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BACHELOR THESIS

**Comparison of ELT methods used in a bilingual
preschool and a language preschool**

author: Jitka Wirnitzerová

study subjects: English & Pedagogy

supervisor: Mgr. Karel Žďárek

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Declaration

I hereby declare that this bachelor thesis, titled “Comparison of ELT methods used in a bilingual preschool and a language preschool”, is completely my own work and that I used only the sources that are listed on the works cited page.

I agree that the thesis will be deposited in the library of the Faculty of Education at Charles University in Prague and made available for academic purposes.

Prague, 15th April 2011

Jitka Wirnitzerová

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Abstract

This bachelor thesis is aimed at comparing ELT methods based on analysis of observed lessons in a bilingual and language preschool, which focus on teaching English. The theoretical part describes eight teaching methods generally used in the teaching process and characterizes their main principles. The explanation of terms *method*, *approach*, *technique* and *principle* is included in this part as well. The practical part contains description of individual observed lessons and analyses the application of ELT methods put in practice. The outcomes of the study are based on frequency of occurrence of the teaching methods. Further, the results of observations in both preschools are subjected to mutual comparison.

Key words

ELT methods, ESL methods, language preschool, bilingual preschool, English preschool, teaching English, learning English, bilingualism, English in preschool age, very young learners, preschool age, native speaker

Anotace

Tato bakalářská práce je zaměřena na porovnání metod výuky anglického jazyka na základě analýzy sledovaných hodin v bilingvní a jazykové školce, které jsou zaměřeny na výuku anglického jazyka. Teoretická část popisuje výukové metody, které jsou obecně používané ve výuce a charakterizuje jejich hlavní principy. Objasnění pojmů *metoda*, *přístup*, *technika* a *princíp* je v této části zahrnuto taktéž. Praktická část obsahuje popis jednotlivých sledovaných hodin a analýzu aplikace metod výuky anglického jazyka v praxi. Závěry analýzy vycházejí z četnosti výskytu výukových metod. Výsledky pozorování v obou školkách jsou dále vzájemně porovnány.

Klíčová slova

ESL metody, metody výuky anglického jazyka, jazyková školka, biligvní školka, anglická školka, výuka angličtiny, učení angličtiny, bilingvismus, angličtina v předškolním věku, děti předškolního věku, předškolní věk, rodilý mluvčí

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Introduction

Introducing foreign languages to children at their early age seems to happen more often these days and it has also become a popular trend. As people travel more around the world than they used to do decades ago, children sometimes happen to live in different cultural environments at a very young age. In recent years a great deal of research has been carried out about to what degree it is suitable to start introducing another language to very young children. Although opinions of many linguistic experts differ, the majority of them agrees with the fact, that children in their pre-school age have a natural and unique ability to learn a second language much quicker. The younger they are, the easier, more spontaneously and on a more natural basis they acquire the language.

According to Richards “children who are introduced to a second language during their first three years are engaged in simultaneous bilingualism” (Richards 61). On the other hand, a child to whom the second language is introduced after the age of three becomes involved in sequential bilingualism (Richards 61). Lawton and Gordon define the term *bilingualism* as “a term used for pupils who are fluent in more than one language” (49).

The knowledge of the child’s linguistic development is considered highly important in order to choose an appropriate method how to raise a bilingual child. Language acquisition is an individual process and even greater differences occur among children who are multilingual (Multilingual Children’s Association’s website). Before starting to raise a child bilingually parents and people from child’s close surroundings should decide and agree on who is going to speak which language. It is very important to stick to this rule. A fixed language system makes the communication in a family clearer and minimalizes potential language mixing by the child.

There are several methods and professional advice how to raise a bilingual child. Very common methods which are considered highly effective are the One Person One Language method (abbreviated as OPOL) and Minority Language at Home (abbreviated as ML@H). The OPOL method is realized when each parent speaks only his or her own language throughout the whole upbringing. Minority language at home is another method which is also used quite often. It is also called Foreign Home Pattern. In this method the minority language is spoken only at home and the majority language is used in all other environments. Before children leave home they speak with both their parents only one language which will ensure that they will certainly be native speaking children (Multilingual Children’s Association’s website). While choosing an appropriate method of upbringing

bilingual children, it is important to take into consideration the environment where the family lives and how often children have an opportunity to be in contact with both languages.

When raising children bilingually, the most important thing is to choose a suitable method and strictly stick to it. It varies whether children are exposed to the language on the same bases as they are to their mother tongue as very young children or if the other language is introduced as a second language later on. Also taking the mental state of children into consideration and especially their speech development is highly important. Bilingual and multilingual children are said to have more advantages in their future lives. Shankar Vedantam points out “Bilingual speakers are better able to deal with distractions than those who speak only a single language, and that may help offset age-related declines in mental performance, researchers say” (Vedantam A07).

Along with mingling different cultures and some certain social pressure on individuals there arises a need to be able to communicate in English. In last years there happen to be more opportunities for children to start learning at a very young age. Majority of preschools in our country offer some English lessons for children which usually take place once or twice a week. However, there also appear preschools where learning English is the primary aim. There children happen to appear in environment where a language different from the one that is their native surrounds them daily. According to Multilingual Children’s Association in order for a child to learn the language easily, he or she needs to be exposed to the language about thirty percent of time he or she is awake (Multilingual Children’s Association’s website).

This bachelor thesis focuses on methods used in so called English preschools. Although there are many preschools offering English lessons, the ways that lessons are conducted differ. To be precise, the subject matter that is going to be dealt with in this paper are teaching methods used in teaching English to preschool children. More exactly, it is going to explore methods that are being used in a bilingual preschool and methods used in a language preschool. The observations of English lessons took place in the *MŠ Liberecká jazyková školka, o. p. s.*, the bilingual preschool, while as for the language preschool the *NESSIE* in Prague was chosen. In the bilingual preschool there are both, Czech and English speaking teachers. On the contrary the language preschool is an environment where English is spoken only.

The theoretical part describes individual teaching methods generally used in the teaching process. It characterizes main principles of these methods. Also the terms *method*,

approach, technique and *principles* are explained in this part in order to avoid any possible unclarity in the following description of the observations.

The practical part aims on comparing methods used in the bilingual preschool and in the language preschool. Descriptions of these are based on observations of the English lessons in respective preschools. The two observations are going to be described in detail and likewise the teaching methods used are going to be analysed in both cases. At the end these will be subjected to mutual comparison. In the conclusion the paper aims to answer the question whether the principles of commonly used teaching methods are markedly applied in the observed preschools, which of them and to what degree.

Theoretical part

1 Approach, Technique, Principle, Method

To begin with, it might be found useful to clearly define the four following terms before the actual description of the most common methods used in language teaching.

In 1963 Edward Anthony introduced a definition of *method* which remains same for many years. According to his concept of methods there are three elements organized in a hierarchical manner. These are *approach*, *method* and *technique*. In this division, *method* is the second. It was described as an “overall plan for systematic presentation of language based on a selected approach” (Richards, Renandya 9). According to Larsen-Freemaan, “*methods* can serve as model of the integration of theory (the principles) and practice (the techniques)” (Larsen-Freeman xi). She explains that she uses this term “to mean a coherent set of links between actions and thoughts in language teaching. The actions are the techniques and the thoughts are the *principles*” (Larsen-Freeman 1).

An *Approach* is described as “a set of assumptions dealing with the nature of language, learning and teaching” (Richards and Renandya 9). According to Johnson and Johnson an *approach* is a concept from which methods originate. (Johnson and Johnson 11)

As to the *techniques*, these are considered to be “specific classroom activities consistent with a method, and therefore in harmony with an approach as well” (Richards, Renandya 9). Renshaw also describes *technique* as “a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives” (Renshaw).

