



# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **PUJILÍ CAMPUS**

### **UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY  
ENGLISH MAJOR**

#### **RESEARCH REPORT**

**THEME:**

**“STRATEGIES TO TEACH THE ENGLISH LANGUAGE AT THE  
PRESCHOOL LEVEL IN A CONTEXT OF A PUBLIC EDUCATION”**

Research report before obtaining the bachelor degree in National and Foreign language  
Pedagogy, English Major

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FEBRUARY 2023**

## TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “**Strategies to teach the English language at the preschool level in a context of a public education**”, and researched by **Cabrera Chicaiza Johanna Elizabeth**, ID number **1750391664**, and **Rios Coro Karen Estefany**, ID number **1752253276**, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

### I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, February, 2023



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## COMMITTEE APPROVAL

The research report entitled “**Strategies to teach the English language at the preschool level in a context of a public education**”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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## GRATEFULNESS

*First of all, we express our most sincere gratitude to God for providing us health and life, knowledge and strength to complete our professional training. Also, our esteemed and beloved Technical University of Cotopaxi and all the teachers for having trained us in excellence, forgiving us with principles and knowledge in pedagogy and of a humanistic nature. To our dear tutor, **Mg.C. Mercedes Abata**, who has been an excellent mentor to complete this project. Finally, we thank our families who have given their bolster in this life stage.*

*Cabrera Johanna & Rios Karen*

## DEDICATION

*With much happiness, a million thanks. I dedicate this research project to the people I love the most in my life: my parents, Agustín and María because they have been a pillar to guide me to make decisions, and they have supported and advised me in each stage of my life. To my siblings Dayana and Kevin who motivate me in my studies and love them with all my heart. To my darling niece Jamileth who teach me the courage to move on. To my grandparents Lucila and Leonardo for sharing stories and giving me their affection to continue educating me. To my aunt Martha for being unconditional with me and my cousin Daniela as a trusted friend in this process. To my uncle Carlos for keeping in the ups and downs and teaching me to take advantage of opportunities. To my dear teachers Jorge Luis, Lorena, Marcia, Sonia, Mercedes, and Rodrigo for sharing their knowledge and experiences to be good educators of new generations. Thanks all of you for allowing you to dedicate this success, and this joy.*

*Cabrera Johanna*

## DEDICATION

*I can do all things through Christ who strengthens me. Philippians 4:13*

*I want to dedicate this great achievement to God for being my guide and allowing me to achieve my goal. To my beautiful family for being the reason for everything and constantly supporting me. For Santi, who is my best friend and has taught me to never give up, who has made it possible for me to have everything and more than I need. For Sandri, who is my symbol of overcoming, strength, and courage, thanks to your infinite love and motivation. With much love for my little Selenita, who is the engine of my life and every day inspires me to be a better person, student, and daughter, this triumph is also yours little sister. From here to heaven, I dedicate it to my grandfather Ramón and my brother Miguel Ángel. Full of happiness and gratitude I can say to my favorite people. We did it!*

*Rios Karen*

**TECHNICAL UNIVERSITY OF COTOPAXI**

**UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**

**ENGLISH MAJOR**

**THEME:** Strategies to teach the English language at the preschool level in a context of a public education.

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**ABSTRACT**

The teaching of the English language at the preschool level is essential so that children during their early childhood can acquire the English language as a foreign language (EFL) with the use of strategies such as games, songs, and routines. The study aims to describe the perceptions of future English teachers about the use of strategies to teach the English language to students of Initial I-II at the "Numa Pompilio Llona" school. The approach used was qualitative, the method is descriptive and action research. The technique was data collection through a checklist to know the perceptions of future English teachers about children at the preschool level and a reflection guide to describe the experiences of future teachers. The population was twenty-eight students of Initial I-II. The main exhibitions showed that the children acquired a foreign language after the implementation of the different strategies. The results showed that by implementing games, songs, and routines as strategies at the preschool level, students will be able to acquire language naturally. The songs and games allowed them to acquire vocabulary, structures, and pronunciation in a natural way to produce the foreign language. The routines strategy contributed to remembering patterns to be able to interact with the teacher in class and answer some personal questions. In conclusion, there were positive results in children such as participation, entertainment, foreign language learning, and motivation with the help of strategies in preschoolers. The researchers suggest implementing these strategies into lesson plans for teaching English at the preschool level so that children acquire the language in a fun and natural way.

**Keywords:** English language (EFL), strategies, perceptions, preschool level



# UNIVERSIDAD TÉCNICA DE COTOPAXI

## PROGRAMA PREGRADO

### DEPARTAMENTO DE PEDAGOGÍA DE LENGUAS NACIONALES Y EXTRANJERAS

#### LICENCIATURA EN INGLÉS

**TÍTULO:** Estrategias para la enseñanza del idioma inglés en el nivel preescolar en un contexto de educación pública.

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#### RESUMEN

La enseñanza del idioma inglés en el nivel preescolar es fundamental para que los niños durante su primera infancia puedan adquirir el idioma inglés como lengua extranjera (EFL) con el uso de estrategias como juegos, canciones y rutinas. El estudio tiene como objetivo describir las percepciones de los futuros profesores de inglés sobre el uso de estrategias para enseñar el idioma inglés a los estudiantes de Inicial I-II en la escuela “Numa Pompilio Llona”. El enfoque utilizado fue cualitativo, el método es descriptivo e investigación acción. La técnica fue recolección de datos a través de una lista de verificación para conocer las percepciones de los futuros maestros de inglés sobre los niños en el nivel preescolar y una guía de reflexión para describir las experiencias de los futuros maestros. La población fue de veintiocho estudiantes de Inicial I-II. Los principales hallazgos mostraron que los niños adquieren una lengua extranjera luego de la implementación de las diferentes estrategias. Los resultados mostraron que al implementar los juegos, canciones y rutinas como estrategias en el nivel preescolar los estudiantes pudieron adquirir el lenguaje de forma natural. Las canciones y los juegos les permitieron adquirir vocabulario, estructuras y pronunciación de forma natural para producir la lengua extranjera. La estrategia de rutinas contribuyó a recordar patrones para poder interactuar con el docente en clase y responder algunas preguntas personales. En conclusión, hubo resultados positivos en los niños como la participación, el entretenimiento, el aprendizaje de la lengua extranjera y la motivación con la ayuda de las estrategias en los preescolares. Los investigadores sugieren implementar estas estrategias en planes de lecciones para enseñar inglés en el nivel preescolar para que los niños adquieran el idioma de una manera divertida y natural.

**Palabras claves:** Idioma inglés EFL, estrategias, percepciones, nivel preescolar

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## 1. GENERAL INFORMATION

**Theme:** “Strategies to teach the English language at the preschool level in a context of a public education”

**Starting Date:** November, 2022

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**Place of Research:** Preschool level, Initia I-II at “Numa Pompilio Lloná” school

**Sponsoring Faculty:** Pujilí Campus

**Sponsoring career:** National and Foreign Language Pedagogy English

**Linked Research Project:** Diseño y análisis de modelos curriculares de convergencia de medios contextualizados adaptados a los sujetos educativos (Diagnóstico de Modelos Curriculares para el Aprendizaje del Idioma Inglés en las Unidades Educativas).

**Macro project of the career:** Procesos formativos en la enseñanza y aprendizaje del Idioma Inglés como lengua extranjera en las instituciones educativas de la provincia de Cotopaxi.

**Work Team:** Mg.C. Abata Checa Fanny Mercedes, Cabrera Johanna, Rios Karen

**Knowledge area:** Education

**Research line:** Education, communication, and design for human and social development.

**Research line of the career:** Innovation in the teaching and learning of language as a foreign language.

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## 2. PROBLEM STATEMENT

In a globalized world, the English language has an impact on society since it provides many opportunities in the professional and work area. For this reason, it is necessary for students to be able to communicate through the English language, but unfortunately the learning of the English language has not had favorable results despite the fact that students receive English during their academic training through high school. This is because teachers focus on teaching vocabulary and grammar isolated without any connection with English production, so it is easy to forget student's grammar and vocabulary if they do not practice it.

In Ecuador, teaching English as a foreign language has a low performance. Quillupangui (2021) mentioned that the organization English Proficiency Index (EPI) by Education First showed in their report that Ecuador had a ranking qualification in 2021 equivalent to an A1 level, very low. More recently, Sánchez (2022) said that Ecuador was evaluated by the EPI, and it ranked 82 out of 111 countries around the world. Thus, Ecuador has a lower level of learning English in comparison with other countries in Latin America. The reason for this is that the number of hours is not enough to learn English. According to Cambridge (2018) states that for primary school is mandatory 420 hours during 4 periods a week for grade 3,4, and 5. In Ecuador students take English classes 3 hours per week since grade 2 as mandatory in the curriculum. So, students for Initial I- II do not learn English because it is not mandatory in the curriculum. It is optional and the Institutions do not teach this subject because there are not enough English teachers. All of these have contributed to the students start learning English since second grade and when they started at this age, the students are not motivated to learn English. Putera (2022) mentioned that the factors causing the English acquisition problems are lack of general knowledge at early ages, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, nervousness, fear of criticism, and unfamiliar words pronunciation (parr. 1). This has created demotivation and insecurity in teenagers who practice the English language not from the early age. For this reason, it is considered important that students learn the English language from Initial I-II so that they are motivated throughout their learning process and have life-long love for learning language.

Similarly, Cotopaxi Province faces a low level of English since the teaching of the English language leaves large gaps in training students to acquire the language from an early age. Ponce (2019) said that Education First reported that "Cotopaxi has a 44.66% corresponding to level A2, very low ". The EPI mentions in a section that refers to demographic proportions in which 464 females and 490 males participated, they were also evaluated by age range of 8-20 years, 21-25 years, 26-30 years, 31-40 years and older. According to Campos (2020) states that students present problems when producing L2 because they cannot communicate easily, they do not use the right grammar when writing and they have problems reading or analyzing articles in English this is due to low levels of English in the region and to the low quality of language teaching programs in public education. Similarly, Souriyavongsa, et al. (2013) point out that the curriculum is inappropriate to help students improve their English proficiency and students are not well motivated and do not obtain a learning strategy that facilitates the process, which leads to students lacking the basic knowledge of English.

It is evident that in the public school of Basic Education "Numa Pompilio Llona" located in Cotopaxi Province, has based on the needs and the difficulties of the school the authorities decided to implement English in preschoolers (Initial 1-2) because they do not receive the English language in their first years of school. It is because the school did not have enough students for the assignment of English as a subject, so they decided not to teach and because of this problem the institution was even almost to close. Therefore, the authorities decided to offer Initial I and II with teaching English because there were Pre-service teachers who did their pre-professional practice. So, there were students who registered in these levels and started this new process to learn English from an early age and have lots of advantages. Cahyati & Madya (2019) states that the advantages of learning a foreign language in children are acquiring better pronunciation of the words and fluency when they practice the language from an early age. It also helps to develop self-confidence in participation and answering questions in a natural way due to proper knowledge they acquire in classes.

### 3. OBJECTIVES

#### 3.1 General Objective

To describe pre-service teachers' perceptions about the use of strategies to teach English language in students from Initial I-II at “Numa Pompilio Llon” school.

#### 3.2 Specific objectives

- To establish the theoretical foundations of strategies to teach English as a foreign language.
- To design the instruments to collect data on teaching strategies in preschoolers to teach English.
- To define conclusions and recommendations about the main findings and results with the implementation of games, songs and routines to teach English as a foreign language.

### 4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
To establish the theoretical foundations of strategies to teach English as a foreign language.	<ul style="list-style-type: none"> <li>• Bibliographic review</li> </ul>	<ul style="list-style-type: none"> <li>• Theoretical framework</li> </ul>
To design the instruments to collect data on teaching strategies to teach English in preschoolers.	<ul style="list-style-type: none"> <li>• Elaborate the reflection guide of the classes that the pre-service teacher conducts with the implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation file</li> </ul>

	of the selected strategies.	
To define conclusions and recommendations about the main findings and results with the implementation of games, songs and routines to teach English as a foreign language.	<ul style="list-style-type: none"> <li>● Analyze the checklist.</li> <li>● Analyze the results obtained in the reflection guide.</li> </ul>	<ul style="list-style-type: none"> <li>● Conclusions and recommendations</li> </ul>

## 5. JUSTIFICATION

Currently, English teaching language in early childhood from 3 to 4 years is important because they acquire new knowledge naturally, as well as master their mother tongue, since their L2 acquisition process is accelerated and they develop cognitive abilities. Different authors mention that teaching English during the preschool level provides some benefits to students by increasing interest and motivation and contributes to live, long-learning, in such a way that children formulate critical and self-sufficient thinking during language practice.

Therefore, this research project showed the experiences of the pre-service teachers with the use of strategies for teaching English to preschoolers, and what the advantages are and disadvantages are of the implementation of games, songs, and routines in the learning and teaching process. Consequently, the researchers intended to show the importance of teaching a foreign language at an early age through the implementation of these strategies.

