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**ACTIVITIES AND METHODS USED FOR
TEACHING ENGLISH TO VERY YOUNG
LEARNERS**

Diplomová práce

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Prohlašuji, že jsem závěrečnou práci vypracovala samostatně a použila jen uvedených pramenů a literatury.

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Abstract

Although there are not uniform opinions on the age in which children should start to learn English, it brings a lot of advantages to the learners. Very young learners are very motivated and enthusiastic about learning. When teaching very young learners it is good to know a lot about them. Therefore the theoretical part is focused on the general characteristics of a pre-school child and suggests the activities suitable for children. Additionally practical part deals with the practical examples of activities and provides the descriptions of all activities which were used including necessary materials, procedures, flashcards and worksheets. Conclusions and improvements of activities are made.

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Introduction

Learning foreign languages, especially English, has spread rapidly in the last years. People are in contact with those from foreign countries because of relationship, friendship, a job so they need a language to speak and the most widespread language in the world is English. There is no wonder that children start to learn English at kindergartens because it is really a global language and it is being improved fast. So that English is taught in most of the kindergartens nowadays. One of the reasons is the fact that there are no international barriers among people.

Teaching very young learners is not an easy job, it is very demanding because teachers of this group are supposed to be aware of not only the methods of teaching but also development of children and their minds. Very young learners are very enthusiastic about activities but they can become bored easily. It is the priority of the teacher to interest children.

Topic of the thesis was chosen on the base of my experience with teaching English to very young learners. I have been teaching pre-school children for four years and I enjoy it a lot. At my beginnings I had no workbooks for children and other materials available so I started to draw the flashcards and worksheets myself. I still make some additional materials for teaching pre-school children because I often search for particular materials (mainly flashcards and worksheets) but they are not available or are not suitable for the needs of my learners. Materials in this thesis can be useful also for other teachers of this age group. A lot of flashcards, worksheets and activities related to the nine topics are provided.

The main aim of this thesis is to investigate the effectiveness of the use of my flashcards, worksheets and activities which I use for teaching very young learners. The results are judged by means of observations (during the individual activities) and achievement tests which are available at the end of each topic. In addition the thesis suggests some improvements of activities used during the lessons

In the theoretical part of the thesis development, specific features of teaching pre-school children and activities in general suitable for this group are explained. The practical part is focused on finding the effectiveness of the lessons. Particular activities and tests based on topics are suggested. The activities are enriched with the flashcards.

I. THEORETICAL PART

1 Pre-school children

1.1 Characteristics of a pre-school child

Preschool period is the age between three and six years. Reilly and Ward (1999, p. 3) define pre-school children as children “who have not yet started compulsory schooling and have not yet started to read. This varies according to the country and can mean children up to the age of seven, so we have taken three to six years realistic average.” Two great changes take place in this period. Šimíčková Čížková (2015) speaks about them. The first change is a kindergarten and second one is a school. Children are not already with their parents for a whole day but at the beginning of a pre-school age they start to attend the kindergarten and at the end of it they attend the school.

Scott and Ytreberg provide simple characteristics of the pre-school child when they say that pre-school children:

- can talk about what they are doing
- can tell you about what they have done or heard
- can plan activities
- can argue for something and tell you why they think what they think
- can use logical reasoning
- can use their vivid imaginations
- can use a wide range of intonation patterns in their mother tongue
- can understand direct human interaction (Scott, Ytreberg, 1994, p. 1, 2)

1.2 Mental and physical development

Mental and physical development of children is specific (like other stages of development) and teachers should think about these specifications. This fact is confirmed by Dunn (1994, p. 8): “Without a knowledge of a child’s various stages

of cognitive, emotional, physical, social and language development, and an ability to recognize these changes, it is difficult for a teacher to plan an effective programme.”

1.2.1 Cognitive development

Up to 5 years children’s memory is mainly unconscious and mechanical. Children remember the concrete things better. According to Hennová (2010) pre-school children’s mind is very illustrative, intuitive, subjective and with nearly no logic. That is the reason why teachers of these children should use flashcards for teaching new vocabulary and illustrative samples. Children remember what they experience that is why teachers use the actions connected with movement and pictures. Šimíčková Čížková (2005) also says that experiments are very useful tool for children. Revision is very important for this group because of this type of mind. Afterwards conscious memory starts to appear. Dun (1994) is convinced that children’s readiness for learning certain skills is very important. Otherwise young learners are likely to fail, be disappointed and lose interest and motivation for learning something new.

Cognitive development is very intensive and great differences in case of children of the same age can be found. Šimíčková Čížková (2005) highlights some of the important characteristics and changes of cognitive development - only remarkable objects attract children’s attention, colours like pink, orange etc, are recognized, perception is influenced by egocentrism and is very subjective, attention is unstable etc. Children have an ability of great imagination. Šimíčková Čížková (2005) speaks about the connection with fairy tales which children love and are able to say the whole story perfectly.

1.2.2 Physical development

Next to the cognitive development physical development plays an important role in child development. Hennová (2010) writes that a child is very active in this age which is connected with motor (physical) development, during this age a child learns to swim, ride a bike, ski and many other activities which he or she manages without help. According to Dunn (1994) children still need to be moving (it is connected to the fact that the pre-school children are very active) Physical activity games are very good for them but they should be concentrated. Hennová (2010) also says that drawing is very important for this age and one can see a big improvement there, especially in case of drawing of human figure. At the

beginning of the period a child draws just a head with eyes, nose, mouth, arms and legs which are connected with a head. Gradually it develops and when a child enters the primary school he or she can draw many kinds of human figure (e.g. members of family, princesses, knights etc.). Educational and Psychological Clinics make tests which are based on a drawing of human figure. They are used by experts to discover some deviations in development of children. The test of human figure is a very useful tool because children are very subjective in drawing, so they draw things as they think the things look like.

1.2.3 Language development

Mother tongue (language 1) is developed fast in pre-school age. Dunn (1994) claims that ability to learn, speak and acquire another language definitely depends on the ability in child's mother tongue. This fact should be important for teachers in planning activities in English or another foreign language. Dunn (1994, p. 10) advises teachers to "jointly plan activities common to Language 1 and the English lesson."

2 Teaching English to pre-school children

Teaching pre-school children is specific mainly because of non-existence of skills like reading and writing. This is the main and sometimes very demanding difference between young learners and the older ones at school. An ability to speak and use English is not enough for teaching learners of any age, not certainly for teaching very young learners. But if a teacher enjoys his or her work then children enjoy it too and they are very excited about learning.

2.1 A child as a learner

“Young children are enthusiastic and positive about learning.” (Scott, Ytreberg, 1996, p. 3) This group of learners is very specific because of enthusiasm for learning something new. After the childhood they will never have so much enthusiasm. However enthusiasm depends on how teachers are able to attract children’s attention. It is vital to interest them during the first lesson. In most of the cases very young learners have not learnt English yet and they do not usually know much about it. Their interest in learning English often depends on the first lesson and their experience and feelings. Therefore well-planned lessons, appropriate games and activities which children enjoy are very important. Children are not able to read and write yet so teachers have to choose the activities suitable for their age - games, rhymes, songs, dramatizing, storytelling, art and craft activities and TPR (Total Physical Response). The activities depend on children’s level of English and their traits. Most of them are not shy to play roles, sing, etc. There are often no boundaries about it as it is in case of school learners or adults. On the other hand shy individuals are sometimes in groups of children. Therefore activities should be chosen according to the personalities in a group not in general.

Teaching pre-school children is not about the grammar. It is not strictly taught at this age but naturally it is used unconsciously in games, nursery rhymes, songs and stories. Children do not know what the grammar is and how it is used. Grammatical mistakes which children make are not so serious. Correcting errors should be made in an appropriate way and teachers should know that it is not the most important to speak accurately but children have to enjoy learning languages. This fact can influence their motivation and attitude to further learning English and other foreign languages.

Surely some disadvantages can be found in teaching very young learners. Children are likely to get bored and tired during the lessons and teachers sometimes have to put a lot of effort into catching their attention. Changing of different kinds of activities is necessary and very helpful. Children are sometimes rude and angry about something. Teachers have to contend with these problems and patience is very essential and important characteristic of them. “An enormous amount of patience is needed and some days you might get the feeling you have hardly taught them anything because it has taken so long to organize them.” (Reilly, Ward, 1999, p. 8)

A learner’s ability to learn foreign languages depends on many aspects. These are e.g. child’s development, child’s mother tongue, family environment, support of child’s parents etc. Expectations and attitudes of children’s parents are very important. They can support them on the one hand or discourage them on the other hand. Ability to learn, speak and acquire another language definitely depends on the ability in child’s mother tongue so teachers plan activities similar to ones used and known in children’s first language. Dunn (1994, p. 63, 64) mentions that “It is best to select games which have similar cognitive, physical and emotional levels to the games the children already play in Language 1.” Mother tongue can help children to learn English easily e.g. when children count in English it is good to know it in Czech.

2.2 Early start with English language

Although learning English at early age is increasing rapidly, there is no uniform opinion on the early start with English or another foreign language. However a lot of parents want their children to learn English.

Harley et al. defines that children who start earlier have advantages in some skills, mainly in case of listening and pronunciation which depends on the natural environment where learning takes place. On the other hand when speaking about grammar, children who start at early age are slower in it. (quoted in Cameron, 2001, p. 17) Cameron (2001) agrees with Harley and affirms that grammatical knowledge seems to be developed more slowly in case of younger children. Brewster, Ellis and Girard (2004) also suggest some reasons for early start with a foreign language. One of the reasons is to increase the number of years of studying a foreign language and another is about imitation because young learners have an ability to imitate which is very useful for learning languages. Pietrasiński

speaks about the importance to start with language education at the age of three or four. He also says that even at the age of two and three a child can learn a foreign language by imitation. (quoted in Najvar, 2010, p. 22) About the advantages to start with foreign languages in early age speaks Edelenbos. According to him the early start activates natural acquisition of a foreign language but the early start is not everything. Good education, supporting environment and connection among the years of learning must be present. (quoted in Najvar, 2010, p. 43)

Although the opinions on this topic are not uniform teaching English to very young learners is very popular and the opinions on it are very positive nowadays.

2.3 Classroom management

Organizing of a group of learners is not an easy job but it is very important. Children are not used to sit for a long period of time and pay attention at this age. Attention of learners is influenced by the appearance of the classroom. Not always teachers have the classroom used only for teaching English available in Czech kindergartens. The lessons usually take place in children's classroom where they are during the whole day.

Classroom management is not only about the appearance of the classroom. Phillips (1999) adds that the attitude of teachers, organization of the lessons and atmosphere in general are integral parts of classroom management. Here are some advices to teachers which Phillips suggests:

- Try and achieve a warm, friendly, relaxed atmosphere.
- Make sure that the chairs and tables are appropriately placed.
- Make sure there is enough light and heating/ventilation.
- Have a place where the children keep their English books and notebooks.
- If at all possible create an 'English corner' for English reading books¹ and worksheets for early finishers.
- Display the children's work and relevant posters on the walls, and keep the displays up to date.

(Phillips, 1999, p. 134)

¹ suitable for learners who are able to read, not for very young learners in kindergartens

Young learners are not able to read and write so the desks or tables are not absolute need but still it is good to have some in the classroom for art and craft activities. But space for moving, dancing, telling the stories (when children usually sit in semicircles on the carpet) and playing games is the most important for teaching pre-school children.

2.4 Lesson plan

The lessons in kindergartens are quite different from those at school. Children are still learning basic skills not definitely connected with learning languages like drawing, painting, cutting, using glue and other activities connected with art and craft. These skills are improved both at home and in kindergartens but they are used in lessons of English too.

The most suitable syllabus for pre-school teaching which lesson plan is based on is topic-based one. Phillips (1999) speaks about two kinds of starting with the language. The first one is based on 'starting with the language' which means that the lesson plan is focused on a piece of grammar and activities are chosen according to it. The second one is 'starting with a topic' which is typical of teaching very young learners. It means that there is a particular topic for the lesson and almost all activities done during the lesson are focused on it. Vocabulary, games, songs, rhymes and other activities are related to one topic. Topics suitable for very young learners are e.g. toys, animals, food, clothes etc. Topics must interest learners otherwise they lose interest to learn languages.

Recycling the language over the lessons is very important. Phillips (1999, p. 136) advises teachers about recycling: "Recycle language and vocabulary as much as possible: in different contexts, in different activities, and using different skills." Children like familiar songs and other activities so they are not likely to get bored by recycling. Reilly and Ward (1999, p. 14) say: "Fortunately, young children like what is familiar and want the same story, song etc. again and again." Children, especially the small ones, like the same or similar lesson plan each lesson. They do not feel stressed when they know what follows. Starting and finishing the lesson with known activities and phrases also help children with anxiety. Reilly and Ward (1999) suggest the lesson plan:

1. A familiar song
2. New language
3. Craft activity connected with the new language
4. A song, rhyme, or chant connected with the new language
5. A familiar active game or activities with Total Physical Response

6. A familiar story

During the lessons calm and active activities should alternate.

It is good to start each lesson in a same or similar way. Then children feel comfortable and un-stressed. We can attain it by greetings and songs which children already know or by asking questions which kids are able to answer, e.g. *What is your name?*, *How old are you?* *How are you?*, etc. Phillips (1999, p. 134) advises teachers about the beginning of the lesson: “Mark the beginning of the lesson, for example with a song, by correcting homework, or with a brief recall of the previous lesson.” Dunn (1994) suggests nearly the same when he advises teachers to start the lesson with familiar rhymes. He says that when using it each lesson children know what to expect. After this known start, warm-up activities can take place. They can revise vocabulary of last lessons by using games, rhymes, songs etc. After warm-up, it is time to learn new vocabulary and phrases through songs, chants, stories and flashcards games. Warm-up time can be sometimes omitted. In another part of the lesson there is time for art and craft activities, games, songs which revise new or old language. On the other hand Lewis and Bedson (2014) claim that the activities during the lessons should be mixed from time to time in order to surprise children. The end of the lesson should be signalled like the beginning. Phillips describes this situation well: “Ending a lesson well is as important as starting it well: it is often a good idea to end with a whole activity such as chant, a song, or a quick game. Alternatively, you can ask the children what they have done and what they have learned.” (Phillips, 1999, p. 135)

Activities should take place in the different environment (e.g. sitting on the floor, sitting on chairs, working around the tables, going outside etc.) It is up to a teacher how lesson plan is organized but the aim of the lesson must always be clear and attainable.

2.5 The role of the teacher

“The role of the teacher during these pre-school years is to help the child develop in all these areas and to prepare the ground for the more formal kind of teaching that will come in primary school.” (Reilly, Ward, 1999, p. 8)

As English language has spread around the whole world and children start to learn English even at pre-school age, many teachers of school children and adults have started to teach them. A lot of teachers who have not studied English actually teach very young learners. But although children in kindergartens are not usually able to speak English

perfectly, teachers have to speak accurately in order to motivate children and show them the correct language. Otherwise children are unmotivated and disturb others during the lessons.

Not only English should teachers know but the special needs and developmental stages of a child are important to be familiar with in order to be able to teach children in a perfect way. Equally as in case of groups of older children or adults there are different traits in a group of very young learners.

However teaching pre-school learners is easier when speaking about syllabus and materials used. There are a lot of books, workbooks and worksheets available for teaching this group but it is still the teachers' business what they use and do with children during the lessons. There are no strict rules what should be taught and in what way. It depends on teachers and mainly on learners how they behave and work during the lessons. But teachers should know what children are interested in and what they like. He or she chooses topics according to these criteria. Nowadays a lot of books and materials based on the topics close to kids are available.

Scott and Ytreberg (1996) advise how a teacher can be very good at teaching young learners. The best way is to have a sense of humour, to be open-minded, adaptable, patient etc. Teachers should still work on themselves. They are supposed to improve not only the skills in a language but also their attitudes to teaching and teaching skills. Typical skill of teaching English very young learners which is very useful is drawing. Not all teachers can draw but there are a lot of materials, books and worksheets available to use during the lessons. Last but not least it is important to point out that being equal to all learners is needed. Especially young learners need to feel that their teacher likes them.

2.6 Motivation

Hennová (2010) says that motivation in pre-school age is an easy but very important issue. It is one of the most-valuable issues in teaching very young learners and teachers are advised to avoid the failure of motivation. If children are motivated, they are supposed to be successful. Children want to feel successfully and they should feel so. It can influence their attitude for further learning in the future very positively. Therefore teachers should praise and support them even if they make mistakes naturally. It is said easily by Scott and Ytreberg (1996, p. 7): "Nothing succeeds like success."

Teachers should know much about children's mind, problems and wishes. Providing a teacher can imagine how a child is feeling, he or she is likely to succeed in teaching kids. As already said games, songs and physical activities are very important. Learning has to be funny not boring and children have to enjoy it, this is the way how children learn English and other things and how they keep motivated. In the same way children are being taught in families from their birth. Peers are very important for children because they can motivate them to learn. If a child sees that his or her friend enjoys the activity it can influence him or her in a positive way.

There are a lot of possibilities in teaching English how children can be motivated. Not only games, chants, songs, art and craft activities can motivate children but according to Phillips also drama is a useful tool for making children motivated and enjoying the learning because as she says: "Dramatizing a text is very motivating and it's fun." (Phillips, 2014, p. 6) Children want to perform the piece of drama in the best way so that they are motivated to do it.

2.7 The use of languages during the lessons

Reilly and Ward (1999) claim that the best way of teaching foreign languages is to use only the target language in the classroom but especially in the early stages there is an absolute need for using the mother tongue. Lewis and Bedson (2014) agree with them and say that the mother tongue can be sometimes helpful. Children have to feel safely and if they are not knowledgeable about English they are usually nervous and do not feel comfortable in the classroom. The use of children's mother tongue can facilitate their beginnings of learning English. Children like telling the stories and they have a need to share their experiences with both parents and teachers but naturally children of pre-school age are not able to communicate on a high level in their mother tongue, nor in English or another foreign language. A good teacher listens to the words in the child's mother tongue when speaking about experiences but answer in English and supplements it with the gestures and mimics to make a child understand. It is sometimes necessary to use the mother tongue while explaining the rules of a game or a procedure of creating something. Surely English is the main language of the lesson and is used for these purposes but Czech translation is essential in order to prevent children

from feeling like failures. Phillips (1999) claims that clear instructions are very important and teachers should also check the understanding of learners by asking questions.

However children gradually get used to the new language through very simple phrases and vocabulary and they start to use it passively firstly and gradually the active use is visible. The simple instructions should be given to children when explaining a game, song or a chant which children are familiar with. Different phrases are used while welcoming children, playing games, doing art and craft activities etc. For games Lewis and Bedson (2014) suggest useful phrases. Some of them are:

- *It's your turn.*
- *You're out.*
- *Roll the dice.*
- *No cheating.*
- *Make a circle.*
- *Turn around.*
- *Pass the (ball, cup, etc.)*
- *Line up.*
- *Deal the cards.*

Dunn (1994, p. 66, 67) divides the phrases used during the games into three categories according to the parts of a game (phrases for starting of a game, sustaining a game and ending a game). Here are some of them:

Phrases for starting a game:

- *Stand here.*
- *Stand behind this line*
- *Sit down.*
- *Cross your legs.*
- *Give one to everyone.*
- *Follow me.*
- *Are you ready?*

Phrases for sustaining a game:

- *My turn.*
- *Your turn.*
- *Who's next?*
- *It's your card.*
- *Take them.*
- *Try again.*
- *Put them back on the table.*

Phrases for ending a game:

- *Stop*
- *It's time to stop.*
- *Have you finished?*
- *How many cards have you got?*
- *You're the winner.*
- *Put the things away.*

Some children are silent during the whole lessons and do not produce anything. It does not mean teachers should not communicate with them or even push them to speak. It is important to speak English in order to hear the language. They learn the language passively. As it was said teachers can help them with understanding by using non-verbal communication like gestures and mimics. It is an important tool for songs, stories and rhymes in which a teacher can show children a meaning of the words and phrases by pointing things and pictures, by motions etc. Children can also guess the meaning of the language used during the lessons from flashcards, pictures and real objects.

A good idea how teachers can avoid using the mother tongue is a puppet. It can be a teddy bear, a doll, a robot etc. who is called "an English friend" and children are told that this puppet can speak just English and if they want to be a friend of her or him they are supposed to speak English. The puppet teaches children some basic phrases and expressions, sings songs with children, welcomes them, plays games with them and encourages them to use English language during the lessons. Children are very excited

about it and want to speak to her or him. Reilly and Ward (1999) advise another way how teachers can make English environment. It is the use of so called 'English hats' when a teacher wears a hat to signal the start of the English lesson. Children themselves can make their own hats to make the atmosphere of English lessons.

A good tool for not being stressed and nervous of learning and speaking English is group recitation and work. Children like cooperation with friends and they often support themselves each other and are motivated for further learning.

3 Activities and methods suitable for young learners

Teachers are supposed to use language actively. Teaching pre-school children is not only about vocabulary teaching but many areas should be covered and many kinds of activities should be used during the lessons. In order to catch learners' attention during the whole lessons many activities should be used. Otherwise children get bored, are not involved in it and are likely to disturb others. Each new activity can attract them repeatedly. Very young learners do not keep sitting and listening to a teacher for long time. They are supposed to move and play. They need a lot of objects and pictures for learning. The environment of the classroom should be very stimulating so that teachers can use it for teaching.

Activities are good to change every five or ten minutes. Phillips (1999, p. 135) explains the reason: "The younger the child, the shorter the attention span, so plan a series of activities per lesson: some quiet, some active, some involving the whole class, some in pairs or groups. These changes of pace and focus help keep children interested and motivated."

Children like activities in which they are successful and are familiar with them, know the rules and procedures. However unknown activities should be inserted in the lessons because children develop thanks to them. Occasionally children appear that they are not enjoying the game for the first time because they may be confused about the rules. But it will improve when children become familiar with it. New activities are required to alternate with revision which children like because they feel comfortably and safely with known vocabulary and activities.

Activities should cover all the skills which are important for learning foreign languages. All language-learning skills should be practised and related to each other. Teaching skills in isolation is not enriching. Phillips (1999) says that there should be balance among skills work, grammar and vocabulary in case of older learners but teaching very young learners is mainly about listening and speaking activities.

Children love playing both individually and in groups. Reilly and Ward (1999) point out that learning is happening through the play. Children like pretending different people

like princesses, doctors, hairdressers in case of girls and boys like pretending knights, policemen, firemen etc.

3.1 Teaching vocabulary

Teaching very young learners is mainly about vocabulary. Phillips (1999, p. 68) explains the reason for it well: “Young children are quick to learn words, slower to learn structures.” According to her children learn the words in a holistic way which means that they learn phrases like single words, not separately.

Flashcards (alternatively real objects) are necessary to use when teaching very young learners. There are many activities how flashcards can be used. Some games with flashcards are described in practical part of this thesis in chapter 2.6.

Children are the visual type which means that they learn the things they can see. It is confirmed by Phillips (1999, p. 68): “Vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action, or a real object.” Very young learners are not able to imagine the things without visual support. Nation deals with these options how vocabulary can be presented to children:

- *using an object*
- *using a cut-out figure*
- *using gesture*
- *performing an action*
- *photographs*
- *drawings or diagrams on the board pictures from books*
- *these we might add moving images, from TV, video or computer*

(quoted in Cameron 2001, p. 85)

One topic dealing with a little vocabulary should not be taught only for a period of time. Revision and recycling are essential. Cameron (2001) advises teachers to recycle the vocabulary in the intervals. Many kinds of activities recycling a topic should be introduced to children. Phillips (1999) agrees with Cameron when she says that children

should have many opportunities to use the language which they have learned during the lessons and that the learning vocabulary is not only about theory but about putting them into practice. Therefore children should meet new vocabulary in many activities like games, songs, chants, stories etc.

3.2 Songs, rhymes and chants

“Songs, chants, and rhymes help children’s language development, and also their physical development when used in conjunction with dance and mime.” (Reilly, Ward 1999, p. 23)

Not only through the vocabulary games with flashcards but also in songs, rhymes and chants children learn many words, phrases and expressions. Melody and rhythm is the most important in here. The play with language in rhymes, songs and chants help children to remember the words and to pronounce them correctly. Pronunciation is practised and improved in a group of learners and children are not shy to say it. Not only pronunciation but also intonation and word stress are practised in songs and rhymes.

Children are proud of themselves to be able to say the chant or sing a song and even it does not indicate that a child speak English well, he or she and parents are really excited about it. This fact is described well by Dunn (1994, p. 80): “Young beginners seem to feel that when they can say a rhyme, they can speak a lot of English quickly rather like an adult and this is something that they appear to want to do.”

Singing a song can be completed with dancing, moving or pointing the things in the song. Children learn a lot through the songs. There are a lot of CDs and websites with English songs for very young learners. Or teachers can play the piano or guitar and sing a song with children together. Children like both. A lot of songs are related to the topics so the chances are that children know some of the words appearing in the song after flashcards games relating the particular topic. In this case it is easier to understand the song for them.

It is obvious that songs and chants are important for very young learners and can be used in many situations. This fact is confirmed by Brewster, Ellis and Girard (2004, p. 168): “Songs, rhymes and chants can be used in many different ways: as warmers, as a translation from one activity to the next, closers, to introduce new language, to practise

language, to revise language, to change the mood, to get everybody's attention, to channel high levels of energy or to integrate with storytelling, topic work or cross-curricular work.”

Brewster, Ellis and Girard (2004, p. 162) also provide the reasons for using songs, rhymes and chants. They divide them into five categories: “a linguistic resource, a psychological/ affective resource, a cognitive resource, a cultural resource, a social resource”. Some of the reasons which Brewster, Ellis and Girard deal with:

- **a linguistic resource**
 - children can learn new language through them
 - they can be used for revision and recycling of the language
 - they are exciting for children
 - all skills and pronunciation are developed
- **a psychological/affective resource**
 - they are important for motivation and positive attitude to language learning
 - they do not stress children
- **a cognitive resource**
 - they are accompanied with the movement and it helps children to remember the chant
 - they help children to develop their memory
- **a cultural resource**
 - they are a part of a culture of the language
- **a social resource**
 - they develop cooperation among children

3.3 Storytelling

Children are keen on storytelling in their mother tongue and they are interested in it in English too. “Even though modern children are brought up on a diet of television, they still enjoy the human contact of a real live person telling them a story.” (Reilly, Ward 1999, p. 17) Storytelling is one of the activities which should definitely appear in the

lessons of English with very young learners. It is important to support the story with the pictures, puppets etc. Otherwise children can be confused about the plot and about the meaning of some words. There are many stories suitable for children but teachers can also think the story up and draw some pictures for the story.

Children are interested in repeating and they feel comfortable when doing familiar things. It is the same with stories. Teachers do not have to be frightened of repeating the story because children like it. By repeating they learn some basic phrases and expressions appearing in the story. Therefore teachers should invite children to join in with the story and repeat or say it with him or her. Reilly and Ward (1999) advise teachers to start the storytelling with traditional stories which children know in their mother tongue, e.g. a story about Little Red Riding Hood.

A teacher of very young learners should be an imitator. It is good to change the voice during the story in order to make it real and more dramatic. There are a lot of human and animal characters in the stories so it is essential to change the voice. Children are very excited about it.

Children can be invited to make the paper puppets of characters appearing in the story. They like drawing and other craft activities. These puppets can be used while reading the story and after that children can play the story with help of their puppets themselves.

3.4 Drama

Drama or dramatizing is an important part of language learning in case of very young learners. Drama appears in children's lives naturally so drama does not mean only the performance on a stage in full view of spectators. Phillips (2014, p. 5) provides an explanation: "Drama is not only about the product (the performance) but part of the process of language learning." According to her even shy learners can enjoy drama because they have an opportunity to be someone else.

A lot of games and other activities which take place during the lessons have a piece of drama in them. Phillips (2014) says that children are involved in the text during the drama activities which helps them with language learning. "It encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions." (Phillips, 2014, p. 6) That is the reason why drama is useful tool when teaching drama very young

learners. Only simple language phrases are needed to produce a piece of drama. Except the language there are many possibilities to use for dramatizing - these are mimics, gestures, movements of the body, using of different things, pointing to the things etc.

Drama is attached to children's mother tongue. "They play at being adults in situations, like shopping and visiting the doctor, which are parts of their lives." (Phillips, 2014, p. 6). These role-plays are very useful in case of learning English or another foreign language too. It is up to children's imagination what role they think up. A good teacher of English exploits this ability of children thinks up the role-play games. Phillips (2014, p. 6) advises teachers of English of very young learners: "You can ask them to be Little Red Riding Hood, Aladdin's Magic Carpet, or a bank robber and then use all the language that grows out of that personality or role."

Dramatizing activities support cooperation in groups because drama is usually collective or pair work. Except children also puppets can be parts of dramas. They can help children with their embarrassment. Phillips (2014) claims that drama is for children with different levels of English so that each learner finds something suitable for him or her in a dramatizing activity and all learners are involved in it. She also advises teachers to use drama activities for explaining the unknown words.