Richards and Renandya mention, though, that there have also been some disagreements with the Anthony’s division as the time went. However, nowadays it is still referred to the methods in the way of the original Anthony’s concept. (Richards, Renandya 9)

2 Teaching Methods

The theoretical part of this thesis describes teaching methods that are nowadays employed in foreign language teaching. There are around eight major methods with its own specifics how and when to be put into use. The characterization of their main principles is contained in following chapters.

2.1 The Grammar-Translation Method

The Grammar-Translation Method is “traditional language teaching in schools worldwide used to be done in this way, and it is still the predominant classroom method in some cultures. The teacher rarely uses the target language. Students spend a lot of time reading texts, translating them, doing exercises and tests, writing essays.” (Scrivener 38)

Studying a foreign language primarily leads to the ability of reading literature in the target language and therefore grammar and vocabulary are the most often taught subjects as these are considered to be the main goals of teaching. Being able of translation from the foreign language to the students’ native language is also considered a significant objective since it makes the meaning of a word perfectly clear. Translating exercises where students are supposed to translate some text from one language to the other are usually used as well as questioning about culture of the target language and putting grammar rules into practice. “The translation may be written or spoken or both. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.” (Larsen-Freeman 19). As to the language skills practiced it can be pointed out that in this method reading and writing are the skills that receive the most attention. “Literary language is considered superior to spoken language and is therefore the language that students study” (Larsen-Freeman 18). On the other hand, speaking, listening and pronunciation are areas rather neglected. However, the teacher is always obliged to give students the correct answer. Attention is also given to the form of the target language, remembering vocabulary (as said before this exercises students’ mind) and acquaintance with rules of grammar. Grammar is studied deductively. It means that students are given the grammar rules with examples and are supposed to remember them. Thereafter, they should be able to use them in other examples. If possible, when different grammatical paradigms are come across students’ attention is drawn to these and they are encouraged to remember them. The role of the

teacher is to be the authority of the class and to pass his or her knowledge on the students. The prevailing interaction realized in the class is from the teacher to the students. (Larsen-Freeman 18 – 20)

2.2 The Direct Method

The Direct Method is also a method that has been used for many years. Nowadays it is rather a popular method since it was proved useful in teaching the target language for communicative purposes. The key principle of this method is no translation. As Larsen-Freeman points out “the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no resource to the student’s native language” (23).

If the principles are compared with the Grammar-Translation Method it can be seen that reading also takes part in the Direct Method. However, students make progress in this skill through practicing speaking. The target language is taught basically for communicative purposes and on that account it is crucial to teach students how to ask questions and respond to them. Visual aids are used quite often in the class to help understand the meaning as no mother tongue is spoken there. One of the significant principles is that “The teacher should demonstrate not explain or translate. It is desirable that students make a direct association between the target language and meaning”. (Larsen-Freeman 23)

The aim of student is primarily to be able to communicate in the target language. They need to learn how to think in the language with not using the mother tongue during the learning process. (Renshaw)

Preferred is also acquiring language in a natural way which can be achieved by using vocabulary in whole sentences rather than learning them by heart. Students are to become able to think in the target language soon. Pronunciation is a skill considered as important to be developed from the very beginning. Self-correction is another moment which eases learning the language. Next principle is the students get a chance to speak every lesson and to transfer the examples into possible real situations. A significant difference from the Grammar-Translation Method is that grammar taught by the Direct Method is taught inductively. It means that the grammar rules are not introduced as exact and definite. Students are given several examples and from these they are supposed to make some general

conclusion that would lead to the rule itself. Not insignificant remains the skill of writing. A slight difference can be observed in the syllabus. The lesson is not planned according to linguistic elements that need to be practiced but according to real themes and situations and attention is also paid to lives of people who speak the target language. This includes for instance geographical piece of information about the country, its history and everyday life. During the process of teaching and learning the language, the teacher-student interaction is more likely to be on terms as if partners. Student-student interaction is also included as they converse with each other during the talking parts of the lesson. As the target language is spoken language the general everyday vocabulary is introduced rather than presenting literary language. Reading, writing, speaking, listening and pronunciation seem to receive pretty the same attention, although the major stress is put on acquainting vocabulary. New words of the target language are practiced by putting into sentences. As to the making and correcting mistakes, the teacher usually assists the students to bring them to self-correction. It is usually realized that the teacher offers them two possibilities – the one the student says and another one says the teacher – and the students are supposed to decide what the correct answer is. Also there are other means how to help students with self-correction, such as repeating “what the student said, stopping just before the error” or “simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it” (Larsen-Freeman 26 – 31).

2.3 The Audio-Lingual Method

Similarly as the Direct method, this method is also based on the oral approach. Nevertheless this method “drills students in the use of grammar sentence patterns” (Larsen-Freeman 35). As the process was undergoing its development “principles from behavioral psychology were incorporated” (Larsen-Freeman 35).

This method “aims to form good habits through students listening to model dialogues with repetition and drilling but with little or no teacher explanation” (Scrivener 38)

According to Watts, drilling is an important stage when children repeat a new word or grammatical structure. Frequency helps them to acquire it easier. (30)

Watts also distinguishes a number of drills. These are high and low drill, quiet and loud, tripple drill, group drill, rhythmical drilling, Mexican wave drilling, selection drill, nasal drilling, emotional, character and reverse drill. (34 – 35)

Likewise the two preceding methods, one of the major principles of the Audio-Lingual Method is to be able to use the target language for communication purposes. It is believed that it can be achieved by automatizing it so that the students would not have to think about what they are going to say and use the language quite spontaneously and the teacher using this method aims for that. For learning how to create a new sentence it has to be taught where the correct position in a sentence is that should be occupied by a respective part of speech. Students are also taught to react to both instructions, verbal and nonverbal. Students should learn so as to be able to react immediately with no need for time to think things through. "Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns" (Larsen-Freeman 43). The teacher is in a role of a guide who manages and takes control of the class. He or she acts as model which the students are supposed to follow. (Larsen-Freeman 42)

The most significant principle of this method is that grammatical patterns are to be acquired first and vocabulary is learned later. The way of learning the target language should remain the same – as it is with a mother tongue. Therefore, there is no need to give students explicit grammatical rule. These will be comprehended from different examples. The process of learning starts with listening, followed by speaking, later reading and the last skill that is paid attention to is writing. Another principle is to make contrast between the two languages, that means the target language and the native language. This can help the teacher to identify in which field the students might face difficulties. A great problem to be overcome when learning a foreign language is to understand that the nature of each language is different and that there are habits that cannot be applied in the other language. (Larsen-Freeman 43-44)

Last principle that should not be left out speaks for the opinion that a foreign language should not be taught without linking it to the relevant culture, art, literature and everyday life. The teaching process can be characterized by a dialogue through which students learn. Different ways of learning a dialogue are used, "such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer" (Larsen-Freeman 45). The interaction in the class is directed by the teacher however student-student interaction appears too. Yet, the teacher-students interaction definitely prevails. It is appropriate that the teacher should avoid the student mistakes by considering in what areas they might err and by carefully defining and possibly reducing what the students are to be taught for a speaking activity. Quite a big problem proved to be transferring habits learned in the class to the communication in the real world. The original figure of importance of making habits was

doubted in the 1960s when “Noam Chomsky argued that language acquisitions could not possibly take place through habit formation since people create and understand utterances they have never heard before” (Larsen-Freeman 53). Therefore Chomsky made the conclusion that “language must not be considered a product of habit formation, but rather of rule formation” (Larsen-Freeman 53).