This research is important for the learning of children at an early age to be able to communicate in the English language to be interested in learning a foreign language and to avoid learning problems at higher levels of schooling. It aims to contribute with specific strategies in language teaching for the age of Initial I-II. This research is innovative because it teaches the English language through specific strategies that allow students to learn and have fun at the same time. Other studies only focus on methodological studies rather than the application of techniques to make learning the English language fun, easy and dynamic, leaving behind traditional learning. The beneficiaries are twenty-eight



preschoolers from Initial I-II of "Numa Pompilio Llonca" Basic Education School. It studies allow an understanding of the benefits and reflect on the use of the strategies with activities that increase the interest in children of the initial level.

## **6. SCIENTIFIC AND TECHNICAL FOUNDATION**

### **6.1 Background**

There are several similar studies on the use of strategies for teaching English at the preschool level, as important contributions to the background.

Şevik (2011) conducted a research study called "Teacher views about using songs in Teaching English to young learners" whose main objective was to explore the views of EFL teachers related to the use of songs to teach English language in state primary schools. It used a descriptive study to investigate the thoughts, beliefs and incidence of using songs in the context of teaching English. It also involved the participation of 52 EFL teachers belonging to primary schools in Burdur and Isparta, Turkey. The data were collected through a questionnaire with 18 questions and three sections. The main results showed that most of the educators believe that it is effective to use songs to teach a second language because young learners develop listening skills in many areas of language in which thoughts are positive results and it should be part of the curriculum. In conclusion, the use of songs to teach English from the teacher's point of view is a useful listening material as well as a strategy that brings value in developing skills and reduces anxiety. However, educators show a problem in selecting and accessing a suitable song easily.

Sanchez et al (2020) conducted a research study titled "The game as representation of the sign in preschool boys and girls: a sociocultural approach" whose main objective was to write the children's game as a means for the representation of signs in a population of 45 boys and girls of preschool age. It used a qualitative approach in a case of study. The data were collected through observations, field diary, and applied semi-structured interviews to teachers and directors of the institutions. The main results showed that the teacher considered the children's play as a teaching method for their daily practice in reality the work plan is a bit unusual to add this kind of activity in their pedagogical work. Thus, it is considered an emerging strategy due to inclusion and the young learners learn in a

process with playful activities. In conclusion, the games that were implemented as an auxiliary tool for the teaching of L2 during the 30 minutes of the class showed that children develop the use of long sentences fluently, so it is recommended that the teacher promote different activities through the game.

On the other hand, Arias & Castiblanco (2015) conducted a study on appropriate English teaching strategies called "The game as a pedagogical strategy for the learning of vocabulary and development of oral skills in English" this study aims to analyze the pedagogical strategies to establish the types of games that favor the learning of vocabulary and development of speaking ability. It is a qualitative use of the quasi-experimental approach as a method to develop the proposal in the English teaching through play of third grade students of the I.E.D Marco Tulio Fernandez, in Colombia. The results showed that the game motivates students to learn more vocabulary every day and improve their oral skills since their inclusion and participation in the different proposed activities depends on their learning. In addition, since the students did not feel evaluated when speaking, they did not perceive any type of external pressure that prevented or inhibited them from doing so, even if they made mistakes.

In addition, Salmon (2010) conducted a research study called "Engaging young children in thinking routines" whose main objective is to distinguish the importance of classroom routines in the process of learning focused community and reflection about the thinking routines in a regular class. It used explorative research to recapitulate classroom experiences from two preschools in which the group of students participated in an action research project. It also involved the participation of six pre-kindergarten from 3 to 1st-grade teachers from two preschools, two teachers of the university, a doctoral candidate, and 60 children from 3 and a half year to 6. The data were collected through observation, exploration-based responses that involved the theory with the practice to understand the thinking process in children. The main results showed that the use of thinking routines through art indicated coherence between the drawings and the message in a natural sequence, the routines of category part, purpose and complexities showed that students created thoughts with the help of images and the meaning of each one. Language was developed with the use of the thinking routines where children worked on activities in their native language, and educators supported their ideas with the L2. In conclusion, the

use of routines that develop thinking are adequate due to activating prior knowledge and increasing knowledge in young learners. Also, the use of visual material helped teachers to develop concepts through routines and cognitive activities.

## **6.2 Theoretical Framework**

### **6.2.1 Preschool Education**

Preschool education is fundamental in the growth process of children because the stage in which they cross is the ideal stage to acquire various knowledge. In this sense, during early childhood, the aim is to develop motor skills, cognitive areas and integrative skills. According to Escobar (2006), initial education "should focus on the mediation of cognitive abilities and the stimulation of all areas of development" (p. 171). This is because educational actions in the first years of life must be aimed at stimulating the cognitive, emotional, language, physical, motor, social, moral development of children, in such a way that the most relevant space in education is not lost. to develop their potential. (Escobar, 2006, p. 170). Definitely, the importance of initial education or preschool education seeks to project intelligence stimuli that generate critical thinking in children for their future, as Escobar (2014) points out that "a right that children have is to participate in educational situations that serve to boost their development and promote their intelligence" (p.140).

### **6.2.2 English in preschool education**

Nowadays, it is considered that the teaching of English in preschool education is important since it is an optimal age for the acquisition of another language and it also allows them to expand their knowledge in the language of origin. Thus, teaching English to children is less complicated and is important to acquire a language as mentioned by Moon (2005) "The younger the better, as it refers to the fact that there is a special period of language learning in childhood, and after that period, it is difficult to learn a language" (p. 30).

Compared to the later period, children in this age group absorb linguistic materials more flexibly and quickly. Learners who have started learning a language from a very young

age have more developed brain areas that allow them to understand other subjects without much difficulty. However, preschoolers have a short attention span, so if they do not apply time correctly, they may have trouble continuing with planned activities. Razo (2016) posits that the relationship between preschool children's time and educational achievement in learning is determined by the type of activities performed during schooling, as positive effects can be attributed to the language learning process in this way.

### **6.2.3 English as a second language**

Crystal (2003) mentions that the need for a global language is particularly appreciated by the international academic and business communities, and it is here that the adoption of a single lingua franca is required in lecture halls and classrooms. It is then, more than a tool, it is a need of the human being to be able to communicate, since beyond the existing technology, a language in which everyone can relate is of vital importance, to emphasize that its importance does not lie only in the communication process but rather in the ability and capabilities that it delivers to those who study it. And as Krashen (2007) mentions, the importance of learning a second language is not merely limited to the ability to communicate with people who speak different languages, but rather in the students' capacity for divergent thinking, greater creativity, and higher cognitive development. compared to children who are monolingual.

### **6.2.4 Benefits of adopting the English language at an early age**

Learning a foreign language has become a necessity during the 21st century, as it brings with it various advantages that strengthen the human being to live in a global society the adoption of another language other than the mother tongue during early childhood is important for developing skills and strengthening their mastery. Thus, the study of English as a foreign language at an early age provides a number of benefits, but above all it improves skills, expands cultural knowledge and communication skills. According to Gimatdinova (2018) mentions that "children who have the opportunity to learn a foreign language at the same time may have many cultural patterns such as music or the arts due to exposure to other cultures" (p. 132). Therefore, children can easily acquire the fluency of a native speaker, similar to the way they learned to walk so that early childhood

becomes the most opportune time for language acquisition. (Brown, 1994, cited by Gimatdinova, 2018) "children who start studying a L2 at an early age have more opportunities to develop a pronunciation and intonation very similar to the native language" (p. 133).

Infants who begin to develop the process of adopting a foreign language as L2 will benefit in various ways since their neural connections in the brain are increased and the infant will be able to learn easily, concretely and quickly. Therefore, it is known that the appropriate age to start studying a language other than the mother tongue is between three and twelve years of age. As Álvarez (2010) mentions, "learning foreign languages considerably improves cognitive development at an early age, therefore, children who learn English as L2 from early childhood show various cognitive advantages over children who do not" (p. 253). In addition, it is stated that with the learning of foreign languages at an early age there is an outstanding academic performance because infants have greater cognitive development, critical and creative thinking skills, promoting intellectuality in various areas of their academic and personal life.

Within psychology and pedagogy, the importance of starting with the study of an L2 in young children has become known since their brain is soft and capable of understanding new learning. This is due to the fact that during early childhood the learner's brain structures different links between its neurons. Gimatdinova (2018) mentions that when children develop their skills in more than one language during their primary school years, they are able to achieve successful language comprehension since children maintain more practice in language processing in such a way that they are able to compare the ways in which their two languages organize reality. Therefore, children during their early childhood develop more flexibility in their thinking corresponding to information processing through language learning. Thus, bilingualism indicates the benefit and importance of English as a foreign language at an early age.

### **6.2.5 Motivational activities in learning English at the preschool level**

The activities are a key point for the development of the classes since the attention of the student depends on their realization. It is important to know that today the activities are

not just worksheets since educational innovation has generated playful activities through games, music, and art, among others. For children under the age of six in Orlando (2021), playing the game is motivation enough, and they may have so much extra credit that it influences them to acquire the L2 naturally.

For the learning of the English language during early childhood, the activities are complementary, since, in this way it is possible to know if the children have become familiar with the language, the songs, the movement, and the active pauses are vital components to motivate children.

#### **6.2.6 English lesson plans for children at the preschool level**

The lesson plans are the means of work by which the English teacher develops his class. It is known that the lesson plans help the English class have a presentation, practice, production, and assessment which generates order in the application of the lesson. It is also important to know that the lesson plans are divided by time according to the age of the students. Murphy (2014) points out that when teaching English to children, it is important to try to focus on the topics that interest them and, on the vocabulary, and expressions that they have already learned in their mother tongue. Therefore, children who learn another language interact better with the language through games, music, rhymes, and tunes which help them learn English as easily as their mother tongue.

English classroom activities often include TPR. The teacher tries to mimic the process during the English lesson and children respond to instructions requiring physical movement. This approach can be used for practicing and teaching various things and using it in children's activities is double effective. Vaca (2007) mentions that it does not really take much for the teacher to prepare TPR-based English language activities because this approach requires basic language.

#### **6.2.7 Universal preschool content**

Neuman (2014) states that the importance of selecting the content to teach at preschoolers to have a good learning-teaching process. The most common contents to teach children of this age are related to following topics and key vocabulary such as:

- **Colors:** blue, green, orange, pink, purple, red, yellow
- **Action verbs:** play, eat, draw, sing, paint, run
- **Numbers:** one, two, three, four, five, six, seven, eight, nine, ten
- **Days of the week:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
- **Months and seasons:** November, December, January, winter, spring, summer
- **Classroom objects:** book, chair, clock, crayon, glue stick, pen, pencil case, desk, teacher
- **Toys:** ball, car, doll, teddy bear
- **The family members:** mother, aunt, brother, cousin, dad, granddad, grandma, sister, uncle
- **The house:** bathroom, bedroom, kitchen, living room
- **Fruits:** apple, banana, carrot, cherry, pear, watermelon
- **Vegetables:** cucumber, onion, orange, potato, tomato, carrots
- **Parts of the body:** eyes, ears, mouth, nose, hands, fingers
- **Clothes:** jacket, jumper, shirt, shoes, shorts, skirt, socks, trousers, T-shirt
- **Animals:** cat, cow, duck, dog, horse, pig, sheep
- **Wild animals:** lion, tiger, bear, snake
- **Feelings:** happy, hungry, sad, thirsty, tired, great
- **Food:** biscuits, fish, ice cream, milk, pizza, sandwiches, spaghetti
- **Weather:** raining, cold, snowing, sunny, windy
- **Sports:** basketball, cycling, football, running, swimming, tennis
- **Jobs and professions:** doctor, teacher, policeman, farmer, chef

### 6.2.8 What strategies are used in pre-school English language instruction?

The teaching of the English language is fundamental during the preschool stage therefore, it is important that the English teacher uses correct strategies that go according to the age of the children. Ford (2010) mentions that children need explicit instruction in English vocabulary, as well as opportunities to listen and speak the language throughout the day. In addition, it is considered that children during their EFL process need to have opportunities to participate in different activities that help them in the acquisition of L2.

According to Ballantyne, et al 2018 mentions that “provide opportunities for self-directed activities so that ELLs can choose activities that match both their interests and their language skills.” (p.7). López (2020) points out six key elements for teaching the English language at the preschool level:

### **6.2.9 Repetition**

The repetition strategy emphasizes the repetition of vocabulary; therefore, the English teacher must work on formulating constant phrases, words or expressions so that the children repeat it during all the English classes and the repetition arises through rhymes, songs or book readings. Leopold (2017) mentions that "by repeating what they do not know, they manage to symbolize, understand and represent it" (p.3). In this way, preschoolers manage to memorize words, expand their vocabulary and retain information in short-term memory, which favors them in their learning process.

### **6.2.10 Routines**

The strategies with routines emphasize the activities that the English teacher performs every day. According to Vaca (2014) "a very important factor is carrying out routines from the first moment the children set foot in the classroom" (p. 4). Young children tend to learn new things quickly, which is why daily routines help them to practice the language. In this way, the importance of routines is essential for the cognitive development of the child. If students have acquired a series of routines, it will be easier to develop mastery of skills and social skills that are the basis for creating an adequate climate in which to carry out the teaching-learning process (Vaca, 2014, p.4). Also, knowing daily routines in English may be easier to learn if children name them as they do them every day. The most important kind of routines as strategy to teach ESL in children are mentioned such as:

- **Beginning the lesson**

The teacher starts the English classes with a greeting. The teacher greets each student accordingly as they come into the classroom and encourage them to greet the teacher too. E.g., Good morning, (students name), and encourage them to say. - Good morning teacher.