Phillips (2014) deals with the four main points in which she presents advices for using drama during the lessons of English with very young learners. These are:

- **choice of the right activity**
 - a choice of dramatizing activities should focus on the age of learners, on a part which teacher wants to cover (learning new words, revision, etc.)
- **start with simple activities**
 - it is important to start with simple dramatizing activities in order to interest children, difficult ones can cause the failure of learners and disappointment
- **organization of the classroom**
 - a lot of space is needed for dramatizing activities
 - there is usually space for these activities in the kindergartens but if not, teachers can give the tables and chairs to one side to make a bigger space
- **feedback**

- giving feedback after dramatizing activity supports children to improve next lessons so it is very important not only in drama activities
- feedback should be focused mainly on the process of piece of drama not just on the final product

3.5 Games

A game is one of the most typical activities of children. “Games are fun and children like to play them.” (Lewis, Bedson, 2014, p.5) Reilly and Ward (1999) mention that children are very motivated during the games. The reason is that they enjoy games so much and they should always enjoy it. Because as Lewis and Bedson (2014, p. 6) claim: “Of course, the game must be fun, whether played in English or the children’s mother tongue.” Dunn (1994, p. 70) advises teachers how fun can be brought into the game: “This may be done by a well-timed hesitation, or by playing a card slowly, making a guess, changing the tone of voice to be mysterious or even by plying the wrong card on purpose to raise a laugh.” Surely, the game should bring the language input, fun is not enough, but children do not often know they are learning. This learning is unconscious. Dunn (1994, p. 63) explains it well: “Young children seem to become absorbed in playing games which are appropriate for their stage of development and linguistic level without realising the meaningful and sometimes drill-like repetitive use of language that games provide.” The fact that fun is not enough in games affirms Dunn (1994) again when he says that games with no language input are just time-fillers.

Reilly and Ward (1999) say that games help learners to learn the language naturally. In this way children learn the language in their mother tongue from their birth. Lewis and Bedson (2014) claim the same that games are parts of children’s growing-up. Children enjoy the language learning because of games very often. As Lewis and Bedson (2014, p. 5) say: “Remember that for many children between four and twelve years, especially the youngest, language learning will not be the key motivational factor. Games can provide stimulus.”

Children like games which they are familiar with. But a teacher should use many kinds of games with varieties in order to teach children something new and prevent them from getting bored. “It is very important not to play game for too long. Children will begin

to lose interest and wander off. Chaos may ensue.” (Lewis, Bedson, 2014, p. 9) Therefore teachers should change the activities each 5 - 10 minutes.

Also very simple activities instead of games can be used during the lessons according to Reilly and Ward (1999), especially with very young learners. Because they usually enjoy nearly each action, motion, dance etc. So the activities seem to be games.

According to Reilly and Ward (1999) it is essential to take into account the environment in which games take place because of a danger of hurting someone. Many kinds of environment for games can be found in the classroom - some games take place around the tables, some of them need sitting on the carpet, some of them moving etc. Especially in case of moving games and activities attention must be paid.

Before the start of a new game, rules and instructions must be given. It is good to tell children the instruction in English but a teacher must be sure that all learners understand. If not, it is good to demonstrate them by pointing the things, gestures and mimics. If it does not work, mother tongue is inevitable. Lewis and Bedson (2014) advise teachers to be prepared perfectly for the games with children - all materials are well prepared, a teacher is sure with the rules, the instructions are clear etc. Not only a teacher must be sure with the rules, but also participants in a game need to know them. Otherwise, as Dunn (1994) points out, a game can turn into chaos.

Children love being involved in a game preparation. Sometimes a lot of materials and demanding preparation are necessary, speaking about the puppets for a game, special environment (e.g. chairs in a circle) etc. Children themselves can prepare the chairs, make puppets out of paper, bring the musical instruments etc. Lewis and Bedson (2014) confirm that preparation of the game involves a language learning because children get instructions what to do and in what way.

While teaching very young learners many types of games should be altered in order to prevent children from getting bored and losing their interest and attention. Lewis and Bedson (2014) deal with these types:

- **Movement games**
 - these games are quite dangerous and children must be controlled by a teacher
 - they are based on the physical activity of learners
- **Card games**
 - cards are used in many other types of games and activities
 - these could be flashcards or the smaller ones
 - cards game are games in which children collect, hide, change the cards
 - each card can be valued differently
- **Boards games**
 - these games are mainly played on the tables
 - they are based on moving counters across the game
 - an original board game or a game made by a teacher or children can be used
- **Dice games**
 - dice can be used for many types of games
 - there are many types of dice with numbers, colours, pictures
- **Drawing games**
 - these games are suitable for children who are shy and are nervous of talking
 - during these games teachers can communicate with children and ask questions about learners' drawings
- **Guessing games**
 - these games are about guessing the answer
- **Role-play games**
 - role-play games are about drama
 - even very young learners are able to produce a piece of drama on condition that very simple phrases are used

- children are very happy that they are able to produce it because drama resembles a real conversation
- **Singing and chanting games**
 - in the same ways like the movement games these games are about movement but they are connected with singing and practising the rhyme in case of chants
- **Team games**
 - these games are about cooperation in teams (groups)
 - these can be used in case of other games
- **Word games**
 - these games are about spelling and writing words so that they are mainly for older learners

Dunn (1994, p. 72) divides oral games for young learners into three categories:

1. Starting games

- these games are played to find somebody who will begin in another game

2. Phase One quick games

- these games are played to consolidate language or to change the atmosphere

3. Phase Three games

- these games are more time-consuming than the two previous ones
- they are about movements and usually consolidate the language too

According to Dunn (1994) competitive activities are not suitable for very young learners because it is hard for them to lose. Older children like them. One of the most suitable activities for very young learners is cooperation in the whole group. But even if teachers avoid the games based on competition there are still individuals who will be faster in finishing the activity so they can feel like the winners while the others like losers. Lewis and Bedson (2014) suggest two strategies to solve this situation. Firstly it is a ‘consolation’ round and then the central game board. A ‘consolation’ round is about the giving the chance to continue with playing the game if somebody is already out. Players are divided into the groups and there is a loser and a winner in each group. Losers get

the chance to play again with losers from other groups so they are still involved in the game, it can be made in the same way in case of winners of all groups. Second strategy, the central game board is based on typical board games. Teachers can provide learners with original board games or he or she can make the new one him/herself (with cooperation of children). This game is based on the rolling the dice, moving across the game and fulfilling the tasks in it.

3.6 Art and craft activities

“Creative activities and crafts are an important part of the general curriculum, as they not only stimulate children’s imagination, but also develop skills such as hand-eye co-ordination.” (Phillips, 1999, p. 108)

Pre-school children, especially girls, definitely love drawing and other creative activities. In later pre-school age they are able to draw nearly whatever they want even it does not have to look like in reality. But children can see the thing in it.

Teachers should offer other art and craft activities to children because these help them with their development. Children learn to use the scissors, to stick, to hold a pencil correctly and also to be patient while making something. Surely a teacher should be able to manage the activity herself. Phillips (1999) points out teachers should try the crafts themselves.

This kind of activity is very useful in learning English and another foreign language. A lot of situations when a child is supposed to be able to cut, draw, paint, stick etc. can be found in here. Scott and Ytreberg (1996) propose to make paper puppets which can appear in the story, song or chant. Children can make their own flashcards which can help them with learning vocabulary at home. However Phillips (1999) emphasizes the importance of the process of making something not of the final product. Art and craft activities are good reasons for communication. A teacher can ask children e.g. *What are you doing? What is it? What colour is it?* Phillips (1999, p. 108) says: “This is an excellent opportunity for some real communication in English, which should not be missed.

Teachers should praise children for their pieces of crafts. Children are usually proud of themselves to be able to make something. An exhibition for other children or children’s parents can be arranged to show people the crafts.

3.7 Total Physical Response (TPR)

“Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.” (Richards, Rodgers, 2003, p. 73) Reilly and Ward (1999) write that children learn through the senses, they do not understand abstract concepts and need concrete examples.

“Total Physical Response” known as TPR is based on commands and ‘listen and do’ activities. Children listen to the instructions given by a teacher and do them. Richards and Rodgers (2003) explain the roles of a learner and a teacher in Total Physical Response activities and say that a learner is a listener and a performer while a teacher has an active and direct role in TPR activities. Brewster, Ellis and Girard (2004) suggest that gradually some of the learners can become ‘teachers’ during the TPR activities and can give instructions to other learners.

Very young learners learn many phrases and expressions through Total Physical Response activities. Phillips (1999, p. 17) also speaks about TPR: “This is an extremely useful and adaptable teaching technique, especially in primary classes.” The commands can be both simple and difficult ones. Some examples of commands are:

Simple commands

- Stand up.
- Sit down.
- Touch your ears.
- Clap your hands.
- Look for something yellow.

More sophisticated commands

- Go and stand next to your friend.
- Sit down and sing a song about animals.
- Stand up, turn around and sit down.
- Make a circle, jump and sit down.
- Go to the tables, sit down and draw a dog.

Surely it is a method which is very important for teaching very young learners. Richards and Rodgers (2003) claim that the aim of Total Physical Response is to teach basic speaking skills to very young learners. Total Physical Response can be used during many kinds of activities like songs, chants, games when explaining rules, art and craft activities and also when dramatizing. TPR activities are very important elements of drama too. During the dramatizing activity a lot of movements are needed. “Total Physical Response’ activities are an excellent way into dramatization: the children respond to language with their bodies, a first step to miming and acting.” (Phillips, 2014, p. 9)

Speaking about making mistakes it is not necessary to correct each mistake when teaching very young learners. Richards and Rodgers (2003) point out that on the one hand there should not be too much correction in case of very young learners but on the other hand when learners grow older teacher focus on the mistakes more.

It is obvious that Total Physical Responses is very useful tool for teaching English very young learners but as Asher says: “Total Physical Response should be used in association with other methods and techniques.” (quoted in Richards, Rogers, 2003, p. 79)

II. PRACTICAL PART

1 Methodology of research

1.1 Background of the research

The research is based on my experience with teaching pre-school children. Actually, I have been teaching this age group for four years. At my very beginnings I had no materials available speaking about student's books and workbooks. For this reason I decided to make materials for children - flashcards, worksheets, materials for games etc. For songs, games and other activities I went on the internet. This fact has become important for my research which is focused on effectiveness of the activities which I use during the lessons of English in the kindergarten and the teaching itself.

I have prepared a set of activities related to the nine topics which I consider to be entertaining for children. All of these activities have been done during the lessons and conclusions and some improvements are suggested. They can be used by many teachers teaching in the kindergartens.

Nowadays when I teach children with the use of student's books and workbooks I still use my first materials very much and I often work on new ones. The activities are based on the needs of children who I have been teaching.

1.1.1 Methods of the research

The research took place during the lessons of English language in the kindergarten. For the research the method of observation and achievement test were used. I observed children during the selected activities. Observations were focused mainly on the activities of learners during the lessons, on their attention, cooperation, interest in the activity and if they enjoy and like it. It helped me to improve the particular activities and change them if needed. As the second method I used an achievement test to find out the knowledge of learners, the effectiveness of the lessons, methods and activities which I use during the lessons.

1.1.1.1 Observation

McLeod (2015) defines the method of observation.

“Observation (watching what people do) would seem to be an obvious method of carrying out research in psychology. However, there are different types of observational methods and distinctions need to be made between: controlled observations, natural observations, participant observations. In addition to the above categories observations can also be either overt/disclosed (the participants know they are being studied) or covert/undisclosed (the research keeps their real identity a secret from the research subjects, acting as a genuine member of the group). In general, observations are relatively cheap to carry out and few resources are needed by the researcher. However, they can often be very time consuming and longitudinal.” (Observation Methods, 2015, online)

There are three basic types of observation - controlled, natural and participant. In case of controlled observation the environment, participants, time, place and what will be watched are planned in advance. The participants know they are being watched by somebody so they can behave differently. But it can be used by other researchers easily. Natural observation is different. The participants are watched in their natural environment. The researched areas are not directly planned so it is quite difficult for the researcher to recognize the important issues. Participant observation means that a researcher becomes a member of a researched group. The other participants know or do not know that there is a researcher in their group. The researcher behaves like a member of the group and does all the activities.

In my research I tried to be a participant in a group. I did a lot of activities with children and it helped them. When they drew, filled in the picture tests and played games I helped them or observed them, I was a coordinator and monitor of these activities. I created an observation sheet which was being completed during some activities. Children one, two and three are boys, the others are girls.

Table 1: *Observation sheet*

	<i>child</i> 1	<i>child</i> 2	<i>child</i> 3	<i>child</i> 4	<i>child</i> 5	<i>child</i> 6	<i>child</i> 7	<i>child</i> 8	<i>child</i> 9	<i>child</i> 10
ACTIVITY										
ATTENTION										
INTEREST										
COOPERATION with other children										

I tried to observe each child in a group in terms of activity, attention, interest and cooperation. I noted it into the observation sheet by tick. Then I made conclusions from observations.

1.1.1.2 Achievement test

The definition of an achievement test can be found in Metodický portál RVP (2011, online) in which ‘an achievement test’ is focused on objective discovering of the level of knowledge of a group of learners. Not only knowledge is discovered but it also deals with the skills. Průcha says that the achievement test is one of the options how a teacher can gain the information about effectiveness of teaching and the students’ learning results. He together with Mareš and Walterová define the basic attributes of the achievement test. These are validity, reliability, practicality, difficulty and sensibility. (quoted in Metodický portál RVP, 2011, online) Cermat (2010, online) says that the achievement test is an inevitable part of the learning.

Knowledge of children is found out by testing at the end of each topic. Worksheet testing the knowledge of vocabulary of each topic is made for this reason. Children work on it themselves. Results are evaluated by a teacher. Testing helps a teacher to compare knowledge of each child and find out what should be revised more. The tests are designed

to inform me about the knowledge of the learners. They are not stressful for children. Learners do not know that they are being tested.

2 Course design

2.1 The group of children

I have been teaching a group of ten children aged between five to six years. There are six girls and four boys. Some of them have already attended the course of English language so they are not absolute beginners but others have been learning English for one year.

Some children from this group mainly girls are very clever and they are very good at English. They are very interested in learning and they often ask for unknown words. They are very attentive and active and can draw very well. Somebody has slower learning style and is not able to pay attention for long time so I often try to change activities and adapt them for everyone. All children enjoy activities connected with movement and all girls love painting and drawing. But some of them are very precious so this kind of activity often takes much more time than I thought.

I really support cooperation among children because it can help them learn something new. Stronger individuals can help the weaker ones so they do not feel nervous of making mistakes. Therefore I often prepare group work for children so that they have an opportunity to cooperate and help each other.

2.2 Aim of the course

My aim of this course and of all courses I have been teaching is to keep children motivated for learning English. It is definitely essential to teach them new vocabulary and phrases but even they make mistakes motivation is the most important for their future studies in my opinion.

Speaking about language aims I want children to be able to understand phrases and vocabulary connected with given topics, to be engaged in activities and games during the lesson, to try communicate in English and last but not least to understand classroom language (phrases and vocabulary used during the lesson, e.g. *Stand up!*, *Go there!*, *Come here!* etc.)

In addition to language aims there are also other ones connected with atmosphere and cooperation in lessons. Me as a teacher and children try to create friendly and unstressed atmosphere for learning, I want children to feel well and safely during our lessons. In addition to cooperation among children I am pleased to have a good

relationship with children's parents and I inform them about progress of their children. At the end of the year English performance for parents takes place where children show their parents what they learned during the course, it is about rhymes, songs and dramatizing. I use and alternate a wide range of activities in order to catch children's attention. I choose them according to children's needs. I want children to have positive attitude to learning English and other foreign languages so I try to make the best conditions for learning.

I started to teach children with a mole puppet which is called Tim years ago and I still use him because children like him so much. They know he speaks just English and does not understand Czech so that they use English with him. I use this puppet for many activities. Tim sits with us in a circle, he is near the tables where we draw and look at children how they are working.

2.3 Classroom language

English should be the main language during the lessons. Despite this fact the use of mother tongue is sometimes necessary especially when teaching pre-school children who have no or very little experience with English. Personally, I try to use English as much as possible - when teaching new vocabulary of course, but also for greetings and basic commands during the lessons (e.g. Come here, Listen to me! etc.).

I aspire to avoid using Czech language during the lessons but it is sometimes necessary to use it when I describe the rules of the new game which is not easy. Sometimes I use English first and when seeing that children really do not understand I use Czech.

Surely I use simple sentences, phrases and mimics, gestures and real objects and pictures to help children understand. I avoid using complex sentences.

Children usually use the language separately. They are not able to use it in the whole units. They want to say their experience very often and they use their mother tongue. I answer in English or I translate what they said. For example:

A child: *Paní učitelko, já mám doma novou kočičku.*

The teacher: *It's wonderful, you have a new cat.*

Occasionally children mix their mother tongue (Czech) and foreign language (English). I know that it is not good but I do not usually correct them because they are happy to use English. For example:

A child: *Paní učitelko, kdy bude English?*

The teacher: *On Wednesday.*

I use these phrases and expression which are said in English (usually every lesson) during the lessons. Some of them are shown in the following table:

Table 2: Phrases used during the lessons

GREETINGS	ATTENDANCE and INTRODUCTION
<i>Hello!</i>	<i>How are you?</i>
<i>Hi!</i>	<i>What's your name?</i>
<i>Say hello to Tim.</i>	<i>How old are you?</i>
<i>Bye-bye.</i>	<i>Who is here?</i>
<i>Goodbye.</i>	<i>Can you count us?</i>
INSTRUCTIONS	POSITIVE ENCOURAGEMENT
<i>Sit down.</i>	<i>Very well.</i>
<i>Stand up.</i>	<i>Excellent.</i>
<i>Make a circle.</i>	<i>Perfect.</i>
<i>Find...</i>	<i>Great.</i>
<i>Colour it yellow...</i>	<i>Good job.</i>

2.4 Classroom management

Our lessons of English are held in one of four classes in kindergarten where I have been teaching. In front part of the classroom there are tables and chairs of suitable size for children where pencils, crayons, scissors and sheets of paper are available. We can use it during the drawing and craft activities.

In the second bigger part there is a lot of space for our games and other activities. Carpet is everywhere in this part so we can sit wherever we want. Unfortunately, the second part is full of toys which is necessary for children during their day at kindergarten but it is sometimes disturbing during the lessons of English, especially in case of smaller children who have a problem with paying attention even without toys.

Communication circle starts each lesson. Children have an opportunity to choose their neighbours until they do not disturb others by talking and making fun. They often have an argument because they want to sit next to me. For this reason I change my place during the activities and each lesson I sit next to somebody else.

I put a great emphasis on cooperation in a group of young learners (and not only there) so I want “stronger” children to help “weaker” ones. I use this type of cooperation mainly when filling the worksheets or working in groups. At the beginning of the course I had to beg them for doing it but nowadays after months of the course they do it automatically what I am pleased for. For the group work I usually mix the “stronger” and the “weaker” children together in order to be on a same level. Surely I help learners myself when it is needed.

Class rules are related to good behaviour during the lessons. We spoke about them (in Czech) with children at the beginning of the course and we thought these up:

- we are kind and friendly to each other
- we help each other and cooperate
- we do not talk and shout over the others
- we keep the classroom tidy
- we can go to the toilet or for a drink after asking a teacher

2.5 Plan of the lesson

A structure of the lessons is always the same or similar at least. I like it because children are used to it and they feel unstressed and comfortable to know what will follow. Occasionally when the structure is different (e.g. before English performance for parents) some of them are nervous and they are still asking me what we will do now.

A lesson starts with the communication circle where we greet each other (also with Tim the mole) and then I ask children:

- *Who is here?*
- *How are you?*
- *What's your name?*
- *How old are you?*
- *What's your favourite animal? etc.*

After greetings we do some warm-up activities usually connected with movement. These are usually the rhymes with pointing or doing some motions. Here is an example of a rhyme which we do more than once, change the tempo which is faster and faster and children really like it. We do the motions according to the words of the rhyme.

I can run, I can jump,

I can dance, I can walk,

I can stand up and sit down,

Turn around and touch the ground.

(Henrová, 2010, p. 114)

I revise familiar words after warm-up time with children. Firstly we say them with using the flashcards then we play games, sing songs, the rhymes in which vocabulary revision is covered.

Learning new vocabulary comes after revision time. I use the flashcards and sometimes real objects (e.g. clothes) for demonstrating unknown words. Children repeat after me the word. I try to make learning funny so I use high and deep voice or we say it more times but we say it more loudly with each repeating. Flashcards can be just on the floor or in magic box (for more examples see the chapter 5.6).

After learning something new we use the words in games or rhymes or there is time for art and craft. Children usually fill in the worksheets. They do not write of course because they are not able to do it yet but there are exercises in which they match the pictures, colour the pictures, count them etc.

At the end of the lesson we have time for stickers. Children have a sticker sheet where they stick a sticker for each lesson they attend. They can choose from many of them. After obtaining five stickers they can choose a little present (e.g. a lollipop, a big sticker, etc.) from our magic box which is full of small presents. Children really like this part

of the lesson. They are looking forward to obtaining five stickers and having an opportunity to choose something.

2.6 Activities used during the lesson

In my lessons I try to use many kinds of activities. Children are able to pay attention just for a while and when I change the activity their attention is livened up and I do not want my children to be bored. I use these activities:

Vocabulary activities

For teaching vocabulary I use mainly flashcards. Sometimes I use real objects, e.g. for teaching about clothes, toys, fruit etc. and children really love it. When I am teaching new words I show flashcards or real objects to children and say the word to children loudly and they repeat after me. We usually sit in a circle on the floor when learning or revising vocabulary in order to each child sees the flashcards properly. For revision I use many types of activities, some of them are described in chapter 3.2. Apart from them we revise vocabulary through these activities:

- **Roll a dice** - the cards are placed on the floor, they are faced down and each has its own number which can be written next to the card or just said it. A child rolls a dice and turns the card with the number which is on the dice. He or she is supposed to say the right word.
- **Throw a ball** - the cards are placed on a shelf or wherever and a teacher says a word to a child. He or she is supposed to throw a ball to a right card and push it over.
- **Describing** - children sit in a circle and flashcards are placed in the middle. I describe a word and children guess what word I am describing, e.g. *It is yellow and brown and it has a long neck. What is it?* Children are supposed to say: *It is a giraffe.* (In case of very young learners *Giraffe.* is enough.).
- **Classifying** - this activity is for revision more topics. Flashcards regarding for example three topics are placed on the floor. There are three boxes, circles or places, each standing for a different topic. Children choose a card and are supposed to recognize what is in the picture and give it into the right box or circle.

- **Magic box** - I have a special magic box for this activity, it is a big box full of real objects and flashcards. I ask children to pull out one thing or flashcard and say what it is. If the answer is correct he or she obtains a point. Sometimes we play this game in groups.

Rhymes and chants

There are a lot of chants and rhymes in books or on the internet which are suitable for very young learners. I use them mainly for warm-up activities and practising the rhythm. Children like them because they meet with success in speaking English.

Songs

Songs are crucial part of language teaching and I use them a lot. Children can learn many words and phrases through them. More difficult ones are suitable just for listening and doing what is sung about but easier ones can be sung without a support. Children in my group like a song “Make a Circle”. It is easy and they are able to sing it without support. Children of my group (and definitely the others) like dancing and singing English songs.

Storytelling

I use this type of activity because children are very interested in it. They like it in their mother tongue and it is the same in English. Actually it is sometimes difficult to understand the story without any support so I use the pictures describing the story, real objects and mimics and gestures. During the story time children in my group are used to sit in a semicircle so the pictures describing the story are visible for everybody. Children are quite and calm. I encourage children to repeat easy phrases.

Dramatizing

We sometimes dramatize a story with children in my group. Beside one boy and one girl who are quite shy children are very excited about paying the roles. We create masks and pictures and use the real objects for the play. Children are very happy to be able to dramatize something and use English during it.

Art and craft

I use art and craft activities very often. It is very good for calming children down after games. We do these activities around tables. I use worksheets in which children can draw, paint and colour the things. Sometimes we create masks for dramatizing the stories

or chants, materials used for the activities (e.g. a doll for pointing parts of the body etc.) or colour the flashcards.

TPR activities

It is generally known that children learn through the senses. TPR or “Total Physical Response” is a very good method for teaching very young learners. It means that children actually do what a teacher says, e.g. *Stand up. Sit down. Jump. etc.* Children understand the commands and so they do it. They learn through the movement. I use TPR method very often during the miming songs, warm-up activities and in games. It is a useful tool for catching children’s attention.

Games

It is absolutely natural that children like playing games. I use games every lesson because children can learn a lot through them. Some games are designed for revision and the others are just for fun but still children acquire the language in the form of phrases and expressions used in games. I use competitive games too although some children are very sad or angry when they lose. I do not avoid this type of games because in my opinion defeats are parts of the real life but I try to regulate the behaviour of some children and support them to coordinate in groups.

3 Activities according to the topics (*A funny year with Tim the mole*)

3.1 Explanation and list of topics

As written above I use a mole puppet called Tim for teaching in the kindergarten. I use him during the whole lesson, for welcoming children, for games, songs etc. Children love him and they look after him during the whole lesson, he is their friend. As I said he speaks English only and children are very proud of it. Some children admonish individuals for talking Czech. That is what I like because children really want to speak English and when they see Tim they start to speak English naturally.

The year of English course in the kindergarten is divided into nine topics. I usually supplement them with others according to holidays (Halloween, Christmas, Easter etc.). The topics are close to children and are not difficult to understand. There is a list of vocabulary at the beginning of each topic. All words are depicted on the flashcards which I have drawn and each child has them at home so he or she can revise the words with his or her parents at home. All flashcards for vocabulary can be found in Appendix 1. In Appendix 2 there are worksheets and flashcards needed for activities.

I have chosen a few activities for each topic and have described them. Apart from procedure, vocabulary and phrases used in the activity you can read about a right age for the activity, objectives and materials. Worksheets and flashcards with words appearing in the activities are available. At the end of each activity there is conclusion in which activity, attention and interest in a particular topic are described. Possible improvements are sometimes suggested. The results follow on from observation. A filled observation sheet is enclosed. At the end of the topic there is summary of all activities. The results from the test of knowledge regarding the topic are available. Examples of tests can be found in Appendix 3.

Topics:

- **Hello with Tim**
- **Count with Tim**
- **Colours**

- **Tim on the farm**
- **Tim in the ZOO**
- **Tim and toys**
- **Tim's body**
- **What is Tim wearing?**
- **What does Tim like?**

3.2 Activities

3.2.1 HELLO WITH TIM

Vocabulary: (Appendix 1)

<i>Hello</i>	<i>Goodbye</i>
<i>YES</i>	<i>NO</i>
<i>a girl</i>	<i>a boy</i>

3.2.1.1 Postman

<p><u>Topic:</u> <i>Hello with Tim</i></p> <p><u>Activity:</u> POSTMAN</p>		
<p><u>Age:</u></p> <p>3-6 years</p>	<p><u>Objectives:</u></p> <p>to revise greetings</p> <p>to answer the question</p> <p><i>What is it?</i></p>	<p><u>Materials:</u></p> <p>an envelope</p> <p>flashcards</p>
<p><u>Vocabulary:</u> <i>YES, NO, a boy, a girl, a letter</i></p>		
<p><u>Phrases:</u> <i>Hello!, Bye-bye!, What do you have for us?, What is it?</i></p>		
<p><u>Procedure:</u></p> <ul style="list-style-type: none"> - make an envelope for flashcards - tell children about a postman (who is it, what he does, etc.) - choose one child who will be a postman and tell him or her to go behind the door where he or she chooses one flashcard and gives it into the envelope - a postman knocks the door and a conversation starts: Teacher + children: <i>Come in!</i> Postman: <i>Hello!</i> Teacher + children: <i>What do you have for us?</i> Postman: <i>A letter.</i> (and gives it to one child) - a child opens a letter and has to answer the question: <i>What is it?</i> - the postman goes away and says: <i>Goodbye!</i> 		

Table 3: Observation sheet (Postman)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓		✓	✓	✓	✓	✓		✓	✓
ATTENTION	✓		✓	✓	✓	✓	✓		✓	✓
INTEREST	✓		✓	✓	✓	✓	✓		✓	✓
COOPERATION with other children	✓	✓	✓	✓		✓	✓		✓	✓

Conclusion:

All children wanted to be a postman in this activity but we played it at the end of the lesson so it was not possible to manage it. I promised children to play it again next lesson. One boy and a girl lost their interest after I did not chose them to be a postman. Then they did not want to continue with this activity. One girl did not cooperate with the others in this activity because she is very shy. Learners are not so good at English language yet so I had to help them with the words and pronunciation too. But I think they enjoyed this game.

