována a aplikována s ohledem na vývojová specifika předškolních dětí. I přesto však výzkum ukázal, že takto navržená výuka nebyla nezbytně pro žáky vhodná. Zejména jazyk zadávání instrukcí v angličtině byl neudržitelný a vedl k neporozumění. Zároveň je v práci uvedeno, že díky mnohým použitým metodám (např. polysenzorický přístup, opakování, osvojení role učitele jako "učební pomůcky") bylo někdy porozumění i úspěšné. Zda lze udělat závěr z takto krátkodobého projektu zůstává otázkou. Autorka navrhuje tuto práci použít jako inspiraci pro dlouhodobější zkoumání, jak toto efektivně uchopit, protože věří, že maximalizace jazykového inputu by měla být hlavním cílem žáka i učitele.

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APPENDICES

Lesson Plan 1

Date: 28.02.2020

Number of children: 9

Age: 3-5

Level: Beginners

Time: 30 min

Theme: HELLO, HI!

Overall Aim:

By the end of the lesson children will be able to understand basic greetings.

Activity	Material	Time	Partial Objectives
1. Opening: *Hello, hello!*	A recorder, a CD	3 min	Children will feel secure and will be ready to start the lesson.
2. Circle time: Greeting our friends	A puppet, a carpet	3 min	Children will revise and understand "Hello".
3. How are you today?	A puppet, a carpet	3 min	Children will be able to understand the new items "How are you", "Good", "Bad". Children will be able to respond to the teacher (verbally or nonverbally)
4. A song: *Welcome song for kids*	A recorder, USB flash drive	7-10 min	Children will be able to understand the instructions and follow them by their actions.
5. Relaxation: Self-portraits	A coloring paper, pencils	8 min	Children will understand "Goodbye".
6. Closing: *Goodbye, goodbye!*	A guitar	3 min	Children will understand it is the end of the lesson.

Procedure:

Activity 1:

An opening song *Hello, hello* (CD) is played and children dance in pairs or individually. When the song is over, children sit in a circle.

Activity 2:

Children sit in a circle on a carpet. A teacher has a puppet and greets children.

T: "Hello, everyone!" (waving at children with the puppet)

Then, a teacher faces the puppet at a first child sitting next to her.

T: "Hello, Emma!" (waves at her and passes the puppet on to her)

T: "Now, say hi to Jacob" (points at him)

L: "Hello, Jacob" (waves at him and passes the puppet on)

This way, each child gets to hold the puppet and is asked to say hello to a person sitting next to them. A child may also only wave at their friend and then pass the puppet on.

Activity 3:

Children sit in a circle on a carpet and a teacher talks to children with a puppet.

T: "How are you today?" (with a funny puppet-like voice)

T: "Are you good?" (showing thumbs up) **"Or are you bad?** (showing thumbs down)

Teacher then asks each child individually.

T: "Hello, Emma! How are you today?"

L: (showing her thumbs up)

T: "Good?" Perfect!

Learners can either try answer verbally or they use their thumbs (or both). Teacher repeats the questions and the answers several times or where necessary.

Activity 4:

An action song *Welcome Song for Kids* (Youtube 2019) is played and sung twice. The learners follow the lyrics by their actions. They wave their hands at each other on "hello, everyone, how are you", clap their hands on "clap your hands", stomp their feet on "stomp your feet" and touch their nose on "touch your nose".

Activity 5:

Each child gets a coloring paper with a girl or a boy on it and pencils. Children lie on the carpet and color their self-portraits. Teacher goes around and monitors.

Once finished, children are instructed to sit in a circle and hold their portraits facing the center of the circle (teacher demonstrates with her own portrait).

T: "Now, it's time to say goodbye."

T: "Goodbye, -teacher's name-" (puts the portrait down facing the carpet)

T: "Goodbye, Emma" (Emma puts the portrait down facing the carpet)

A teacher encourages all children to join her in saying goodbye to everyone.

T+L: "Goodbye, Jacob" (puts the portrait down)

Activity 6:

A closing song *Goodbye, goodbye* (CD) is played and children dance in pairs or individually and may join in singing.

Lesson Plan 2

Date: 13.03.2020

Number of children: 4

Age: 4-5

Level: Beginners

Time: 30 min

Theme: COLORS

Overall Aim:

By the end of this lesson children will understand the greetings phrases and will be able to understand the basic colors.