- **At the end of the class**

The teacher says goodbye happily and encourages the students to say goodbye too.

E.g., Good bye students, see you tomorrow. - (Students) Goodbye teacher.

- **Days of the week:**

Before starting the lesson, the teacher focuses on practicing the day, the month and the year. The teacher always uses the phrase “Today is” and asks the students to repeat it out loud.

E.x., Today is Monday, November 14th (fourteen), 2022 (twenty, twenty-two)

- **The weather:**

When the teacher practices the day, continue reporting the weather and ask the students. Put your super glasses on your eyes and look at the sky, now tell me “How is the weather today?” E.x., The students say “Today is a sunny day” / “Today is a cold day”.

- **Role time:**

The teacher hands out the notebooks to each student and when mentioning (student's name) they respond. - Present teacher.

### **6.2.11 Association with images**

The association strategy with images helps children to associate vocabulary. Ricaurte (2021) mentions that "visual learning is an effective tool because the brain is mainly an image filer, not words" (p.9). During the practice of English, preschool children familiarize the words with images since they become more interested when seeing animated flashcards, 3D images, images with Disney characters or cards such as digital drawings in such a way that they associate the meaning quickly.

According to López (2020) "it is particularly important in a foreign language class, in which spaces are encouraged to avoid the use of the mother tongue, such as the use of images, to make a direct relationship with the lexical component”.

### **Advantages of images for children to learn English**

- It is ideal for people who do not speak the language since a universal language is spoken in the images, with direct access to meanings.
- They are simple, practical and easy to use.
- Through them you can express ideas, emotions and of course, knowledge.
- They are allies to complement definitions or explanations.
- They facilitate learning since they condense or summarize a lot of information in a little content.

#### **6.2.12 Body language**

The use of the body language strategy is important for the acquisition of English since preschool children like to imitate and copy everything their teacher does. The use of body language facilitates lexical learning since the teacher makes a gesture or a specific movement to a vocabulary word that she is teaching and the children quickly associate it. In this sense, non-verbal language is part of communication and facilitates the learning of a language, according to Vaca (2014) affirms that one of the strategies that facilitates the acquisition of the words that we incorporate into our vocabulary as we grow is the identification of them with gestures, since our brain associates the sound of the word with the gesture that we have attributed to it, thus facilitating the learning process. (p.2).

#### **6.2.13 Songs**

Songs in English as a strategy are essential for the acquisition of a foreign language, especially during early childhood, since children under six years of age quickly become familiar with the English language through various songs. It is important to recognize that the songs must go together with the other strategies for learning the English language such as routines, games, body language because in this way vocabulary, expressions and everyday words in EFL can be developed. Murphy (2017) mentioned that "Children's music in English, in the form of rhymes and songs, allows preschool children to learn the language in a natural, comfortable and entertaining environment, and encourages them to produce their first sounds in a positive and spontaneous way".

#### 6.2.14 Benefits of teaching English through songs

Teaching the English language has innovated and teachers have the need to familiarize themselves with new strategies and methodologies that help them to have good practice of the language, which is why songs as a strategy provide a number of benefits for students' preschoolers to achieve EFL acquisition naturally. Ann (2021) says that songs can help them focus and motivate them to remember and retain the language. Music also helps with classroom management. Therefore, preschool children benefit in the following aspects as:

- Learn vocabulary, grammar, and syntax.
- Develop sentences in a natural and meaningful context.
- Improve listening ability.
- Motivate preschoolers.
- Helps pronunciation and fluency when speaking.
- It builds trust and integration among all preschoolers.
- Helps memory retention.

#### 6.2.15 Ideal songs for preschool ESL

It is important that the English teacher creates a specialized curriculum for preschool students, in such a way that children can quickly relate to the class topic and there is significant learning. It is necessary that the songs be specially created for young students of ESL ages 3-5 that stay at the preschool level. Dunn (2022) suggests that the songs as a strategy for preschoolers must be adequate so that there are correct results “The language is simple, repetitive and children learn it by heart quickly” (p. 4). Songs as ideal strategies for teaching the English language are presented below:

- **“Hello”** song.

To practice the vocabulary about greetings, students can pronounce hello, how are you? I am good, I am great, I am not good.

- **“Make a circle”** song.

To practice the expressions at the moment to work in a circle, students can familiarize with vocabulary like: big, small, hello, round, up, down.

- **“In my classroom”** song.

To practice the vocabulary about the classroom, students can familiarize with the classroom objects: desk, board, pencil, crayons, book and scissors.

- **“What color is it?”** song.

To practice the vocabulary about the colors, students can pronounce the colors red, blue, yellow, green, purple, black.

- **“How old are you?”** song.

To practice the vocabulary about the numbers, students can repeat the numbers one, two, three, four, five, six, seven, eight, nine, ten.

- **“Body”** song.

To practice the vocabulary about parts of the body, students can know the parts of the body like: eyes, nose, mouth, ears, fingers, toes.

- **“ABC”** song.

To practice the alphabet, students can recognize the letters’ alphabet and acquire routines like “In the morning, brush your teeth”, “Hurry up and do not be late”, “Learn the letter very well”.

### **6.2.16 Games**

The game as a strategy is essential in the process of learning EFL at an early age. Tierno (2015) points to games as “An important resource in the language learning process, especially in the infant stage, the game is an excellent learning opportunity that has an indisputable wealth and encourages significant learning that is carried out through experience” (p.18).

It is intended that by teaching English through games, preschoolers can easily understand and acquire the language naturally, which is why young learners enjoy the lessons more if they have games, whether individual, collective, or large teams. It is important to know that play as a strategy helps preschoolers develop motor and sensory skills as the activities are stimulating while learning ESL effortlessly. López (2020) mentions that "there are different types of games: solo, heuristic, cooperative, among others, therefore, there should be an optimal space for their development” (parr.12). Therefore, it is important to give space to the development of each game, in such a way that good results are observed as long as each ludic activity uses its clear objective.

### **6.2.17 Benefits of games for preschoolers**

The game as a strategy facilitates the learning process of preschoolers. Bruner, 2021 mentions that teaching through play has many benefits for learning a second language in children.

- Focuses on student learning.
- Facilitates construction activities and teamwork.
- Help the student progress at their own pace.
- Ensures the learning of autonomy
- Enables the natural practice of work

### **6.2.18 Ideal games for preschooler's ESL**

ESL games are characterized by physical movement, which helps keep preschoolers active and focused since they naturally have a lot of energy. Adopting the games in a work plan gives the opportunity to review vocabulary and grammar in a matter of minutes and helps young learners not get bored during the lesson. Tierno (2015) states that in “the English class at an early age, the use of games is very natural since it allows students to understand better and faster”. In this way, the games as a strategy used commonly to teach English to preschoolers are:

- “The order” game
- “What’s missing?” game
- “Charades” game
- “Bingo” game
- “Echo” game
- “Find the pairs” game
- “The ball” game
- “Mirrors” game
- “Pass the flashcard” game
- “Find the pairs” game

## **7. METHODOLOGY**

### **7.1 Research Method**

According to Cerrón (2018) qualitative research is a descriptive study that “allows to detail the experiences, beliefs in which it looks to clarify issues through a process to describe what the real situation is effectively and clearly”. From this concept, the researchers used qualitative research to describe in detail the experiences and the situation that the children of Initial I-II have to face since their early studies. It contributed to determining a possible solution to teach English from Initial I-II with the help of pre-service English teachers during their pre-professional practice. So, pre-service teachers with the research decided to apply some strategies for teaching the English language. It has a descriptive design that is intended to describe pre-service teachers' perceptions about the use of strategies to teach the English language to students from Initial I-II at “Numa Pompilio Lloná” school.

Furthermore, the researchers applied action research to implement strategies for teaching English at the preschool level. Veyda (2019) states that “action research is a type of qualitative research, which is adopted by the researcher in order to solve the immediate problem that arises during a particular course of time” (p.3). Therefore, this study implemented the action research, since it helped to follow steps such as the investigation of the problem when the pre-professional practices began. Then the most appropriate techniques were sought for the teaching of the English language for the children of Initial I - II, for which the games, songs, and routines were selected as a strategy for teaching the English language at these levels. Then the researchers developed weekly English Lesson Plans with a PPP framework structure where the first part was the presentation of the topic, the second part the practice of the subject, and then production of language. The lesson plans were applied for two hours one day of the week with a duration of 40 minutes. This research was carried out from November to December with a total of seven sessions and the data was analyzed in frequency and percentages.

## **7.2 Participants**

The participants consisted of 2 pre-service teachers who applied routines, songs and games as strategies to teach English and 28 children from Initial I -II. Children were 16 girls and 12 boys from 3 to 4 years old. It is important to mention that all the participants' mother tongue is Spanish, and they are learning English as second language. The research was carried out during the English classes of the initial education level 1 and 2 in the public school "Numa Pompilio Llona " located in the parish of San Buenaventura in the Latacunga canton, Cotopaxi Province.

## **7.3 Techniques and Instruments**

This research used observation as a technique to collect data. The instruments were a checklist for children and the reflection guide for pre-service English teachers. It was designed an unstructured checklist validated by the tutor teacher to take notes about the three categories such as games, songs, and routines of each class and considered the experience in four categories such as very good, good, regular, and unacceptable. Seven classes were observed. The games were structured into four items, the first item refers to instructions of the game, the second item about the correct development of the activity, the third item refers to participation in class, and the fourth item refers to practice using the foreign language. The songs were structured into five items: the first item is about acquisition of the vocabulary; the second item refers to if the song was fun for children, the third item refers to the ease of pronunciation of words, the fourth item refers to motivation, and the last item is about if it caused an impact in the learners. The routines consisted of in four items; the first item related with the production of the language at the beginning of the class, the second item refers to if it favors the learning process, the third item refers to the acquisition of routines during the class, the fourth routine if permit to remember and use the language easily with the English teacher. The reflection guide was structured with six items to detail the experiences of the class developed with the strategies of the teaching. The first item establishes the objective. The second item, it refers to what strategy was used in class. The third item is if the students understood the activities. The fourth item is if the strategies used during the class helped the children produce the language. The fifth item relates to what the problem was that was observed in class. The last item refers to the students who were motivated during the class.

## 7.4 Data Analysis

The data was analyzed using thematic analysis that consisted of detailing data, interpretation of the information and selection of the topics (Kiger and Varpio, 2020). This research used thematic analysis to analyze the reflection guide and charts for the checklist as a technique to get data and the reflection guide served to do a triangulation of data to provide reliable information. Then, it organized the information into a selection of categories such as routines, games, and songs as strategies for learning and teaching the English language with positive and negative aspects in each category. At the end, the triangulation with the checklist helped to compare the data with the experience of the pre-service English teachers.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

This study analyzed and interpreted the data about the perceptions of pre-service English teachers of preschoolers about the use of strategies for teaching the English language at the "Numa Pompilio Llona" school. Thus, this part the research presents the results of a checklist from pre-service teacher's perceptions.

**Table 1**

*Checklist from pre-service teacher's perceptions of preschoolers (Initial I-II)*

Item	Very good		Good		Regular		Not acceptable		Total	
	f	%	f	%	f	%	f	%	f	%
The students achieved the class objectives.	4	57,1	2	28,6	1	14,3	0	0,00	7	100

Source: collected from the checklist

Table 1 shows the item is focused in the objective of the class and this was evaluated by frequency (f) and percentage (%) in which the objectives during the implementation were achieved in a very good way by 57,1%, while the objectives were achieved in a good way by 28,6% and finally the objectives were regularly achieved by 14,3%.



The result showed that the objectives could be achieved at the end of the class because the students managed to learn the English language through strategies such as games, songs, and routines that allowed them to acquire L2 in a natural and fun way. These results are similar to the study carried out by Valdivia (2016) who states that children produce and reproduce the English language through the use of various materials, songs, games, so it lets the teachers and the students get the objective of the class without complications and in a natural way. Likewise, Rubio & García (2013) mention that "one of the main ways to achieve the class objective is through the use of playful strategies such as games, songs, given that their use in the teaching of English is undoubtedly very natural" (p.4).

**Table 2**

*Checklist from pre-service teachers' perception of preschoolers (Initial I-II)*

Item	Very good		Good		Regular		Not acceptable		Total	
	f	%	f	%	f	%	f	%	f	%
Students follow instructions.	5	71,4	1	14,3	1	14,3	0	0,00	7	100
Students carry out the activity correctly	6	85,7	0	0,00	1	14,3	0	0,00	7	100
The game allows students to participate.	5	71,4	2	28,6	0	0,00	0	0,00	7	100
The game motivated the students to practice the language.	6	85,7	1	14,3	0	0,00	0	0,00	7	100

Source: collected from the checklist

Table 2 shows that the game as a strategy allows students to participate and follow instructions very well in 71.4%, while in 14.3% it was in a good way, and finally in 14.3% it was regular. Also, it shows that the game allows students to develop activities and vocabulary to perform the activities correctly in a very good way 85.7%, while 14.3%

regularly. In addition, it allows students to be motivated in the practice of the language in a very good way 86%, while in a good way 14.3%.