3.2.1.2 How are you?

<u>Topic:</u> <i>Hello with Tim</i>		
<u>Activity:</u> <i>HOW ARE YOU?</i>		
<u>Age:</u> 3-6 years	<u>Objectives:</u> to start English conversation	<u>Materials:</u> flashcards: YES, NO a ball
<u>Vocabulary:</u> <i>YES, NO, fine, bad</i>		
<u>Phrases:</u> <i>How are you?, I'm fine./ I'm bad.</i>		
<u>Procedure:</u> <ul style="list-style-type: none">- children sit in a circle with a teacher/ Tim who passes them a ball- a teacher/ Tim asks them: <i>How are you?</i>, demonstrates the possible answers by mimics (happy smile, sad smile) and says them the answers- a child is supposed to answer the question, he or she has a few options: to show flashcards with happy smile (FINE) or with a sad one (BAD) to say: FINE or BAD/ I'm FINE./ I'm BAD. to give the thumb up (FINE) or down (BAD)- after answering the question, the child gives a ball back to the teacher/ Tim who passes it to another child- possibilities of the answers can be changed during the activity		

Table 4: Observation sheet (How are you?)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓			✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓	✓	✓	✓			✓	✓	✓	✓

Conclusion:

This was one of the first activities in our English lessons. We changed the possibility of the answers three times. But at the end of it two boys lost their interest in the game and threw the ball carelessly so I decided to stop it here. Two girls were very shy and did not want to say the answers. They just showed the answers using their flashcards. I did not force them to speak. Almost all children had a problem with the phrase *I'm* but they managed it with my help. Actually I use this activity at the beginning of nearly each lesson when we have a conversation in which I ask children some questions. Surely I use many varieties of this game.

3.2.1.3 Test

No test for this topic is available because this is the first topic for children and nearly all of them meet English for the first time.

3.2.1.4 Conclusion

This was the first topic for children and in my opinion they enjoyed it. During the first lessons they were confused about me speaking English but it gradually improved. They really like Tim the mole (their English friend) and are used to welcome him in English language what I appreciate.

3.2.2 COUNT WITH TIM

Vocabulary: (Appendix 1)

<i>one</i>	<i>six</i>
<i>two</i>	<i>seven</i>
<i>three</i>	<i>eight</i>
<i>four</i>	<i>nine</i>
<i>five</i>	<i>ten</i>

3.2.2.1 1, 2, 3, 4, 5, up

<p><u>Topic:</u> <i>Count with Tim</i></p> <p><u>Activity:</u> <i>1, 2, 3, 4, 5, UP</i></p>		
<p><u>Age:</u></p> <p>3-6 years</p>	<p><u>Objectives:</u></p> <p>to revise numbers</p>	<p><u>Materials:</u></p> <p>-----</p>
<p><u>Vocabulary:</u> <i>one, two, three, four, five, six, seven, eight, nine, ten, down</i></p> <p><u>Phrases:</u></p> <p><i>One, two, three, four, five, up,</i></p> <p><i>six, seven, eight, nine, ten, down.</i></p>		
<p><u>Procedure:</u></p> <ul style="list-style-type: none"> - children stand in a circle and hold their hands each other - they say the rhyme - they shake their hands but when they say up, they have to give hands up while holding each other (when they say down, they have to give hands up while holding each other) - if children are familiar with numbers they can change the pace and say it faster and faster 		

Table 5: Observation sheet (1, 2, 3, 4, 5, up)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓		✓	✓	✓	✓	✓	✓	✓	✓

Conclusion:

This game was used as the warm-up activity and lasted just for 3 minutes. Tim the puppet said children the chant and two children were holding him between them so that he was playing too. At the beginning we revised the numbers together. Only one boy did not want to hold a hand of a girl but I solved it quickly and stood next to him and held his hand. Children liked it because we changed the pace.

3.2.2.2 One, two, three, button, come to me

Topic: *Count with Tim*

Activity: ***ONE, TWO, THREE, BUTTON, COME TO ME***

<u>Age:</u> 3-6 years	<u>Objectives:</u> to start with counting to activate children	<u>Materials:</u> a button
<u>Vocabulary:</u> <i>one, two, three, a button</i>		
<u>Phrases:</u> <i>One, two, three,</i> <i>button, come to me.</i>		
<u>Procedure:</u> <ul style="list-style-type: none">- this is a game which could be used as warm-up activity- children stand in a line and have their eyes closed- a teacher gives a button to one child (others do not know who has a button because they have closed eyes)- then children open their eyes and say the rhyme, when they say the last word of the rhyme, a child with a button has to run to the teacher who is on the opposite side of a classroom- other children are supposed to catch the child with the button- if the 'button' child reaches the teacher he or she is a winner		

Table 6: Observation sheet (One, two, three, button, come to me)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION			✓	✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Conclusion:

At the beginning of this game children could not understand the rules. I had to explain it three times in Czech what I did not intend. Unfortunately, I chose a boy (as a ‘button’ child) who has sometimes problems to understand what to do and he was absolutely lost. So I had to explain it again in Czech. Therefore I have chosen a girl who is very clever for the second time. After it children seemed to know the rules and we could continue playing. We played it after the craft activity. I wanted children to activate before singing a song about numbers.

3.2.2.3 Test

The test (Appendix 2) is based on the counting. It is not directly connected to the knowledge of expressions for numbers in English, counting in children’s mother tongue is sufficient. However we revised the expressions before a test took place and then children worked themselves. The instructions were:

- *Match the numbers with pictures. You have to count all the pictures.*

3.2.2.4 Conclusion and test results

This topic is quite difficult for children. Test results are not satisfying. 50 % of children managed it without a mistake (they were girls who are going to start to attend the primary

school in September 2016), but the second half had problems with filling the tests. They still asked me for an advice.

As I said this test is not much about knowledge of English and children definitely have problems with counting in their mother tongue. The topic “Numbers” definitely need to be practised more not only in English but also in Czech (learners’ mother tongue).

3.2.3 COLOURS

Vocabulary: (Appendix 1)

<i>yellow</i>	<i>purple</i>
<i>orange</i>	<i>blue</i>
<i>pink</i>	<i>green</i>
<i>red</i>	<i>black</i>

3.2.3.1 Fish

<u>Topic:</u> <i>Colours</i>		
<u>Activity:</u> <i>FISH</i> (<i>craft activity</i>)		
<u>Age:</u> 3-6 years	<u>Objectives:</u> to revise colour and numbers to fold the paper	<u>Materials:</u> worksheet (Appendix 2) crayons
<u>Vocabulary:</u> <i>one, two, three, four, five, six, seven, red, yellow, orange, blue, green, pink, purple</i>		
<u>Phrases:</u> <i>Colour number one red. etc., Fold it here.</i>		
<u>Procedure:</u> <ul style="list-style-type: none">- each children has own worksheet- they colour the picture according to these instructions (any instructions could be given):<ul style="list-style-type: none"><i>Number one is red.</i><i>Number two is yellow.</i><i>Number three is orange.</i><i>Number four is blue.</i><i>Number five is green.</i><i>Number six is pink.</i><i>Number seven is seven.</i>- finally they fold a sheet of paper on marked places- final project is a fish which is able to open and close its mouth		

Table 7: Observation sheet (Fish)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓		✓	✓	✓	✓	✓	✓	✓	X
ATTENTION	✓		✓	✓	✓	✓	✓	✓	✓	X
INTEREST	✓		✓	✓	✓	✓	✓	✓	✓	X
COOPERATION with other children	✓		✓	✓	✓	✓	✓	✓	✓	X

Conclusion:

All children except one boy liked this activity. (One girl was missing because of illness. It is marked with X in observation table.) They liked mainly the final product and were happy to have an opportunity to take it home. The naughty boy destroyed a fish of one girl and naturally she cried because of it. Two girls were so perfect in painting that the activity lasted longer than I had supposed. While they were still working the others were finished and disturbed them. So I decided to build a house for their fish. I divided children into two groups and each group built their house for fish. Then learners spoke about their houses and told me colour of the house, if it is big or small etc. This activity also liked a naughty boy. We revised not only colours in this activity but also the numbers again, which is useful.

3.2.3.2 Mouse and cheese

<p>Topic: <u>Colours</u></p> <p>Activity: <i>MOUSE AND CHEESE</i></p>		
<p><u>Age:</u></p> <p>3-6 years</p>	<p><u>Objectives:</u></p> <p>to revise colours</p>	<p><u>Materials:</u></p> <p>worksheet (Appendix 2)</p> <p>crayons</p> <p>scissors</p>
<p><u>Vocabulary:</u> <i>colours: yellow, red, blue, green, pink, orange</i></p> <p><u>Phrases:</u></p> <p><i>Colour the cheese.</i></p>		
<p><u>Procedure:</u></p> <ul style="list-style-type: none">- each child has a worksheet with a mouse and six pieces of cheese- a teacher says them the instructions for painting: <i>Colour the cheese yellow/ red/ blue/ green/ pink/ orange.</i>- then children cut all pieces of cheese (a teacher helps to the children)- children are supposed to feed the mouse with cheese of the colour which is said by the teacher- then children can become teachers		

Table: Observation sheet (Mouse and cheese)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓			✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓			✓	✓	✓	✓	✓	✓	✓
INTEREST	✓			✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Conclusion:

Except two boys all children liked this activity. These boys did not enjoy the craft activity and did not want to colour the pictures. But when they fed the mouse their behaviour was better. Four children had a problem with scissors so I helped them a little. Children liked feeding of the mice. The bigger mouse and pieces of cheese would be better because of cutting.

3.2.3.3 Test

After the experience that children had quite big problems with numbers and test results were not very good I decided to make a test which connects numbers and colours for revision. Before the test we revised numbers during many activities. Colours did not seem to be as a big problem as numbers. The instructions were given to children step by step in order to have time for colouring. The instructions were:

- *Number one is blue.*
- *Number two is orange.*
- *Number three is purple.*
- *Number four is pink.*
- *Number five is yellow.*
- *Number six is blue.*

- *Number seven is black.*
- *Number eight is red.*
- *Number nine is green.*
- *Number ten is orange.*

The instructions were given in ascending order because it is still hard to recognize written numbers for children.

3.2.3.4 Conclusion and test results

Colours are easy topic for children in this group. We revised it quite a lot in many games and other activities. We painted quite a lot worksheet revising colours. In connection with numbers the test became more difficult. But the most of the children managed it well. 70% of them made it without any mistakes and without a need for an advice. 20 % of them made a mistake (they were two boys). One of them mistook a number six for a number nine (it is understandable because of the similar appearance) and the second one mistook pink colour for purple. One girl made more mistakes than others because she was ill for two weeks.

3.2.4 TIM ON THE FARM

Vocabulary: (Appendix 1)

<i>a cat</i>	<i>a dog</i>
<i>a sheep</i>	<i>a cow</i>
<i>a horse</i>	<i>a goat</i>
<i>a pig</i>	<i>a rabbit</i>

3.2.4.1 Crazy animal

<p><u>Topic:</u> <i>Tim on the farm</i></p> <p><u>Activity:</u> <i>CRAZY ANIMAL</i></p>		
<p><u>Age:</u></p> <p>3-6 years</p>	<p><u>Objectives:</u></p> <p>to revise animals living on the farm</p> <p>to work and cooperate in groups</p> <p>colouring</p>	<p><u>Materials:</u></p> <p>worksheet (Appendix 2)</p> <p>crayons</p>
<p><u>Vocabulary:</u> <i>a cat, a dog, a goat, a cow, a rabbit, a sheep, a pig,</i></p>		
<p><u>Phrases:</u> <i>What can you see in the picture?</i></p>		
<p><u>Procedure:</u></p> <ul style="list-style-type: none">- children are divided into the groups, each group has its own worksheet- the task is to find as many animals as they can see (there are parts from the different animals)- go around children and ask them: <i>What can you see in the picture?</i>- finally children can colour the picture		

Table 9: Observation sheet (Crazy animal)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓		✓	✓	✓		✓	✓	✓	✓

Conclusion:

There were three groups for this activity. Children enjoyed looking for animals. I walked around them and asked them a question ‘*What can you see in the picture?*’ and they answered me quickly. Sometimes they said a name of the animal in Czech because they could not remember it but they usually asked me for a word. I wanted them to work in groups and they worked and cooperated very well except one boy and one girl who did not want to give the others some advice. These two children were very self-centred during this activity.

3.2.4.2 Story about animals

Topic: *Tim on the farm*

Activity: ***STORY ABOUT ANIMALS***

<u>Age:</u> 3-6 years	<u>Objectives:</u> to revise vocabulary about farm animals listening comprehension	<u>Materials:</u> flashcards with farm animals the story
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Vocabulary: *a dog, a cat, a pig, a cow, a rabbit, a goat, a sheep, a horse*

Phrases:

*Once upon a time there was a big farm where a lot of animals lived. The most favourite animal there was **a horse**. He was called Robi. His best friend was Mia, **a cow**. They lived there together with other animals - with **sheep** Stephany, **goat** Mary, **pig** Martin and **a cat**. She was called Lucy **the cat**. One day two **rabbits** jumped around. And **a horse** Robi asked them: "Where are you going, **rabbits**?" They said: "We do not know, we do not have a house." So **horse** Robi invited them to live with them. The whole farm was guarded by **a dog**. He was called Henry **Dog**.*

Procedure:

- a teacher says a story about farm animals
- children are supposed to demonstrate them by gestures and mimics when hearing about them during the story
- at the beginning a teacher can show the pictures to the learners

Table 10: Observation sheet (Story about animals)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓		✓	✓	✓	✓
ATTENTION	✓			✓	✓		✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓		✓	✓	✓	✓
COOPERATION with other children	✓	✓	✓	✓	✓		✓	✓	✓	✓

Conclusion:

At the beginning children were quite confused about this activity. They could not hear the words. But I read it very slowly and highlighted the animal words. Two boys sometimes did not pay attention. It was sometimes disturbing. One girl was not interested in an activity. She wanted to play with dolls. But I gave her flashcards with farm animals and she was supposed to show children an animal appearing in the story. Her behaviour improved a lot by this.

3.2.4.3 Test

The test (Appendix 2) is based on colouring again. There are a lot of animals in the picture and children are supposed to colour it according to instructions which a teacher gives. There are sometimes more animals of one kind and sometimes children are supposed to colour only one of them or each of them with different colour. Numbers are also revised in this way. In the instructions animals are given not their real colour in order to prevent children from cheating. Otherwise they could colour the animals according to the knowledge about them. At the beginning of the test the Czech meaning of a word ‘flower’ was explained to children because they needed it in the test. Instructions were:

- *Colour a dog yellow.*
- *Colour a cat pink.*

- *Colour one rabbit orange.*
- *Colour one rabbit blue.*
- *Colour a pig purple.*
- *Colour one sheep blue.*
- *Colour one sheep red.*
- *Colour a horse black.*
- *Colour one cow green.*
- *Colour one cow purple.*
- *Colour a goat red.*
- *Colour all flowers yellow.*

After the filling the test we spoke about the number of all kinds of animals. I asked children e.g. *How many sheep are there?, How many dogs are there?, How many horses are there?* etc.

3.2.4.4 Conclusion and test results

There were no problems with the pink and purple colour anymore as in previous test which was related to colours. Some of the children could not remember the word 'a goat' and for some of them 'a horse' is difficult to pronounce. 70 % of children passed the test without any mistakes, remaining 30 % made two or three mistakes but these mistakes were usually related to colours, not farm animals. So the colours should be revised more again.

3.2.5 TIM IN THE ZOO

Vocabulary: (Appendix 1)

<i>a giraffe</i>	<i>a lion</i>
<i>an elephant</i>	<i>a zebra</i>
<i>a monkey</i>	<i>a hippo</i>
<i>a tiger</i>	<i>a crocodile</i>

3.2.5.1 Walk around the ZOO

<u>Topic:</u> <i>Tim in the ZOO</i>		
<u>Activity:</u> <i>WALK AROUND THE ZOO</i>		
<u>Age:</u> 3-6 years	<u>Objectives:</u> to revise vocabulary about animals in the ZOO	<u>Materials:</u> flashcards with animals a paper camera for each child (Appendix 2)
<u>Vocabulary:</u> <i>a giraffe, an elephant, a monkey, a tiger, a lion, a zebra, a hippo, a crocodile</i>		
<u>Phrases:</u> <i>take a photo of...</i>		
<u>Procedure:</u> <ul style="list-style-type: none"> - cut out the camera and stick carton on the reverse side - cut out the hole in the centre of the camera - distribute the flashcards around the whole class, you can add Tim there (a puppet) - say to children that you are going to visit the zoo and that they can take a photo of all animals - tell them for example: “<i>Now we want to see a giraffe, so take a photo of it.</i>” - children use their cameras so they can feel like real photographers - after this activity you can ask children what animals they saw in the zoo 		

Table 11: Observation sheet (Walk around the ZOO)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION				✓	✓		✓	✓	✓	✓
INTEREST	✓		✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓		✓		✓			✓	✓	✓

Conclusion

At the beginning of this activity children made a camera out of carton. They coloured it as they wanted. Boys painted it just with one colour whereas girls decorated it perfectly. Children really liked “walking around the ZOO and taking photos” but some children mainly boys did not pay attention well so they asked repeatedly for animals which had been said. Some children did not cooperate and were not willing to help others find an animal. Some of them wanted to find and take a photo of an animal as first so they were running. It was quite dangerous so I stopped it. We tried this activity again the next lesson and the behaviour of children was better.

3.2.5.2 Five little monkeys

Topic: *Tim in the ZOO*

Activity: ***FIVE LITTLE MONKEYS***

<u>Age:</u> 4-6 years	<u>Objectives:</u> to coordinate in a group to learn rhythm of English	<u>Materials:</u> flashcards with pictures occurring in the chant (Appendix 2)
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Vocabulary: *a monkey, mummy, a doctor, a phone, a bed, a head*

Chant:

Five little monkeys jumping on the bed

One fell off and bumped his head

Mummy phoned the doctor and the doctor said

“No more monkeys jumping on the bed!”

(Four little monkeys..., Three little monkeys..., Two little monkeys..., One little monkey...)

Procedure:

- cut out all the flashcards and colour them with children
- you can use the flashcards for each child, in pairs, in small groups or in the whole class
- tell children what is in the pictures and tell them the chant
- say the chant with children and use the pictures to demonstrate the story
- give 5 monkeys on the bed - “Five little monkeys...”
- show all the characters to children gradually how they appear in the story
- remove one monkey from the bed - “Four little monkeys...”etc.
- after training you can dramatize the chant (if there are many learners in your group you can divide them into two or more groups)

Table 12: Observation sheet (Five little monkeys)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY		✓		✓	✓	✓	✓	✓	✓	✓
ATTENTION			✓	✓			✓		✓	✓
INTEREST		✓		✓	✓		✓	✓	✓	✓
COOPERATION with other children			✓	✓	✓			✓	✓	✓

Conclusion

Most of the children were active during this activity but gradually they started to lose attention. Firstly we said the rhyme with big flashcards (used for the whole group) and then children got their own small ones which they painted. After painting we said the rhyme together but they pointed their own cards. Up to this moment children were active and interested. But when we dramatized a rhyme, children who did not play the role disturbed others. But it changed when they changed the roles. Because of this fact I drew big monkeys which children were holding during the performance of the others. It solved the problem with lack of attention.

3.2.5.3 Flyswatter game

Topic: *Tim in the ZOO*

Activity: ***FLYSWATTER GAME***

<u>Age:</u> 3-6 years	<u>Objectives:</u> to cooperate in a group to revise vocabulary	<u>Materials:</u> flyswatters of different colours (one for each group) flashcards with animals
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Vocabulary: *a giraffe, an elephant, a monkey, a tiger, a lion, a zebra, a hippo, a crocodile*

You can add other words because this game is about revision.

Procedure:

- make groups of 3 - 5 children (it depends on a number of pupils)
- ask each group for a colour of a flyswatter
- distribute all the flashcards on the floor
- the aim of this game is to find the picture and hit it with the flyswatter
- Tim tells an animal to children (e.g. *Find a giraffe.*) and a child with a flyswatter from each group starts to look for it
- who hits the animal as the first has a point for his or her group

Table 13: Observation sheet (Flyswatter game)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓		✓	✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓		✓	✓	✓		✓	✓	✓	

Conclusion

Children were enthusiastic about this game. They were really active and paid attention. Only one boy who disturbs very often did not pay attention well. Children were divided into two groups according to knowledge but they did not know it. Sometimes children were rude to somebody because he or she was not successful in hitting the right card.

We play this game very often because children love it. It is very good for revising of all vocabulary.

3.2.5.4 Test

In the test (Appendix 2) children are supposed to circle the animals with a particular colour as a teacher says. It is up to a teacher what technique he or she chooses but I decided to say to children different colours than animals have in their real lives in order to not anticipate the colour. I gave them these instructions:

- *Circle a lion with red colour.*
- *Circle a hippo with yellow colour.*
- *Circle a giraffe with pink colour.*
- *Circle an elephant with green colour.*
- *Circle a zebra with blue colour.*
- *Circle a crocodile with orange colour.*

- *Circle a tiger with black colour.*
- *Circle a monkey with purple colour.*

3.2.5.5 Conclusion and test results

This topic is very close and memorable for children. Test results are very good. 60 % of children managed it without a mistake and remaining 40 % just mistook a lion for a tiger. There was no need to help any children. All children know the colours very well so they did not have a problem to use the right colour.

3.2.6 TIM AND TOYS

Vocabulary: (Appendix 1)

<i>a teddy bear</i>	<i>a doll</i>
<i>a ball</i>	<i>a car</i>
<i>a kite</i>	<i>a plane</i>
<i>a train</i>	<i>a drum</i>

3.2.6.1 Magic suitcase

<u>Topic:</u> <i>Tim and toys</i>		
<u>Activity:</u> <i>MAGIC SUITCASE</i>		
<u>Age:</u> 3-6 years	<u>Objectives:</u> to revise vocabulary about toys to recognize a toy with touching only	<u>Materials:</u> a suitcase a lot of toys
<u>Vocabulary:</u> <i>a teddy bear, a doll, a car, a train, a drum, a ball, a kite, a plane, colours</i>		
<u>Phrases:</u> <i>What is in this magic suitcase?</i>		
<u>Procedure:</u> <ul style="list-style-type: none">- Tim the mole brings a suitcase full of toys as a surprise to the classroom and asks children: <i>What is in this magic suitcase?</i>- children guess what is there- then the teacher with Tim choose one child, tell him or her to close eyes and give a hand into the suitcase- a child chooses one toy and has to say what it is (still with closed eyes), when he or she recognizes it, he or she is allowed to pull it out		

Table 14: Observation sheet (Magic suitcase)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION			✓	✓	✓		✓		✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children			✓	✓	✓		✓		✓	✓

Conclusion:

Although four children (two boys and two girls) were active and interested in this activity, they were disturbing the others. They had an argument about who would be first and absolutely denied cooperating with each other. They were really self-centred. I explained them the situation but only three children understood it. One boy who is often very naughty did not obey my advice so he was given a worksheet and could not play this game anymore. The others enjoyed the game and were very excited about the toys in the magic suitcase. We spoke about all toys and their colour which were pulled out of the suitcase.

3.2.6.2 Toys chant

Topic: *Tim and toys*

Activity: ***TOYS CHANT***

<u>Age:</u> 3-6 years	<u>Objectives:</u> to practise rhythm to activate children	<u>Materials:</u> flashcards with toys
<u>Vocabulary:</u> <i>toys</i>		
<u>Phrases:</u> <i>Red toys, yellow toys, blue toys, too,</i> <i>circle toys, square toys, let's play, yahoo.</i>		
<u>Procedure:</u> <ul style="list-style-type: none">- a teacher says the chant and children repeat it after her or him- children can make a circle (<i>circle toys</i>) and square (<i>square toys</i>) with their hands- then a teacher asks children: <i>What toys are circle?, What toys are square?</i>- then a conversation about toys can continue		

Table 15: Observation sheet (Toys chant)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓			✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Conclusion:

I used this chant as a warm-up activity. Children in my group like warm-ups (it is seen in the observation table) but two boys lost their attention during the conversation. This chant was not used only once in my lessons.

3.2.6.3 Test

This test connects toys, colours and numbers. Of course, toys are the most important in this test but as I saw in previous tests, numbers and colours need to be revised again and again. The reason is that they are present in each topic because each topic I want children to count them or to tell us his or her age etc. Speaking about colours, we paint flashcards for each topic so they need to know them perfectly. Children liked this test very much because the topic is very close to them. They started to talk about their toys. At the beginning of the test we revised the numbers occurring in the test (one, two, three and four). Then I gave the instructions to children and I showed them what they are supposed to do by demonstrating because the task was to match toys with suitcases. The instructions were:

- *Put a doll in the suitcase number two.*
- *Put a kite in the suitcase number four.*
- *Put a car in the suitcase number one.*

- *Put a drum in the suitcase number three.*
- *Put a plane in the suitcase number one.*
- *Put a teddy bear in the suitcase number two.*
- *Put a ball in the suitcase number four.*
- *Put a train in suitcase number three.*

After these instructions children got other instructions related to colours again. In two cases children had to use two colours for one toy.

- *Colour a teddy bear yellow.*
- *Colour a car red.*
- *Colour a kite green.*
- *Colour a train blue and orange.*
- *Colour a doll pink.*
- *Colour a drum yellow.*
- *Colour a plane purple.*
- *Colour a ball blue and red.*

3.2.6.4 Conclusion and test results

As I said this topic is very close to children and they love speaking about it. They really enjoyed the test. All of them managed the first part (matching the toys with suitcases) without a mistake. But I had to advise some of them the right number of a suitcase. Most of the children can count from one to ten perfectly but when the number is written some individuals have a problem to recognize it. These are mainly children who are not going to start to attend primary school in September 2016. Second part of the test was about colours. Children were quite confident of colours and they had no big problems with it. Only two children did not recognize purple colour (this is the most problematic colour for them).

3.2.7 TIM'S BODY

Vocabulary: (Appendix 1)

<i>an eye</i>	<i>a nose</i>
<i>an ear</i>	<i>a mouth</i>
<i>a leg</i>	<i>a head</i>
<i>a hand</i>	<i>a tummy</i>

3.2.7.1 Head and shoulders

<p><u>Topic:</u> <i>Tim 's body</i></p> <p><u>Activity:</u> <i>HEAD AND SHOULDERS</i></p>		
<p><u>Age:</u></p> <p>3-6 years</p>	<p><u>Objectives:</u></p> <p>to revise parts of the body while singing the song and pointing the parts of the body</p>	<p><u>Materials:</u></p> <p>the song "Head and shoulders" flashcards with the parts of the body</p>
<p><u>Vocabulary:</u> <i>a head, shoulders, knees, toes, eyes, ears, a mouth, a nose</i></p> <p><u>Phrases:</u></p> <p><i>Head and shoulders, knees and toes,</i> <i>knees and toes, knees and toes,</i> <i>head and shoulders, knees and toes,</i> <i>eyes and ears and mouth and nose.</i></p> <p><u>Procedure:</u></p> <ul style="list-style-type: none">- show the parts of the body on a puppet (Tim) to children- play the song on a recorder or on the internet and point the parts of the body on yourself and invite children to repeat it- after the song becomes familiar to children, they can sing a song themselves		

Table 16: Observation sheet (Head and shoulders)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓		✓	✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓		✓	✓	✓		✓	✓	✓	✓

Conclusion:

Nearly all children liked the song and some of them even knew it. One boy sometimes disturbed others. Children could not remember some parts of the body so we drew a boy on a large piece of paper and matched up the parts of his body with the flashcards. We said the words loudly. This helped children in the song. Tim was “singing” too and helped the children to point the right part of the body.

3.2.7.2 Touch your legs

Topic: *Tim's body*

Activity: *Touch your legs*

<u>Age:</u> 3-6 years	<u>Objectives:</u> to revise vocabulary about parts of the body cooperation in a whole class	<u>Materials:</u> flashcard with parts of the body a bag for the flashcards music related to parts of the body (could be different music)
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Vocabulary: *a head, a nose, a mouth, an eye, an ear, a tummy, a hand, a leg, a shoulder, a knee, a toe*

Phrases: *What is it?, Touch your legs. etc.*

Procedure:

- children make a circle
- a teacher has a bag with flashcards and chooses one of them with a part of the body
- children are supposed to touch the neighbours' chosen part and dance to the music
- the parts of the body are changed during the whole song
- children themselves can choose the flashcard out of the bag

Table 17: Observation sheet (Touch your legs)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Conclusion:

All children were really excited by this game which surprised me a lot. Even the boy who often disturbs other children was active and paid attention. There were funny moments when children were touching their ears or noses each other. Learners were sometimes confused about some parts of the body but we told the parts loudly together what helped them a lot. We played it in the first part of the lesson for the revision but children enjoyed it so much that I allowed them to play it again at end of the lesson.

3.2.7.3 Test

In the test children are supposed to colour different parts of the monster's body according to teacher's instructions. In additional exercise they have to write the number of ears, eyes, noses, mouths, hands and legs which a monster has. A teacher can help children to do this task because it acquires the skill of writing and not all children can write the numbers at this age. The instructions for this test are:

- *A head is green.*
- *Hands are orange.*
- *Eyes are yellow.*
- *Ears are purple.*

- *A nose is red.*
- *A tummy is blue.*
- *Legs are pink.*
- *Mouths are orange.*

For the second part, they are:

- *How many mouths does a monster have?*
- *How many hands does a monster have?*
- *How many legs does a monster have?*
- *How many ears does a monster have?*
- *How many eyes does a monster have?*
- *How many noses does a monster have?*

3.2.7.4 Conclusion and test results

Children liked the picture of a monster. After filling the test we spoke about the monster and I asked children questions like: *What colour are monster's hands? What colour are monsters mouths?* etc. 60 % of them managed the test perfectly (with no mistake), remaining children made from two to four mistakes, they were confused about some parts of the body. However children liked this kind of test so much that we made a new monster on a large piece of paper and children themselves drew the parts of the body. After finishing it we spoke about it and we thought up the name for the monster, it was called Jackie.