2.4 The Silent Way

The Silent Way was introduced by Caleb Gattegno. Learners should be responsible for their learning and pay a lot of attention to the teacher. The teacher is not silent absolutely. A specific wallchart is used in this method. (Scrivener 39)

In this method there can be found some similarities to something that is called the Cognitive Approach in which human cognition is emphasized. “Teaching should be subordinated learning” (Larsen-Freeman 53 – 54) is one of the key objectives of the Silent Way. In this sense the teaching is looked on as on a process which gives help more than completely directing it. Students should be active enough and figure out the language rules by themselves. The author examined the way children learn a language and looked on learning a language from a different viewpoint. The principle it should be started with is probably the rule that the learning process goes from what students already know to new information based on what they are already familiar with. The teacher should not teach what the students can manage on their own since using their potential enriches them in the sense of learning the language. In order to keep in their minds what they have just learned it is much more beneficial for students when they come up with the answer and correct their errors rather than giving them this straight away. Sounds are considered the most essential aspect in learning a language. Students’ knowledge of another language helps them with their learning and assuming that the students would speculate about the language while learning it the teacher helps and assists only where it is needful. It is believed that they should get accustomed to the melody of the target language and therefore pronunciation is the skill that should be learned from the very beginning. A significant difference from some other methods is that the teacher does not represent a perfect model that the students would attempt to imitate. “Students need to develop their own ‘inner criteria’ for correctness – to trust and to be responsible for their own production in the target language” (Larsen-Freeman 60). From how students react and err the teacher realizes whether they understand or not and where they

need his or her help. And in principle the students should get used to relying on each other which makes the student-student interaction quite significant. Also the while when the teacher does not speak can encourage the students to cooperate. Another objective is that students themselves work on learning the language and during this process the teacher works with them. The teacher helps them by gestures and time to time instructs them in their mother tongue in order to help them with producing the target language. (Larsen-Freeman 60 – 67)

As the student-student interaction is rather notable the learning is based also on applying what a student knows to the context which is new. When the teacher keeps silence, it can support the cooperation of the group. For example a problem one student has can be solved and practiced with help of another, more experienced student. Therefore, they need to realize that listening to one another is beneficial for them. After students know how to say something it is immediately approached to practicing the reading skill. *Silence* which gives the name to the teaching method is used as an instrument and within this principle teacher is in the role of an observer, adviser and if necessary a helper giving much more opportunities to students for practicing the language in use and taking him to the margins of attention. Also, when silent, the teacher can easily observe reactions and how students behave. Besides this observing, the teacher can find out how they feel from the feedback realised at the end of the lesson, where students can talk about their feelings they have throughout the lesson. This session is in the native language. It helps not only the teacher but students also learn to understand that they are responsible for what they learn. A use is made out of perception in explaining meaning, translating is not used. In Silent Way it is believed that praising and criticising would suppress the feeling that the students can rely on themselves. They should also realise that it is right them who is responsible for their learning. The teacher should concentrate more on the progress rather than on accuracy. They should get freedom in expressing themselves in using, learning and exploring the language. Among the key principles is to keep students attention to learning. They have to learn this is crucial in order to get everything the teacher says or does. The way students practice the language is not repetitional but what is more important is to give the feeling that what is presented makes sense to them. (Larsen-Freeman 60 – 67)

To conclude the method with few more principles “the syllabus is composed of linguistic structures” and these are “constantly being recycled. The skills of speaking, reading and writing reinforce one another” (Larsen-Freeman 64). The Silent way is used with beginners as well as with advanced students. According to Caleb Gattegno himself the Silence Way is not a method. These who promote it assert that the principles of this way of

teaching are “far-reaching, affecting not only education, but the way one perceives the living of the life itself” (Larsen-Freeman 70).

2.5 Desuggestopedia

Desuggestopedia is a method which Celce-Murcia considers an affective-humanistic approach. It means that the students’ feelings are important and taken into consideration during the teaching process. According to Georgi Lozanov, the creator of this method, the process of learning a language can be accelerated. However, in language learning people have psychological barriers and this is the reason why it does not happen so fast. It is asserted that it is only five to ten percent of the mental capacity people make a use of. “In order to make better use of our reserved capacity, the limitations we think we have need to be ‘desuggested.’ Desuggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and, thus, to help them overcome the barriers to learning” (Larsen-Freeman 73).

Fundamental to this method is “is to tap into more of students' mental potential to learn, in order to accelerate the process by which they learn to understand and use the target language for communication” (Renshaw). Renshaw also emphasizes “a relaxed and comfortable learning environment” being essential in this method.

Students often sing songs, which contributes to creating such an atmosphere. Moreover it frees the speech muscles. From the things and materials that are in the classroom students can learn even if their attention is not straight drawn to it. It is believed that the students accept and keep information better if they regard their teacher as an authority. Also the teacher should be aware of psychological barriers that students might have in language learning and try to ‘desuggest’ them. A placid mood helps to vanquish these and to make use of the potentiality students have for language learning. Another way how to ease the learning is proposed to be done by dramatization. Larsen-Freeman says that “fantasy reduces barriers to learning” (80). The teacher should represent positive attitude and suggestions. The fine arts are for example considered to be one means of how to convey that. Therefore, the language lesson should contain such areas as drama, music and art. The principle of giving students a new identity presumes that it will ease them their performance. The students will not be afraid they might make a mistake because it is not them as they were given a new

name. Students also learn dialogues and the language they learn in it can directly put in use. Translation into the native language is one way how to make the meaning clear. Grammar and vocabulary should be explained but the teacher should “not dwell on them”. It is believed that the learning will increase if conscious is in harmony with subconscious. Larsen-Freeman compares communication to “two planes: on one the linguistic message is encoded; and on the other there are factors which influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant” (Larsen-Freeman 79). The right time for learning should be when the differentiation between subconscious and the conscious is not much obvious. One thing should not be repeated many times because it is originality and novelty which help the language acquisition. Correcting errors is done in a gentle manner, students are not confronted with mistakes much. As Larsen-Freeman points out “it is desirable that the students achieve a state of ‘infantilization’ so that they will be more open to learning” (Larsen-Freeman 80).

2.6 Community Language Learning

Principles of this method are based on the Counseling-Learning Approach developed by Charles A. Curran. He discovered that the situations where the students learn something new are what adult students most often fear. They are afraid that they will not know something correctly and will look silly. Curran suggests that a way how to overcome this problem “is for teachers to become ‘language counselors’”. In other word the teacher should be “a skillful understander of the struggle students face as they attempt to internalize another language” (Larsen-Freeman 89).

This method Scrivener considers “an unusual way of working in that it allows learners to express anything they want in English” (309). He also stresses that it “aims to lower anxiety and allow students to communicate in a more genuine way than is typically possible in classrooms” (39).