The results showed that the games as a strategy to teach the English language at the preschool level allowed children to understand instructions and develop the vocabulary to do the activities in English and have active participation. This allowed children to be involved and motivated to learn English in the classroom. These results are similar to that of Sav (2021) since, mentions that the definitive strategy for success in teaching English to infants is learning through play, in his research he shows that games become a fun and positive experience and positive as well as useful for children to acquire vocabulary easily. Likewise, Rubio & García (2013) mention that children enjoy games because they are motivating, and fun, and allow them to provide excellent practice to improve pronunciation and grammar. Moreover, the use of games allowed students to learn English in the best way, either independently or collectively. Finally, Sav (2021) mentions that games are the best way to teach language to preschool ESL students because their minds are like sponges that absorb so much when they are engaged in activities they enjoy. It is concluded that the games were a strategy that allowed the pre-service teacher to allow children to learn vocabulary through various games in a natural and dynamic way.

**Table 3***Checklist from pre-service teacher's perceptions of preschoolers (Initial I-II)*

Item	Very good		Good		Regular		Not acceptable		Total	
	f	%	f	%	f	%	f	%	f	%
The students managed to produce vocabulary through the songs	2	28,6	4	57,1	1	14,3	0	0,00	7	100
The song was fun for the students	6	85,7	1	14,3	0	0,00	0	0,00	7	100
The song was easy for the students to pronounce	2	28,6	3	42,9	2	28,6	0	0,00	7	100
The songs motivated the students to practice the language	6	85,7	1	14,3	0	0,00	0	0,00	7	100
The songs had a positive impact on the students.	6	85,7	1	14,3	0	0,00	0	0,00	7	100

Source: collected from the checklist

Table 3 shows that the songs as a strategy allowed the students to produce vocabulary and facilitate the pronunciation of the song in a very good way for 28.6% while in a good way for 57.1% and regular for 14.3%. In this way, it is shown that the use of songs helps them to acquire and produce vocabulary in an entertaining way because preschoolers sing the song and memorize the vocabulary since it is fun for them and motivates them to practice the English language in a very good way for 85,7%, while it was good for 14%.

Taking account these results showed that the songs as a strategy for teaching the English language at the preschool level allowed preschoolers to produce vocabulary in a fun way since the songs as strategies motivated the teaching process of the children and had a positive impact by showing interest to learn different songs that are not in their mother tongue. These results are similar to the study carried out by Çevikbaş et al., (2018) who concluded that the songs are useful pedagogical tools to teach and acquire vocabulary

together, moreover students and educators recognized that the use of the song in EFL classroom is a funny way in the process of the acquisition of language. Likewise, Purwaningsih (2017) who showed that “the students' interest in the learning vocabulary with songs, can be seen from their enthusiasm in singing the songs and memorizing the words in the songs.” (p. 221). However, it is important to know that not all the songs were easy for the preschoolers to pronounce since they were 3 and 4-year-old students and it was difficult for them to correctly pronounce some vocabulary words during the practice with the song because some songs were too long and the rhythm was speedy. Then it causes trouble for children to pronounce some words. Therefore, teachers need to find appropriate songs for children to improve learning in class. Şevik (2011) showed that EFL “teachers have difficulty in easily accessing and finding appropriate songs to use in their classes.” (p. 1033). Finally, Millington (2011) points out that “the song and lyrics must be carefully selected to complement the target vocabulary” (p. 136).

**Table 4**  
*Checklist from pre-service teachers' perceptions of preschoolers (Initial I-II)*

Item	Very good		Good		Regular		Not acceptable		Total	
	f	%	f	%	f	%	f	%	f	%
The routines at the beginning of the class helped the students to produce the English language	5	71,4	2	28,6	0	0,00	0	0,00	7	100
The routines favored the process of learning the English language	5	71,4	2	28,6	0	0,00	0	0,00	7	100
Students acquired the routines during English classes	4	57,1	3	42,9	0	0,00	0	0,00	7	100
The routines allowed the children to easily remember and use the language in class with the teacher	5	71,4	2	28,6	0	0,00	0	0,00	7	100

Source: collected from the checklist

Table 4 shows that routines as a strategy allows students to produce the English language at the beginning of the class, favoring the learning process and students remember to easily use the language with the teacher in a very good way 71.4 %, while 28.6% were in good shape. Similarly, it shows that students acquire routines during class in a very good way, 57.1%, while 42,9% good.

The results showed that the routines as a strategy for teaching the English language at the preschool level help children to produce the language, since it favors the learning process after the adoption of patterns at the beginning, middle and end of the lesson. It helps students acquire the language easily during English classes. The repetition as a routine not as a memorization helps children to remember and answer questions from their

English teacher in a natural way. In this way, the data collected showed a high level in percentage related to the learning process with this strategy becoming an opportunity to practice the language. These results are similar to those of Yi (2010) who emphasized that adopting routines during the lesson provides language learning opportunities as well as predictability for students. Likewise, Ritchhart (2002), cited in Williams & Moore, 2021, p. 53) mentions in his study that "when implemented, these repeated practices can create patterns of thinking and learning that become part of the child's intellectual character."

**Table 5**

*Checklist from pre-service teacher's perceptions of preschoolers (Initial I-II)*

Item	Very good		Good		Regular		Not acceptable		Total	
	f	%	f	%	f	%	f	%	f	%
<b>Motivation</b>										
The children felt motivated to learn the English language with the strategies used such as songs, games and routines.	5	71,4	2	28,6	0	0,00	0	0	7	100

Source: collected from the checklist

Table 5 shows that the use of strategies such as games, songs and routines allow students to feel motivated to learn the English language in a very good way 71,4%, while in a good way 28,6%.

Based on the result above, during the English learning process, motivation became a vital element in the classroom since the preschoolers were motivated during the practice and they felt motivated to learn L2 with the strategies applied in the English class. such as songs, different types of games, and routines at the beginning, middle, and end of the lesson also aroused the interest of the children and encouraged them to participate in a fun and natural way. In the same way, the children of Initial I-II showed interest in learning more words in English, it was observed that the songs, games, and routines

motivated them to complete the activities correctly. These results are the same as Frunză (2018) who points out the importance of maintaining motivation in the language teaching-learning process and suggests that each teacher should include fun strategies and motivating activities that are of interest to the pupils. Likewise, Alaguna (2017) mentions that the activities developed through strategies will allow students to interact with the language, and socialize since through the various activities, their learning will be more motivating, fun, and enriching. Finally, López (2020) points out that by being motivated, children come to appropriate vocabulary and basic structures that will allow infants to make effective use of English, interact and improve their level during early childhood.

## **9. RESEARCH IMPACT**

The present research had an educational impact because, through the implementation of strategies for teaching the English language at the preschool level in the "Numa Pompilio Lloná" Basic Education school, it is intended to produce the English language, vocabulary, and daily expressions and thus obtain a proper teaching-learning process.

## **10. CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusions**

- Currently, there is a wide variety of strategies for teaching English at the preschool level, these are associated with images, body language, routines, songs, repetition, and games. However, the strategies that were used to teach the English language at the preschool level in a public institution were songs, routines, and games strategies to children can adopt essential behaviors for their teaching process to learn and acquire the L2 language naturally.
- Learning the English language through games as a strategy allows children to learn L2 with a variety of games, it also encourages creativity and allows them to work individually or collectively. It is important to know that games are the basis for the development of knowledge and social and emotional skills in preschool children since they come to create bonds with their peers, so the games help the English teacher to develop meaningful and fun classes and encourage children to

communicate in L2 and provide relationships between words, expressions to play activities in a fun and natural way.

- The use of songs and routines as a strategy for teaching a foreign language at the preschool level helped children produce the language, acquire vocabulary and adopt patterns through routines to respond easily to their English teacher. By listening to and singing songs, preschoolers can memorize new words, and improve listening comprehension and pronunciation, so it is important to select suitable songs according to their level.

### **Recommendations**

- Based on the specific objective and information provided in this research, the strategies as resource to the learning and teaching process should be implement in first years of scholarship in public institution for the advantages and influence in the process to acquire a foreign language to enrich the knowledge, and vocabulary for future school years.
- It is recommended that English teachers who work with preschool students investigate the use of games as a teaching resource since it is a good strategy for learning the vocabulary of a foreign language and clear step-by-step instructions for the development of activities appropriately confusion in children. Thus, this type of education with strategies promotes both individual and group participation that motivates learning in a fun way without stress or fear of making mistakes.
- Based on the results obtained, the researchers recommend that English teachers use songs that are appropriate for the level of children that have short song lyrics and repetitive vocabulary words, and that the songs have a fun rhythm in this way the students feel motivated and happy. Thus, children can correctly pronounce and remember the keywords of the English song. The English teacher needs to introduce routines for learning L2 from the first day of class, in addition to implementing routines at the beginning, middle, and end of classes, since in this



way students can memorize patterns and repeat behaviors easily that encourage preschool children to produce the language.

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12. ANNEXES

12.1 Annex 1. Lesson Plans




LESSON PLAN 1

- **Date:** Tuesday, 15<sup>th</sup> November 2022
- **Project’s name:** Diseño, aplicación y evaluación de Modelos Curriculares y de convergencia utilizando conocimientos teóricos, metodológicos y técnicos
- **Title (Unit):** My classroom
- **Teacher’s name:** Karen Estefany Rios Coro
- **Grade (Level):** Preschool level- Initial 1-2
- **Lesson Focus:** Listening, speaking and vocabulary.
- **Objective**

Students will be able to learn the “In my classroom” song; to learn some classroom vocabulary; to play a game; to match individual and partial objects to the objects in a big picture; to stick stickers in the correct place.

▪ **Key Expressions:**

- Classroom / klɑ:srɒm/      - Pencil /pɛnsl/
- Desk /dɛsk /                - Crayon / krɛɪən/
- Board /bɔ:d /                - Book / bʊk/

PROCEDURES	DETAILS
<p><b>Presentation:</b></p> <p><b>Time: 10</b></p>	<p><b>Beginning the lesson</b></p> <p>The teacher starts the English classes with a greeting. The teacher greets each student accordingly as they come into the classroom and encourage them to greet the teacher too.</p> <p>E.g., Good morning, (students name), and encourage them to say, &lt;&lt;good morning teacher&lt;&lt;</p> <p>The teacher introduces the new English topic “My classroom”</p> <p>The teacher asks the students to sing the “<i>In my classroom</i>” song and do the actions and encourages students to join in.</p> <p><b>Audioscrip:</b></p> <p style="text-align: center;">                 In my classroom, in my classroom,                  What can you see? What can you see?                  In my classroom, in my classroom,                  Sing along with me. Sing along with me.                  What is this? This is a desk.                  What is that? That is a board.                  What are these? These are pencils.                  How many pencils can you see?                  In my classroom, in my classroom,                  Sing along with me. Sing along with me.             </p>
<p><b>Practice:</b></p> <p><b>Time: 5</b></p>	<p>In order to continue the teacher asks the students make a circle to explain the topic’s classes.</p> <p>While students make a circle the teacher reproduces the song and organize the classroom management. “Make a circle” song.- <a href="https://www.youtube.com/watch?v=ALcL3MuU4xQ&amp;t=2s">https://www.youtube.com/watch?v=ALcL3MuU4xQ&amp;t=2s</a></p> <p><b>Circle time</b></p> <p>The teacher shows the students flashcards about classroom’ objects.</p> <div style="display: flex; justify-content: center; gap: 20px;">    </div> <p>When students familiarize with the new vocabulary the teacher asks the students to pronounce each vocabulary words.</p>




<p><b>Time: 20</b></p>	<ul style="list-style-type: none"> <li>- <i>Classroom</i> /kla:srɒm/      - <i>Pencil</i> /pensl/</li> <li>- <i>Desk</i> /desk /                      - <i>Crayon</i> /kreɪən/</li> <li>- <i>Board</i> /bɔ:d /                      - <i>Book</i> /bʊk/</li> </ul> <p>Then the teacher asks the students to listen the game' instructions to play.</p> <p><b>Play "The order" game</b></p> <p>The teacher explains to the students that they are going to play a game and that they have to listen very carefully.</p> <p>The teacher shuffles the cards so that they are in random order.</p> <p>The teacher explains that they are going to listen to all the words and that they have to put the flashcards in the correct order according to what they hear.</p> <p>The teacher plays the audio with the vocabulary words: <b>Audioscript:</b> desk, board, pencil, crayon, book, scissors / first word (<b>desk</b>).</p> <p>The teacher encourages students to point to the correct flash card and asks one student to move the flash card so that it is separate from the others.</p> <p>The teacher plays the second word (board) and, when the students have established which flash card is correct, she asks another student to place it next to the flash card on the desk.</p> <p>The teacher repeats the procedure until the students have heard all the words and have placed all the cards in the correct order.</p>
<p><b>Production:</b></p> <p><b>Time: 5</b></p> <p><b>Time:20</b></p>	<p>In order to continue the teacher asks the students to return to their workplace and listen carefully to the instructions.</p> <p>The teacher asks the students to look at the page for a minute, then asks them what they can see in the big picture.</p> <p>Students must answer E.x., (some animals in a classroom), the teacher encourages them to say the words they know in English (classroom, desk, blackboard, pencil, crayon, book).</p> <p>The teacher asks the students to look at the small pictures below the big picture.</p> <p>The teacher asks the students to point to the correct picture when you say a word.</p> <p>The teacher asks the students to say all the words in the same order and checks that the students point to the correct picture each time.</p> <p>/Show students where to find the stickers in their books./</p> <p>Everyone must show their sticker for you to check that it is the correct one.</p> <p>When the students have stuck all the stickers on the page, the teacher asks them to point to each one and say the correct word.</p> <p>The teacher reviews the students' work, she points to a small picture and says: <i>What is this? / What are these?</i> and encourage each student to respond by saying the correct word</p>
<p><b>Assessment/Extension Activities</b></p> <p><b>Time: 10</b></p>	<p><b>Ending the lesson</b></p> <p>The teacher plays the song "In my classroom" again while the students put away their materials.</p> <p>Make sure that the students have put their things in their backpacks and that they have not left anything of their own in the classroom.</p> <p>The teacher says goodbye to her student. Say goodbye! and encourage them to say: Goodbye teacher.</p>

**LESSON PLAN 2**

- **Date:** Tuesday, 22<sup>th</sup> November 2022
- **Project’s name:** Diseño, aplicación y evaluación de Modelos Curriculares y de convergencia utilizando conocimientos teóricos, metodológicos y técnicos
- **Title (Unit):** My classroom
- **Teacher’s name:** Karen Estefany Rios Coro
- **Grade (Level):** Preschool level- Initial 1-2
- **Lesson Focus:** Listening, speaking and vocabulary.
- **Objective**  
Students will be able to practice the “*In my classroom*” song; to learn how to answer the question *What can you see?*; to play a game; to draw and color classroom objects to complete sequences; to find and color hidden classroom objects in a picture.