3.2.8 WHAT IS TIM WEARING?

Vocabulary: (Appendix 1)

<i>a T-shirt</i>	<i>a jumper</i>
<i>trousers</i>	<i>a skirt</i>
<i>a dress</i>	<i>a cap</i>
<i>socks</i>	<i>shoes</i>

3.2.8.1 He/she is wearing...

<p><u>Topic:</u> <i>What is Tim wearing?</i></p> <p><u>Activity:</u> <i>HE/ SHE IS WEARING...</i></p>		
<p><u>Age:</u></p> <p>3-6 years</p>	<p><u>Objectives:</u></p> <p>to revise clothes</p> <p>to answer the question: <i>What is he/ she wearing?</i></p> <p>to practise cutting</p>	<p><u>Materials:</u></p> <p>worksheet (Appendix 2)</p> <p>crayons</p> <p>scissors</p>
<p><u>Vocabulary:</u> <i>a T-shirt, trousers, a skirt, a dress, shorts, socks, shoes, a cap, a boy, a girl</i></p> <p><u>Phrases:</u> <i>He is wearing.../ She is wearing...</i></p>		
<p><u>Procedure:</u></p> <ul style="list-style-type: none"> - children draw hair to the body (it can be a girl or a boy) - they have to colour (as they want) and cut all items of clothes - say the words related to clothes loudly together - tell children what a boy or a girl is wearing, e.g. <i>She is wearing a dress and shoes./ He is wearing shorts, a T-shirt and shoes.</i> etc. - children are supposed to dress a boy or a girl up according to the instructions which a teacher gives - at the end children describe their boys and girls, e.g. <i>My girl is wearing a pink skirt and a purple T-shirt.</i> etc. (a teacher helps them with the phrase <i>He is wearing.../ She is wearing...</i>) 		

Table 18: Observation sheet (He/ She is wearing...)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓			✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓			✓	✓	✓	✓	✓	✓	✓
INTEREST	✓			✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓		✓	✓	✓	✓	✓	✓	✓	✓

Conclusion:

Not all children were interested in this art and craft activity. Boys did not pay attention but all girls enjoyed it a lot. Two boys out of four disturbed the others. Not all children were able to cut the items of clothes out and they needed my help because the pictures of clothes were quite small and difficult to cut. Therefore the items of clothes should be bigger. Girls tried hard to colour all the clothes in contrast to boys who did not work properly. Then children described their girls and boys.

3.2.8.2 Find socks

<p><u>Topic:</u> <i>What is Tim wearing?</i></p> <p><u>Activity:</u> <i>FIND SOCKS</i></p>		
<p><u>Age:</u></p> <p>3-6 years</p>	<p><u>Objectives:</u></p> <p>to revise vocabulary about colours</p> <p>to revise vocabulary about clothes</p>	<p><u>Materials:</u></p> <p>a lot of pairs of socks</p>
<p><u>Vocabulary:</u> <i>colours, a sock, socks</i></p>		
<p><u>Phrases:</u> <i>Find a sock., What colour is this sock?, Are you wearing socks today?, What colour are your socks?</i></p>		
<p><u>Procedure:</u></p> <ul style="list-style-type: none">- a teacher puts a lot of socks on the floor but only one of the pair- the second ones are in a bag- the teacher with the help of Tim takes one sock out of the bag and a child is supposed to find it- then the teacher asks him or her: <i>What colour is this sock?, Are you wearing socks today?, What colour are your socks? etc.</i>- the child answers the questions, then another child is supposed to find a sock		

Table 19: Observation sheet (Find socks)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION				✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓	✓	✓	✓	✓			✓	✓	✓

Conclusion:

Children were surprised about a lot of pairs of socks (there were about thirty kinds of them). Three boys did not pay attention during the time when other children were supposed to find a sock and they disturbed others so I made them hold a bag with socks and their behaviour was better then. Two girls did not want to give an advice to the others. Children sometimes did not know the names of the colours (grey, white, brown) so I helped them. We pronounced unknown colours loudly together. After individual work I divided children into two groups in which they searched for a right sock. They enjoyed the game.

3.2.8.3 Test

The test is about colouring of items of clothes. There is usually more than one piece of a particular item of clothes so that children have to find all pieces and colour them. After filling the test items can be counted with a help of a teacher. Children were given these instructions for filling the test:

- *All skirts are red.*
- *All socks are green.*
- *All T-shirts are orange.*
- *All trousers are blue.*

- *All dresses are pink.*
- *All shoes are black.*
- *All caps are yellow.*
- *All jumpers are purple.*

After filling the test I asked children these questions:

- *How many trousers can you see in the picture?*
- *How many socks can you see in the picture?*
- *How many jumpers can you see in the picture?*
- *How many skirts can you see in the picture?*
- *How many shoes can you see in the picture?*
- *How many caps can you see in the picture?*
- *How many dresses can you see in the picture?*

3.2.8.4 Conclusion and test results

Children are already familiar with the numbers so they answered all questions about the numbers well. They really liked looking for clothes in the picture and counting them. Speaking about test results related to clothes only half of the learners filled it without mistake. In my opinion absence of many children is the reason. Children were ill (they had chickenpox) a lot and were missing two or more lessons. The topic must be revised a lot.

3.2.9 WHAT DOES TIM LIKE?

Vocabulary: (Appendix 1)

<i>bread</i>	<i>a roll</i>
<i>ham</i>	<i>cheese</i>
<i>a cake</i>	<i>chocolate</i>
<i>an apple</i>	<i>a banana</i>

3.2.9.1 What do you have for lunch?

<p><u>Topic:</u> <i>What does Tim like?</i></p>		
<p><u>Activity:</u> <i>WHAT DO YOU HAVE FOR LUNCH?</i></p>		
<p><u>Age:</u> 3-6 years</p>	<p><u>Objectives:</u> to revise vocabulary about food to be able to answer the question: <i>What do you have for lunch?</i> drawing skill</p>	<p><u>Materials:</u> worksheet (Appendix 2) crayons</p>
<p><u>Vocabulary:</u> <i>vocabulary about food, a plate, a glass, a fork, a knife, a spoon</i></p>		
<p><u>Phrases:</u> <i>What do you have for lunch?, What do you eat for lunch?, What do you like?, I have for lunch., I like for lunch.</i></p>		
<p><u>Procedure:</u></p> <ul style="list-style-type: none"> - each child has own worksheet with a plate, a glass, a fork, a knife and a spoon - children are supposed to draw what they eat and drink for lunch (they may not know the word 'lunch', so a teacher gives them an explanation, when it is needed, the word can be said in Czech) - finally they speak about their lunches with a teacher - a teacher asks them: <i>What do you have for lunch?</i> and they answer: <i>I have a pizza for lunch.</i> (when it is necessary a teacher helps children with the phrase <i>I have...for lunch.</i>) 		

Table 20: Observation sheet (What do you have for lunch?)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	X	X	X	✓	✓	✓	✓	✓	✓	✓
ATTENTION	X	X	X	✓	✓	✓	✓	✓	✓	✓
INTEREST	X	X	X	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	X	X	X	✓	✓	✓	✓	✓	✓	✓

Conclusion:

Three boys were missing this lesson so there was just one boy who is usually active and interested in the activities. All girls in this group love drawing and painting so they enjoyed this activity a lot. One boy who was present was unable to draw what he wanted so I helped him. Children asked me for a lot of words related to food which they did not know and wanted to draw them because they were their favourite meals for a lunch, e.g. pizza, chips, strawberry dumplings, pancakes etc. Then I asked them a question: *What do you have for lunch?* Firstly they had problems with a phrase *I have.... for lunch.* but after little practice they managed it well.

3.2.9.2 Picnic

Topic: *What does Tim like?*

Activity: **PICNIC**

<u>Age:</u> 3-6 years	<u>Objectives:</u> to revise vocabulary about food	<u>Materials:</u> flashcards with food or food toys toys (Tim's friends) picnic basket
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Vocabulary: *food*

Phrases: *Let's have a picnic.*

Procedure:

- a teacher says to children: *Tim and his friends are going to have a picnic.*
- children prepare a blanket and a picnic basket for a picnic, Tim and his friends (other soft toys) sit on the blanket
- the teacher ask children: *What do you have for our friends?*
- children are supposed to give items of food into the picnic basket and say what they give there
- then they can play with Tim and his friends a give them food from the basket

Table 21: Observation sheet (Picnic)

	<i>child 1</i>	<i>child 2</i>	<i>child 3</i>	<i>child 4</i>	<i>child 5</i>	<i>child 6</i>	<i>child 7</i>	<i>child 8</i>	<i>child 9</i>	<i>child 10</i>
ACTIVITY	✓		✓	✓	✓	✓	✓	✓	✓	✓
ATTENTION	✓		✓	✓	✓	✓	✓	✓	✓	✓
INTEREST	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COOPERATION with other children	✓		✓	✓	✓	✓	✓	✓	✓	✓

Conclusion:

Children were surprised to see a picnic basket. I gave some candies there for children and when they opened a basket they were happy to see something sweet. I also brought food toys so children used not only their flashcards about food but also the toys. One boy (who is often naughty) damaged one flashcard but he was sorry for it. After the game children played with Tim and his friends and said them (in English) what to eat. Finally they ate candies which were in the basket.

3.2.9.3 Test

In this test children are supposed to match the things with a picnic basket. But not all of them, only those a teacher speaks about. Teacher speaks about the picnic, what is it etc. and then he or she says very short and simple story to children. They have to listen carefully in order to be able to match the right things with a picnic basket. The story is:

*One day Tim the mole went to the park to have a picnic. He loves picnics. He went there with his friends - Jack the rabbit, Tina the cat and Bo the mouse. They were hungry so that the picnic started. Firstly they had **a banana**, it was yellow. Then they had **a roll with ham and cheese** because they were still hungry. At the end of the picnic they ate **chocolate and a cake**. It was delicious.*

After matching the food with the picnic basket children can colour the items either all of them or only those which appeared in the story, it is up to a teacher or children.

3.2.9.4 Conclusion and test results

At the beginning children were quite confused about the activities because they are not used to them. I tried this type of activity for the first time. I wanted to say the story twice but actually I had to say it three times. But finally children managed the test perfectly. Only 20 % made a mistake and forgot to match one thing with a picnic basket.

Conclusion

This diploma thesis dealt with the activities and methods used for the teaching English of very young learners. The aim of the thesis was to suggest some activities related to the topics which children would enjoy. The effectiveness of teaching was found out by picture tests which were made for these purposes.

The theoretical part described a child as a learner of English language. The general characteristics and development of the child were described. The last part of the theoretical part was focused on the activities in general which are good to use for teaching very young learners. The most frequent activities which are essential to use were explained. The practical applications of the particular activities suitable for teaching were provided in the practical part. The fact that children need visual aids for learning was confirmed. For this reason many flashcards related to the topics were suggested and provided to other teachers of pre-school children. Not only with the help of visual aids children learn but also physical activities are a good tool for learning English. Therefore some TPR ('Total Physical Response') activities were described. Each of provided activities in the practical part was observed by a teacher who was a member of the course in order to find out the attention, interest of the learners and further improvements of the activity.

Offered activities appeared to be beneficial in several areas - learners' language skills were developed, cooperation with other learners was improved, some of them removed shyness and they became active and motivated for learning English. Moreover, they enjoyed a lot of fun and learn skills connected not only with the language learning. They had the opportunity to experience a lot of methods used when learning English language.

This diploma thesis might become an enriching material for teachers who are teaching very young learners mainly for the flashcards, worksheets and picture tests which were suggested according to the needs of pre-school children. All of them are suggested to be copied. Learners with the materials provided in this thesis can revise the vocabulary at home with their parents without the use of expensive books.

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List of appendices

Appendix 1: Flashcards for the topics

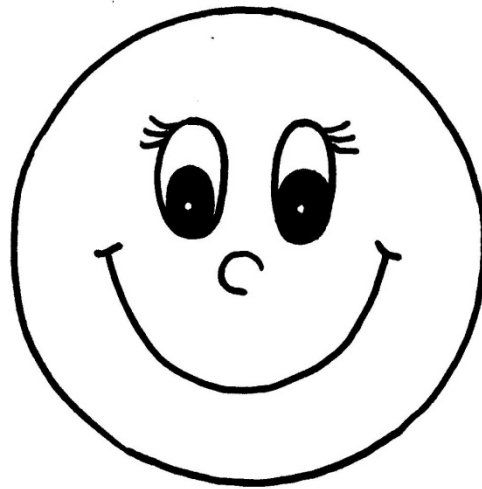
Appendix 2: Flashcards and worksheets for activities

Appendix 3: Tests

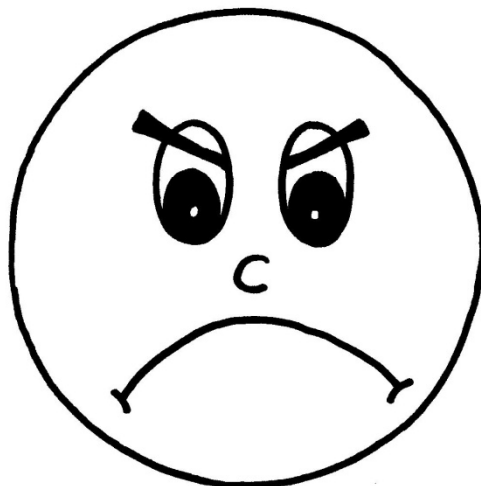
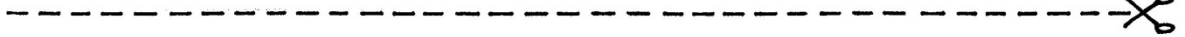
Appendices

Appendix 1: Flashcards for the topics

Hello with Tim

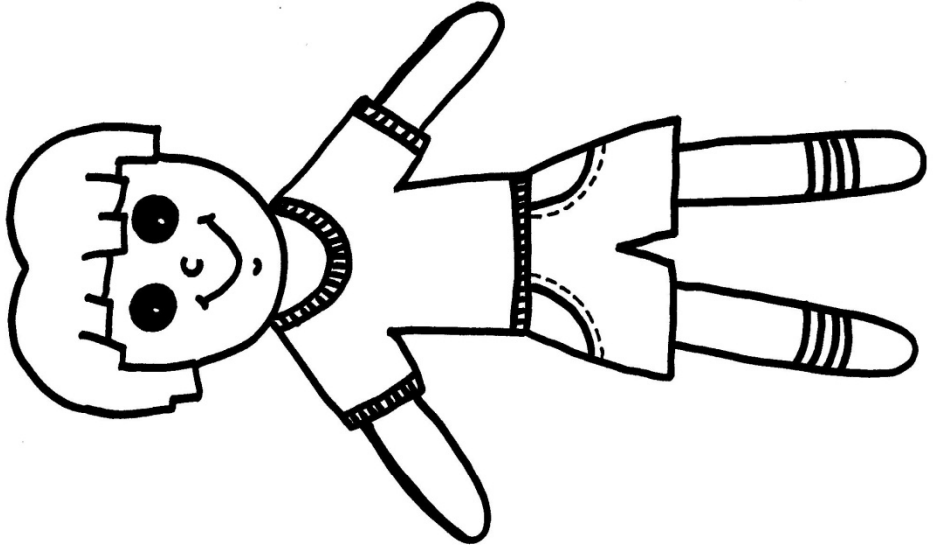


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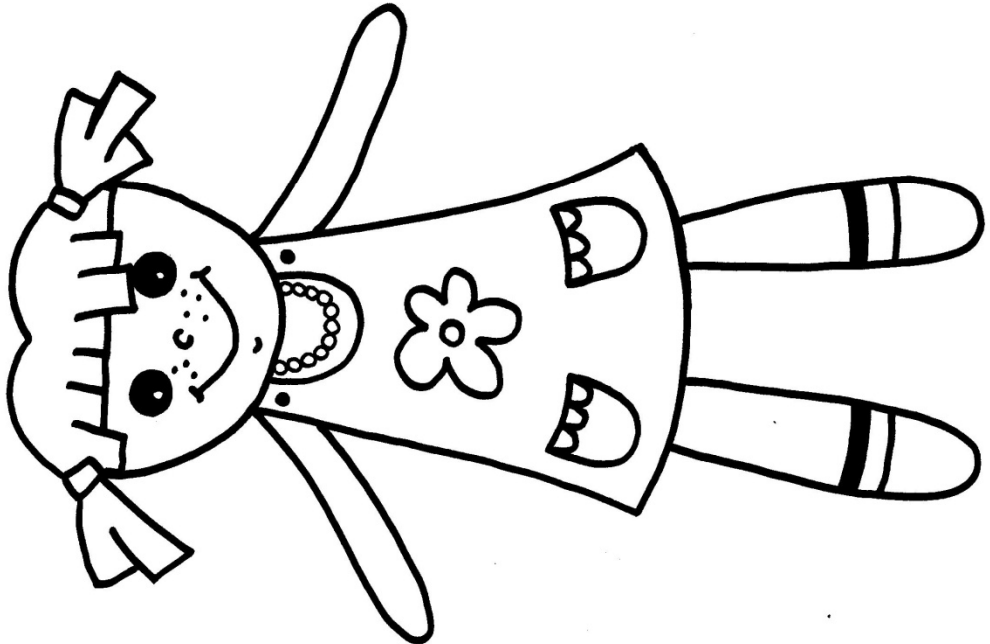


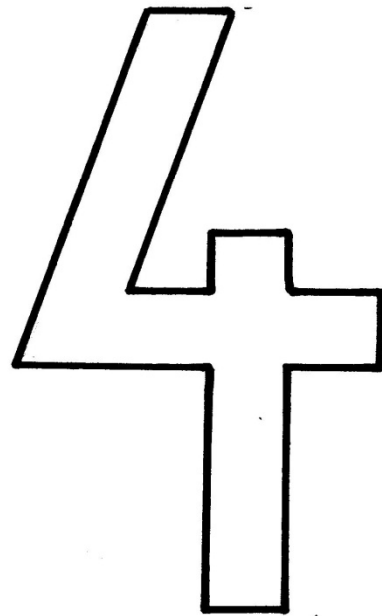
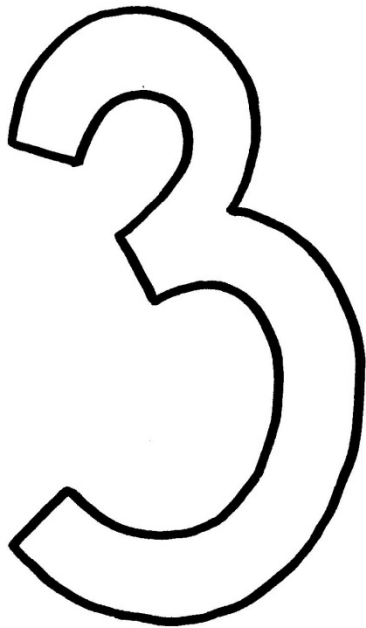
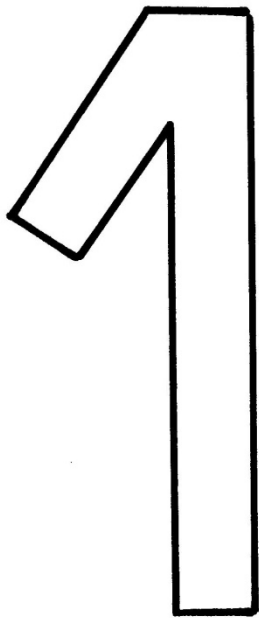
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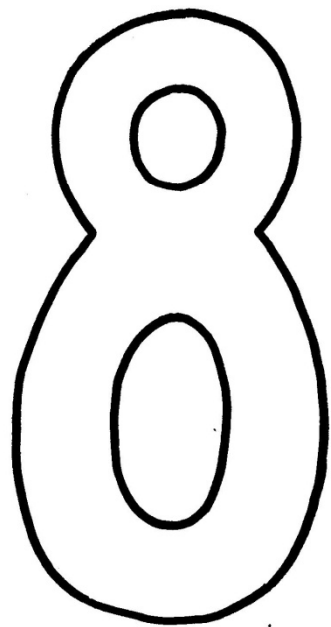
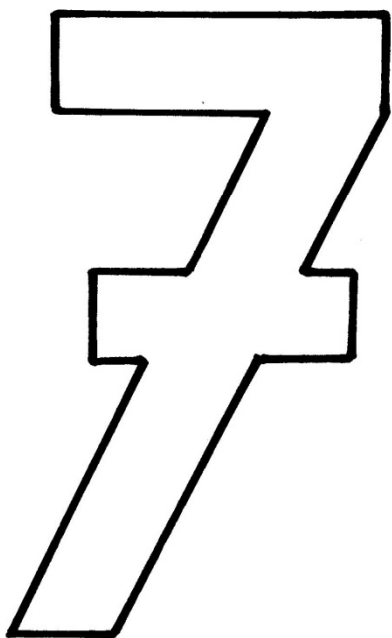
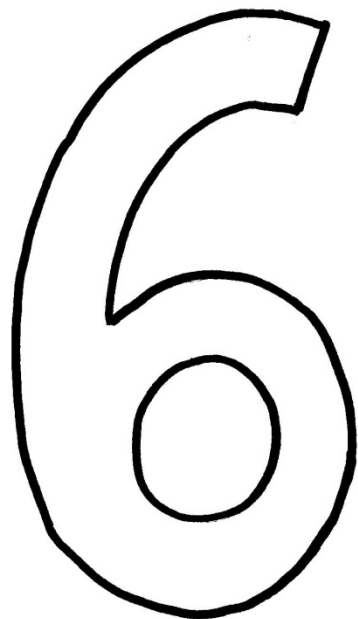
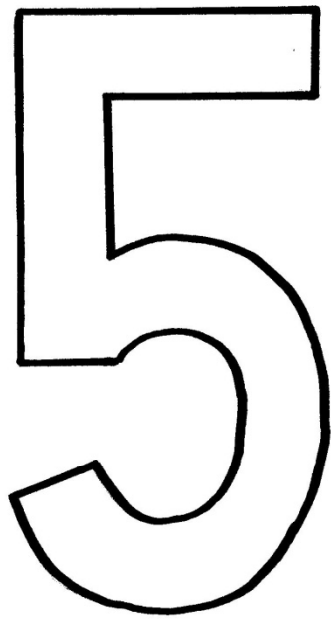
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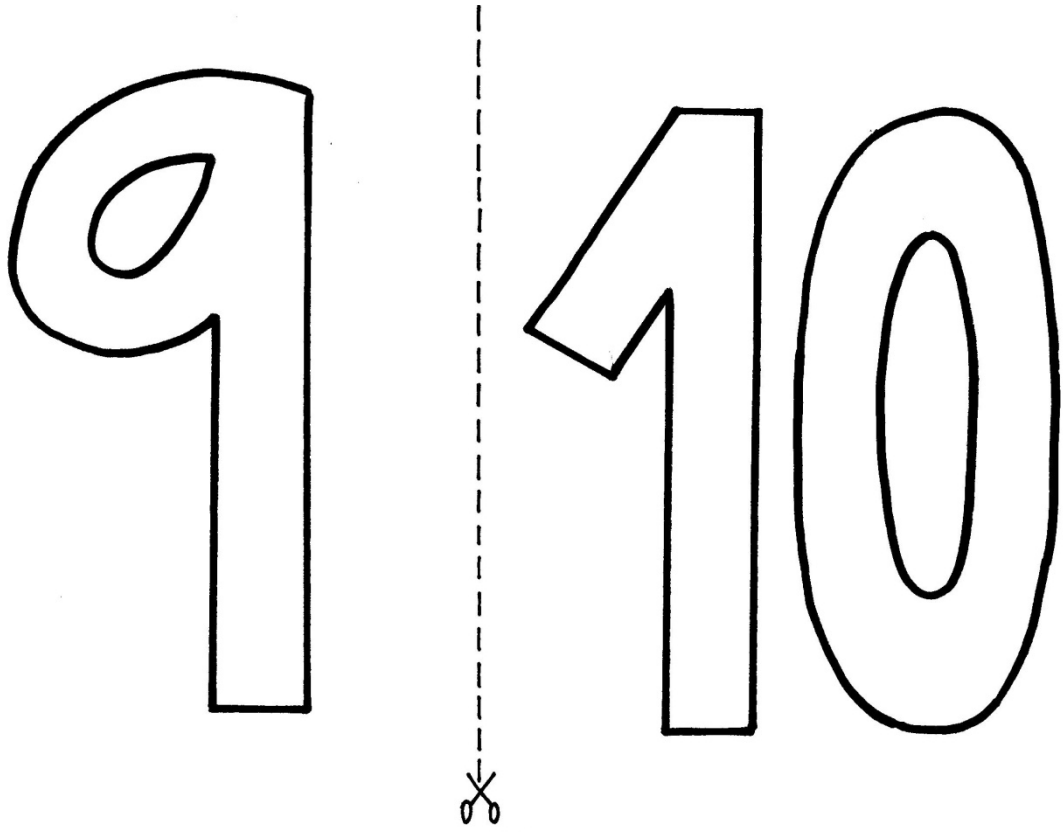