The method is based on so-called whole-person learning. It means that it is not only intellect of students, but also “relationship among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn” that the teacher is aware of (Larsen-Freeman 89). Everyone is regarded as an individual. A very important principle of this method is to build relationships both the teacher with students and students among

themselves. Presuming that any new experience during the lesson can be “threatening” it gives students a better feeling of being secure if the teacher informs them about what is going to happen in the particular lesson. Similarly, it gives them this feeling when they know how much time they have for a certain activity. The teacher should be sensitive towards the students and able to estimate their “level of confidence and give them just what they need to be successful”. Communication is the main purpose why they learn the language. To facilitate the process the role of a teacher should not be that of a “superior knowledge and power” which the students might fear. Thus, it is advisable that the teacher does not stand in front of the whole class (which might remind of his superior authority). Moreover, this encourages the student-student interaction. It is considered positive and beneficial if the class creates a community. Group work encourages cooperation and learning from one another can also be useful. Not less important is building a trusty atmosphere in which students feel less uncertain. The teacher should create such an atmosphere where any opinion is accepted and make the students feel they do not need to protect themselves. Then the learning experience is not considered as such a fear. (Larsen-Freeman 95)

It is allowed to use the native language and the teacher provides translations to the students. Students are looked on as on “learner-clients”. There is also time for students to express their feelings. (Renshaw)

Moreover, it is recommended that students discuss the language experience gained and what they have learnt. They also need some time to think about it. It is believed that students need to recognize that they can be responsible for their learning. “Students develop an inner wisdom about where they need to work”. This is based on the assumption that they learn best if they can choose what they want to practice. The teacher works with what students have created as they “are more willing to learn when they have created the material themselves”. (Larsen-Freeman 98)

2.7 Total Physical Response

Total Physical Response, according to Scrivener is “mainly useful with beginners and lower-level students. Learners listen to instructions from the teacher, understand and do things in response, without being required to speak until they are ready” (39)

Unlike the majority of other teaching methods that are used the Total Physical Response Method (abbreviated as TPR) is based on how children acquire their native

language, it means that listening to it and understanding it precede the stage when children start to produce words themselves, which actually comes later and spontaneously. There was research in 1960s and 1970s which uncovered “the hypothesis that language learning should start first with understanding and later proceed to production” (Larsen-Freeman 107). As Larsen-Freeman remarks there is a few methods that are based on this theory. In the Total Physical Response Method created by James Asher “principles of the Comprehension Approach are put into practice”. Based on his research Asher believes that “the fastest, least stressful way to achieve understanding of any target language is to follow directions uttered by the instructor (without native language translation)” (Larsen-Freeman 108).

This method is based on using actions in order to convey the meaning. The learners’ response is said to activate their memory. It is also believed that at the beginning stage the “foreign language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior”. Important is also not to present the language separately, word by word, but rather in phrases. Moving and physical activity can help the students to learn some of the language at the beginning. (Larsen-Freeman 111)

Watts points out that this method is based on the natural development of a child. Before children start to speak, they understand meaning of utterances and naturally react to it. (11)

Students’ behavior is instructed using the imperative. They can learn both from observing as well as from doing the actions themselves. What is considered highly important is students’ success. They need to have the feeling that they are successful in what they are doing as it facilitates the process of learning. Memorizing “fixed routines” is avoided in the teaching. What is asked from students is to “develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training”. Everything original and new motivates the student as well. Simple, however not less important, is the principle saying that to make language more effective it has to be fun. Speaking is a more important skill than writing. Students start to speak only when they are ready to do so. When they begin to speak the teacher expects that they will err. Correcting mistakes should be gentle and working “on the fine details of the language should be postponed until students have become somewhat proficient” (Larsen-Freeman 113).

2.8 Communicative Language Teaching

Most of the methods aim at teaching the students to be able to communicate in the target language. However, discussions arose in 1970s whether the teaching really meets this objective. It was observed that the students used the language precisely in the class but outside of it they had difficulties to produce correct sentences. It was recognized that in order to be able to communicate the perfect knowledge of language structures is not sufficient. It is “communicative competence” that is required so the students are able to use the language communicatively and in the real world. Larsen-Freeman explains that the students need to know “when and how to say what to whom” (Larsen-Freeman 121).

Communicative Language Teaching (abbreviated as CLT) is an approach “based on beliefs that learners will learn best if they participate in meaningful communication”. (Scrivener 38) Scrivener describes “a stronger and a weaker version of CLT”. In strong CLT “students learn by communicating, i.g. doing communication tasks with a limited role for explicit teaching and traditional practice exercises”. In weak CLT “students learn through a wide variety of teaching, exercises, activities and study, with a bias towards speaking and listening work”. (39)

“Authentic language” is considered to be very useful in language teaching and should be presented to the students as often as possible. “They may be coached on strategies for how to improve their comprehension” (Larsen-Freeman 128). In order to gain the communicative competence students should be able to realize what is intended to be conveyed in reading or listening activity. The target language is used as means for communication in the class for it is “not just the object of study” (Larsen-Freeman 125).

What is emphasized is the communication itself rather than precise knowledge of linguistic forms. Therefore, presenting the same phenomena in various ways and forms is useful. The language should not be worked with only on the level of sentences but above it. Students “must learn about cohesion and coherence, those properties of language which bind the sentences together”. Also, there should be time for students to express their opinions. Working in groups is an effective way how to extend the time of practicing the language communicatively. Games are considered as important for this method for they can simulate real situations. Also, within the games “the speaker receives immediate feedback from the listener on whether or not he or she has successfully communicated” (Larsen-Freeman 126).

Correcting errors is dealt with sensitively. It depends on what feature the particular exercise is focused on. If the mistake is beyond the scope of the practiced activity

the teacher only notices it and returns to it later. Situations encouraging communications are highly required to be inserted in the class. Also during these activities the student-student interaction is supported as well as their cooperation. Students learn how to communicate with appropriateness regarding the usage of different linguistic forms. The teacher is in a role of a facilitator who explains the activity and gives advice where needed during the activity. As in communicating in the real world students have an opportunity to choose “not only about what to say, but also how to say it”. “The social context of the communicative event is essential in giving meaning to the utterances” (Larsen-Freeman 127).

Practical part

3 Method of the thesis

Observational studies can be classified in various approaches. As Chráska distinguishes it this study could be considered a short-term extrospective direct standardized observation of educational reality (151). The observation took place in two classes in the language preschool – *Nessie English Preschool* (each observation of approximately sixty minutes long) and in two classes in the bilingual preschool – *MŠ Liberecká jazyková školka, o. p. s.* (each English lesson was thirty minutes long). Each class was conducted by a different teacher, in all cases it was a native speaker of English.

In the practical part of the thesis, main principles from both preschools are depicted and the teaching methods are stated accordingly. It has to be pointed out that some of the techniques can often come under more methods that share certain similarities and therefore, it is not possible to explicitly classify the individual activities to respective methods. In order to make the analysis transparent, each observation has been elaborated in a table. The outcomes are carried out in the summary at the end of the respective chapter. The comparison and results are covered in the following chapter.

Since the techniques cannot sometimes be explicitly assigned to one specific method only, the results are not represented in percentage. Thus, these are based on the frequency of occurrence as indicated in the lesson observation record.

As to the observation itself, it should be mentioned that unfortunately video-recording of the lessons (which would help to analyse the observation more accurately and in detail) was not allowed in neither of the preschools due to the personal data protection of the children.

4 Observation in the language preschool and used teaching methods

4.1 Characterization of the language preschool Nessie English Preschool

Nessie is a language preschool located in Prague and operates since April, 2006. In this organization the English language is spoken only. No matter what the mother tongue of the children coming to Nessie is, all children are encouraged to communicate both with teachers and also with other students in English. It is meant to be for two to six years old children of all nations, regardless whether they are already familiar with English or not. As the preschool itself points out it “is a stress-free starting place for children to learn a new language, as the learning is through play and natural social interaction with teachers and other children” (website of Nessie English Preschool). They also mention other advantages that bilingual children have, such as a positive contribution to development of language and cognitive abilities. The way that English is taught in the preschool is said to happen in “relaxed, play-orientated programme based on the English Early Years Learning Goals”. Teaching children in the preschool is lead in a playful manner. The aim is “to teach children the basics of spoken English” (website of Nessie English Preschool).

The programme at Nessie English Preschool is based on the British Curriculum. As stated in this document there are six following areas of the foundation stage. These are “personal, social and emotional development; communication, language and literacy; mathematical developement; knowledge and understanding of the world; physical development; creative development” (Curriculum guidance for the foundation stage 5).