▪ **Key Expressions:**


- Classroom /kla:srɒm/      - Pencil /pensl/      - scissors /sɪzəz/
- Desk /dɛsk /              - Crayon /kreɪən/      - teacher /ti:tʃə/
- Board /bɔ:d /              - Book /bʊk/

PROCEDURES	DETAILS
<p><b>Presentation:</b></p> <p><b>Time: 10</b></p>	<p><b>Beginning the lesson</b></p> <p>The teacher starts the English classes with a greeting. The teacher greets each student accordingly as they come into the classroom and encourage them to greet the teacher too. E.g., Good morning, (students name), and encourage them to say, &lt;&lt;good morning teacher&gt;&gt;</p> <p>The teacher asks a round of questions about the topic of the last class. The teacher asks the students to say ideas of what they remember about the last class. (<i>Classroom, desk, pencil, board, crayon, book, scissors, teacher</i>).</p> <p>The teacher shows the students the flashcards about "My classroom" again.</p> <p>The teacher sticks the flashcards on the board and asks them to repeat each vocabulary word.</p> <div style="text-align: center;">  </div>
<p><b>Practice:</b></p> <p><b>Time: 10</b></p>	<p><b>Circle time</b></p> <p>The teacher organizes the students in a circle and asks them to sing the song <i>In My Classroom</i>. The teacher says: Sing with me, in the karaoke version. The teacher performs the actions and encourages the students to participate and sing.</p> <p><b>Audioscrip:</b></p> <p style="text-align: center;">                 In my classroom, in my classroom,                  What can you see? What can you see?                  In my classroom, in my classroom,                  Sing along with me. Sing along with me.                  What is this? This is a desk.                  What is that? That is a board.                  What are these? These are pencils.                  How many pencils can you see?                  In my classroom, in my classroom,                  Sing along with me. Sing along with me.             </p>

<p><b>Time: 10</b></p>	<p>At the end of the song the teacher asks - What can you see? - What can you see? - In your classroom.  The teacher encourages the students to copy it and repeat the question.  The teacher asks What can you see? pointing to a flashcard on the board.  The teacher asks the students to name of the classroom object indicated.  The teacher asks the students to say. - I can see (desk), (pencil), (teacher), (crayons)  The teacher asks the question again and encourages different students to name the cards on the board.  <b>Play “Mirrors” game</b>  The teacher lines up the students in two rows, one row facing the other.  The teacher explains that one row is the mirror of the other.  The teacher stands in one of the lines, and says the name of one of the classroom objects (for example, a pair of scissors) and encourage the students in her line to repeat the word after the teacher.  The teacher mimes the object (for example, <i>cutting something with a pair of scissors</i>) and encourage the students in her line to mimic the action. She then goes to the other row and encourages them to mime and say the word.  The teacher repeats the same activity with different class objects.  The teacher encourages the first row to say the word and mime, then she encourages the second row to copy the mime and say the word again.</p>
<p><b>Production:</b></p> <p><b>Time: 5</b></p> <p><b>Time:20</b></p>	<p>In order to continue the teacher asks the students to return to their workplace and listen carefully to the instructions.</p> <p>The teacher asks the students to look at the page for one minute, then asks them to find the class objects that are hidden in the picture (board, book, desk, pencil).  The teacher asks where is the board? and she encourages students to point to the correct part of the picture.  The teacher asks to paint each of the hidden objects.  The teacher plays the song “In my Classroom” for the students to listen and sing while they color.  The teacher reviews the students' activity, she points to a small picture and says: <i>What can you see?</i> and encourage each student to respond by saying the correct word. I see ( a crayon)- I see ( a book)</p>
<p><b>Assessment/Extension Activities</b></p> <p><b>Time: 10</b></p>	<p><b>Ending the lesson</b></p> <p>Make sure that the students have put their things in their backpacks and that they have not left anything of their own in the classroom.  The teacher says goodbye to her student. Say goodbye! and encourage them to say: Goodbye teacher.</p>

### LESSON PLAN 3


- **Date:** Tuesday, 29<sup>th</sup> November 2022
- **Project's name:** Diseño, aplicación y evaluación de Modelos Curriculares y de convergencia utilizando conocimientos teóricos, metodológicos y técnicos
- **Title (Unit):** Colors
- **Teacher's name:** Karen Estefany Rios Coro
- **Grade (Level):** Preschool level- Initial 1-2
- **Lesson Focus:** Listening, speaking and vocabulary.
- **Objective**  
Students will be able to learn the *What color is it?* song; to learn some colors, to play a game; to color a picture using the correct color.
- **Key Expressions:**
  - Blue /blu: / - Red /rɛd / -Purple /'pɜ:pəl/
  - Yellow /'jeləʊ/ -Green /gri:n/ - Black /blæk /

PROCEDURES	DETAILS
<p><b>Presentation:</b></p> <p><b>Time: 10</b></p>	<p><b>Beginning the lesson</b></p> <p>The teacher starts the English classes with a greeting. The teacher greets each student accordingly as they come into the classroom and encourage them to greet the teacher too. E.g., Good morning, (students name), and encourage them to say, &lt;&lt;good morning teacher&lt;&lt;</p> <p>The teacher introduces the new English topic “Colors” The teacher asks the students to sing the “<i>What color is it?</i>” song and do the actions and encourages students to join in.</p> <p><b>Audioscrip:</b></p> <p style="padding-left: 40px;">What colour is it? What colour can you see? It's blue. I like blue. And black. I like black. Sing along with me!</p> <p style="padding-left: 40px;">What colour is it? What colour can you see? It's purple. I like purple. And red. I like red. Sing along with me!</p> <p style="padding-left: 40px;">What colour is it? What colour can you see? It's green. I like green. And yellow. I like yellow. Sing along with me!</p>
<p><b>Practice:</b></p> <p><b>Time: 5</b></p>	<p>In order to continue the teacher asks the students make a circle to explain the topic's classes. While students make a circle the teacher reproduces the song and organize the classroom management. “Make a circle” song.- <a href="https://www.youtube.com/watch?v=ALcL3MuU4xQ&amp;t=25">https://www.youtube.com/watch?v=ALcL3MuU4xQ&amp;t=25</a></p> <p><b>Circle time</b></p> <p>The teacher shows the students flashcards about colors.</p> <div style="text-align: center;">  </div> <p>When students familiarize with the new vocabulary the teacher asks the students to pronounce each vocabulary words. Blue /blu: / - Red /rɛd / -Purple /'pɜ:pəl/ Yellow /'jeləʊ/ -Green /gri:n/ - Black /blæk /</p>

<p><b>Time: 20</b></p>	<p>Then the teacher asks the students to listen the game' instructions to play.</p> <p><b><i>Play "The order" game</i></b></p> <p>The teacher explains to students that they are going to play a game and that they have to listen very carefully.</p> <p>The teacher lays out the flashcards (blue, red, yellow, purple, green, black).</p> <p>The teacher mixes up the flashcards so they are in random order.</p> <p>The teacher explains that the students will hear the all colors and that they have to put the flashcards in the correct order according to what they hear.</p> <p>The teacher asks the student. What color is it? (It's color blue, red, yellow, black, etc.)</p> <p>Then the teacher repeats the procedure until students have heard all words, and have put all the flashcards in the correct order.</p>
<p><b>Production:</b></p> <p><b>Time: 5</b></p> <p><b>Time:20</b></p>	<p>In order to continue the teacher asks the students to return to their workplace and listen carefully to the instructions.</p> <p>The teacher asks the students to look at the page for one minute and then say: What color is it? and encourage them to tell you what they can see in the big picture (they are painting a fence).</p> <p>The teacher asks the students to say the colors in English (red, yellow, blue, purple)</p> <p>The teacher explains to the students that the characters in the book are going to paint the fence in different colors.</p> <p>The teacher asks the students to answer in English (red) the color they see.</p> <p>The teacher asks the students to paint half the color of the fence (<b>red</b>).</p> <p>The teacher asks the students to paint the other half of the fence color (<b>yellow</b>).</p> <p>The teacher asks out loud. <i>What color is it?</i> points to the first fence. Students answer the color they painted (red color).</p> <p>The teacher asks out loud. <i>What color is it?</i> points to the second fence.</p> <p>Students answer the color they painted (yellow color).</p> <p>As the teacher checks the work, she points to some of the pegs you have colored and asks: What color is it? and she encourages each student to say the correct colors</p>
<p><b>Assessment/Extension Activities</b></p> <p><b>Time: 10</b></p>	<p><b><i>Ending the lesson</i></b></p> <p>The teacher plays the song "What color is it" again while the students put away their materials.</p> <p>Make sure that the students have put their things in their backpacks and that they have not left anything of their own in the classroom.</p> <p>The teacher says goodbye to her student. Say goodbye! and encourage them to say: Goodbye teacher.</p>

**LESSON PLAN 4**

- **Date:** Tuesday, 6<sup>th</sup> December 2022
- **Project's name:** Diseño, aplicación y evaluación de Modelos Curriculares y de convergencia utilizando conocimientos teóricos, metodológicos y técnicos
- **Title (Unit):** Colors
- **Teacher's name:** Karen Estefany Rios Coro
- **Grade (Level):** Preschool level- Initial 1-2
- **Lesson Focus:** Listening, speaking and vocabulary.
- **Objective**  
Students will be able to practice the What color is it? song; to play a game; to color shapes the correct color; to color classroom objects the correct colors.
- **Key Expressions:**
  - Blue /blu: / - Red / red / -Purple /'pɜ:p/
  - Yellow /'jeləʊ/ -Green /gri:n/ - Black /blæk /

PROCEDURES	DETAILS
<p><b>Presentation:</b></p> <p><b>Time: 10</b></p>	<p><b>Beginning the lesson</b> The teacher starts the English classes with a greeting. The teacher greets each student accordingly as they come into the classroom and encourage them to greet the teacher too. E.g., Good morning, (students name), and encourage them to say, &lt;&lt;good morning teacher&lt;&lt; The teacher asks a round of questions about the topic of the last class. The teacher asks the students to say ideas of what they remember about the last class. (<i>Color blue, yellow, red, green, purple, black</i>). The teacher shows the students the flashcards about "Colors" again. The teacher sticks the flashcards on the board and asks them to repeat each vocabulary word.</p> 
<p><b>Practice:</b></p> <p><b>Time: 10</b></p>	<p><b>Circle time</b> The teacher organizes the students in a circle and asks them to sing the song "What color is it?". The teacher says: Sing with me, in the karaoke version. The teacher performs the actions and encourages the students to participate and sing.</p> <p><b>Audioscrip:</b>            What colour is it? What colour can you see?            It's blue. I like blue. And black. I like black.            Sing along with me!            What colour is it? What colour can you see?            It's purple. I like purple. And red. I like red.            Sing along with me!            What colour is it? What colour can you see?            It's green. I like green. And yellow. I like yellow.            Sing along with me</p> <p>The teacher sings the song and encourage the students to sing and do the action. The teacher asks the students to say (<i>I like</i>) and hold up the cards at the correct time the color is mentioned.</p> <p>When students complete the activity, the teacher asks them to listen the game' instructions to play.</p>

<p><b>Time: 10</b></p>	<p><b><i>Play “The memory” game</i></b>  The teacher places the flash cards.  The teacher explains to the students that they are going to play a game and that they should try to remember the colors that everyone likes.  The teacher holds a flashcard and says: I like it (blue).  The teacher turns the flashcard face down.  The teacher asks a student to take the flash card of a color that student likes, turn it face down, and then say: I like (blue) and (red).  The teacher asks the next student to choose a flashcard.  The teacher continues the game sequentially until all the students have had their turn.</p>
<p><b>Production:</b></p> <p><b>Time: 5</b></p> <p><b>Time:20</b></p>	<p>In order to continue the teacher asks the students to return to their workplace and listen carefully to the instructions.</p> <p>The teacher asks the students to look at the page for one minute and then say: What can you see? and encourage them to tell you what they can see (a child about to color a picture).  The teacher points to the crayon in the child's hand and says: <b><i>What color is it?</i></b>  The teacher encourages students to say the answer (<b>color purple</b>) in English.  The teacher asks the students to answer by coloring the figures according to the color indicated.  The teacher asks the students to point to all the circles in the color image (purple).  The teacher goes around the classroom to check that the students are pointing to the circles and helping when needed.  The teacher asks the students what color the square is, encouraging them to say the answer in English (<b>color red</b>).  The teacher asks the students to point to all the squares in the image.  The teacher repeats the same procedure with the triangles and rectangles.  The teacher checks that all students have <i>purple, red, blue and yellow</i> crayons.  The teacher plays the song <b><i>What color is it?</i></b> for children to listen and sing while they color the shapes.  In order, the teacher reviews the work and points out some of the shapes that the students have colored.  The teacher asks: <b><i>What color is it?</i></b> and encourages each student to say the correct colors.</p>
<p><b>Assessment/Extension Activities</b></p> <p><b>Time: 10</b></p>	<p><b><i>Ending the lesson</i></b>  Make sure that the students have put their things in their backpacks and that they have not left anything of their own in the classroom.  The teacher says goodbye to her student. Say goodbye! and encourage them to say: Goodbye teacher.</p>





**LESSON PLAN 5**

- **Date:** Tuesday, 13<sup>th</sup> December 2022
- **Project’s name:** Diseño, aplicación y evaluación de Modelos Curriculares y de convergencia utilizando conocimientos teóricos, metodológicos y técnicos
- **Title (Unit):** My body
- **Teacher’s name:** Karen Estefany Rios Coro
- **Grade (Level):** Preschool level- Initial 1-2
- **Lesson Focus:** Listening, speaking and vocabulary.
- **Objective**

Students will be able to learn the *Body* song; to learn some parts of the body; to play a game; to listen to a story and stick stickers in the correct place; to point to the correct parts of their body; to act out a story.