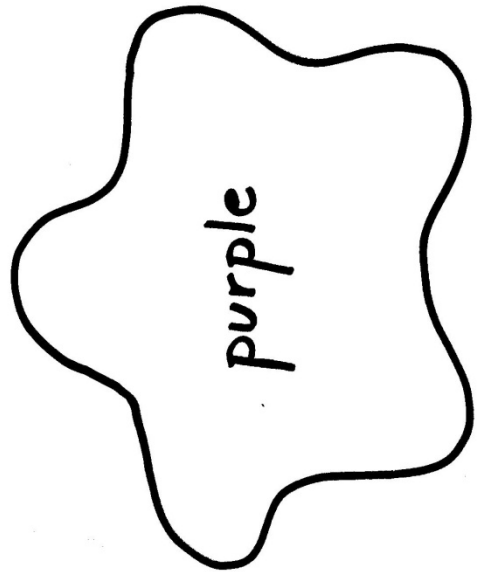
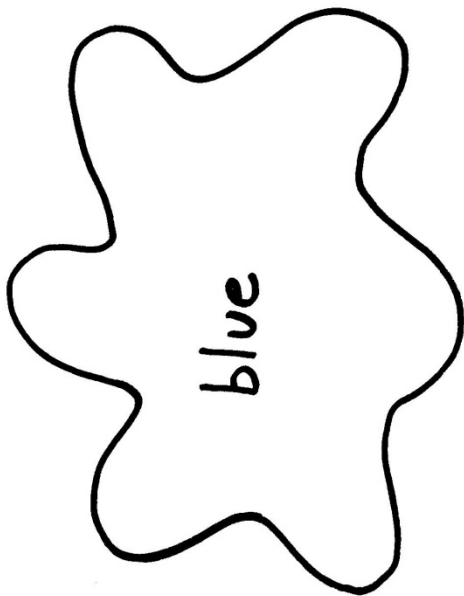
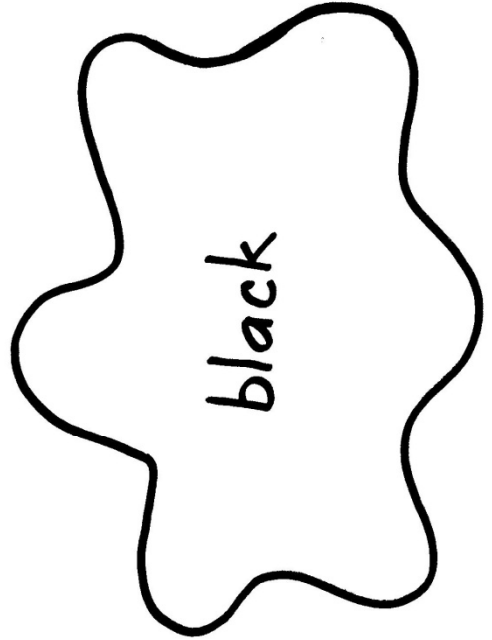
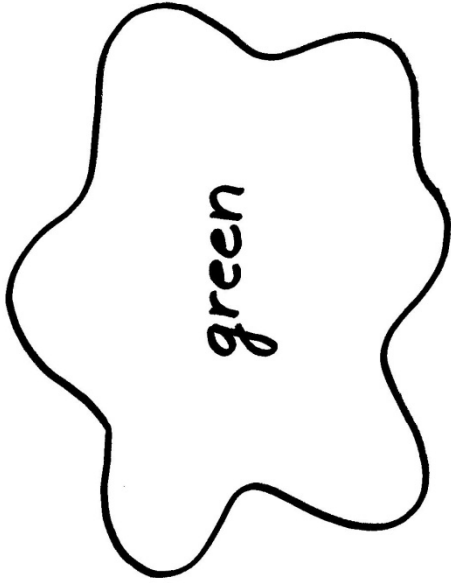
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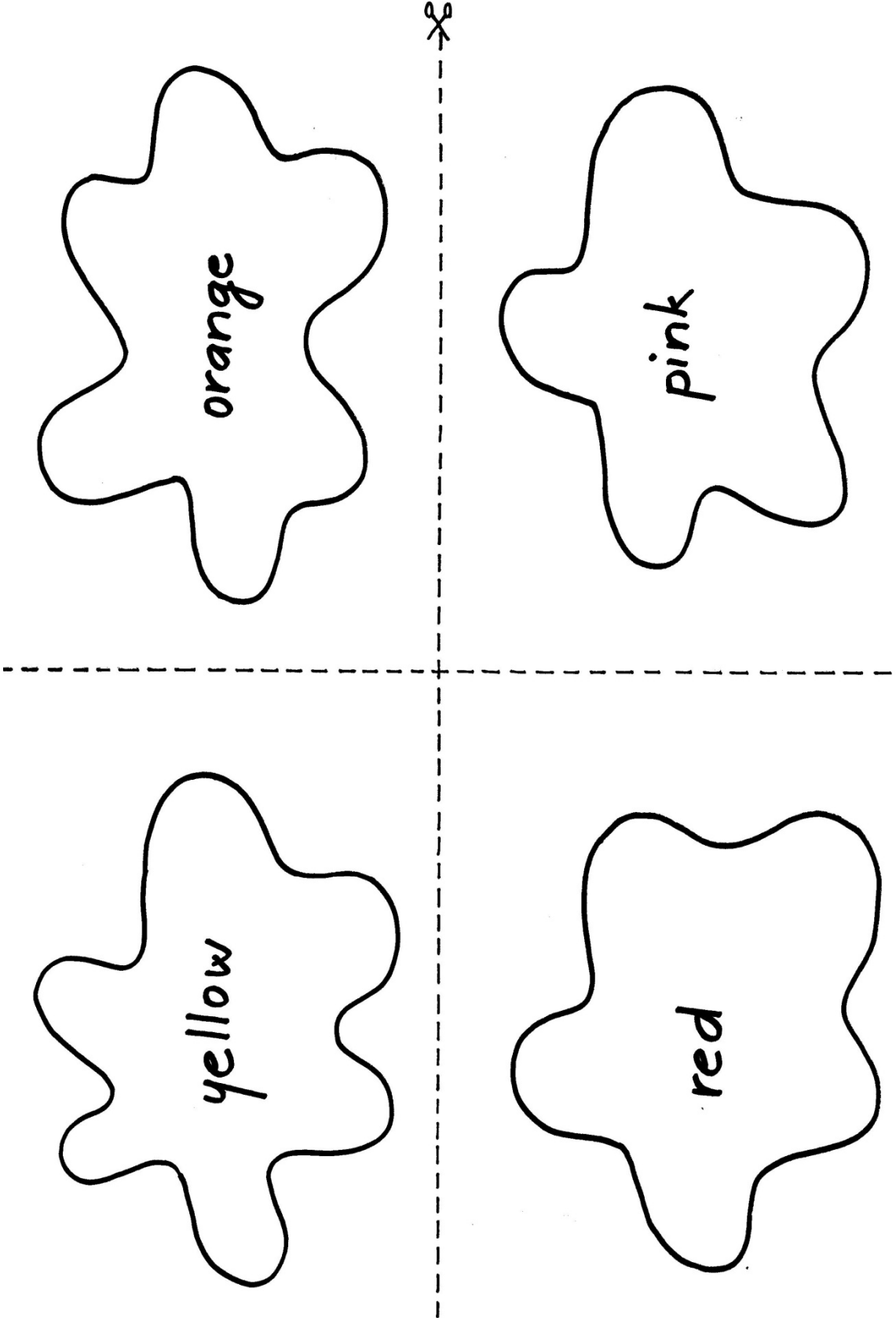
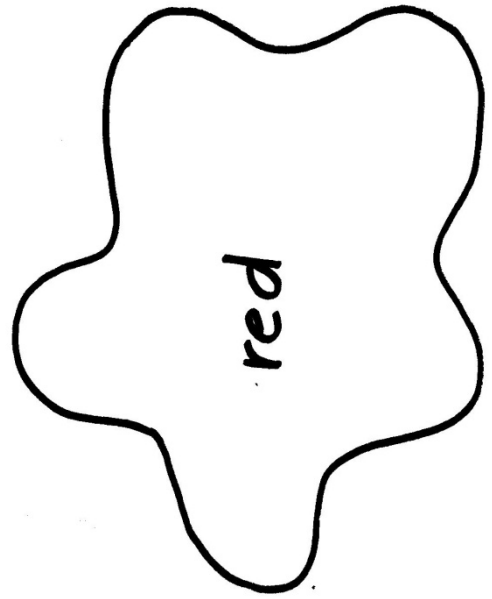
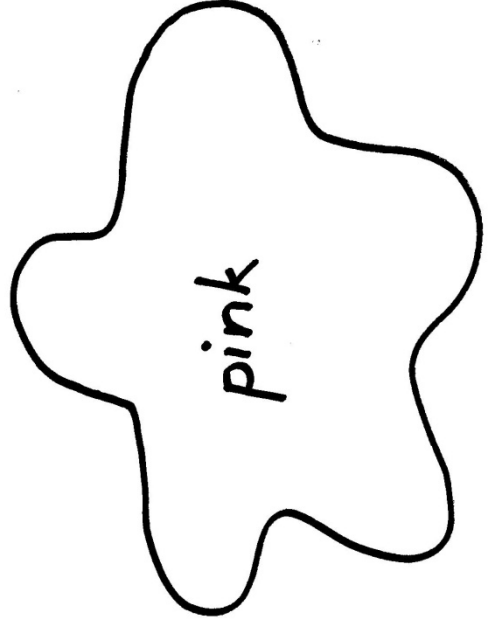
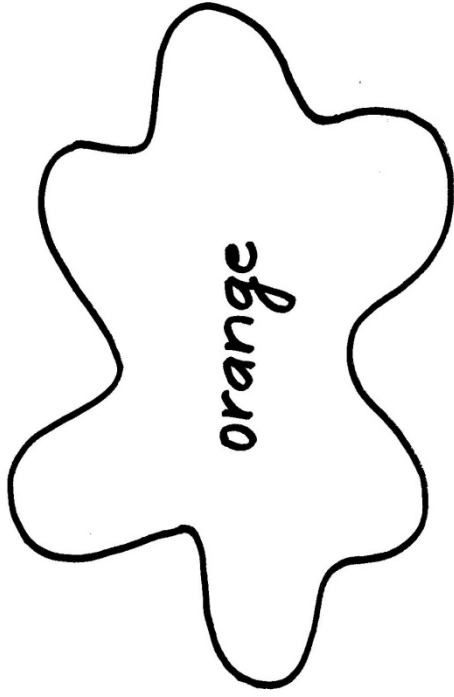


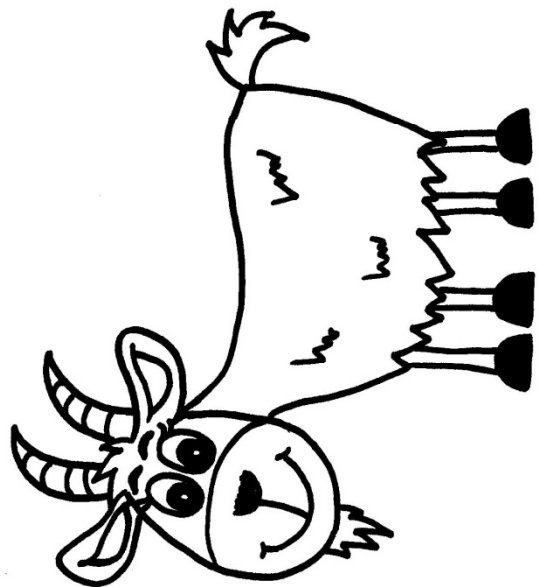
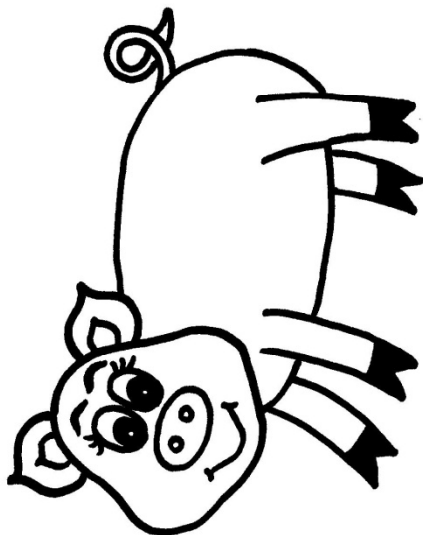
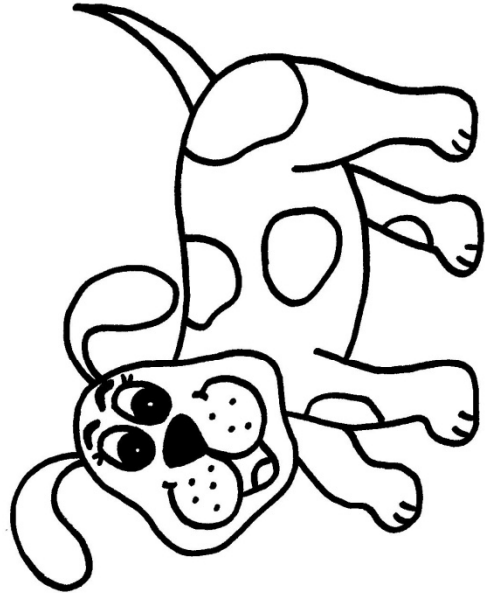
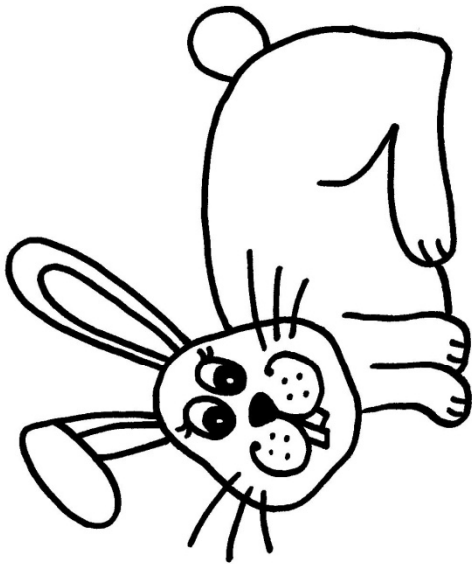


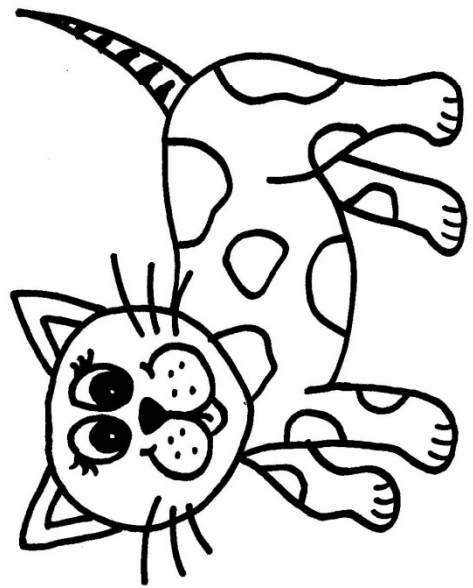
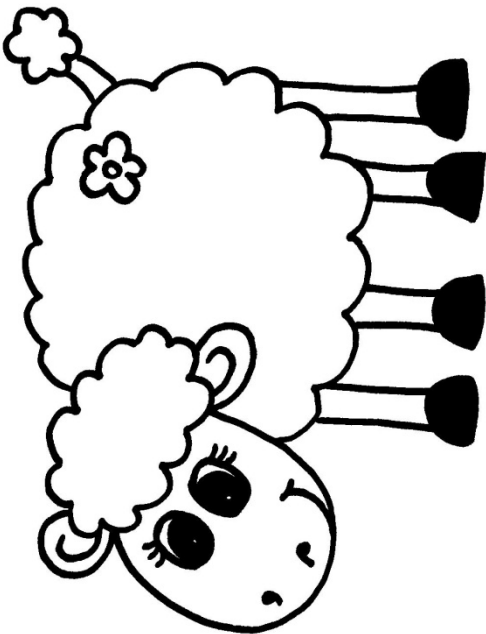
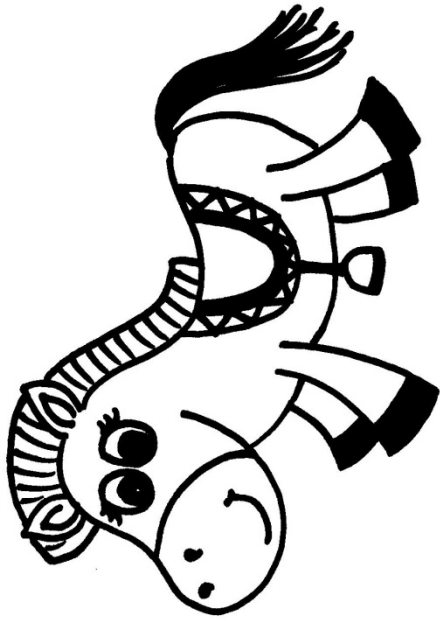


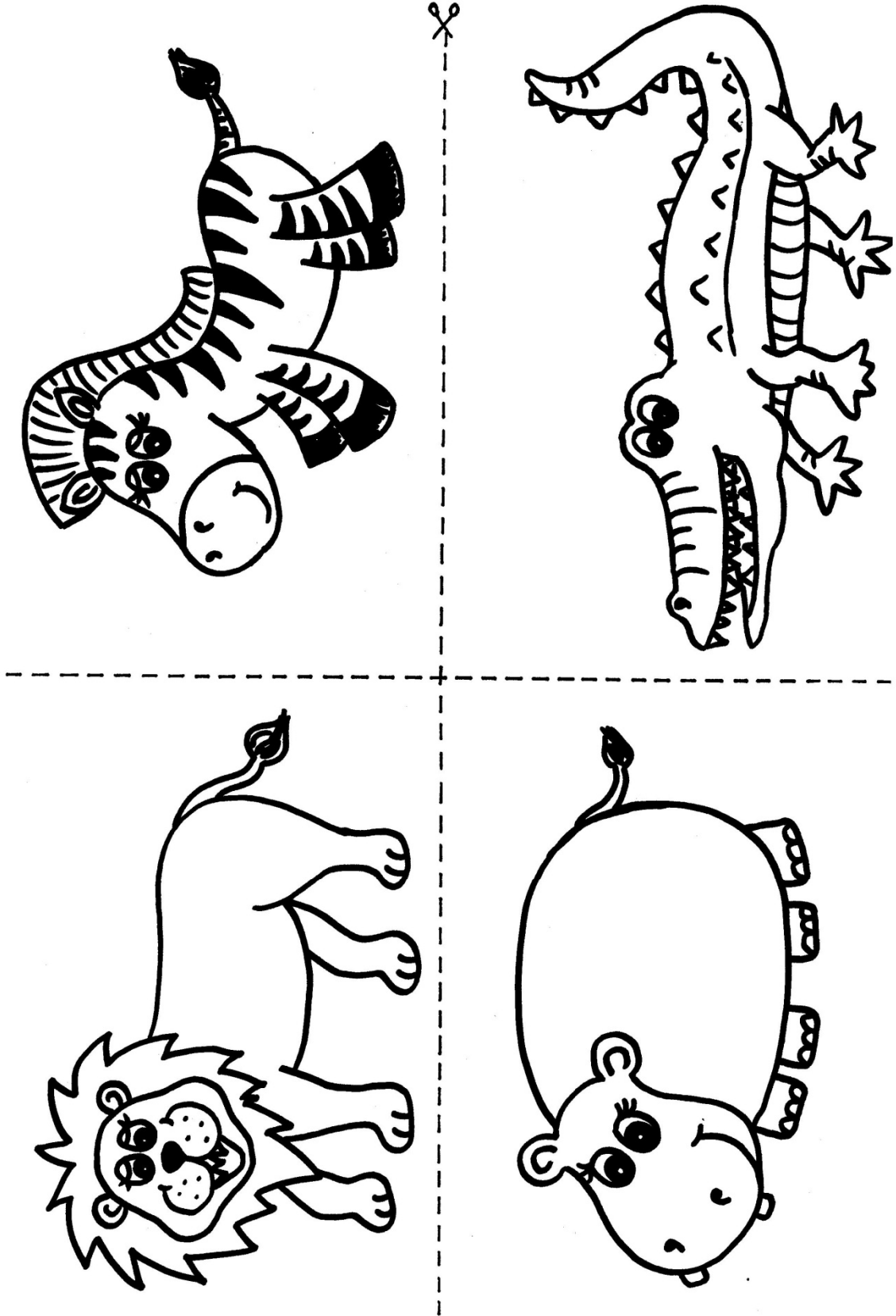
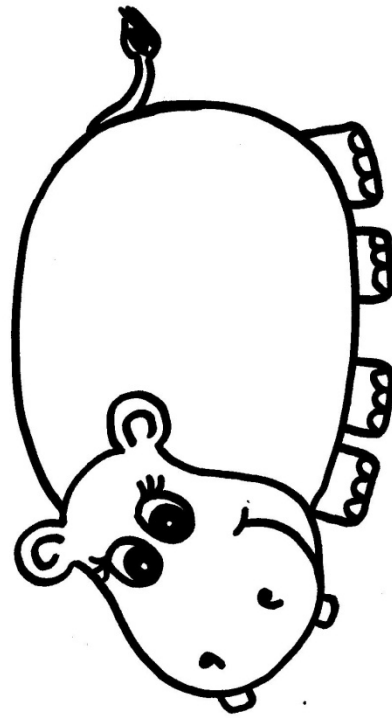
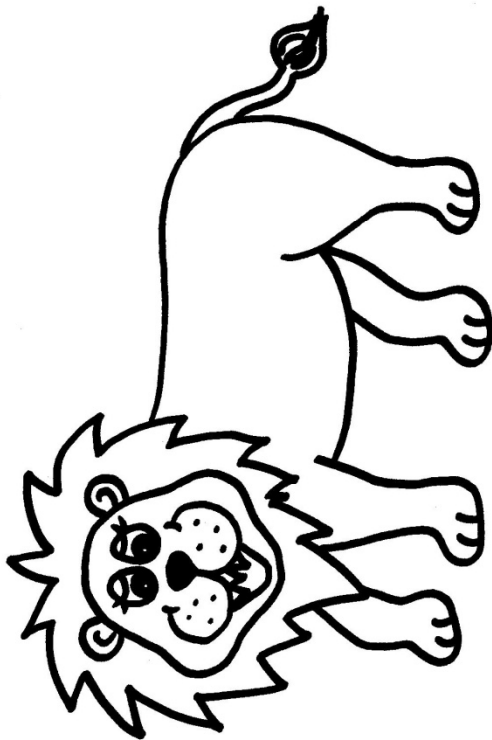
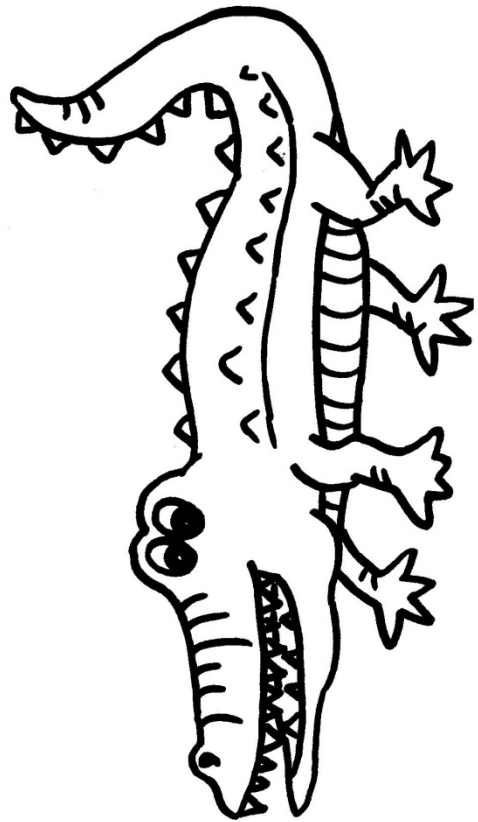


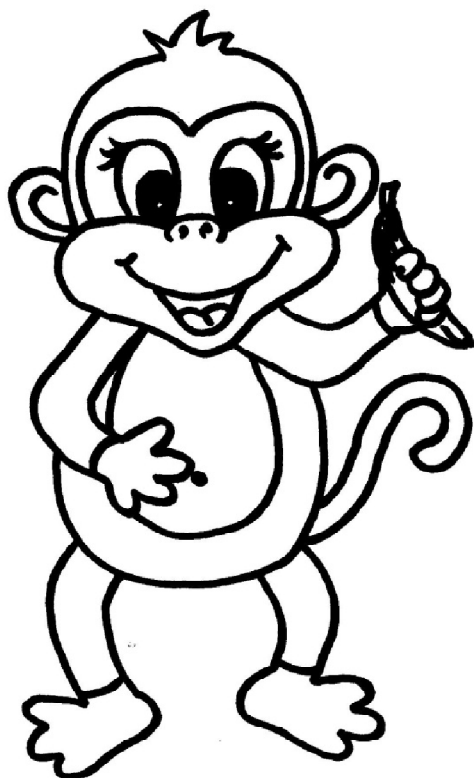
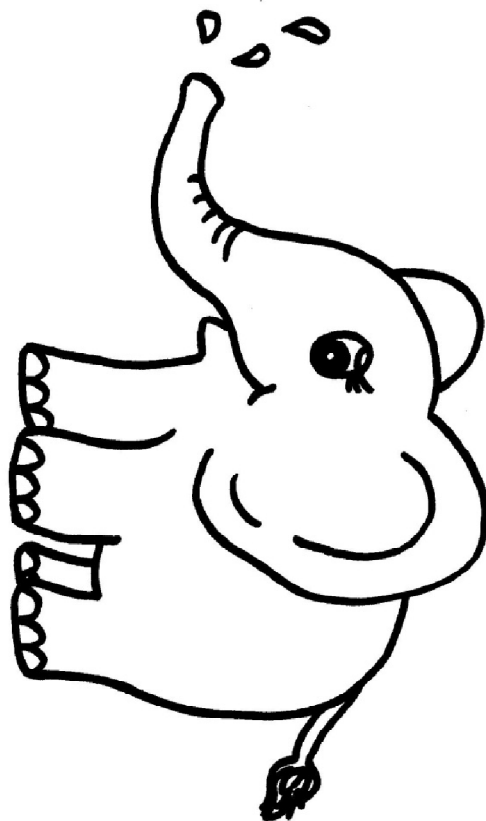
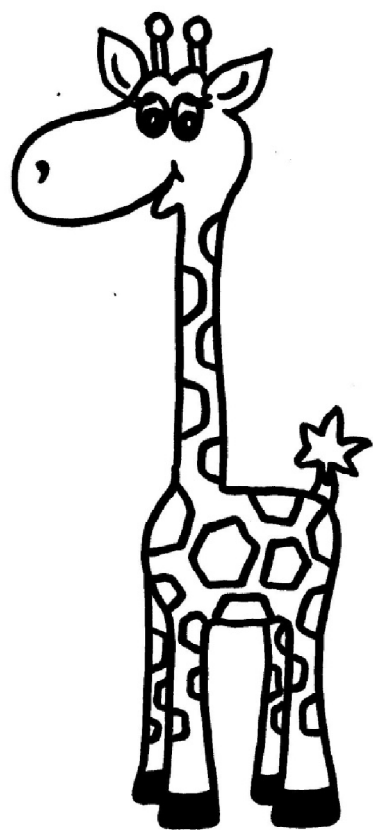




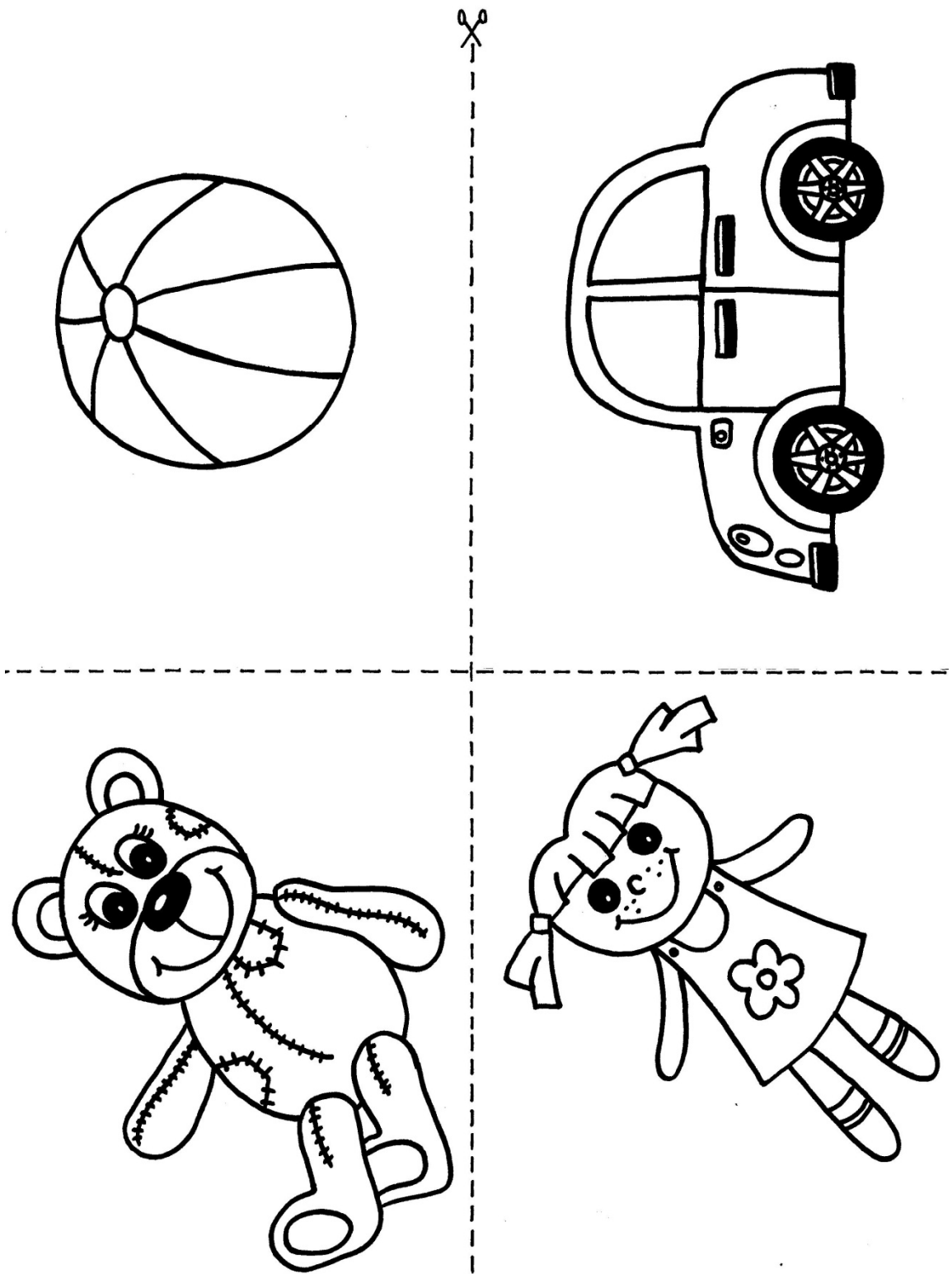


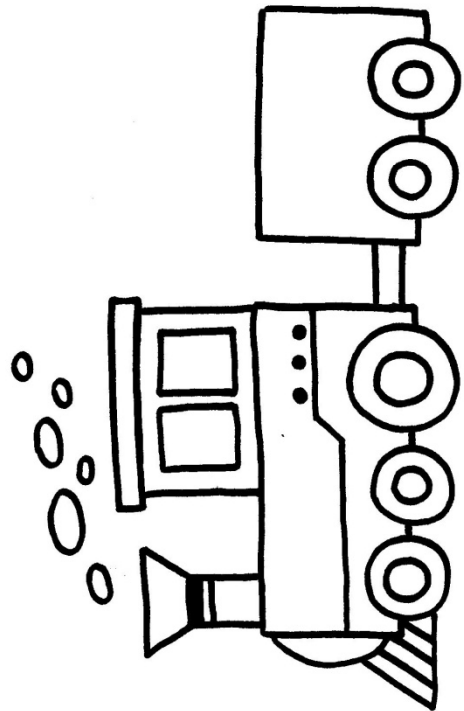
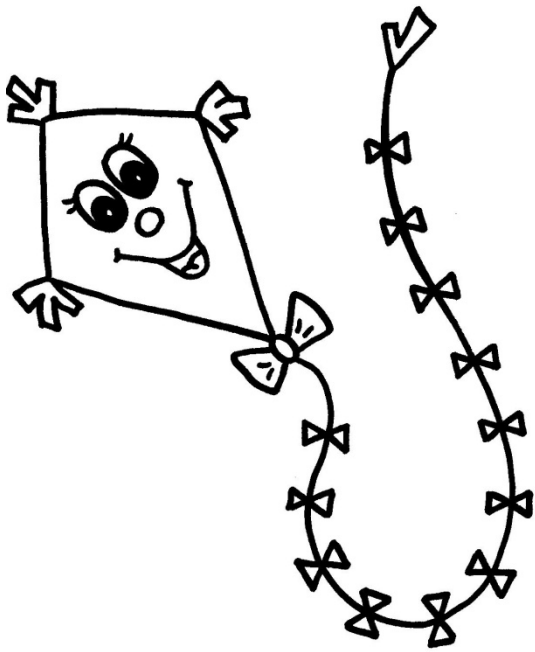
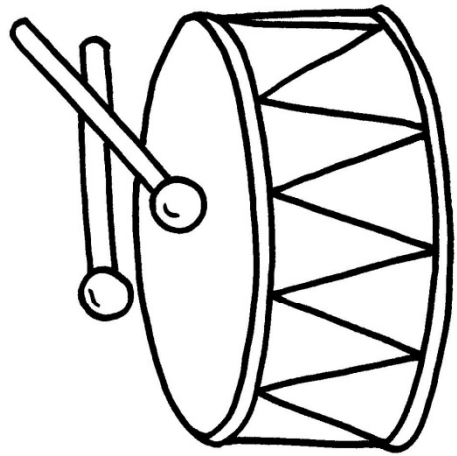
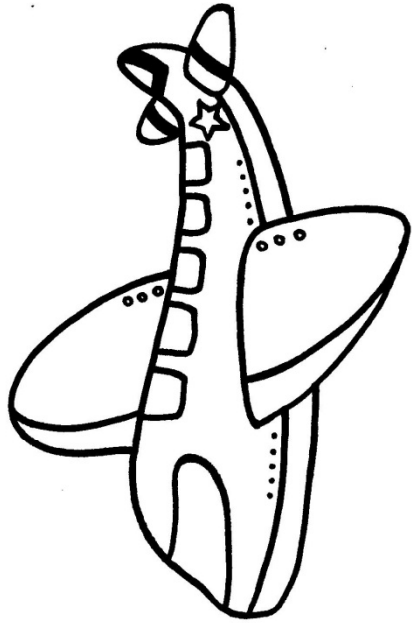