Children are divided into four classes according to their age. The preschool offers also Czech classes. These are programmes called Czech for Foreigners (aimed at children who are non-Czech speakers) and so called Czech Programme (aimed at Czech speakers) introducing culture and history of the Czech Republic. (Nessie English Preschool website)

The teachers in the preschool are mostly native speakers who come from English speaking countries from all over the world. Besides, there are several teachers from the Czech Republic who have excellent English. Currently, there are six native speakers and two Czech teachers. All of them are trained in “early childhood education”. There are nine teachers, out of which six are native speakers of English. Also, the multicultural environment that the preschool can offer is regarded contributive. There is a maximum of seven children per one teacher which enables to implement highly individual approach. The cooperation

with the family is endorsed as it is considered as significant. The continuity in learning English after the preschool is provided “at Park Lane International School where classes are conducted in English with learning based on the National Curriculum of England” (website of Nessie English Preschool).

The weekly timetables of the two classes observed provided by Nessie English Preschool are attached in the appendix, no. 1, 2.

4.2 Observation A

The very first observation was done at the Nessie preschool at Year 1 which children from five to six years of age attend. There are ten children in the class on the day of observation, the maximum is fourteen. The teacher and the teaching assistant are both native speakers. Before the Literacy class starts there are a few children in front of the white board writing what day, month, year and weather is that day. There are no classes explicitly called English classes as the whole day is conducted in English.

When the Literacy class starts, all the children are sitting on the carpet in a semicircle and the teacher is in front of them, sitting on a chair next to the white board. First, all the children greet the teacher and her assistant saying “Hello” and vice versa. The teacher wants the children to stand up and shake a bit so they wake up. Good morning song is sung. Then she asks them to look at the board and what is written there. Everyone writes on their small board what the day, month, year and weather it is. After that, they are making whole sentences from this information together. The teacher writes down the whole sentence “It is Tuesday today” and drawing children’s attention “today - look how I spelled it” making children to say that the letter *a* is missing in the word. Then she asks how they would finish the sentence and children respond that with a full stop. Also, she asks for the rule where to write capital letters and the children justify “because they are names”. They read what is on their boards and some of them are asked to write it on the white board. The teacher highlights what the children have written right and praises them. She does not call up them during this activity. Further on, she asks some additional questions. This introduction part is followed by singing a song about months with a visual aid on the smart board.

Next, the teacher asks children about the schedule of that day in the preschool. “What is happening today?” calling up a child to answer “literacy”. She follows “and then?”

and students say “snack and play” and “what happens after” the teacher goes – “math”. It continues with *topic, lunch and play, ICT, Czech and Snack*.

Then she asks what they are practicing now and students answer “diagraphs”. “Well done”, says the teacher “what is it?” and one student explains “two letters that make one sound”. The teacher changes her voice saying that it is going to be different this time. She shows them a card where “oo” is written and says “moon”. She makes the children to say “yes” as the sound presented by the diagraph is in the word. Then she raises a card with “ai” and says “ship” and they say “no” as it is not the same sound. Now, when the rules are explained the children stand in a line in front of the teacher. She shows to each student a card with a diagraph. The task is to say “yes” or “no” regarding whether the sound from the word corresponds to the diagraph on the card. For example *sh – shout, ee – sheep, ou – pig* (if the answer is “no” the student has to say: “it is /əʊ/”).

The discipline is under control, the teaching assistant helps with this. After this activity, the teacher asks “Can I have you sit on the carpet in five, four, three, two...” and all the children are immediately sitting on the carpet. Now they are told some commands in order to move a bit such as “stand up”, “jump”, “sit”, “turn around”, “sit down” and finishes with “sit nicely”. Every child has got a small board and a marker that the teacher distributes. All the children say “thank you, Miss Victoria” (which the teacher says first to make it clear what is wanted from them). The teacher writes “fly” on the board. She pronounces all the sounds pointing at the respective letters. Following her example, the whole class pronounces it the same, sound by sound. Children make imaginary cameras from their hands and take a picture of the word to remember it. Then the teacher erases the word and students write it on their boards. They put up their boards to show it to the teacher and she praises them by names. Another word the teacher puts on the board is “pout” and she asks them if they know what it means. One student suggest “pouch” by demonstrating it but the teacher says “no, it is ‘pouch’ but a good try”. Another student demonstrates the meaning of the word correctly. The teacher emphasizes it and makes the meaning clear to everybody. Then she asks them to get their cameras and the whole process repeats. Another words are *think* (here the teacher emphasizes the diagraph), *might, could* (the teacher points out that this word is tricky as it does not follow the rules of phonics). The teacher makes use of this word changing it from *could* into *would* and then to *should*, explaining to children that they are all spelt the same way.

An alphabet song called Coconut Tree follows, in which the alphabet is repeated twice. For the second time children also dance along as they are singing. They ask the teacher

to play it again and she says maybe afterwards. The song is played on the smart board with a video where children can see the lyrics and the letters they are just singing are highlighted. Now the teacher asks “What is it good for?” and the answer from a student is “alphabetical order”, “to know what the letters look like”. The teacher queries step by step six children to come to the smart board and write their name on it. When there are six names on the board she asks which name begins with the first letter that comes first in the alphabet. There is an alphabet hanging over the smart board as an aid. Students are able to solve this task. When they come across *Ester* and *Eva* the teacher asks what to do. One student suggests putting them next to each other or one under the other. The latter the teacher accepts but asks how to decide which one is first. Together they state the rule that it depends on the second letter which of them comes first in the alphabet.

Another activity is an online game on www.bbc.co.uk called “alphabetical adventure”. The teacher draws a card with a name of one student. This student goes to the smart board to play the game. There are five words and the task is to click on them and draw them into the right line to make a list in the correct alphabetical order. The children progressively say which word is first and which one comes after. When finished, the teacher clicks on the check button and a sound of clapping (if correct) or an oops sound is heard (in case there is a mistake). If there is a mistake the teacher encourages every student, helping them by whispering the alphabet or its key passage emphasizing the crucial point. They are given a chance to try it again. The teacher refers also to the alphabet hanging above, if children need help. Mistakes are explained by the teacher so that everyone understands.

Students’ attention moves from the smart board to the white board where the teacher writes following three words: *can*, *coin*, *cup*. She calls up and asks what the first word is and asks individual students to come and point at it. The student stands in front of the white board. The teacher asks whether he needs some help but he answers no and points at the correct word. The class states the alphabetical order of these three words together.

The next activity is at the tables and on the carpet. Children are divided into three groups according to their age and skills. The three youngest children stay with the teacher assistant on the carpet putting the letters of the alphabet in the correct order. Four oldest children sitting around one table get fifteen words written on pieces of paper which they are supposed to put together in alphabetical order. The last group of three children sits around the table and the teacher explains to them what their task is. She also notes that they will be working together. Each of them gets a handout (appendix no. 3) and they are supposed to put the six words on it into alphabetical order. The teacher leaves but the children are not

working so she comes back again and helps them. First she advises to number each word to indicate the order. She helps them and explains it on one difficult example with *boat* and *boast*. Students go through the alphabet together with the teacher. “Kaja, I want you to use this” and she points to the alphabet hanging over the smart board. “I am not going to help you” the teacher encourages her. The two children are ready but the third is not. The teacher advises her to highlight the first letters in each word. Then the girl numbers the words in correct alphabetical order. Finally, they colour the picture. Then the teacher comes and asks “What are we learning?” She herself replies “alphabetical order”. The teacher asks the children how many stars they think they should get today (they get stars from the teacher for fulfilling the tasks they were given). She asks them again namely “What are we learning, Denis?” and how many stars they think they should get. “Well done”, praise them the teacher. At once the teacher claps a rhyme, everyone is quite and repeats the clapping in the given rhythm. The teacher announces that they have got three more minutes to finish their tasks. Then she returns back to the girl who had problems with numbering. The teacher asks her the same question specifying what is important to look at. “The first letters of word” the student answers. The teacher is giving her stars creating a little suspense by telling her how many she is going to get. “I am going to give you one, two, three (that is the maximum) stars for good effort and trying by yourself.” the teacher positively concludes.