Activity	Material	Time	Partial Objectives
1. Opening: *Hello, hello!*	A recorder, a CD	3 min	Children will feel secure and will be ready to start the lesson.
2. Circle time: How are you today?	a puppet, a carpet	5 min	Children will be able to understand the phrases "How are you", "Good", "Bad". Children will respond to the teacher (verbally or nonverbally).
3. Rainbow – Find something	A big printed colorful rainbow	5-7 min	Children will be able to spot the basic colors (red, yellow, blue, green)
4. Twister	A Twister board	5-10 min	Children will be able to understand the basic colors (red, yellow, blue, green).
5. Relaxation: Rainbow coloring	A big printed non-colorful rainbow	5-7 min	Children will be able to follow the teacher's instructions.
6. Closing: *Goodbye, goodbye!*	A recorded, a CD	3 min	Children will understand it is the end of the lesson.

<u>Procedure:</u>

Activity 1:

An opening song *Hello, hello* (CD) is played and children dance in pairs or individually. When the song is over, children sit in a circle.

Activity 2:

Children sit in a circle on a carpet and a teacher talks to children with a puppet.

T: "Hello, everyone! How are you today?" (with a funny puppet-like voice)

T: "Are you good?" (showing thumbs up) **"Or are you bad?** (showing thumbs down)

Teacher then asks each child individually.

T: "Hello, Emma! How are you today?"

L: (showing her thumbs up)

T: "Good?" Perfect!

Learners can either try answer verbally or they use their thumbs (or both). Teacher repeats the questions and the answers several times

Activity 3:

A teacher has a big printed rainbow with four basic colors on it – red, yellow, blue, green. A teacher shows the rainbow to children and names all its colors.

T: "This is red."

T: "This is green."

T: "This is blue."

T: "This is yellow."

Then, a teacher instructs children to stand up and and find something with THAT color.

T: "Find something…red."

Teacher still uses a visual support, not only naming the color but also pointing at it on the rainbow. It is done similarly with all the colors. Children are moving around and searching for items with THAT color. Teacher gives them feedback.

T: "Yes, this is red. Good job!"

T: "No, this is not red. This is blue."

Activity 4:

A teacher places a Twister board on the floor and instructs all children to make a circle around it. Then, a teacher gives commands to the whole group.

T: "Step on red." (children step on red)

T: "Step on green." (children step on green)

In the next round, the commands are aimed at individual children.

 T: "Emma, step on green."

Each child gets a command. Teacher may as well help the children with additional visual support if necessary.

Activity 5:

A teacher has a big printed rainbow, which is plain and a box of red, yellow, blue and green pencils.

T: "This rainbow is very sad (mimes a sad face) **because it has no colours."**

T: "We will colour the rainbow together to make it happy again, okay?"

A teacher instructs the children to get the pencils and colour the rainbow.

Activity 6:

A closing song *Goodbye, goodbye* (CD) is played and children dance in pairs or individually and may join in singing.

Lesson Plan 3

Age: 3-5

Level: Beginners

Time: 30 min

Theme: COLORS

Overall Aim:

By the end of this lesson children will have revised greetings and will be able to understand basic colors and some more words and phrases such as "What's missing" or "Freeze".

Activity	Material	Time	Partial Objectives
1. Opening: *Hello, hello!*	A recorder, a CD	3 min	Children will feel secure and will be focused and ready to start the lesson.
2. Circle time: How are you today?	A puppet, a carpet	5 min	Children will revise and be able to understand the recycled language ("How are you", "Good", "Bad"). Children will respond to the teacher (verbally or nonverbally).
3. What's missing?	A rainbow with removable stripes	3-5 min	Children will be able to understand the colors and a question "What's missing?"
4. A song: *What's Your Favorite Color*	A recorder, USB, flash drive	5-10 min	Children will be exposed to a new language and phrases: "What's your favorite color", "My favorite color is…", "I like …". They will be able to follow the instructions.
5. Relaxation: *A story Color of his own* by Leo Lionni	A tablet, a downloaded video with the story	3-5 min	Children will revise the colors and are exposed to a language-rich story.
6. Closing: *Freeze Dance*	A recorder, USB flash drive	3 min	Children will understand the rules and the word "freeze" and will be able to follow the instructions.

<u>Procedure:</u>

Activity 1:

An opening song *Hello, hello* (CD) is played and children dance in pairs or individually. When the song is over, children sit in a circle.

Activity 2:

Children sit in a circle on a carpet and a teacher talks to them with a puppet.

T: "How are you today?" (with a funny puppet-like voice)

T: "Are you good?" (showing thumbs up) **"Or are you bad?** (showing thumbs down)

Teacher then asks each child individually.