▪ **Key Expressions:**

- Eyes /aɪz/                      -Nose / nəʊz/                      -Mouth / maʊθ/
- Ears / ɪəz/                      -Fingers / fɪŋgəz/                      -Toes / təʊz/

PROCEDURES	DETAILS
<p><b>Presentation:</b></p> <p><b>Time: 10</b></p>	<p><b>Beginning the lesson</b></p> <p>The teacher starts the English classes with a greeting. The teacher greets each student accordingly as they come into the classroom and encourage them to greet the teacher too. E.g., Good morning, (students name), and encourage them to say, &lt;&lt;good morning teacher&lt;&lt;</p> <p>The teacher introduces the new English topic “ My body”</p> <p>The teacher asks the students to sing the “<i>Body</i>” song and do the actions and encourages students to join in.</p> <p><b>Audioscrip:</b></p> <p>Everybody, everybody, show me your ears. Show me, let me see. Show me your ears then show me your eyes. Sing along, with me. Everybody, everybody, touch your nose. Touch your nose with me. Touch your nose then touch your toes. Sing along with me. Everybody, everybody, show me your mouth. Show me, let me see. Show me your mouth then show me your fingers. Sing along with me.</p>
<p><b>Practice:</b></p> <p><b>Time: 5</b></p> <p><b>Time: 20</b></p>	<p>In order to continue the teacher asks the students make a circle to explain the topic’s classes. While students make a circle the teacher reproduces the song and organize the classroom management. “Make a circle” song.- <a href="https://www.youtube.com/watch?v=ALcL3MuU4xQ&amp;t=2s">https://www.youtube.com/watch?v=ALcL3MuU4xQ&amp;t=2s</a></p> <p><b>Circle time</b></p> <p>The teacher shows the students flashcards about the body parts.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> eye</div> <div style="text-align: center;"> ear</div> <div style="text-align: center;"> nose</div> <div style="text-align: center;"> mouth</div> </div> <p>When students familiarize with the new vocabulary the teacher asks the students to pronounce each vocabulary words. Eyes /aɪz/                      -Nose / nəʊz/                      -Mouth / maʊθ/ Ears / ɪəz/                      -Fingers / fɪŋgəz/                      -Toes / təʊz/</p> <p><b>Play "The order" game</b></p>



	<p>The teacher explains to students that they are going to play a game and that they have to listen very carefully.</p> <p>The teacher lays out the flashcards (eyes, nose, mouth, fingers, ears, toes).</p> <p>The teacher mixes up the flashcards so they are in random order.</p> <p>The teacher explains that the students will hear the parts of the body and that they have to put the flashcards in the correct order according to what they hear.</p> <p>The teacher asks the student. What is this part of the body? (It's a <b><u>nose, a mouth, fingers, ears.</u></b>)</p> <p>Then the teacher repeats the procedure until students have heard all words, and have put all the flashcards in the correct order.</p>
<p><b>Production:</b></p> <p><b>Time:5</b></p> <p><b>Time:20</b></p>	<p>In order to continue the teacher asks the students to return to their workplace and listen carefully to the instructions.</p> <p>The teacher asks the students to look at the page for one minute and then asks: What can you see?</p> <p>The teacher asks the students to say what they can see in the images (Characters in the book looking at parts of the body through a telescope.</p> <p>The teacher asks the students to repeat the words in English (nose, ear, eye).</p> <p>The teacher asks the students to point out on her face what part of the human body it is (nose), (ear), (eyes), (mouth).</p> <p>The teacher asks the students to place the corresponding sticker in the blank space.</p> <p>The teacher asks the students to say: nose and encourages the students to find the correct sticker.</p> <p>The teacher asks the students to show their sticker to verify that it is the correct one.</p> <p>The teacher asks the students to fill in the blank spaces with the other stickers as appropriate.</p> <p>The teacher asks the students to be in pairs and represent the story through mimicry.</p> <p>The teacher asks the students to imitate having a (huge ear), (closed eyes), (open mouth), (giant nose).</p>
<p><b>Assessment/Extension Activities</b></p> <p><b>Time: 10</b></p>	<p><b><i>Ending the lesson</i></b></p> <p>The teacher plays the song "Body" again while the students put away their materials.</p> <p>Make sure that the students have put their things in their backpacks and that they have not left anything of their own in the classroom.</p> <p>The teacher says goodbye to her student. Say goodbye! and encourage them to say: Goodbye teacher.</p>

**LESSON PLAN 6**

- **Date:** Tuesday, 20<sup>th</sup> December 2022
- **Project’s name:** Diseño, aplicación y evaluación de Modelos Curriculares y de convergencia utilizando conocimientos teóricos, metodológicos y técnicos
- **Title (Unit):** My birthday
- **Teacher’s name:** Karen Estefany Rios Coro
- **Grade (Level):** Preschool level- Initial 1-2
- **Lesson Focus:** Listening, speaking and vocabulary.
- **Objective**  
Students will be able to learn the How old are you? song: to learn numbers 1-6; to play a game; to stick stickers in the correct place; to count objects and circle the correct numbers.
- **Key Expressions:**
  - One                      -Two                      -Three
  - Four                      -Five                      -Six
  - Happy birthday!

PROCEDURES	DETAILS
<p><b>Presentation:</b></p> <p><b>Time: 10</b></p>	<p><b><i>Beginning the lesson</i></b> The teacher starts the English classes with a greeting. The teacher greets each student accordingly as they come into the classroom and encourage them to greet the teacher too. E.g., Good afternoon,(pupil’s name) and encourage them to say: Good afternoon (your name) to you: Encourage them to put their bags at their desks and to take a place in the circle. The teacher will present a song called “How old are you” song.- The students can practice the vocabulary about numbers, and can repeat the number one, two, three, four, five, six, seven, eight, nine, ten.</p> <p><b>Audioscrip:</b> One, two, three, four, five, six, seven, eight, nine, ten. How old are you? How old are you? Are you one? Are you two? Are you three or four? Are you five?Are you six?Are you seven or more?Are you eight? Are you nine?Are you ten years old? How old are you? How old are you? Tell me how old you are!</p>
<p><b>Practice:</b></p> <p><b>Time: 5</b></p> <p><b>Time: 20</b></p>	<p><b><i>Circle time</i></b> The teacher asks students to organize in a circle. When students familiarize themselves with the new vocabulary the teacher asks the students to pronounce each vocabulary word. The teacher shows the students the flashcards about "Happy birthday" again. The teacher sticks the flashcards on the board and asks them to repeat each vocabulary word.</p> <p><b><i>Play What’s missing?</i></b>  The teacher explains to students that they are going to play a game and that they must try to remember all the flashcards. The teacher mixes up the flashcards so they are in random order. The teacher turns all the flashcards face down, then removes one without letting the students see what it is. The teacher asks students to answer What is missing? and students to guess which flashcard is missing. If the students answer correctly, say</p>

	<p>Well done! and show them the flashcard. If they don't guess correctly, say: No, try again.</p> <p>The teacher asks students to guess correctly, show them the flashcard, then take another flashcard and continue the game until all flashcards are finished.</p>
<p><b>Production:</b></p> <p><b>Time:5</b></p> <p><b>Time:20</b></p>	<p>The teacher asks the students to look at the page for one minute and then asks: What can you see?</p> <p>The teacher asks the students to say what they can see in the images (Tom, Lenny, Mum, Dad, Sam and two friends), and what (a birthday party, presents).</p> <p>The students will see in the big picture.</p> <p>The teacher asks students to repeat after me, Happy birthday.</p> <p>The teacher asks students if they know why they can't see some things very well (because they are stickers).</p> <p>The teacher asks the students to say a word in English (balloons, cake, ball present).</p> <p>The teacher asks students to listen to the story and that they should listen carefully because they will find out where to put each sticker.</p> <p>The teacher asks the students to place the corresponding sticker in the blank space.</p> <p>The teacher asks the students to say: balloons and encourages the students to find the correct sticker.</p> <p>The teacher asks the students to show their sticker to verify that it is the correct one.</p> <p>The teacher asks the students to fill in the blank spaces with the other stickers as appropriate.</p> <p>The teacher asks the students to point to the correct sticker each time</p>
<p><b>Assessment/Extension Activities</b></p> <p><b>Time: 10</b></p>	<p><b><i>Ending the lesson</i></b></p> <p>The teacher plays the song "<i>How old are you</i>" again while the students put away the flashcards.</p> <p>Make sure that the students have put their things in their backpacks and that they have not left anything of their own in the classroom.</p> <p>The teacher says goodbye to her student. Say goodbye! and encourage them to say: Goodbye teacher.</p>

## LESSON PLAN 7

- **Date:** Tuesday, 27<sup>th</sup> December 2022
- **Project's name:** Diseño, aplicación y evaluación de Modelos Curriculares y de convergencia utilizando conocimientos teóricos, metodológicos y técnicos
- **Title (Unit):** My birthday
- **Teacher's name:** Karen Estefany Rios Coro
- **Grade (Level):** Preschool level- Initial 1-2
- **Lesson Focus:** Listening, speaking and vocabulary.
- **Objective**  
Students will be able to learn the numbers? 7-10; to play a game; to listen and color the correct number of boxes; match numbers to the correct number of objects.
- **Key Expressions:**
  - One                      -Two                      -Three
  - Four                     -Five                     -Six
  - Seven                   -Eight                   -Nine
  - Ten                       -Yes                      -No

PROCEDURES	DETAILS
<p><b>Presentation:</b></p> <p><b>Time: 10</b></p>	<p><b><i>Beginning the lesson</i></b></p> <p>The teacher starts the English classes with a greeting. The teacher greets each student accordingly as they come into the classroom and encourage them to greet the teacher too.</p> <p>E.g., Good morning, (pupil's name) and encourage them to say: Good morning (your name) to you: Encourage them to put their bags at their desks and to take a place in the circle.</p> <p>The teacher will present the flashcards and students to establish in order.</p> <p>The students can practice the vocabulary about numbers, and can repeat the number one, two, three, four, five, six, seven, eight, nine, ten when they hear the bell.</p> <p>The teacher asks students to answer the question: What number is it?, point to a flashcard and encourage students to say the correct number.</p> <p>The students will say Yes, well done or No, try again.</p> <p>The teacher will present a song called "How old are you" song. -</p> <p><b>Audioscrip:</b> One, two, three, four, five, six, seven, eight, nine,ten.</p>
<p><b>Practice:</b></p> <p><b>Time: 5</b></p>	<p><b><i>Circle time</i></b></p> <p>The teacher asks students to organize in a circle.</p> <p>When students familiarize themselves with the new vocabulary the teacher asks the students to pronounce each vocabulary word.</p> <p>The teacher shows the students flashcards about "Numbers" again.</p> <p>The teacher sticks the flashcards on the board and asks them to repeat each vocabulary word.</p> <p><b><i>Play "ball game "</i></b></p> <p>The teacher explains the ball game and the student who has the ball will say the number that the teacher will indicate.</p> <p>The teacher shows students the ball and shuffles the cards. Then, roll the ball to a safer student and hold the first card.</p> <p>The teacher asks students to answer the question: what number is it? and they say Yes, well done or No, try again.</p>

<b>Time: 20</b>	The teacher asks students when the student has answered correctly, encouraging them to roll the ball to another student and repeat the same activity with all key vocabulary. Continue until all students have had their turn, shuffling the cards again if necessary.
<b>Production:</b>  <b>Time:5</b>    <b>Time:20</b>	The teacher asks the students to look at the page for one minute and then asks: What can you see? The teacher asks the students to match the numbers to the correct number of objects. The teacher asks students: How many balloons? and encourage students to say: seven. The teacher asks students to count the balloons and say the number. Then, the teacher uses other rows such as 9 presents, 10 cakes, and 7 balls. The teacher asks students to match the number 7 to the row of balls with your finger and say: Seven balls. The teacher asks the students to point to one of the rows: How many (cakes)? and encourage each student to say the correct number. The teacher asks the students to color the rows of objects.
<b>Assessment/Extension Activities</b> <b>Time: 10</b>	<b><i>Ending the lesson</i></b> The teacher plays the song " <i>How old are you</i> " again while the students put away the flashcards. Make sure that the students have put their things in their backpacks and that they have not left anything of their own in the classroom. The teacher says goodbye to each student. Say goodbye! and encourage them to say: Goodbye teacher.