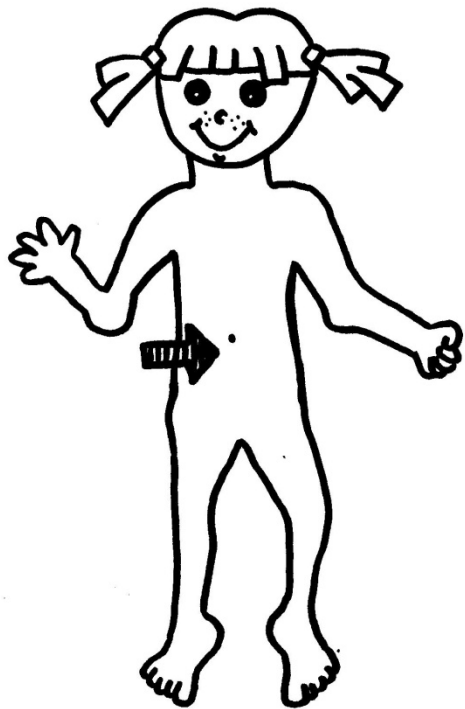
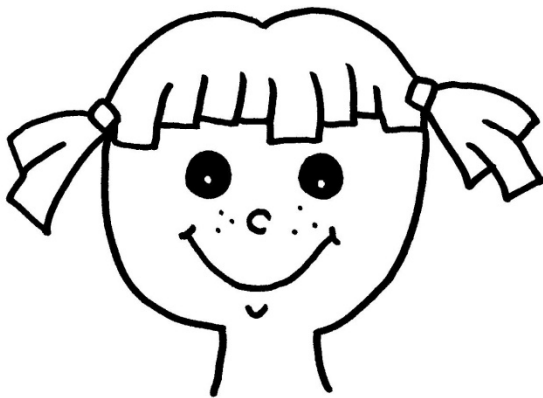
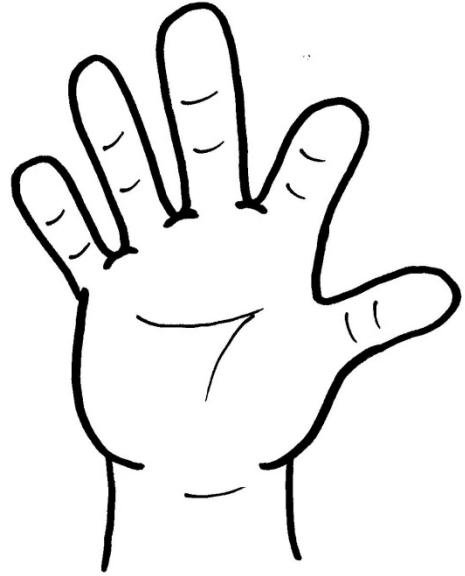
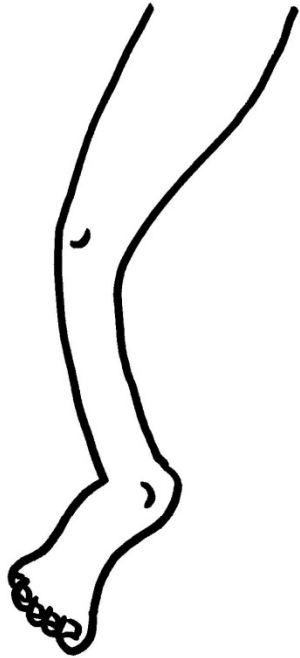


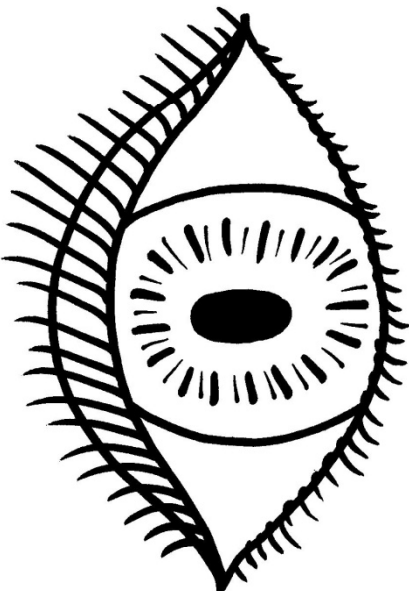
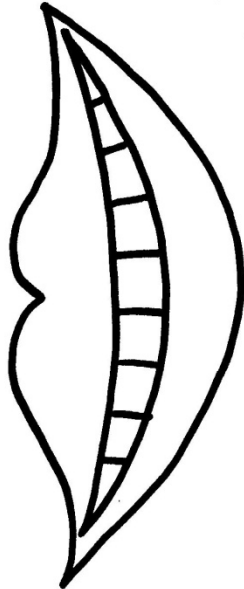
Tim and toys



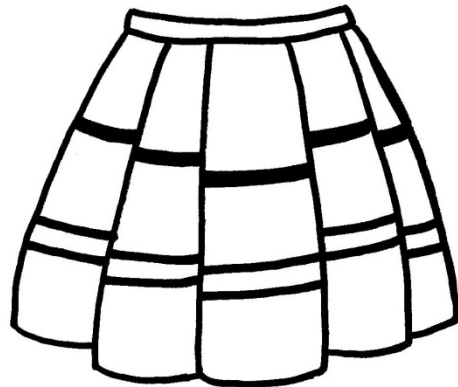
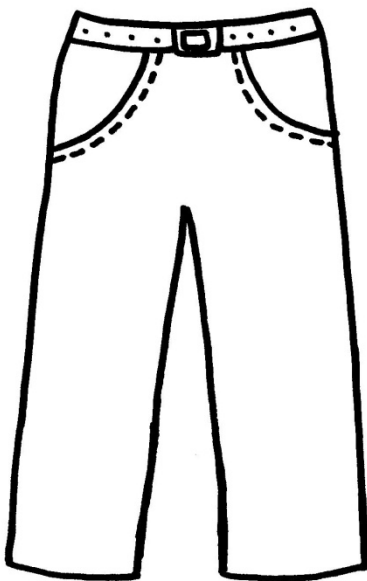
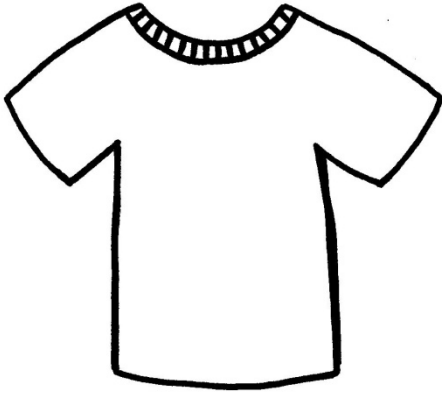


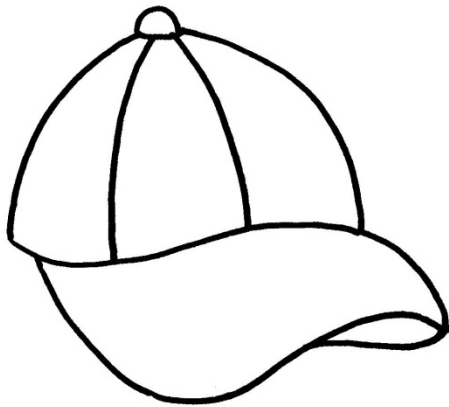
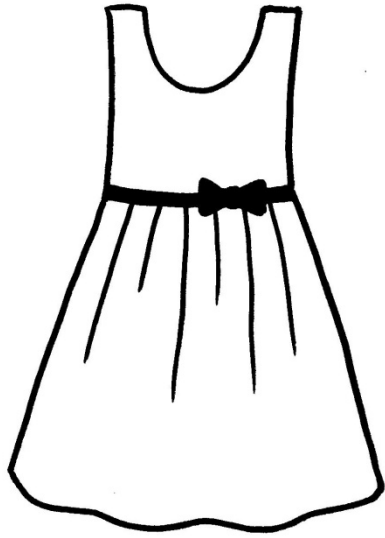
Tim's body



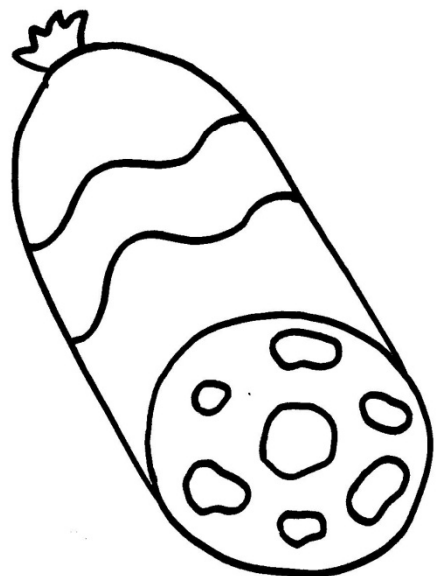
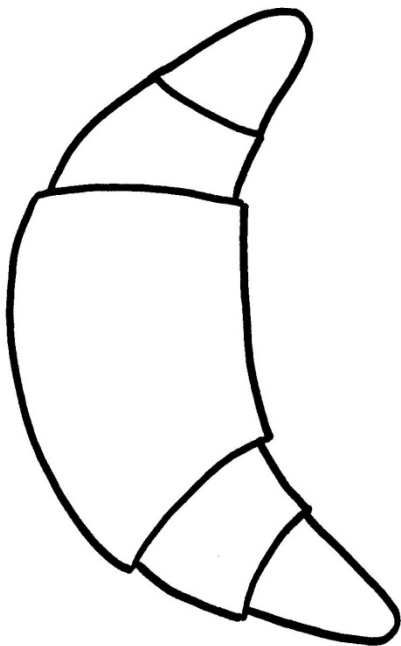
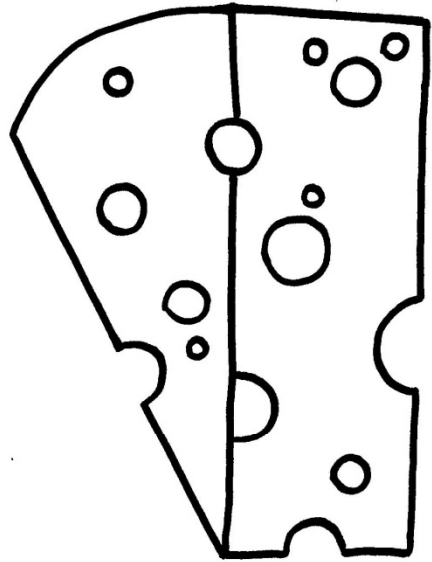


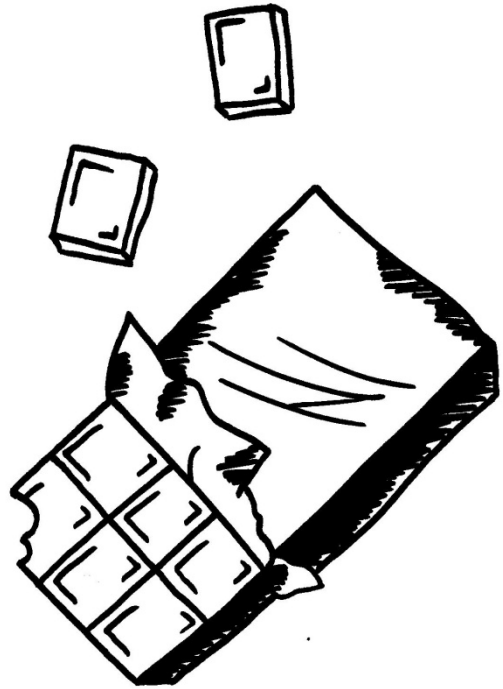
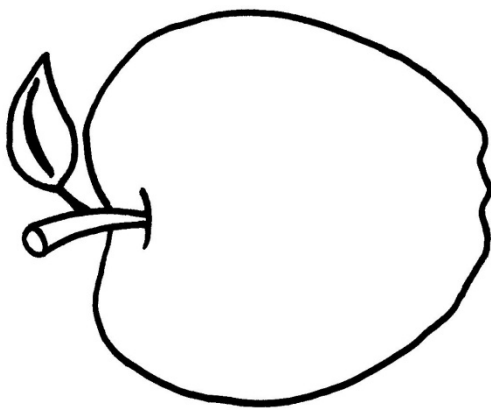
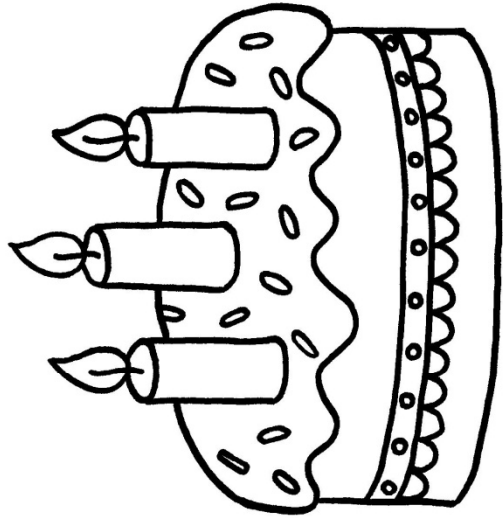
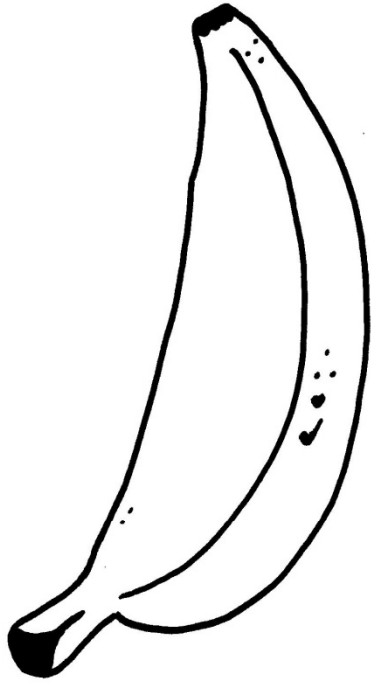
What is Tim wearing?





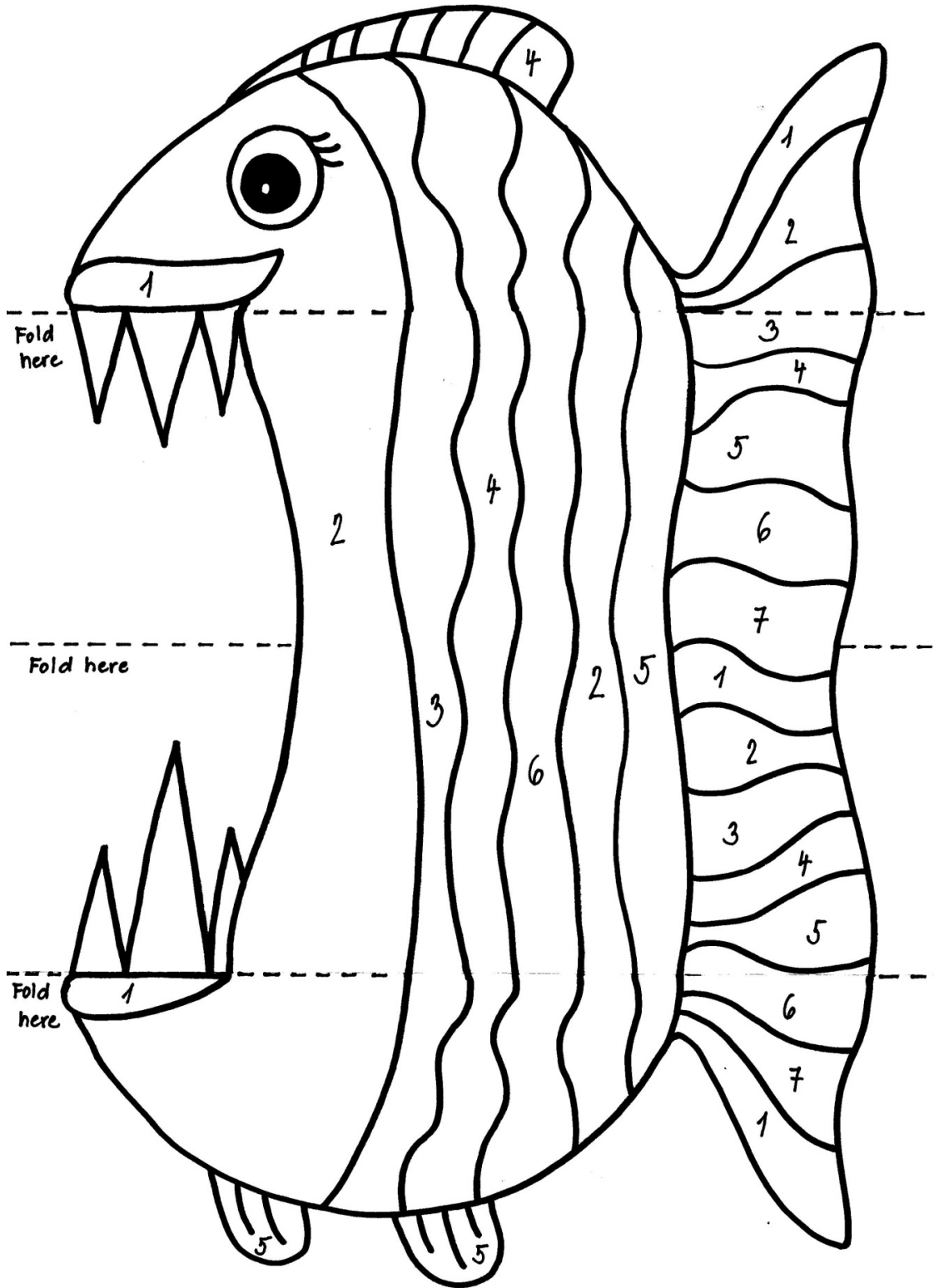
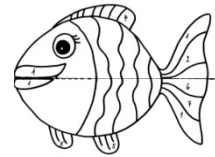
What does Tim like?



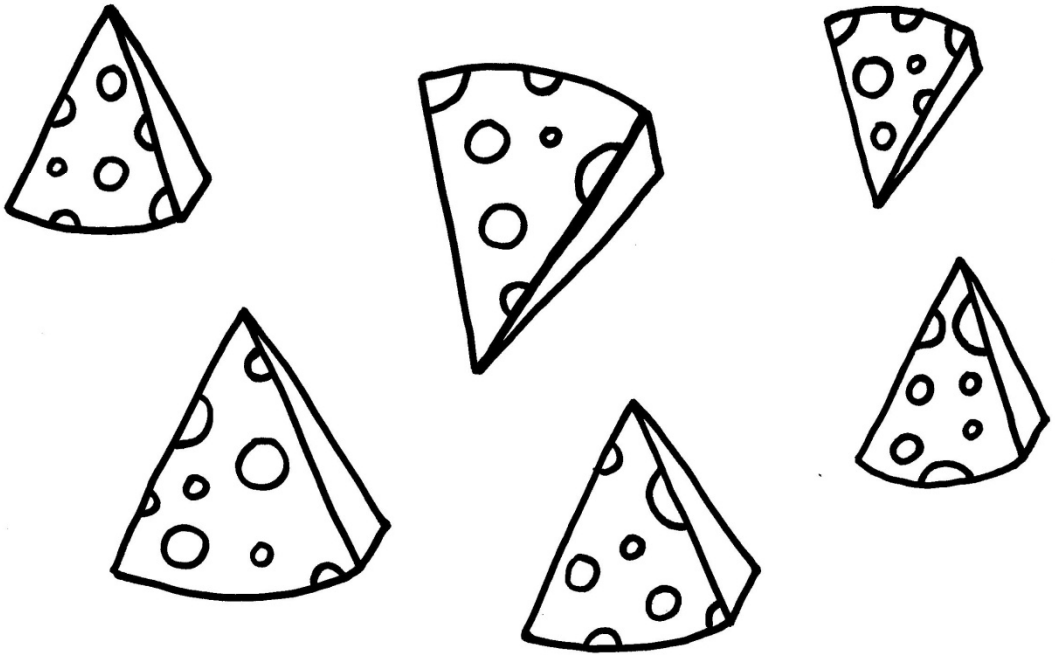
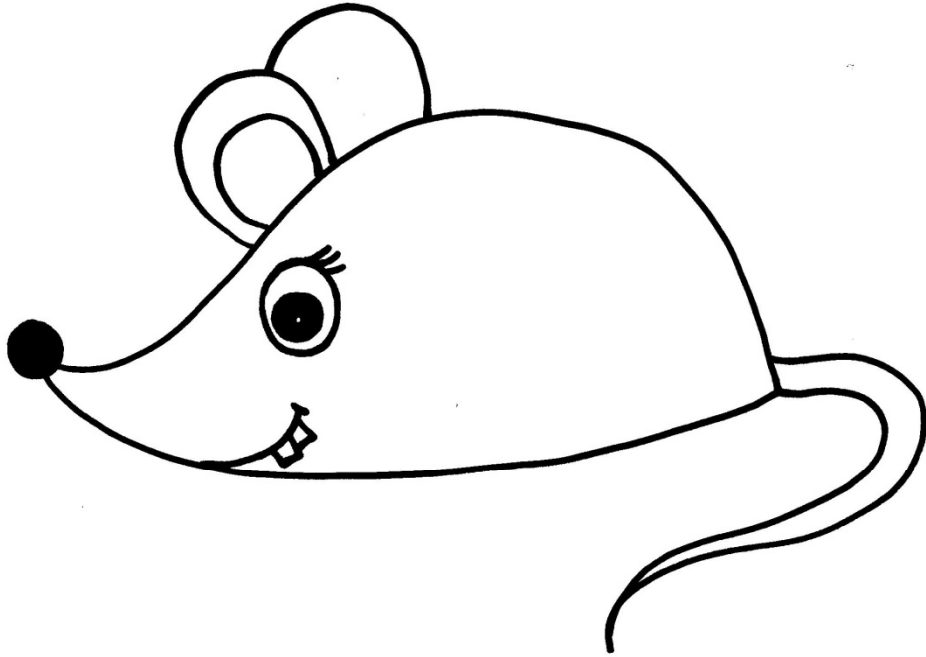


Appendix 2: Flashcards and worksheets for activities

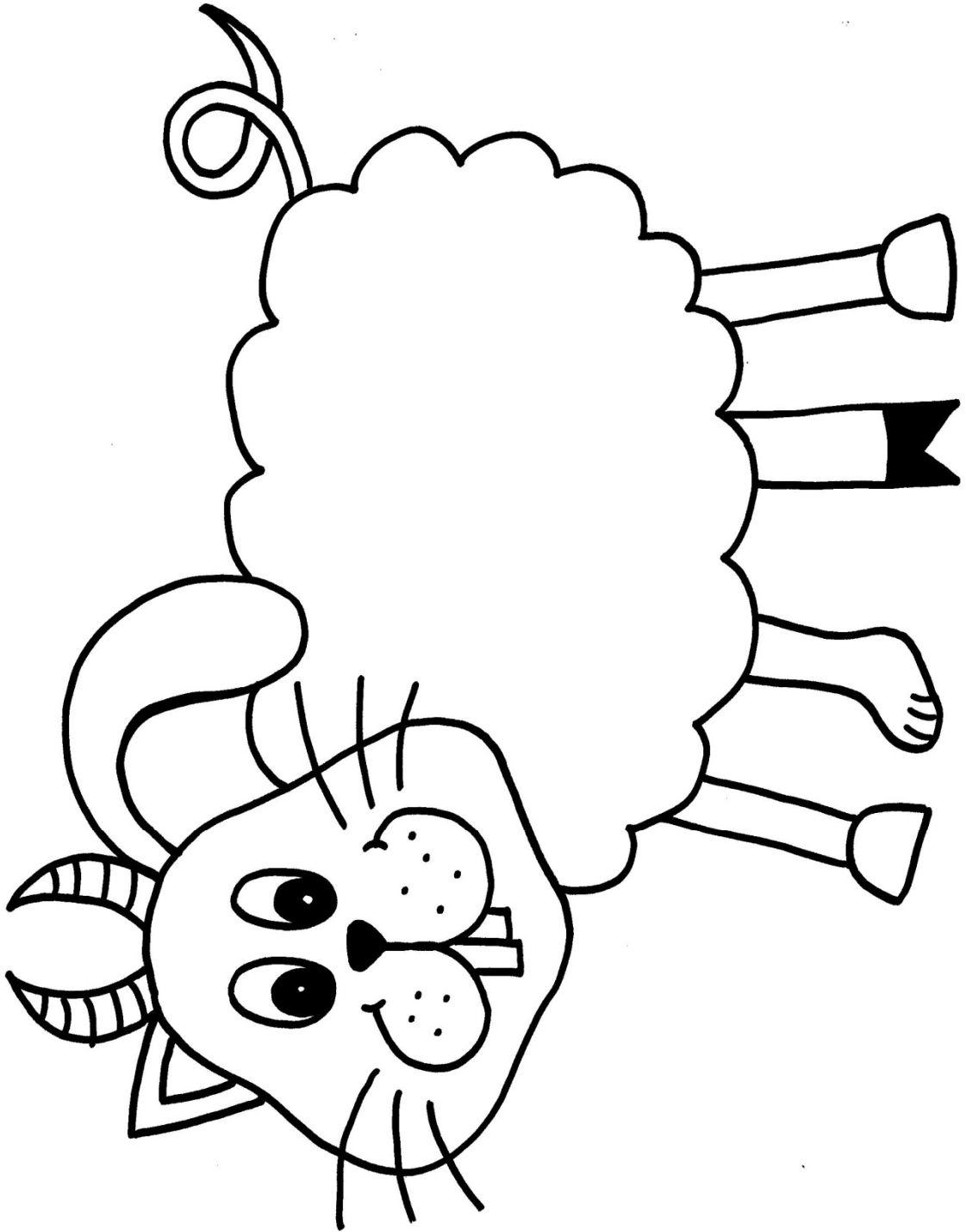
Activity: FISH (Colours)



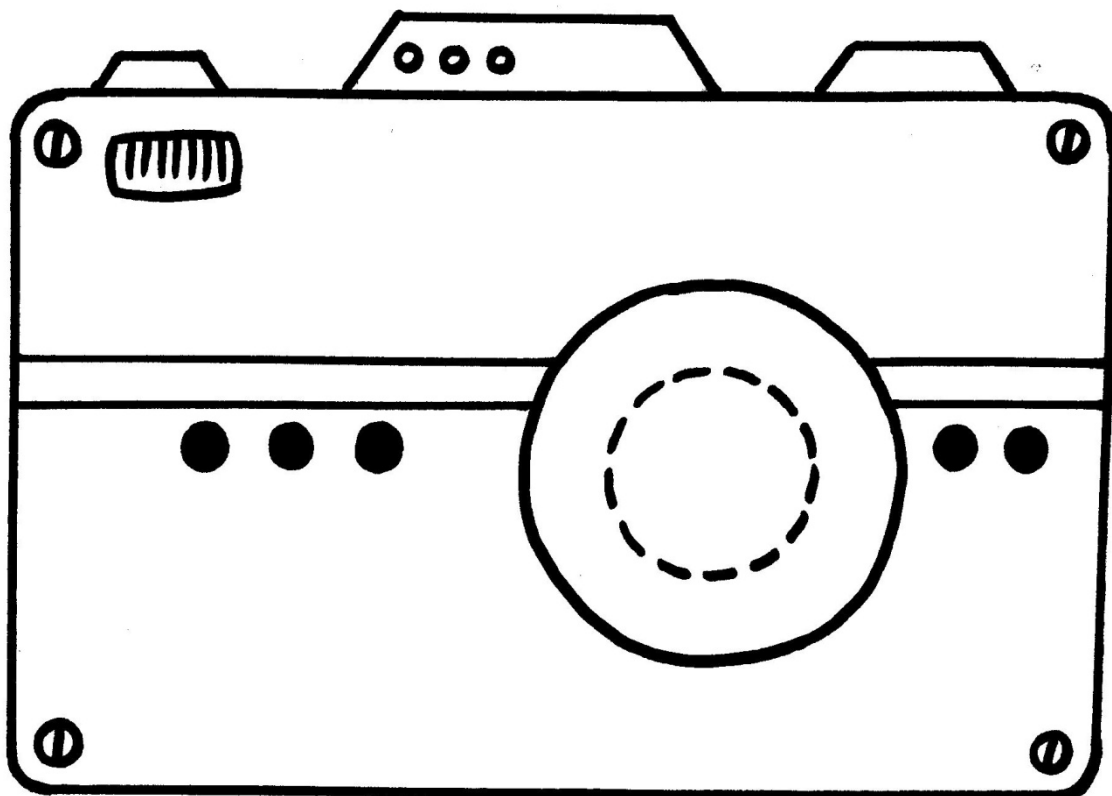
Activity: MOUSE AND CHEESE (Colours)