This activity is again finished by clapping hands in rhythm which the children repeat. Then the teacher says “freeze”. She tells everyone to tidy up and where to put everything, then they sit at the carpet quietly. Teacher writes on the board three words: *drink*, *apple*, *zap*. She calls out two children to come to define the alphabetical order and to read them correctly. The literacy lesson is over and children go to have their snack during which the teacher plays them the Coconut Tree song. The classroom is very colourful with a variety of decoration. Many of these are of education-based.

4.3 Observation B

The observed class is called *Pinkies*. Children attending this class are from two to three years old. There are eight children in the class on the day of observation (maximum is thirteen children), one teacher and a teaching assistant. The teacher assistant is Czech who speaks English all the time except for some specific situations where such young children might feel anxious and uneasy and then she needs to use Czech. There is no condition that

children coming to the preschool should be self-reliant. As the teacher admits sometimes the beginnings with very young children are very difficult and they first have to learn that they are going to take care of them themselves. As in observation A there are no classes explicitly called English classes as the whole day is conducted in English in this preschool.

The observation started already during the free morning plays when the children can decide what they prefer to play with. They can choose from following areas: *book corner, construction area, small world, creative corner, sensory area, mark making area and role-playing corner, numeracy area*. During this time children English songs are played in the background. From time to time the teacher herself goes to the children and talks with them about the toys they are playing with. The teacher announces they have ten more minutes before the activity. After this time the teacher announces the tidy up time and makes everybody tidy all the toys that they played with. Meanwhile she and her assistant are singing a motivational song to help the children tidy up.

For the main activity the children sit in a circle on the carpet of the book corner. The teacher is sitting among them on a small chair. She takes a puppet of a girl and gives it a name. She says that everyone who was helping with tidying up is going to get a sticker. She asks the children what colour the stickers are and they correctly reply in unison that it is green. Then the teacher asks the puppet to whisper her who was helping during the tidying. The teacher's performance is very expressive. She always seems surprised and adds what each child was helping with and praises him or her. The teacher gives a little phosphorus-green rounded sticker into the puppet's hand and the child she is just praising comes to take the sticker and stamps it on his or her body. All children gradually get a sticker. Also the teacher suggests that they can get more stickers, if they are good.

Everybody sings the good morning song singing names of all the children sitting in the circle and welcoming them at the school. At that point the teaching assistant joins the circle (as she has prepared the other activity and snack). Then the teacher asks one girl to take down cards of all the Pinkies children from a board. There is a photo and name on each card and every child has their own card. The teacher always gets one card of a child and asks the class whether the student is at the school today or not. For example "Is Michael at school today?" Children answer "no" and the teacher confirms it repeating after the children or saying the whole sentence "No, Michael is not at school today". Then she puts the cards to the middle of the circle and stepwise nominates two children at a time to come, find their card and put it on the board entitled *Who is at school today?*. As they are putting it on the board the teacher addresses each child saying good morning and expecting him or her to say

good morning to her in response. Everyone has to answer. All the time the teacher is very positive, smiling, encouraging the children and praising even for trying. When they are finished children themselves want to greet the teacher assistant who joined them during the activity. All of them are waving to her saying “Good morning, Miss Kristýna.”.

Next, the teacher introduces to children a ball wrapped in crepe paper with drawings of fish on it. She asks what it is on the ball – “What is on it? What are these?” pointing at the fish and immediately getting the correct answer. She asks whether they know any song about fish. The children name two different songs and they all sing together the second one called Slippery Fish. When children are singing they are accompanying it with different gestures. After that, the teacher sits down on the carpet explaining that they are going to roll the ball and that they always have to say to whom they will be rolling it. She starts to give them an example. The teacher makes sure that everyone had a chance to roll it twice. Then she says the key sentence: “We were sharing the fish ball.” stressing *sharing* and explaining it using gestures. She also motivates children that everyone who will be sharing can get another sticker. This activity took about fifteen minutes. The teacher ends up with speculating what they might have for their snack and the children give her different ideas. Also she asks what they need to do before eating and hands go up meaning they have to wash them in the bathroom first.

During the snack some of the children sing softly the song Slippery Fish and the teacher draws their attention to the tables and says that they are right now sharing the tables as more children sit around one table together at the same time.

The following activity takes place outside as the weather is sunny and hot. Children are sitting on a carpet taken outside. The teacher opens a book with pictures of fish. She asks the children what is it in the picture and as they correctly answer she asks them at once whether they would like to make a fish. She shows them a picture an outline of a big fish on a piece of paper pointing at its body parts and saying with children that the fish has got an eye, mouth, big body and fin for swimming. As *fin* is a new word for them she explains it with a gesture that children already know from accompanying the song and the meaning is made clear. Then the teacher shows coloured paper cuttings in the shape of the fish’s body and its fin. She explains that their task is to glue these cuttings on the fish where they belong. A photocopy of an example is attached in the appendix (no. 4). The teacher believes that it is more important the children work independently without her help and that accuracy and precision are not of such importance at this stage.

The interaction is usually teacher-student at this age and the student-student interaction is most often in Czech. The Pinkies often happen to respond to the teacher in Czech and then the teacher has to deduce what they might mean.

As to the environment the classroom is highly stimulating. The decoration is very colourful, catching children's interest and very often it is also educational. For example there are hands on which numbers are printed, balloons with months, letters written in pictures of socks, a board called Our Family with photos of children's families etc.

Weekly planning for this class is attached in appendix (no. 5).

4.4 Lessons observation record

Observation A (chapter 4.2)			
Time duration (approx.)	Activity	Principles and Techniques	Methods
3 min	Greeting, Good Morning song	every morning starts the same way – it is an automatized habit	AL
1 min	Singing - Months	songs create placid mood in which students' potentiality for language learning can be used visual aids help to demonstrate the lyrics	Dsg
3 min	Schedule of the day	children know what is going to happen so they do not feel uncertain	CLL
6 min	Diagraphs	a game based on drill is a useful means for practicing	AL
7 min	Spelling, Writing	imaginary cameras present a specific visual aid which makes the process of learning more engaging instructions are given in English, all skills are integrated in this activity	CLT
4 min	Alphabet song – Coconut Tree	singing with dancing contributes to pleasant atmosphere	Dsg
6 min	Alphabetical order	children are made to state the rules from examples in inductive way the rules are practiced in the real situation	DM
15 min	Group 1 – put letters into alphabetical order	the teacher is in the role of a facilitator who guides them through the task cooperation-based activity	CLT
	Group 2 – put 15 words into alphabetical order	group work encourages cooperation	CLT
	Group 3 – put 6 words into alphabetical order (handout)	children are encouraged to cooperate still each is regarded as individual	CLT
2 min	Revision on the white board	children learn both from observing and doing the actions	TPR