T: "Hello, Emma! How are you today?"

L: (showing her thumbs up)

T: "Good?" Perfect!

Learners can either try answer verbally or they use their thumbs (or both). Teacher repeats the questions and the answers several times.

Activity 3:

A teacher has a huge rainbow with removable stripes. A teacher goes through all the colors first, points at them and names them. Then a teacher instructs the children to close their eyes:

T: "Close your eyes." (children close their eyes)

A teacher removes one stripe from the rainbow and hides it.

T: "Open your eyes." (children open their eyes)

T: "One, two, three,

look and see,

something is not there

that should be."

T: "What's missing?"

T: "We've got blue, yellow, green, and… What's missing?"

L: Red!

In case there is no response, or children answer in Czech a teacher helps. It is repeated similarly with different colors. This activity was inspired by Hanšpachová (2005, 71).

Activity 4:

Colorful mats (red, blue, yellow, green) are laid on the floor. A song *What's Your Favorite Color* (Youtube 2018) is played and children try to jump on the specific mats based on the lyrics of the song. The song is played twice – first time a teacher stops the song after each line, second time it is played without pauses.

An example of the lyrics:

"My favorite color's blue,

how about you, how about you.

My favorite color's blue,

how about you, how about you.

Red!

My favorite color's red,

I like red, I like red

Colors, colors, what's your favorite color? …"

Activity 5:

A story (video) *A Color of His Own by Leo Lionni* is read by a native speaker (Youtube 2015). Children lay or sit on the carpet (it is up to them) and try to watch and listen carefully to the story.

Activity 6:

A song *Freeze Dance* (Youtube 2015) is played and children dance, jump and twirl until they hear the word "Freeze". When they hear "Freeze" they must not move.

Appendix D

Lesson Plan 4

Age: 3-5

Level: Beginners

Time: 30 minutes

Theme: ANIMALS

Overall Aim:

Children will understand animals (elephant, monkey, snake, polar bear, kangaroo, penguin) and will revise a phrase "What's missing"

Activity	Material	Time	Partial Objectives
1. Opening: *Hello, hello!*	A recorder, a CD	3 min	Children will feel secure and will be ready to start the lesson.
2. Circle time: Animals on the Move	Animal finger puppets/stuffed animals/pictures of animals/animal toys	5 min	Children will understand new animals (elephant, monkey, snake, polar bear, kangaroo, penguin)
3. The Fly	Pictures of animals	5-7 min	Children will understand new animals (elephant, monkey, snake, polar bear, kangaroo, penguin)
4. An action song: *Let's go to the ZOO*	A recorder, USB flash drive	5-7 min	Children will be able to follow the lyrics of the song and understand the animals and some new commands ("jump", "dance", "stomp", "waddle")
5. Relaxation: What's missing?	Pictures of animals	5 min	Children will understand new animals (elephant, monkey, snake, polar bear, kangaroo, penguin) and revise a phrase "What's missing"
6. A closing song: *Goodbye, goodbye!*	A recorder, a CD	3 min	Children will understand it is the end of the lesson.

<u>Procedure:</u>

Activity 1:

An opening song *Hello, hello* (CD) is played, and children dance in pairs or individually. When the song is over, children sit in a circle.

Activity 2:

Children sit in a circle and a teacher distributes animals to the children (either as finger puppets, stuffed animals or printed pictures glued to a popsicle). Each child gets an animal. It is possible for two children to have the same animal, based on the number of children in the group. When the animals are being distributed, a teacher personalizes the process and emphasizes the names of the animals:

T: "A penguin for Emma"

T: "A polar bear for John."

When each child has an animal, a teacher instructs the children to listen carefully and explains that she will say two animals out loud and those two animals will stand up and switch places.

T: "A polar bear and a penguin!" (teacher uses an eye contact to help the children)

Activity 3:

A teacher places all animals to different parts of the classroom. A teacher has a flyswatter and tells the children that there is a fly in the classroom, which likes to sit on the animals. Whenever the fly sits on an animal the children must hit her. Each child gets a chance to hold the flyswatter and have a turn.

T: "A fly is sitting on a… penguin." (a child goes and hits the penguin with the flyswatter)

T: "A fly is sitting on a…snake."

Activity 4:

A song *Let's go to the ZOO* (Youtube 2014*)* is played and children follow the lyrics by their actions. A teacher helps them by imitating the lyrics by herself.

Example of the lyrics:

Let's go to the ZOO,

And stomp like the elephants do.

Let's go to the ZOO,

And dance like the animals do.