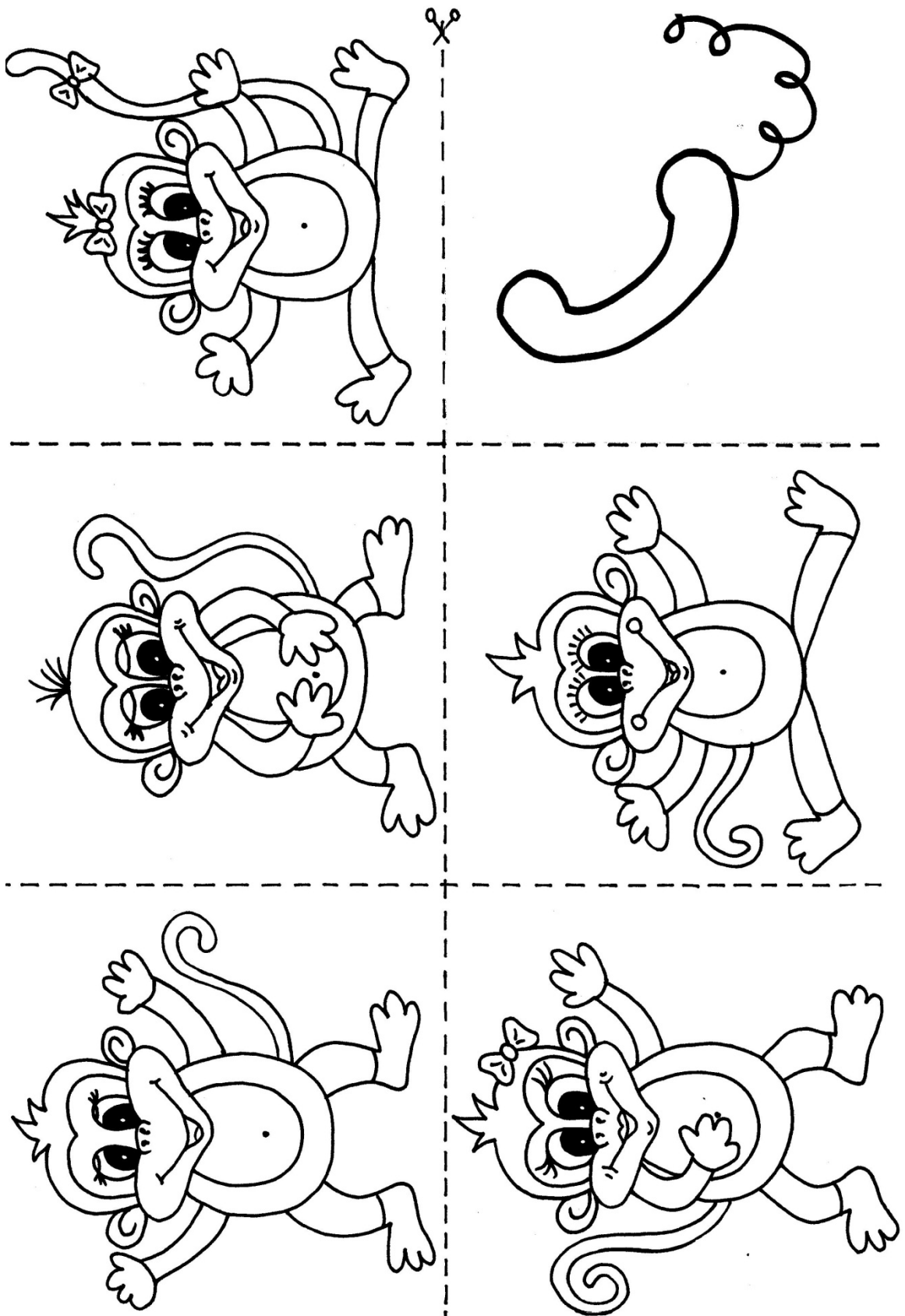
Activity: CRAZY ANIMAL (Tim on the farm)

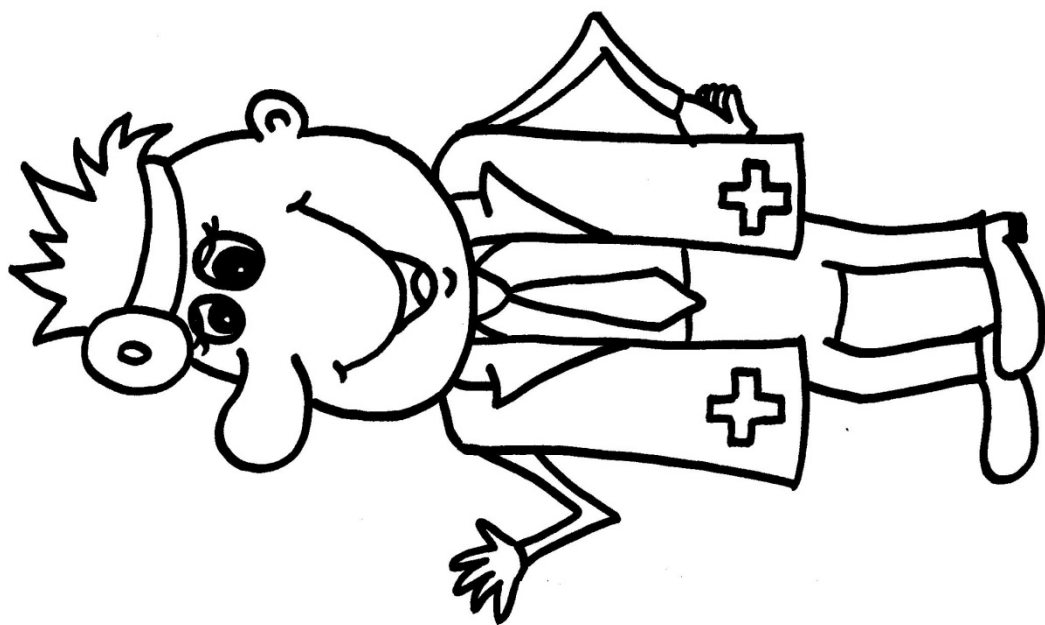
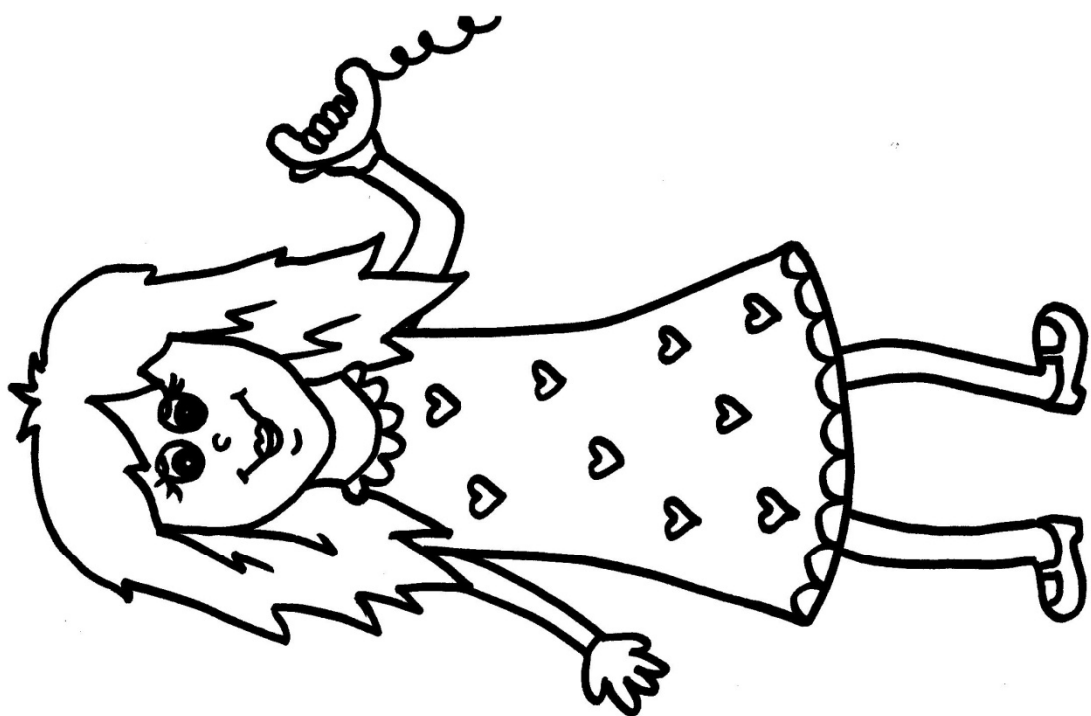


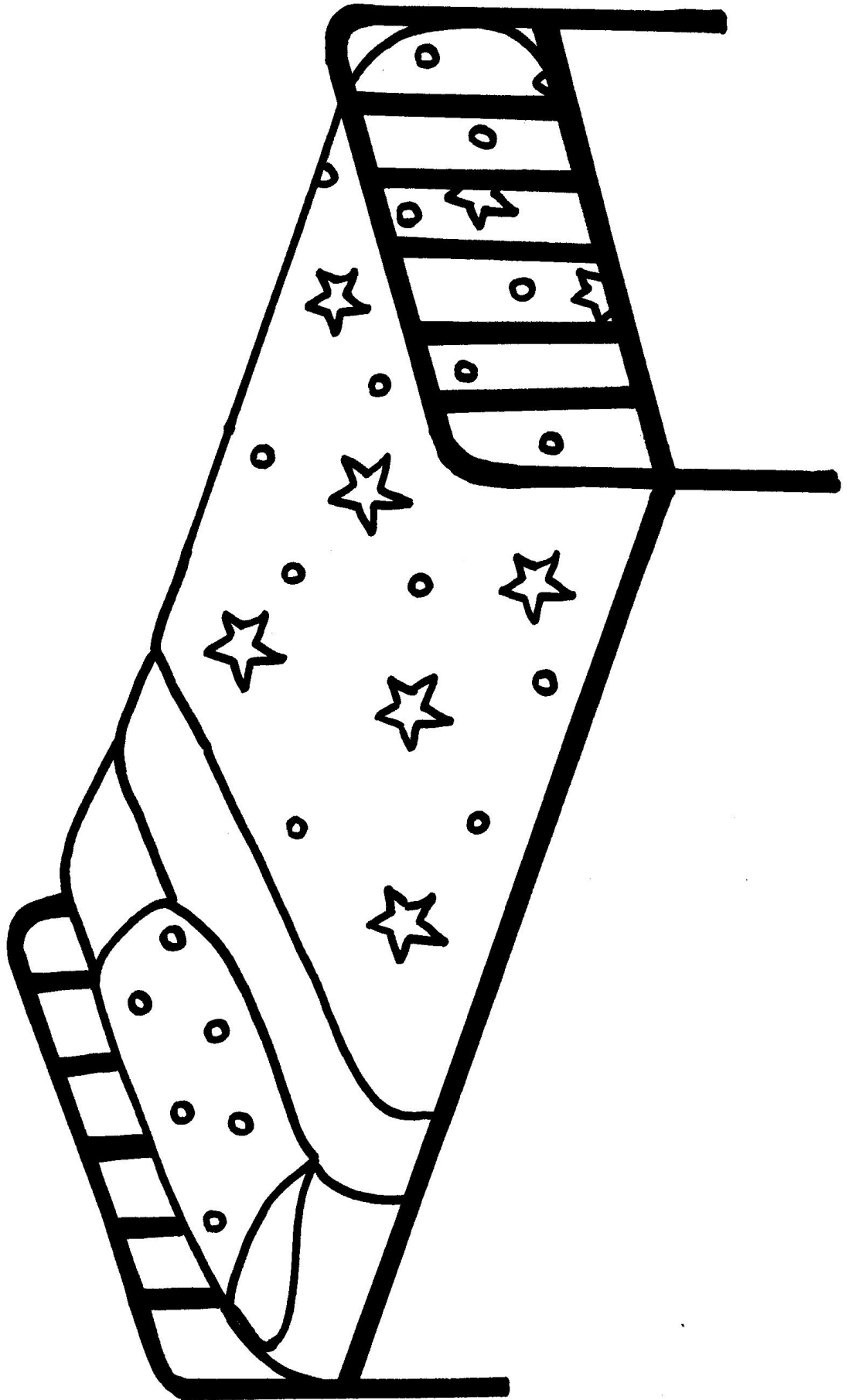
Activity: WALK AROUND THE ZOO (Tim in the ZOO)



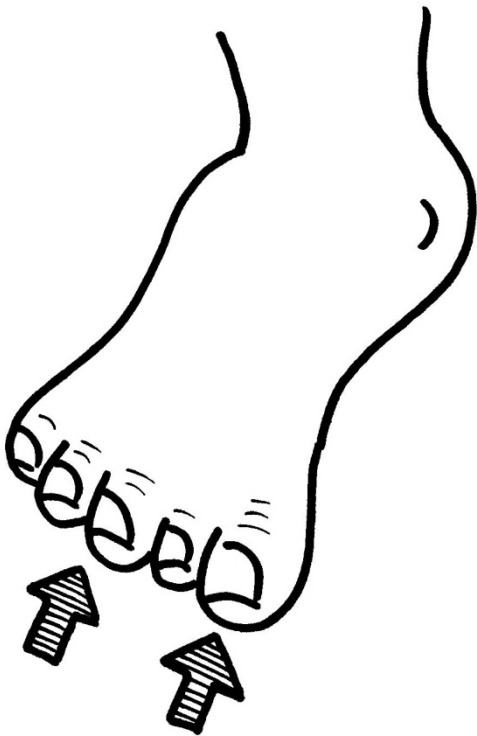
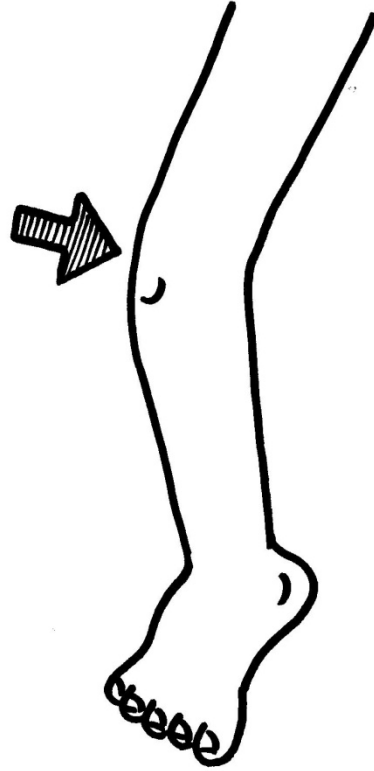
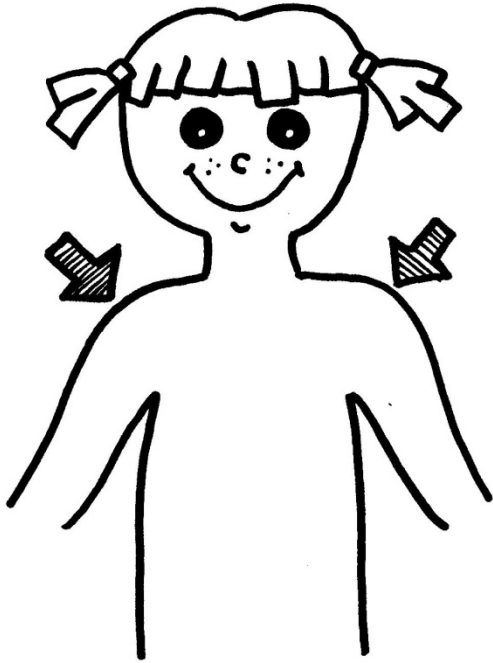
Activity: FIVE LITTLE MONKEYS (Tim in the ZOO)



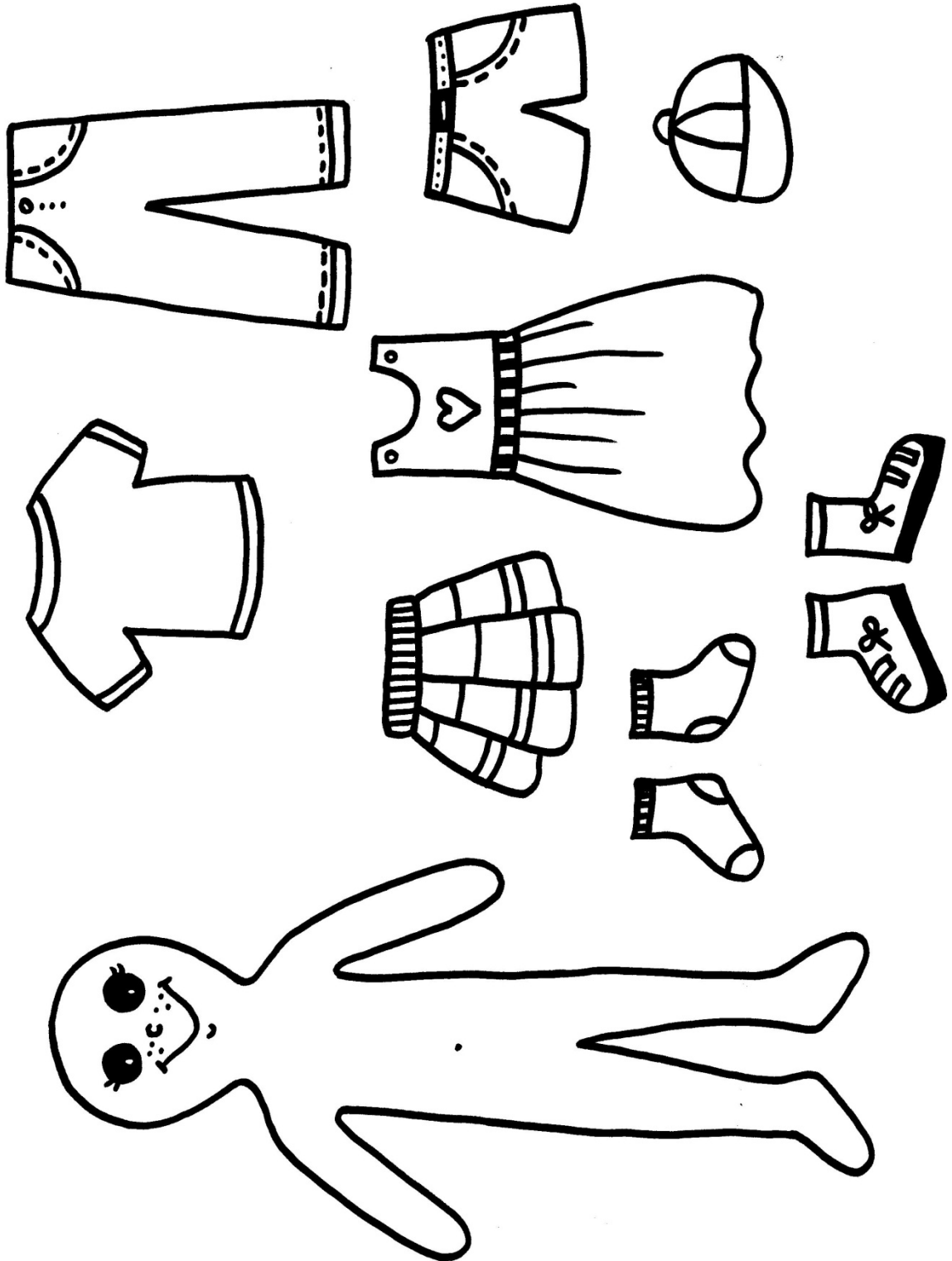




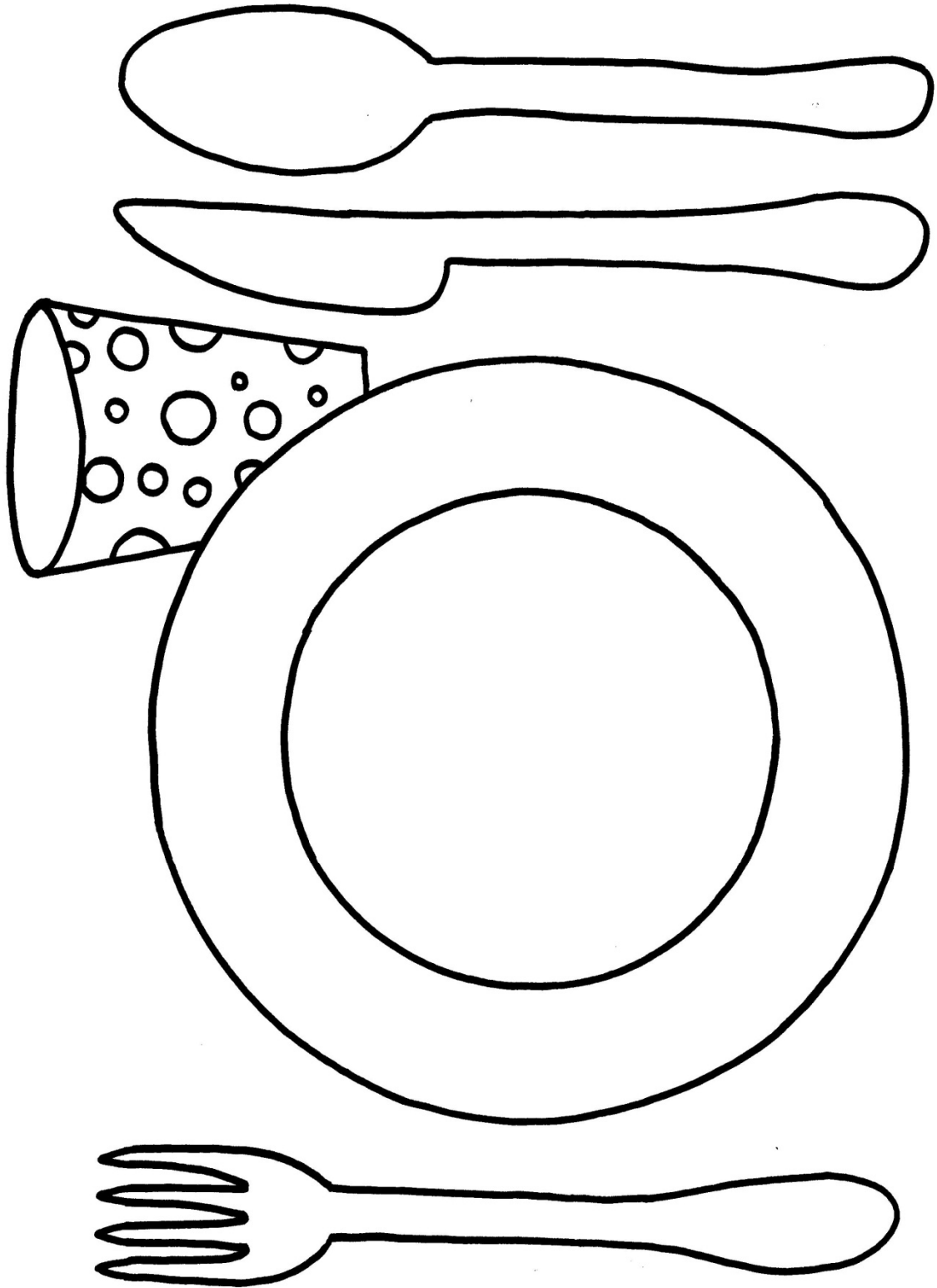
Activity: HEAD AND SHOULDERS (Tim's body)



Activity: HE/ SHE IS WEARING... (What is Tim wearing?)



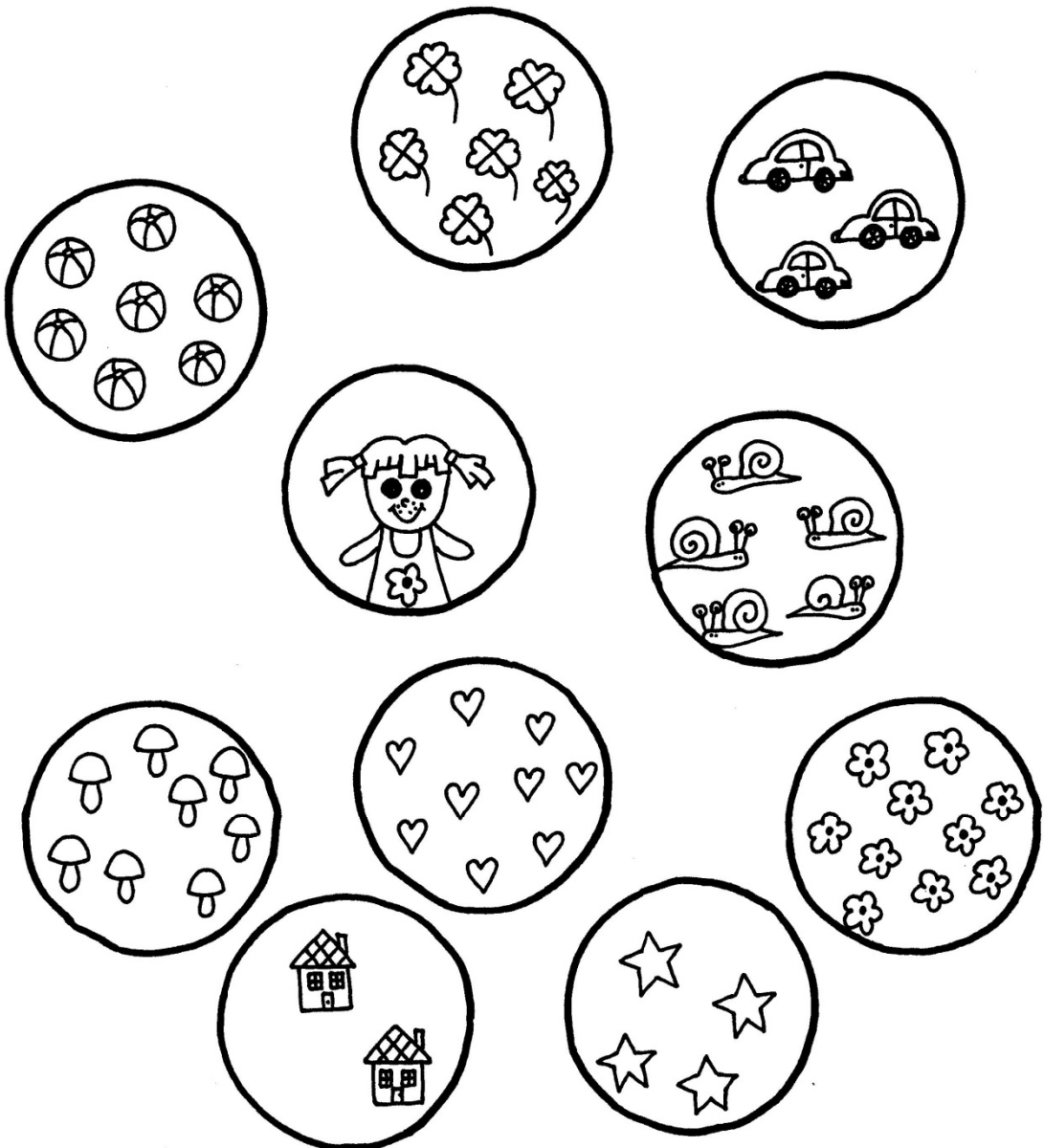
Activity: WHAT DO YOU HAVE FOR LUNCH? (What does Tim like?)