Observation B (chapter 4.3)			
Time duration (approx.)	Activity	Principles and Techniques	Methods
1 min	Tidy up time – song	children perceive the target language subconsciously music creates an appropriate atmosphere for the particular activity	Dsg
4 min	Puppet rewarding children with stickers	dramatization facilitates learning and also, it contributes to positive attitudes students' feeling are taken into consideration	Dsg
1 min	Good Morning song	every morning starts the same way – it is an automatized habit	AL
4 min	Greeting	greeting is based on drill greeting the teacher is a short dialogue which the children get accustomed to children are made to react immediately and thus automatize the language to be able to use it spontaneously	AL
2 min	Song – Slippery Fish	singing contributes to pleasant atmosphere the song is slightly dramatised – accompanied with gestures	Dsg
4 min	Rolling the fish ball	the teacher uses a visual aid and starts with what children certainly are familiar with and can be confident about teacher encourages children to come with their own ideas and any is accepted a game is an important method encouraging communication	CLT
1 min	Attention drawn to <i>sharing</i>	the same phenomenon is presented in various ways in different context (with the stickers, ball, at the table during snack)	CLT
8 min	Art activity creating fish	art activities contribute to positive attitudes originality and novelty help the language acquisition	Dsg

4.5 Summary

The main techniques and principles of individual activities were selected from the observation. The ELT methods were attached to these, according to which characteristic features prevailed regarding the particular method. Presuming that more methods can be applied at one moment and being aware of the fact that techniques and principles of some methods can be alike, it can be estimated which commonly used ELT methods participate in the teaching process at Nessie English Preschool:

- The Communicative Language Teaching is the method that seems to be applied most frequently. Similarly, Desuggestopedia also receives much attention.
- The Audio-Lingual method including its drills and the Direct Method are applied rather often.
- Total Physical Response and Communicative Language Learning are, however, not used very often but rather only at times.
- The Silent Way and The Grammar-Translation Method are not used at the preschool at all.

5 Observation in the bilingual preschool and used teaching methods

5.1 Characterization of the bilingual preschool MŠ Liberecká jazyková školka, o. p. s.

MŠ Liberecká jazyková školka, o. p. s. is a non-profit organisation and being a preschool it is in the Register of Schools and School Institutions of the Ministry of Education, Youth, and Sports (abbreviated as MEYS) since 1st September 2008. It is an English-Czech kindergarten based on traditional values offering education in a bilingual environment. The method of teaching English used in this preschool is done in according to the method called Wattsenglish which has obtained an accreditation of MEYS. There are five qualified Czech teachers who are employed in the preschool and two qualified native speakers who, as stressed on the website of the organisation, “attend regular Wattsenglish training sessions led by our methodology specialists” (website of Wattsenglish UK Ltd.). Interestingly enough the Wattsenglish method can be looked on as very specific one for “The Wattsenglish methodology, including many specific teaching methods and activities, was published by the Ministry of Education as the only comprehensive methodology for teaching English to pre-school children” (website of MŠ Liberecká jazyková škola, o. p. s.).

The remaining programme of the preschool is implemented “in line with the School Education Programme created on the basis of the Framework Education Programme for Preschool Education” (website of MŠ Liberecká jazyková škola, o. p. s.). Throughout the programme teachers help children to develop their key competencies. Children are regarded as “unique personalities” with their own needs and approached in highly individual manner as eight children is the maximum per one teacher. “Tuition takes place in English blocks, where children are divided into small groups according to their language level” (website of MŠ Liberecká jazyková školka, o. p. s.). Nevertheless, the children are in contact with the native speakers during the whole daily programme when doing variety of different activities. The organisation also cooperates with several primary schools in the city to enable continuity in the language learning. It is also one of the priorities of the preschool that they are in close contact with the family. Finally, though not of less importance, the teachers “bring children up in a multicultural environment and encourage them to tolerate and respect other cultures”. (website of MŠ Liberecká jazyková školka, o. p. s.)

The daily programme of the preschool provided by MŠ Liberecká jazyková škola, o. p. s. is attached in the appendix, no. 6.

5.2 Observation A

The observed class is considered advanced in the terms of the preschool English levels. The students are from five to six years old. There are five children in the class (maximum is eight). Thirty minutes long English classes are conducted every morning, i. e. five times a week. Children who stay in the preschool whole day attend also the afternoon English class. The teacher is a native speaker of English. The textbook called “Set Sail” is time to time used, however the most use of it makes the teacher who gets idea and vocabulary from this book.

The lesson starts with running warming up activity. There are several pictures of a caterpillar and several pictures of a butterfly hidden around the classroom. The teacher always says how many of them the children are to find and bring to her. They are running around the whole classroom looking for the pictures. It is possible to find them easily so that everyone gets a chance to bring some pictures to the teacher.

For next activity children and the teacher sit on the carpet. She shows children pictures from a story they were doing the day before, pointing at different pictures and encouraging children to say these in English. As browsing through the small book the teacher stepwise gets them to the life cycle of a butterfly. There are several pictures of a butterfly, but also of a caterpillar, eggs and a chrysalis in the book. *Chrysalis* is a new word for the children. Thus, the teacher focuses children’s attention to it and makes them to repeat the new word after her, pronouncing it correctly. During this activity one boy said “in Czech is kukla” and on that account teacher showed him a smile agreeing with enthusiastic response “Yes, it is a chrysalis, very good”. The teacher points to some more pictures flipping through the whole little book and children are briskly saying in English what they can see in the pictures, repeating vocabulary that is already familiar to them.

During the following activity children sit with the teacher around the table. She shows the students a picture of the butterfly life cycle (appendix no. 7). There are all four pictures that the children has just recycled and the teacher asks them all together, which picture is picture one. All children answer “egg”. Then she asks for the next three stages of the life of a butterfly. At the end she points to the arrows and explains that these indicates the

cycle of its life and that it does not end but it is a continual process. After this introduction, the teacher passes out this handout to everyone and instructs the children to colour the pictures nicely and put a name on it. She remarks that the pictures will decorate their classroom, and thus motivates them. She is also speculating aloud what pictures will be taken down from the net in order to make there enough space for the new pictures and it is apparent that the children understand what she is saying. As the children are colouring their pictures the teacher is very positive and enthusiastic about it, praising them all permanently, encouraging, supporting and proposing what to do and do it carefully and nicely. She also draws students' attention to details regarding the colouring and revising vocabulary. Children very spontaneously practically always repeat the word after the teacher.

Most of the time, the teacher-student interaction was observed. However, when the children were colouring some of them started to talk. One boy talked about how he sang a song with other children in the morning and that he was very loud. This is based on the natural need of the child to tell it to the teacher. The boy is telling it in the present tense and the teacher is nodding trying to understand what the child wanted to tell her and repeating what he has just said in the past tense correctly. Then after her the child confirms that the teacher understood it well nodding, saying "yes" and repeating what he has done using the words of the teacher he has just heard, i. e. the correct form.

Similar conversations take place during the colouring activity. Sometime the teacher has to deduce the meaning as the children happen to mispronounce some words.

For the colouring activity, teacher gives the students fifteen minutes. She tells them how much time they have to complete the task. Children are colouring and meanwhile the teacher is sharpening the pencil crayons the children need. Giving them the sharpened crayons she adds "It is sharp" and when one boy starts to prick into another students he is promptly stopped by strict "Stop it!". Czech speaking (kebule) which obviously is not connected with the topic but more with nudging among the children (and the teacher can intuitively recognise this) is silenced by teacher's convincing "Don't be silly".

Some of the children hand the coloured picture to the teacher saying "I am finished" which the teacher praises and thanks the students.