Let's go to the ZOO,

And jump like the kangaroos do.

Let's go to the ZOO,

And dance like the animals do.

Activity 5:

Children sit in a circle. A teacher places all animal pictures in the middle of the circle. Then a teacher instructs the children to close their eyes:

T: "Close your eyes." (children close their eyes)

A teacher removes one animal and hides it.

T: "Open your eyes." (children open their eyes)

T: "One, two, three,

look and see,

something is not there

that should be."

T: "What's missing?"

T: "We've got an elephant, a penguin, a polar bear, and… What's missing?"

L: A snake!

In case there is no response, or children answer in Czech a teacher helps. It is repeated similarly with different animals. The activity is inspired by Hanšpachová (2005, 71).

Activity 6:

A closing song *Goodbye, goodbye* (CD) is played, and children dance in pairs or individually and may join in singing.

Lesson Plan 5

Age: 3-5

Level: Beginners

Time: 30 min

Theme: ANIMALS

Overall Aim:
Children will have revised the animals from the previous lesson, will understand phrases "What's your favorite animal", "I like", "What's in the bag" and also will have revised some verbs connected to actions from the songs Welcome Song for Kids and *Let's go to the ZOO* (clap your hands, stomp your feet, jump, dance, waddle,…)

Activity	Material	Time	Partial Objectives
1. Opening: *Hello, hello!*	A recorder, a CD	3 min	Children will feel secure and will be focused and ready to start the lesson.
2. Circle time: What's your favorite animal?	Puppets, box of animals	5 min	Children will understand phrases "What's your favorite animal?", "I like" and they will revise the animals.
3. Actions	Stickers with animals	3 min	Children will revise and understand the commands from a song *Welcome Song for Kids* (Lesson Plan 1).
4. What's in the bag?	A cotton bag, animals (toys)	5 min	Children will understand phrase "What's in the bag?" and will revise the animals.
5. Relaxation: Crafts- Animal Carnival	Hard papers, glitters, pencils, glues, stickers, protective cover, hair bands, face paint	10 min	Children will have created their own animal ears.
6. Closing: *Let's go to the ZOO*	A recorder, USB flash drive	5-7 min	Children will be able to follow the lyrics of the song and revise the animals and some new commands ("jump", "dance", "stomp", "waddle")

<u>Procedure:</u>

Activity 1:

An opening song *Hello, hello* (CD) is played and children dance in pairs or individually. When the song is over, children sit in a circle.

Activity 2:

A teacher has two puppets and conducts a small conversation with them:

Puppet 1: Hello, everyone! How are you today? Are you good? (looks at children)

Puppet 1: Today is a special day, because… I've brought a friend!

Puppet 2: Hello, everyone! (greets several children) **Hello, Emma! Hello, Jacob! (…)**

Puppet 1: Hello my friend!

Puppet 2: Now, look at this! You've got so many animals here today. I like animals!

Puppet 1: Me too! What's your favorite animal?

Puppet 2: I like… penguin! My favourite animal is a penguin. (points at the penguin card)

Puppet 2: How about you?

Puppet 1: I like… elephant! (points at the elephant card). My favorite animal is an elephant.

Puppet 1: And how about you, Emma? What's your favorite animal? (asks the first child on the left)

L1: (a) monkey (points at the monkey card)

Puppet 2: And how about you, Jacob? What's your favorite animal?

L2: (a) polar bear (points at the polar bear card)

It is repeated likewise with all the children. If children do not respond verbally, they may only point at the cards. Teacher encourages the children to do so and helps them.

Activity 3:

This activity is divided into two parts:

Firstly, the song *Welcome Song for Kids* (Youtube 2019) is played and the learners follow the lyrics by their actions. They wave their hands at each other on "hello, everyone, how are you", clap their hands on "clap your hands", stomp their feet on "stomp your feet" and touch their nose on "touch your nose".

Secondly, a teacher gives each child a sticker with a specific animal which serves as a tag (based on the number of children, three groups are made this way, i.e. three different animals are used). Then, a teacher gives commands (used in the song) to different groups. Children follow the commands.

T: "Penguins, stomp your feet!" (children with a penguin tag stomp their feet)

T: "Snakes, clap your hands!" (children with a snake tag clap their hands)

Activity 4:

A teacher has a cotton bag and puts a random animal (animal toy) inside. A teacher does it carefully so that the children do not see anything. Then children put their hands inside (one child at a time) and are asked "What's in the bag?" They try to guess what animal is in the bag.