## 12.2 Annex- Checklist

### Checklist 1

"Estrategias para la enseñanza del idioma inglés en el nivel preescolar en un contexto de educación pública"

Escuela de Educación Básica "Numa Pompilio Llona"

**Nivel:** Preescolar Inicial 1-2

**Fecha:** Martes, 15 de Noviembre, 2022

**Tema de clase:** My classroom

**Objetivo de clase:**

Students will be able to learn the "In my classroom" song; to learn some classroom vocabulary; to play a game; to match individual and partial objects to the objects in a big picture; to stick stickers in the correct place.

**Instrucciones:**

Por favor, seleccione la opción (muy bueno, bueno, regular, no aceptable)

- **Objetivos de la clase:**

- a. Los estudiantes alcanzaron los objetivos de clase.

	<b>Muy bueno</b>
	<b>Bueno</b>
<b>X</b>	<b>Regular</b>
	<b>No aceptable</b>

- **Juegos:**

- a. Los estudiantes siguen las instrucciones en los juegos.

	<b>Muy bueno</b>
	<b>Bueno</b>
<b>X</b>	<b>Regular</b>
	<b>No aceptable</b>

- b. Los estudiantes desarrollan la actividad correctamente.

	<b>Muy bueno</b>
	<b>Bueno</b>
<b>X</b>	<b>Regular</b>
	<b>No aceptable</b>

- c. El juego les permitió participar a los estudiantes.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. El juego motivó a los estudiantes para la práctica del idioma.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

• **Canciones:**

- a. Los estudiantes lograron producir vocabulario a través de las canciones.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. La canción resultó divertida para los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. La canción fue fácil de pronunciar para los estudiantes.

	<b>Muy bueno</b>
	<b>Bueno</b>
<b>X</b>	<b>Regular</b>
	<b>No aceptable</b>

- d. Las canciones motivaron a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- e. Las canciones tuvieron un impacto positivo en los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Rutinas:**

- a. Las rutinas al inicio de la clase ayudaron a los estudiantes a producir el idioma Inglés.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Las rutinas favorecieron el proceso de aprendizaje del idioma inglés.



	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. Los estudiantes adquirieron las rutinas durante las clases de inglés.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. La rutina le permitió a los niños recordar y utilizar con facilidad el idioma en la clase con el profesor.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Motivación:**

- a. Los niños se sintieron motivados por aprender el idioma inglés con las estrategias utilizadas como canciones, juegos y rutinas.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Checklist 2****"Estrategias para la enseñanza del idioma inglés en el nivel preescolar en un contexto de educación pública"**

Escuela de Educación Básica " Numa Pompilio Llona"

**Nivel:** Preescolar Inicial 1-2**Fecha:** Martes, 22 de Noviembre, 2022**Tema de clase:** My classroom**Objetivo de clase:**

Students will be able to practice the "In my classroom" song; to learn how to answer the question *What can you see?*; to play a game; to draw and color classroom objects to complete sequences; to find and color hidden classroom objects in a picture.

**Instrucciones:**

Por favor, seleccione la opción (muy bueno, bueno, regular, no aceptable)

- **Objetivos de la clase:**

- a. Los estudiantes alcanzaron los objetivos de clase.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- **Juegos:**

- a. Los estudiantes siguen las instrucciones en los juegos.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Los estudiantes desarrollan la actividad correctamente.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. El juego les permitió participar a los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. El juego motivo a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

• **Canciones:**

- a. Los estudiantes lograron producir vocabulario a través de las canciones.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. La canción resultó divertida para los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. La canción fue fácil de pronunciar para los estudiantes.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. Las canciones motivaron a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- e. Las canciones tuvieron un impacto positivo en los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Rutinas:**

- a. Las rutinas al inicio de la clase ayudaron a los estudiantes a producir el idioma Inglés.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Las rutinas favorecieron el proceso de aprendizaje del idioma inglés.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. Los estudiantes adquirieron las rutinas durante las clases de inglés.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. La rutina les permitió a los niños recordar y utilizar con facilidad el idioma en la clase con el profesor

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Motivación:**

- a. Los niños se sintieron motivados por aprender el idioma inglés con las estrategias utilizadas como canciones, juegos y rutinas.
- b.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Checklist 3****"Estrategias para la enseñanza del idioma inglés en el nivel preescolar en un contexto de educación pública"**

Escuela de Educación Básica " Numa Pompilio Llona"

**Nivel:** Preescolar Inicial 1-2**Fecha:** Martes, 29 de Noviembre, 2022**Tema de clase:** Colors**Objetivo de clase:**Students will be able to learn the *What color is it?* song; to learn some colors, to play a game; to color a picture using the correct color.**Instrucciones:**

Por favor, seleccione la opción (muy bueno, bueno, regular, no aceptable)

● **Objetivos de la clase:**

- a. Los estudiantes alcanzaron los objetivos de clase.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

● **Juegos:**

- a. Los estudiantes siguen las instrucciones en los juegos.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Los estudiantes desarrollan la actividad correctamente.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. El juego les permitió participar a los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. El juego motivo a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- **Canciones:**

- a. Los estudiantes lograron producir vocabulario a través de las canciones.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. La canción resultó divertida para los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. La canción fue fácil de pronunciar para los estudiantes.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. Las canciones motivaron a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- e. Las canciones tuvieron un impacto positivos en los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Rutinas:**

- a. Las rutinas al inicio de la clase ayudaron a los estudiantes a producir el idioma Inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Las rutinas favorecieron el proceso de aprendizaje del idioma inglés.



<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. Los estudiantes adquirieron las rutinas durante las clases de inglés.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. La rutina le permitió a los niños recordar y utilizar con facilidad el idioma en la clase con el profesor

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Motivación:**

- a. Los niños se sintieron motivados por aprender el idioma inglés con las estrategias utilizadas como canciones, juegos y rutinas.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Checklist 4****"Estrategias para la enseñanza del idioma inglés en el nivel preescolar en un contexto de educación pública"**

Escuela de Educación Básica " Numa Pompilio Llona"

**Nivel:** Preescolar Inicial 1-2**Fecha:** Martes, 6 de Diciembre, 2022**Tema de clase:** Colors**Objetivo de clase:**

Students will be able to practice the What color is it? song; to play a game; to color shapes the correct color; to color classroom objects the correct colors.

**Instrucciones:**

Por favor, seleccione la opción (muy bueno, bueno, regular, no aceptable)

- **Objetivos de la clase:**

- a. Los estudiantes alcanzaron los objetivos de clase.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- **Juegos:**

- a. Los estudiantes siguen las instrucciones en los juegos.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Los estudiantes desarrollan la actividad correctamente.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. El juego les permitió participar a los estudiantes.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. El juego motivo a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

• **Canciones:**

- a. Los estudiantes lograron producir vocabulario a través de las canciones.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. La canción resultó divertida para los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. La canción fue fácil de pronunciar para los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. Las canciones motivaron a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- e. Las canciones tuvieron un impacto positivo en los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Rutinas:**

- a. Las rutinas al inicio de la clase ayudaron a los estudiantes a producir el idioma Inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Las rutinas favorecieron el proceso de aprendizaje del idioma inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. Los estudiantes adquirieron las rutinas durante las clases de inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. La rutina le permitió a los niños recordar y utilizar con facilidad el idioma en la clase con el profesor

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Motivación:**

- a. Los niños se sintieron motivados por aprender el idioma inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Checklist 5****"Estrategias para la enseñanza del idioma inglés en el nivel preescolar en un contexto de educación pública"**

Escuela de Educación Básica " Numa Pompilio Llona"

**Nivel:** Preescolar Inicial 1-2**Fecha:** Martes, 13 de Diciembre, 2022**Tema de clase:** My body**Objetivo de clase:**Students will be able to learn the *Body* song; to learn some parts of the body; to play a game; to listen to a story and stick stickers in the correct place; to point to the correct parts of their body; to act out a story.**Instrucciones:**

Por favor, seleccione la opción (muy bueno, bueno, regular, no aceptable)

- **Objetivos de la clase:**

- a. Los estudiantes alcanzaron los objetivos de clase.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- **Juegos:**

- a. Los estudiantes siguen las instrucciones en los juegos.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Los estudiantes desarrollan la actividad correctamente.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. El juego les permitió participar a los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. El juego motivó a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

• **Canciones:**

- a. Los estudiantes lograron producir vocabulario a través de las canciones.

	<b>Muy bueno</b>
	<b>Bueno</b>
<b>X</b>	<b>Regular</b>
	<b>No aceptable</b>

- b. La canción resultó divertida para los estudiantes.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. La canción fue fácil de pronunciar para los estudiantes.

	<b>Muy bueno</b>
	<b>Bueno</b>
<b>X</b>	<b>Regular</b>
	<b>No aceptable</b>

- d. Las canciones motivaron a los estudiantes para la práctica del idioma.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- e. Las canciones tuvieron un impacto positivo en los estudiantes.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Rutinas:**

- a. Las rutinas al inicio de la clase ayudaron a los estudiantes a producir el idioma Inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Las rutinas favorecieron el proceso de aprendizaje del idioma inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. Los estudiantes adquirieron las rutinas durante las clases de inglés.



<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. La rutina le permitió a los niños recordar y utilizar con facilidad el idioma en la clase con el profesor

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Motivación:**

- a. Los niños se sintieron motivados por aprender el idioma inglés con las estrategias utilizadas como canciones, juegos y rutinas.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Checklist 6****"Estrategias para la enseñanza del idioma inglés en el nivel preescolar en un contexto de educación pública"**

Escuela de Educación Básica " Numa Pompilio Llona"

**Nivel:** Preescolar Inicial 1-2**Fecha:** Martes, 20 de Diciembre, 2022**Tema de clase:** My birthday**Objetivo de clase:**

Students will be able to learn the How old are you? song; to learn numbers 1-6; to play a game; to stick stickers in the correct place; to count objects and circle the correct numbers.

**Instrucciones:**

Por favor, seleccione la opción (muy bueno, bueno, regular, no aceptable)

- **Objetivos de la clase:**

- a. Los estudiantes alcanzaron los objetivos de clase.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- **Juegos:**

- a. Los estudiantes siguen las instrucciones en los juegos.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Los estudiantes desarrollan la actividad correctamente.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. El juego les permitió participar a los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. El juego motivó a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- **Canciones:**

- a. Los estudiantes lograron producir vocabulario a través de las canciones.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. La canción resultó divertida para los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. La canción fue fácil de pronunciar para los estudiantes.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. Las canciones motivaron a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- e. Las canciones tuvieron un impacto positivo en los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Rutinas:**

- a. Las rutinas al inicio de la clase ayudaron a los estudiantes a producir el idioma Inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Las rutinas favorecieron el proceso de aprendizaje del idioma inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. Los estudiantes adquirieron las rutinas durante las clases de inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. La rutina le permitió a los niños recordar y utilizar con facilidad el idioma en la clase con el profesor

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Motivación:**

- a. Los niños se sintieron motivados por aprender el idioma inglés con las estrategias utilizadas como canciones, juegos y rutinas.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Checklist 7****"Estrategias para la enseñanza del idioma inglés en el nivel preescolar en un contexto de educación pública"**

Escuela de Educación Básica " Numa Pompilio Llona"

**Nivel:** Preescolar Inicial 1-2**Fecha:** Martes, 27 de Diciembre, 2022**Tema de clase:** My birthday**Objetivo de clase:**

Students will be able to learn the numbers? 7-10; to play a game; to listen and color the correct number of boxes; match numbers to the correct number of objects.

**Instrucciones:**

Por favor, seleccione la opción (muy bueno, bueno, regular, no aceptable)

● **Objetivos de la clase:**

- a. Los estudiantes alcanzaron los objetivos de clase.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

● **Juegos:**

- a. Los estudiantes siguen las instrucciones en los juegos.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Los estudiantes desarrollan la actividad correctamente.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. El juego les permitió participar a los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. El juego motivo a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

• **Canciones:**

- a. Los estudiantes lograron producir vocabulario a través de las canciones.

	<b>Muy bueno</b>
<b>X</b>	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. La canción resultó divertida para los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. La canción fue fácil de pronunciar para los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. Las canciones motivaron a los estudiantes para la práctica del idioma.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- e. Las canciones tuvieron un impacto positivo en los estudiantes.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Rutinas:**

- a. Las rutinas al inicio de la clase ayudaron a los estudiantes a producir el idioma Inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- b. Las rutinas favorecieron el proceso de aprendizaje del idioma inglés.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- c. Los estudiantes adquirieron las rutinas durante las clases de inglés.