Appendix 3: Tests

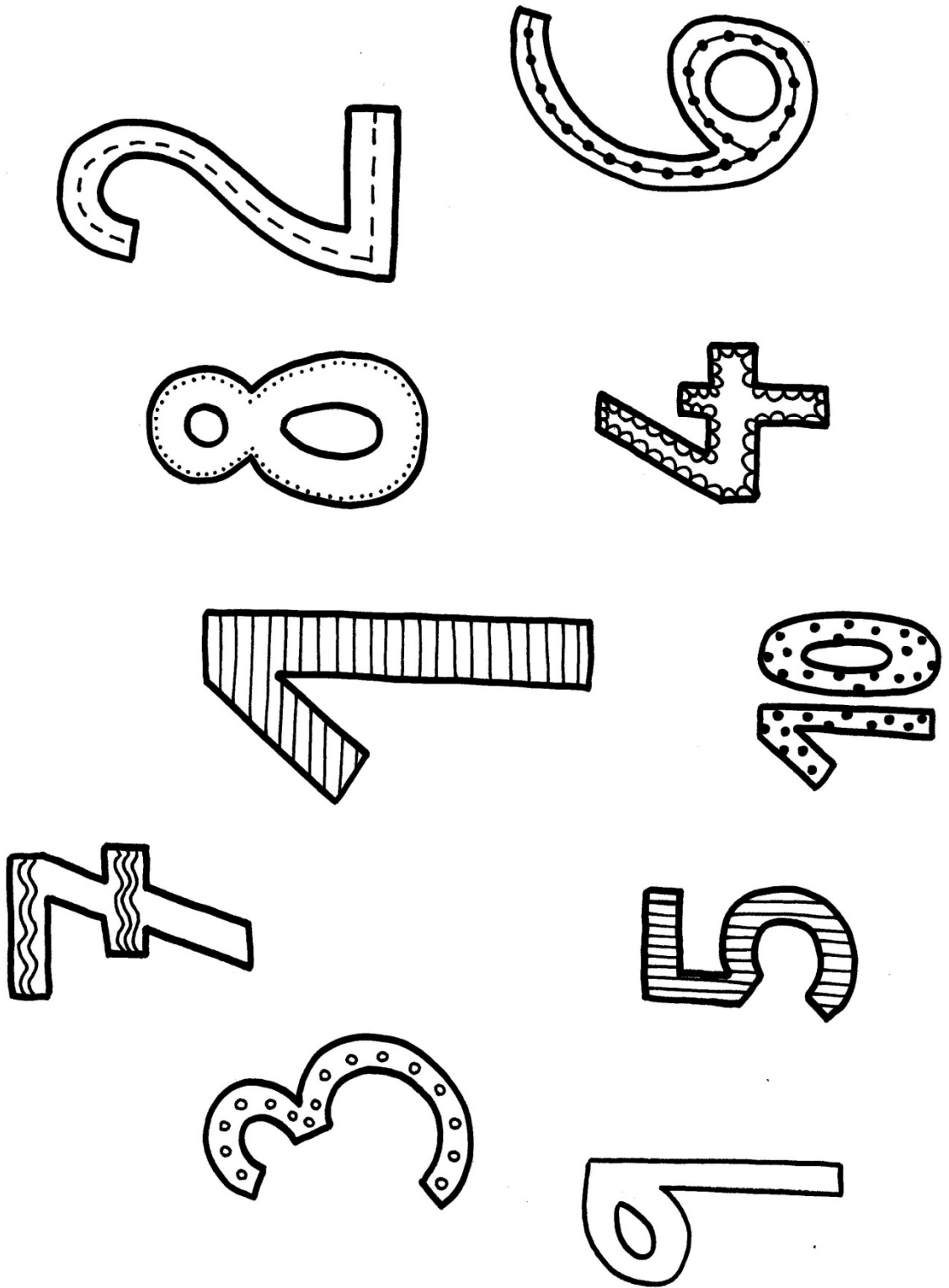
Count with Tim

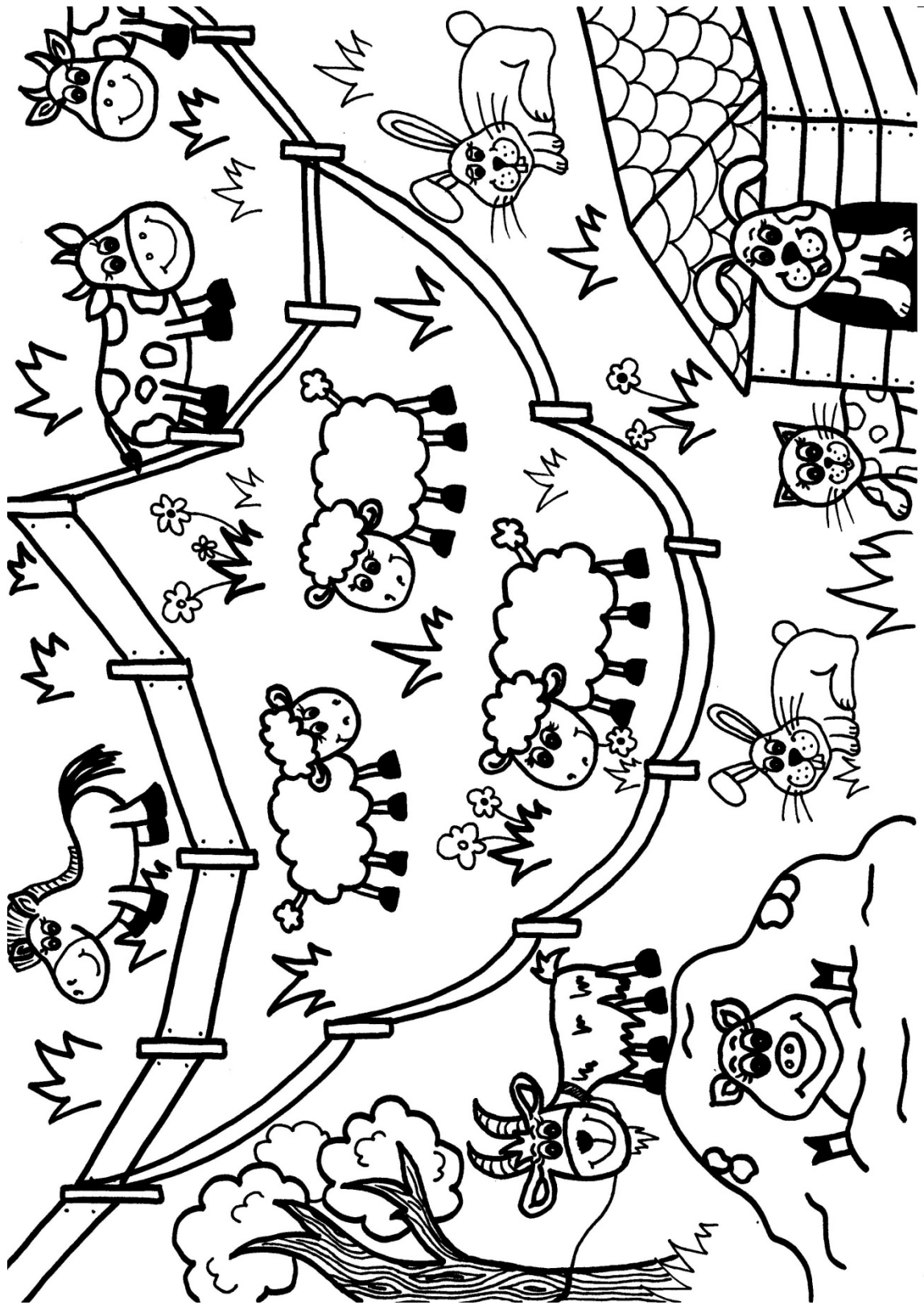
1 2 3 4 5

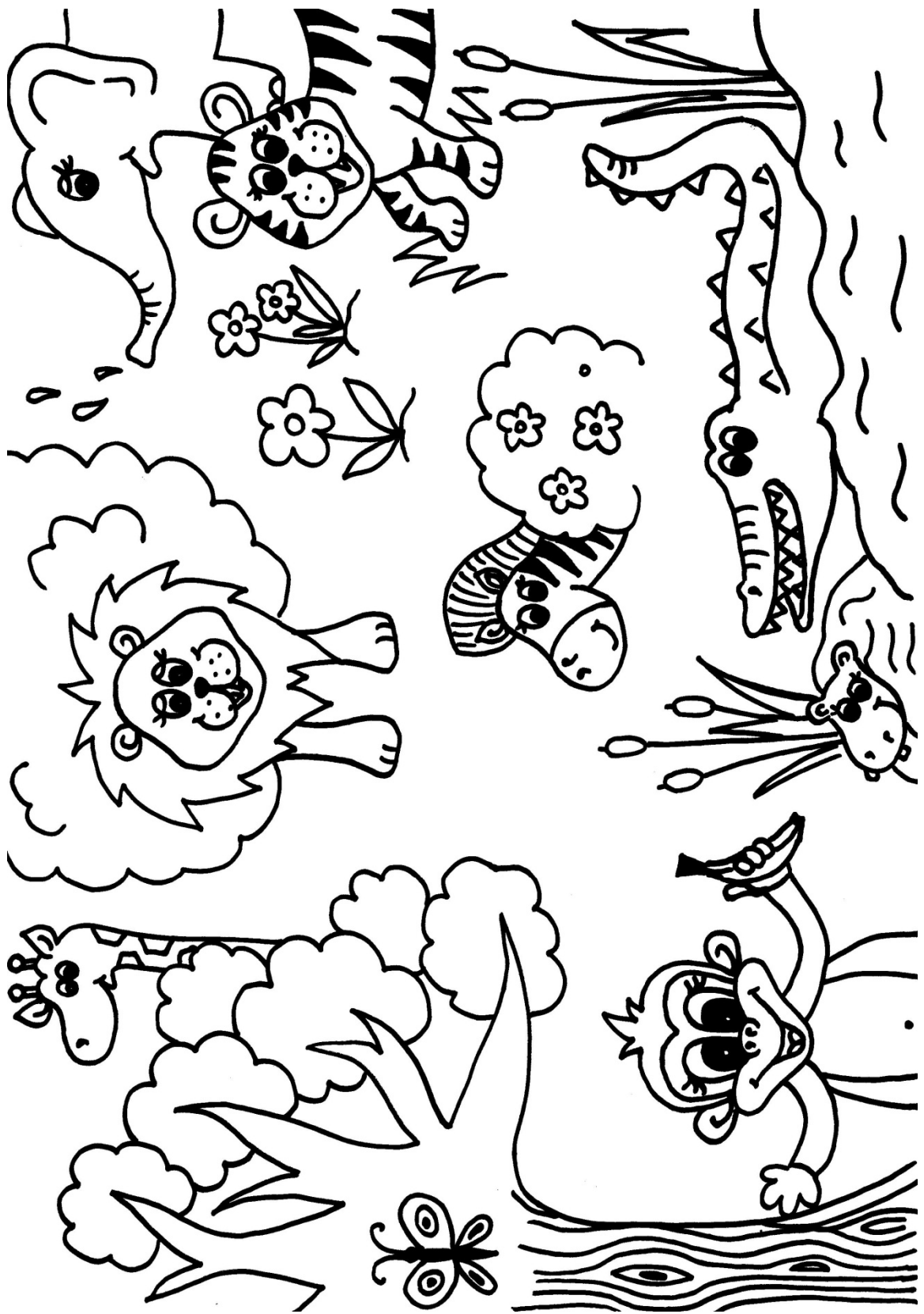


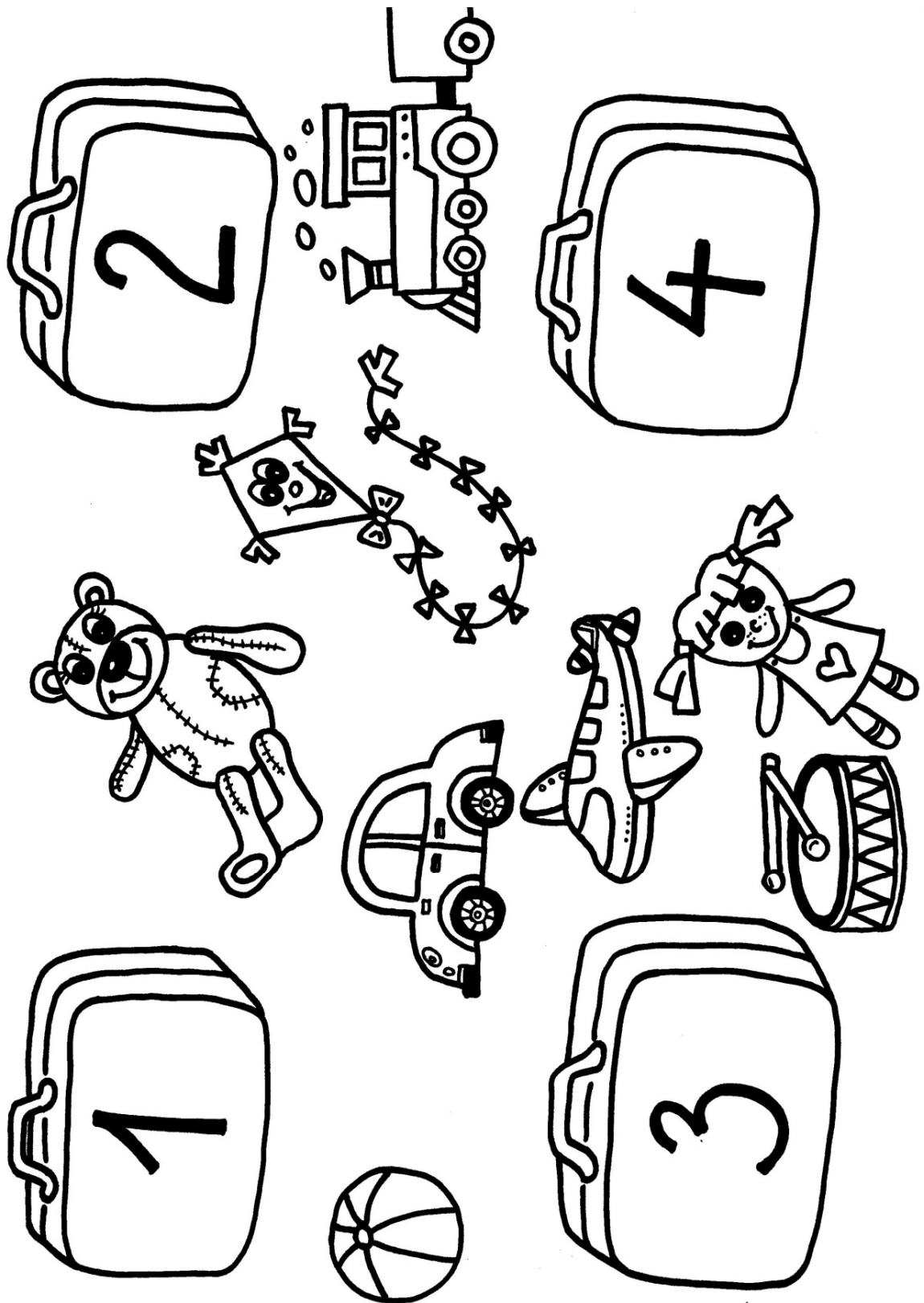
6 7 8 9 10

Colours

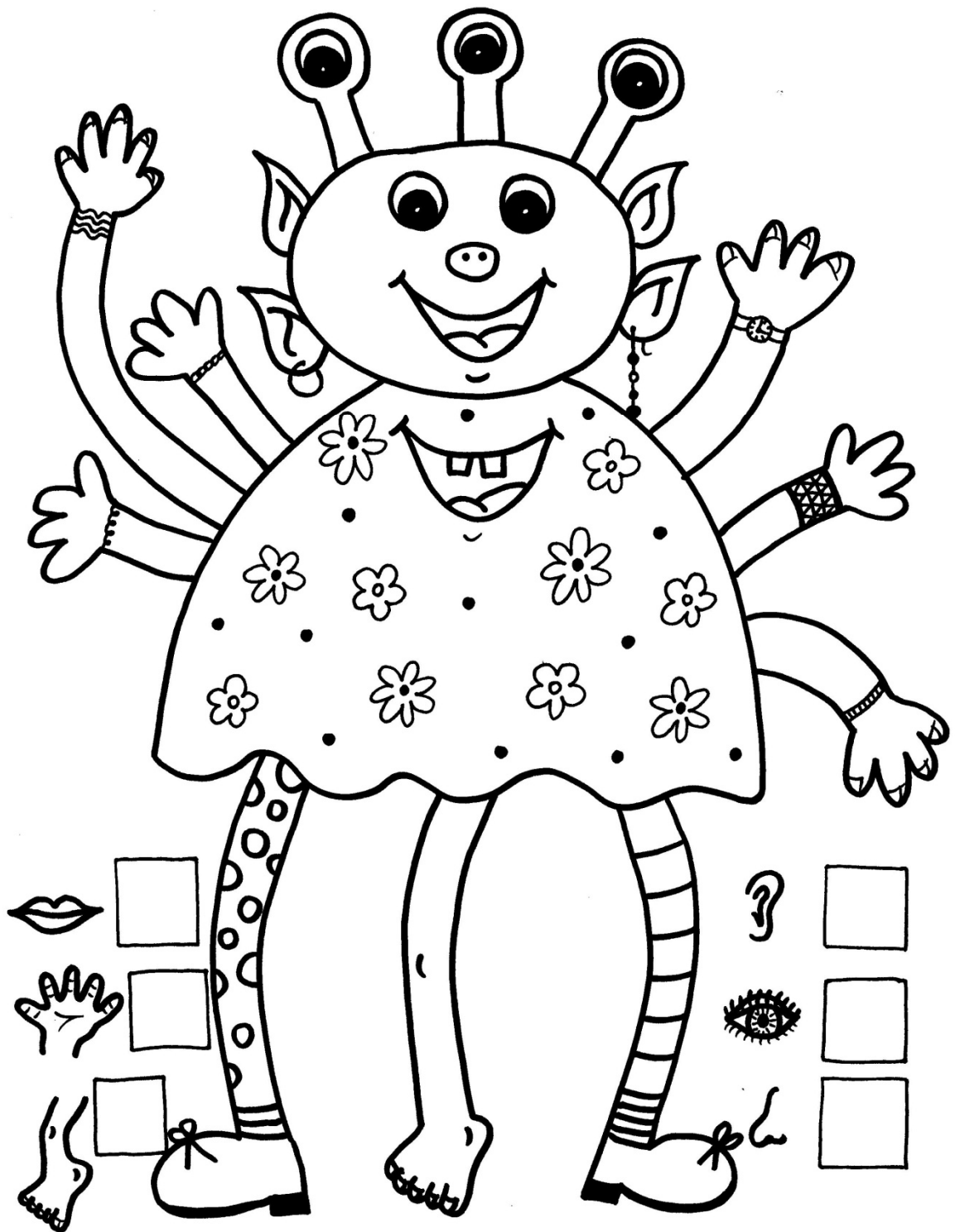




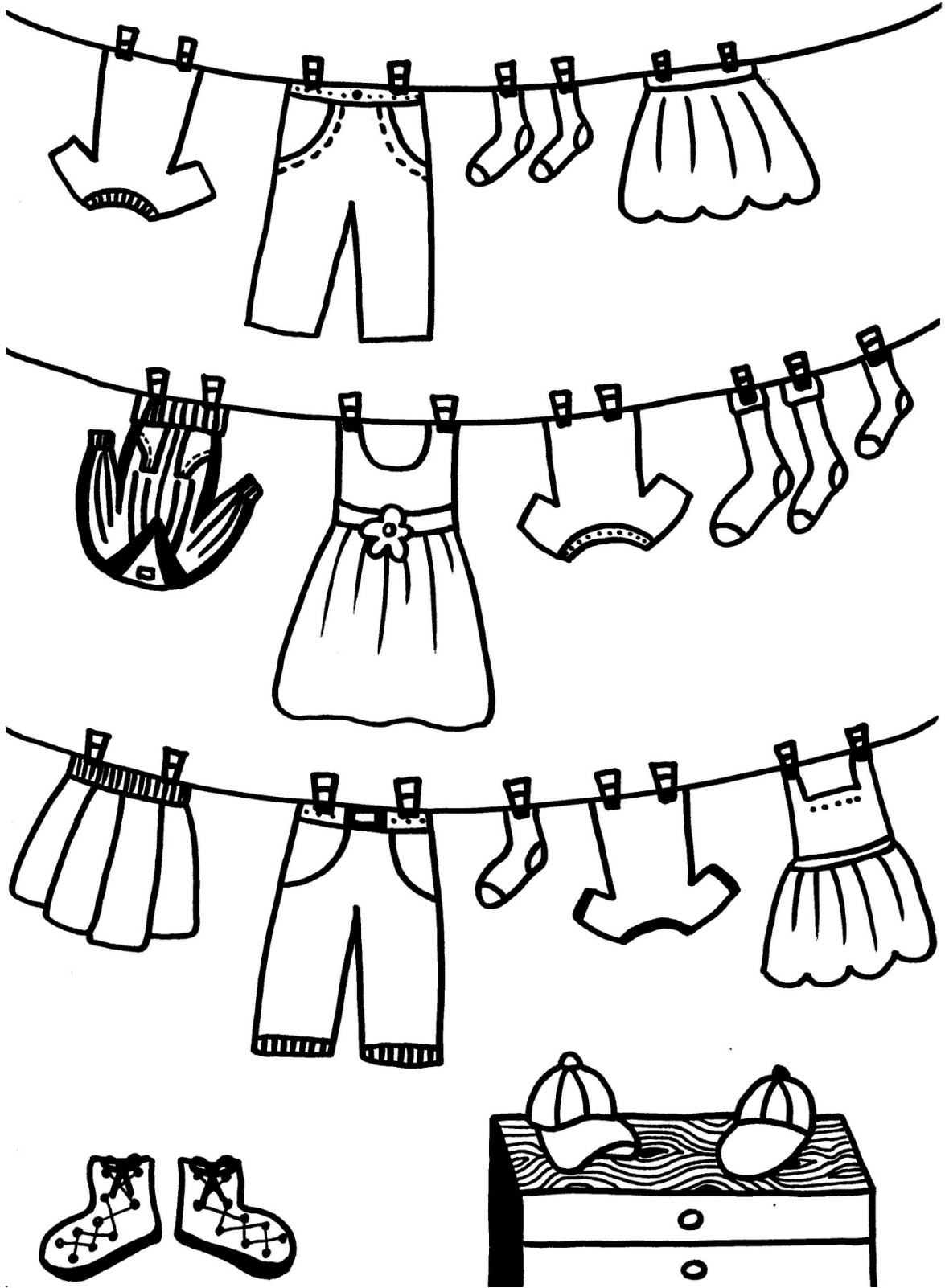




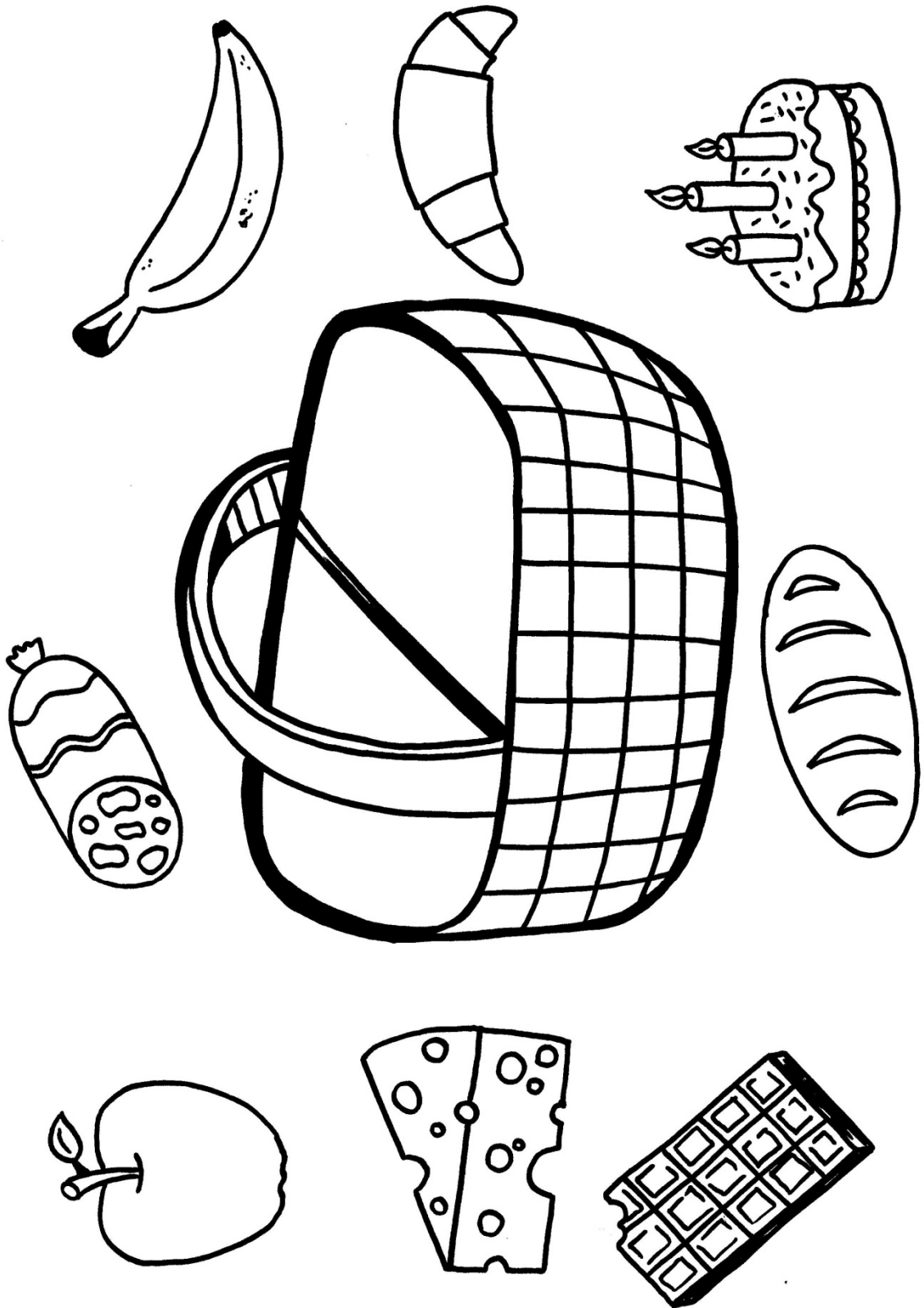
Tim's body



What is Tim wearing?



What does Tim like?



Resumé

Diplomová práce byla zaměřena na aktivity a metody využívané pro výuku anglického jazyka dětí předškolního věku. Teoretická část popisovala vývoj předškolního dítěte, jeho charakteristiku, pohled do výuky anglického jazyka v předškolním věku a v neposlední řadě popisovala aktivity nejčastěji využívané ve výuce předškolních dětí. V praktické části byly navrženy aktivity, ze kterých byly díky metodě pozorování ustanoveny závěry a navržena zlepšení v případě potřeby. Děti byly pozorovány z hlediska aktivity, pozornosti, zájmu a spolupráce s ostatními účastníky kurzu. Z výsledného pozorování lze zjistit, že většina aktivit žáky zaujala. U některých aktivit byly navrženy změny pro zlepšení. Pomocí testování žáků na konci každého tématu se zjišťovala úroveň znalostí. Obecně lze říci, že předškolní děti potřebují znalosti neustále opakovat pomocí nejrůznějších druhů aktivit. V příloze jsou navrženy obrázkové karty za účelem poskytnout žákům možnost opakování také v jejich domovech. Všechny navržené materiály mohou být využity i ostatními učiteli anglického jazyka u předškolních dětí.

Annotation

Jméno a příjmení:	Tereza Kyllarová
Katedra nebo ústav:	Ústav cizích jazyků
Vedoucí práce:	Mgr. Zuzana Bartsch Veselá, Ph.D.
Rok obhajoby:	2016

Název práce:	Aktivity a metody využívané ve výuce anglického jazyka předškolních dětí
Název v angličtině:	Activities and methods used for teaching English to very young learners
Anotace práce:	Diplomová práce se zabývá aktivitami a metodami, které se využívají ve výuce anglického jazyka předškolních dětí. Teoretická část se zaměřuje na charakteristiku předškolního dítěte, na jeho vývoj a na jedince jako na účastníka výuky anglického jazyka. Dále potom popisuje jednotlivé aktivity, které se pro výuku předškolních dětí využívají. Praktická část obsahuje výsledky výzkumu, který byl zaměřen na pozorování žáků během určitých aktivit týkajících se devíti témat. Tato část je také doplněna testováním znalostí účastníků kurzu pomocí navržených obrázkových testů. V příloze jsou navrženy nejenom testy, ale také obrázkové karty a pracovní listy potřebné k jednotlivým aktivitám, během kterých byli žáci v kurzu pozorováni.
Klíčová slova:	děti předškolního věku, vývoj, aktivity, hry, písně, říkanky, drama, TPR
Anotace v angličtině:	The diploma thesis is focused on activities and methods used for teaching English to very young learners. The theoretical part deals with the general characteristics of a pre-school child, the development and with a child as a learner of English. Activities used for teaching are described. The practical part is based on the research which was focused on the observation of learners during particular activities related to nine topics. This part is completed with the picture tests which are prepared for the testing of learners' knowledge. Tests, flashcards and worksheets for the activities used during the observed lessons are available in appendices.

Klíčová slova v angličtině:	very young learners, development, activities, games, songs, chants, drama, TPR
Přílohy vázané v práci:	Appendix 1: Flashcards for the topics Appendix 2: Flashcards and worksheets for activities Appendix 3: Tests
Rozsah práce:	140 s. (45 s. příloh)
Jazyk práce:	AJ