Activity 5:

Children are sitting at tables (with protective covers on) and get pencils, glitters, various stickers (stripes, dots, etc.) and a hard paper in the shape of bear/cat/dog ears. This paper is already cut by the teacher. Children decorate the ears and then, with the help of a teacher, glue it to the head band. Also, it they wish, a teacher paints their noses and whiskers with a face paint.

Activity 6:

A song *Let's go to the ZOO* (Youtube 2014) is played and children follow the lyrics by their actions. A teacher helps them by imitating the lyrics by herself.

Example of the lyrics:

Let's go to the ZOO,

And stomp like the elephants do.

Let's go to the ZOO,

And dance like the animals do.

Let's go to the ZOO,

And jump like the kangaroos do.

Let's go to the ZOO,

And dance like the animals do.

Lesson Plan 6

Age: 3-5

Level: Beginners

Time: 30 min

Theme: MY FAMILY

Overall Aim:
Children will understand vocabulary connected to family (family, daddy, mommy, brother, sister, baby) and will have revised phrases and verbs connected to actions (stomp your feet, jump, dance, freeze, clap your hands, …)

Activity	Material	Time	Partial Objectives
1. Opening: *Hello, hello!*	A recorder, a CD	3 min	Children will feel secure and will be ready to start the lesson.
2. Circle time: Finger Family	A picture of a family	5 min	Children will understand what family means. Children will understand daddy, mommy, brother, sister and baby.
3. Simon says		5 min	Children will revise and understand verbs and phrases from the previously used songs *Welcome Song for Kids* and *Let's go to the ZOO* and will be able to follow the instructions.
4. A song: *Finger Family*	A recorder, a USB flash drive, clothespins with pictures of family members glued to them	5-10 min	Children will understand daddy, mommy, brother, sister and baby and will be able to follow the instructions.
5. Relaxation: Coloring a family member	A coloring paper with family members	5 min	Children will revise the words daddy, mommy, brother, sister and baby and will be able to express which family member they want to color.
6. Closing: Freeze Dance	A recorder, a USB flash drive	3 min	Children will understand the rules and the word "freeze" and will be able to follow the instructions.

<u>Procedure:</u>

Activity 1:

An opening song *Hello, hello* (CD) is played and children dance in pairs or individually. When the song is over, children sit in a circle.

Activity 2:

A teacher greets the children with a puppet and tells them that today's lesson theme is about family. Teacher shows a picture of a family to children and introduces individual members to them ("This is…). Firstly, a teacher introduces every family member in the picture and then, a teacher uses her five fingers to imitate the five family members (thumb = daddy finger, index finger = mommy finger, etc.). A teacher asks the children to join her by showing their fingers:

T: "This is a daddy finger (puts her thumb up)"

T: "Show me your daddy finger." (encourages the children to show their thumbs up)

It is done similarly with all five family members/fingers. Then, a teacher asks children, in a random order, to show the fingers again to practice.

Activity 3:

Children play the game Simon says. A teacher explains that the point of the game is to follow the instructions only when "Simon says" is used (i.e. Simon says, clap your hands). If "Simon says" is not used, children should not follow the instructions. Instructions are based on the songs *Welcome Song for Kids* and *Let's go to the ZOO*. Examples:

Jump like a kangaroo

Waddle like a penguin

Stomp your feet

Clap your hands

Touch your nose

Stomp like an elephant

Activity 4:

A teacher plays the song *Finger Family* (Youtube 2017) and pretends like her fingers are the family members (i.e. daddy finger, baby finger, etc.) While listening to the song, a teacher moves with the fingers based on the lyrics and encourages the children to join her. After the

song is played, a teacher distributes clothespins with family members glued to them to the children, and they pin them to their fingers (in a way that each child has one). A song *Finger Family* is then played again. Children must listen carefully and when they hear their family member (i.e. daddy finger) and "here I am" they put their hand and finger up. All children have a turn.

An example of the lyrics:

Daddy finger, daddy finger, where are you

Here I am, here I am, how do you do

Mommy finger, mommy finger, where are you

Here I am, here I am, how do you do

Sister finger, sister finger, where are you

Here I am, here I am, how do you do.

Activity 5:

Children will be offered five options of coloring paper (daddy, mommy, sister, brother, baby) and they can choose which one they want to color. A teacher shows all of them to the children and then asks who wants to color mommy, who wants to color daddy, etc. Those who want should raise their hands.

Activity 6:

A song *Freeze Dance* (Youtube 2015) is played and children dance, jump and twirl until they hear the word "Freeze". When they hear "Freeze" they must not move.