<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

- d. La rutina le permitió a los niños recordar y utilizar con facilidad el idioma en la clase con el profesor

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

**Motivación:**

- a. Los niños se sintieron motivados por aprender el idioma inglés con las estrategias utilizadas como canciones, juegos y rutinas.

<b>X</b>	<b>Muy bueno</b>
	<b>Bueno</b>
	<b>Regular</b>
	<b>No aceptable</b>

### 12.3 Annex- Reflection guide of the pre-service teachers

#### Reflection guide 1

**Institución Educativa:** Escuela de Educación Básica “Numa Pompilio Llona”

**Nivel:** Preescolar- Inicial 1/2

**Día:** Martes, 15 de noviembre, 2022

**Número de estudiantes:** 28

**Tiempo:** 80 minutos

**Tema:** “My classroom”

Objetivo de la clase	¿Estrategia que se utilizó en la clase	Los niños entendieron las actividades	Las estrategias utilizadas durante la clase, ayudó a que los niños utilizarán el idioma	¿Cuál fue el problema que se observó en la clase?	Los niños se sintieron motivados
Students will be able to learn the “In my classroom” song; to learn some classroom vocabulary; to play a game; to match individual and partial objects to the objects in a big picture; to stick stickers in the correct place.	Rutinas: Al inicio y final de la clase. Canción: “In my classroom” Juego: “The order” game	Con las rutinas y la canción los niños entendieron correctamente las actividades, pero con el juego los niños se sintieron confundidos, ya que era la primera vez en que los niños realizaban un juego en inglés, para ello la profesora tuvo que explicar varias veces la actividad detalladamente utilizando el lenguaje materno.	Hubo resultados favorables, ya que, a través de la canción “In my classroom” los niños recordaron los objetos de clase y cantaron motivados la canción, incluso hicieron mímica y señalaron algunos objetos de clase mientras cantaban; el juego no tuvo resultados favorables ya que durante la explicación algunos niños perdieron el interés.	Durante la práctica del juego, tres niños se dedicaron a realizar otras actividades y distrajeron a los demás compañeros, por lo tanto, el juego como estrategia no generó buenos resultados.	Si, mientras los niños completaron la actividad del libro, pidieron escuchar nuevamente la canción el cual despertó su interés al idioma, además con la guía de la profesora los niños completaron correctamente su trabajo.

**Reflection guide 2****Institución Educativa:** Escuela de Educación Básica “Numa Pompilio Llona”**Nivel:** Preescolar- Inicial 1/2**Día:** Martes, 22 de noviembre, 2022**Número de estudiantes:** 23**Tiempo:** 80 minutos**Tema:** “My classroom”

Objetivo de la clase	¿Qué estrategia se utilizó en la clase?	Los niños entendieron las actividades	Las estrategias utilizadas durante la clase, ayudó a que los niños utilizarán el idioma	¿Cuál fue el problema que se observó en la clase?	Los niños se sintieron motivados
Students will be able to practice the “In my classroom” song; to learn how to answer the question <i>What can you see?</i> ; to play a game; to draw and color classroom objects to complete sequences; to find and color hidden classroom objects in a picture.	Rutinas: al inicio y final de la clase Juego: “Mirrors” game Canción: “In my classroom”	Si, al ser un tema ya revisado por los niños fue más fácil para ellos poder cantar, jugar y pronunciar. Al realizar el juego “Mirrors” los niños entendieron la actividad, sin embargo, dos estudiantes se pusieron nerviosos y no se animaban a realizar la mímica, pero la profesora les motivo hacerlo con la ayuda de sus compañeros, con respecto a la canción los niños cantaron en alta voz y realizaron la mímica correctamente.	Si, durante el juego los niños analizaron los flashcard profundamente y al momento de completar la actividad del libro lograron completar la secuencia sin problemas.	Al momento de cantar solo en karaoke un niño de tres años no pudo pronunciar ya que tiene “problemas del lenguaje” y una niña de cuatro años solo repetía la frase “in my classroom, in my classroom” sin continuar con lo demás. Algunos niños se tardaron más de lo esperado al realizar la actividad del libro, ya que no sabían cómo utilizar los crayones.	Si, al terminarse la clase los niños pidieron a la profesora volver a jugar “mirrors”, además memorizaron la canción.

**Reflection guide 3****Institución Educativa:** Escuela de Educación Básica “Numa Pompilio Llona”**Nivel:** Preescolar- Inicial 1/2**Día:** Martes, 29 de noviembre, 2022**Número de estudiantes:** 20**Tiempo:** 80 minutos**Tema:** “Colors”

<b>Objetivo de la clase</b>	<b>¿Qué estrategia se utilizó en la clase?</b>	<b>Los niños entendieron las actividades</b>	<b>Las estrategias utilizadas durante la clase, ayudó a que los niños utilizarán el idioma</b>	<b>¿Cuál fue el problema que se observó en la clase?</b>	<b>Los niños se sintieron motivados</b>
Students will be able to learn <i>What color is it?</i> song; to learn some colors, to play a game; to color a picture using the correct color.	Rutina: Al inicio, mitad y final de la lección. Canción: “What color is it” Juego: “The order game”	Si, al inicio de clase los niños entendieron cómo responder al saludo de la profesora y realizaron el círculo en orden, con respecto al juego; les resultó más fácil realizarlo por ser un juego que ya lo habían practicado con anterioridad y los equipos trabajaron rápidamente. Cabe recalcar que los niños memorizaron con facilidad los colores: amarillo, rojo, azul y ordenaron los flashcard según el orden que la profesora mencionó.	Mediante la rutina se observó que los niños lograron responder al saludo de la profesora correctamente, además los niños empezaron a responder con facilidad (present teacher) cuando la profesora mencionaba su nombre para anotar la asistencia y al momento de retirar los materiales que la profesora les entregaba respondieron ( thank you teacher). Con la canción los niños lograron reconocer los colores amarillo, rojo y azul	El principal problema fue que ocho estudiantes estuvieron ausentes y no lograron familiarizarse con el tema correctamente, además a tres niños les resultó difícil el juego porque habían faltado a clases con la lección pasada.	Si, los niños se mostraron interesados y motivados durante toda la lección porque comprendieron las palabras del vocabulario y completaron la actividad del libro sin problemas.

**Reflection guide 4****Institución Educativa:** Escuela de Educación Básica “Numa Pompilio Llona”**Nivel:** Preescolar- Inicial 1/2**Día:** Martes, 6 de diciembre, 2022**Número de estudiantes:** 27**Tiempo:** 80 minutos**Tema:** “Colors”

<b>Objetivo de la clase</b>	<b>¿Qué estrategia se utilizó en la clase?</b>	<b>Los niños entendieron las actividades</b>	<b>Las estrategias utilizadas durante la clase, ayudó a que los niños utilizarán el idioma</b>	<b>¿Cuál fue el problema que se observó en la clase?</b>	<b>Los niños se sintieron motivados</b>
Students will be able to practice What color is it? song; to play a game; to color shapes the correct color; to color classroom objects the correct colors.	Rutina: Al inicio, intermedio y final de la clase. Canción: What color is it? Juego: “The memory” game	Si, los niños realizaron correctamente las actividades sobre todo se vio un cambio positivo al seguir las instrucciones en orden para realizar el juego, al reproducir la canción la profesora pidió a los niños que cuando escucharan un color saltaran en su mismo lugar, los estudiantes lo hicieron muy bien.	Durante esta lección se pudo observar que el juego ayudó a los niños a utilizar el idioma, ya que, les ayudó a memorizar los colores fácilmente. Al realizar la actividad del libro diferencian los colores en cada figura geométrica y en su mayoría colorearon correctamente.	Los niños de inicial 1, no prestaron suficiente atención a los ejemplos que sus compañeros daban mediante el juego y cuando llegaba su turno no recordaban ni sabían que decir, la profesora tuvo que repetir individualmente a los niños que no sabían cómo desarrollar el juego.	Si, al iniciar la clase los niños tenían mucha energía y al desarrollar la actividad de la canción lo hicieron motivados y alegres y pidieron a la profesora repetir nuevamente la canción.

**Reflection guide 5****Institución Educativa:** Escuela de Educación Básica “Numa Pompilio Llona”**Nivel:** Preescolar- Inicial 1/2**Día:** Martes, 13 de diciembre, 2022**Número de estudiantes:** 25**Tiempo:** 80 minutos**Tema:** “My body”

Objetivo de la clase	¿Qué estrategia se utilizó en la clase?	Los estudiantes entendieron las actividades	Las estrategias utilizadas durante la clase, ayudó a que los niños utilizarán el idioma	¿Cuál fue el problema que se observó en la clase?	Los niños se sintieron motivados
<p>Students will be able to learn the <i>Body</i> song; to learn some parts of the body; to play a game; to listen to a story and stick stickers in the correct place; to point to the correct parts of their body; to act out a story.</p>	<p>Rutina: Al inicio, intermedio y final de la clase. Canción: "the body" song Juego: "The order" game</p>	<p>Mediante la rutina los niños ya sabían que responder, realizar o cantar fácilmente por lo tanto las actividades se desarrollaron correctamente, mediante la canción los niños se mostraron más interesados por el tema de clase y realizaron la mímica como la profesora lo pidió y mediante el juego los equipos de trabajo lo hicieron correctamente.</p>	<p>Si, la rutina ayudó a que los estudiantes realizarán más rápido las actividades y respondieron a la lista individualmente (present teacher), al decir el día de la semana, los niños dijeron (today is), al entregar los materiales de trabajo respondieron (thank you teacher), la canción y la mímica les ayudó a que familiarizaron con las palabras de vocabulario.</p>	<p>Al cantar la canción "The body" los niños no pudieron seguir tan rápido la letra ya que hubo palabras largas que no lograron pronunciar correctamente.</p>	<p>Si, mediante el juego los niños se mostraron motivados al trabajar y cada grupo de trabajo realizó la actividad adecuadamente ya que querían que su equipo sea el ganador. A los niños les motivó el juego y hacer la mímica de la canción.</p>

**Reflection guide 6****Institución Educativa:** Escuela de Educación Básica “Numa Pompilio Llona”**Nivel:** Preescolar- Inicial 1-2**Día:** Martes, 20 de diciembre, 2022**Número de estudiantes:** 27**Tiempo:** 80 minutos**Tema:** “My birthday”

<b>Objetivo de la clase</b>	<b>¿Qué estrategia se utilizó en la clase?</b>	<b>Los estudiantes entendieron las actividades</b>	<b>Las estrategias utilizadas durante la clase, ayudó a que los niños utilizarán el idioma</b>	<b>¿Cuál fue el problema que se observó en la clase?</b>	<b>Los niños se sintieron motivados</b>
Students will be able to learn the How old are you? song: to learn numbers 1-6; to play a game; to stick stickers in the correct place; to count objects and circle the correct numbers.	Rutina: Al inicio, intermedio y final de la clase. Canción: "How old are you" song Juego: "What's missing"	Al comienzo de la clase, los niños supieron cómo responder de manera correcta debido a que el tema se relacionaba con la clase anterior. La canción para los niños fue divertida y permitió que ellos pronunciaran los números en inglés. El juego permitió que los estudiantes recuerden las números y menciones según la imagen.	Si, las estrategias ayudaron a los estudiantes a identificar los números con las tarjetas didácticas, pronunciar con la ayuda de la canción y con el juego a recordar y mencionar el número faltante, por lo cual los niños mostraron interés por participar en el desarrollo del juego.	Los niños trataron de seguir la canción, pero no les resultó complicado debido a que era fácil de pronunciar.	Si, porque cuando la profesora pedía a los niños recordar qué número seguía en inglés, los niños querían participar todos a la vez.

**Reflection guide 7****Institución Educativa:** Escuela de Educación Básica “Numa Pompilio Llona”**Nivel:** Preescolar- Inicial 1-2**Día:** Martes, 27 de diciembre, 2022**Número de estudiantes:** 27**Tiempo:** 80 minutos**Tema:** “My birthday”

Objetivo de la clase	¿Qué estrategia se utilizó en la clase?	Los estudiantes entendieron las actividades	Las estrategias utilizadas durante la clase, ayudó a que los niños utilizarán el idioma	¿Cuál fue el problema que se observó en la clase?	Los niños se sintieron motivados
Students will be able to learn the numbers? 7-10; to play a game; to listen and color the correct number of boxes; match numbers to the correct number of objects.	Rutina: Al inicio, intermedio y final de la clase. Canción:” How old are you” song Juego: “ball game”	Si, porque los estudiantes pudieron entender las estructuras y responder con facilidad. La canción para los niños permitió la práctica de los números desde 1 - 10 en inglés. El juego permitió que los estudiantes contarán los objetos y utilicen los números en inglés.	Si, con ayuda de la rutina los niños sabían cómo responder de forma automática sin necesidad de usar el L1. La canción hizo que los niños memoricen los números en orden. Con la ayuda del juego los niños quisieron jugar el mayor tiempo posible.	Los niños intentaron seguir la canción con todos los números, pero hubo dificultad al pronunciar porque se olvidaban de dos a tres números.	Si, los niños estaban motivados con el juego y contar los objetos que la profesora mostraba en clase.