Meanwhile the last girl is still colouring her picture the rest of children go to the carpet and are told another task. Children are given a few pictures of a caterpillar and a butterfly and they are supposed to put them somewhere around in the classroom. The teacher instructs them "Not too easy, not too difficult" repeating this sentence several times. Children are running round the room looking where to put the picture. The teacher monitors that

everybody is putting the pictures on a suitable place, possibly asks them to put it on a different place. Also as she goes round the classroom she makes comments on what is a tricky place or a good one, also advises shy or uncertain children (e.g. “Put it either *on* the radiator or *under* it.).

The closing part of the lesson is on the carpet. Children are sitting in a circle with the teacher. They are asked to think of some animal. The teacher gives them hints. She takes a ball and says the first animal. Then she rolls it to someone else and this student is supposed to name an animal that has not been said yet. At the end everyone has named two animals.

At the end of the lesson the teacher thanks the children. They line up at the door and the teacher takes them to Czech teachers.

5.3 Observation B

This class is similar to the previous one. Different is the age of children who are from three to five and accordingly to this their level of English is also lower. The number of students was also five (maximum is eight). Lessons are conducted every morning and they are thirty minutes long. Children who stay in the preschool whole day attend also the afternoon English classes. The teacher is a native speaker of English. Except for other materials she gets inspiration and vocabulary from the “Mini Magic 1” textbook, however, it is used only at times.

The lesson starts on the carpet. Children and the teacher are standing in a circle on the carpet, holding their hands, walking in a circle and singing a Good Morning song. After the song the teacher asks children who wants to be in the counting-out rhyme to put their hands up. One boy does not do that and when the teacher is pointing at all the other children she skips him. The child that was picked chooses which song they are going to sing next and bring appropriate aids to this song from the shelf. The girl chooses animals suggesting singing Old MacDonald. The teacher allows her to bring the box with animals. She goes round the circle and gives a picture of an animal to every student. First, every child has to ask for an animal. The teacher monitors and possibly helps so the form of the question is correct, i. e. “Can I please have an animal?” and the girl responds to everyone “You are welcome”. Everybody, including the teacher and the girl has got a picture of a particular animal. The Old MacDonald song is sung and the animals that children are holding are used in its lyrics. One by one, children in the circle put up their animals to indicate which animal they are

singing about. Every animal is accompanied by gestures demonstrating it. After the song children put the animals back into the box and the same girl puts it back on its place.

Two more songs are chosen by picked children from the same counting-out rhyme. This time everyone has their hands up. The songs suggested are Row, Row, Row Your Boat and Twinkle, Twinkle Little Star. Likewise, during distributing the aids the teacher monitors and checks that the language children are using is correct. She wants students to say “Can I please have blue?” and the student in the role of a teacher to say “You are welcome”.

Next activity is at the table. The teacher asks one student to bring the pencil crayons. Children are sitting around the table and she is standing. She tells them that the theme they did yesterday was food. She points to the different types of food on a handout (appendix no. 8) and children say what it is. As they repeat all six items on the paper she points to children and nominates wanting to hear one item individually from everyone. Then she asks the whole class to answer pointing at the pictures randomly. At the final stage, the teacher nominates every child and wants to hear from each all six items that she points at haphazardly. Children answer only in one word (not *It is a sandwich.* but only *sandwich*). Everytime a child says all six items correctly the teacher praises and gives them high five

Then the teacher shows to children another handout on which there is a picnic basket (appendix no. 9). She asks them what it is on the picture and children response is *a basket*. The teacher nods “yes, it is a picnic basket” and practices this new expression with children for a little while. First she uses the drill of low and high voice and the children are saying it with her. Then she takes all the handouts and in regular beat she taps with them on the table breaking the expression into syllables and rhythmically repeats it as if it was a rhyme. After that, she gives everybody the handout and asks them to colour the picnic basket. Also, she tells them that they have ten minutes to do so and after it they will go outside. Assured that children want to listen to some music, the teacher turns on English songs that children know and some of them try to sing along, colouring the picture. The teacher stands above the children praises, monitors and talks to everyone.

As the children are colouring, one boy says “my mum” and the teacher reacts “For your mum?” and explains that maybe tomorrow because they first have to cut the basket out, put it together and put some food inside. The boy says “It’s mum.” and the teacher corrects him “For my mum, maybe tomorrow.” stressing the preposition *for*. Another student says “finished” and the teacher immediately corrects her to says “I am finished.” and as the girl says it correctly the teacher happily praises “Perfect!”.

The last thing children do, is to cut the picnic basket out and give it to the teacher who thanks them. When everyone is finished the teacher asks all children to clean up. To make children do this she nominates. As she asks one boy to put the crayons on the shelf and notices that he took a different box she calls him back saying “no pencil crayons but crayons” and the boy comes back to the table and takes the right box. After that the teacher says “And now can you put the pencil crayons on the shelf? Thank you” and the boy does that. She always emphasizes the words *crayon* and *pencil crayon* and also the preposition *on*. The music is turned off.

During the lesson a few children want to go to the toilet. They come to the teacher and ask her. She always helps them to say the question correctly so they repeat after her “Can I please go to the toilet?” and if it is difficult for the child she breaks the question into *can I – please go – to the toilet* making first the child repeating each part after her and then saying the whole question at once.

The lesson ends with Bye Bye song. Then the children line up at the door and the teacher asks how many people are in the room. She always asks one child who counts them and at the end the teacher helps him or her to say the whole sentence “There are six people”.

The teacher is very enthusiastic about everything the children do and permanently praises them for everything they did well or tried.

5.4 Lessons observation record

Observation A (chapter 5.2)			
Time duration (approx.)	Observation	Principles and Techniques	Methods
3 min	Pictures hunting	students' actions signal that the meaning of the command was understood it is important that students feel success in what they are doing	TPR
7 min	Life cycle of a butterfly (vocabulary revision/learning about the cycle)	revising vocabulary using visual aids practicing pronunciation teacher explains the life cycle	CLT
10 min	Colouring the handout – the butterfly life cycle	art is helpful in creating positive attitudes towards learning the teacher represents positive and creates a placid mood learning increases when conscious is in harmony with subconscious students' feelings are important	Dsg
3 min	Hiding pictures round the classroom	children do what the teacher asks giving them the instructions in the target language	CLT
3 min	Rolling ball – everyone says an animal that has not been said yet	practicing to recall vocabulary acquired earlier in trusty atmosphere where any opinion is accepted	CLL

Observation B (chapter 5.3)			
Time duration (approx.)	Observation	Principles and Techniques	Methods
1 min	Greeting, Good Morning song	every morning starts the same way – it is an automatized habit	AL
2 min	Count-out rhyme – to pick three children to choose the songs	children are given a choice if they want to participate children can choose what they want to practice	CLT
3 min	Distributing aids (to the songs)	practicing grammar sentence patterns and making habits arisen mistakes are corrected immediately	AL
5 min	3 songs chosen by children	visual aids accompany the lyrics as the children are singing gestures are used to demonstrate the meaning	Dsg
3 min	Drill – 6 items of food	the teacher uses drills to make the new word easier for children to remember the teacher corrects the mistake right away the teacher praises the students when they say the word correctly pattern practice	AL
10 min	Colouring + cutting out the picknick basket	children know how much time they have to complete their task and what is going to happen after the teacher encourages student in their work which is on such a level that can be accomplished by all the teacher helps children to express what they want to and to overcome the difficulty they might face art activity is helpful as it contributes to pleasant atmosphere	Dsg

2 min	Tiding up	the children are each asked to put away a particular item (material) and are thanked for their help when the command is not understood it is explained right away and the meaning is made clear	TPR
1 min	Bye Bye song	singing accompanied with movement contributes to pleasant environment	Dsg
3 min	Counting people	the teacher asks everyone separately how many people in the classroom there are the teacher makes the students and helps them to produce the whole sentence	AL

5.5 Summary

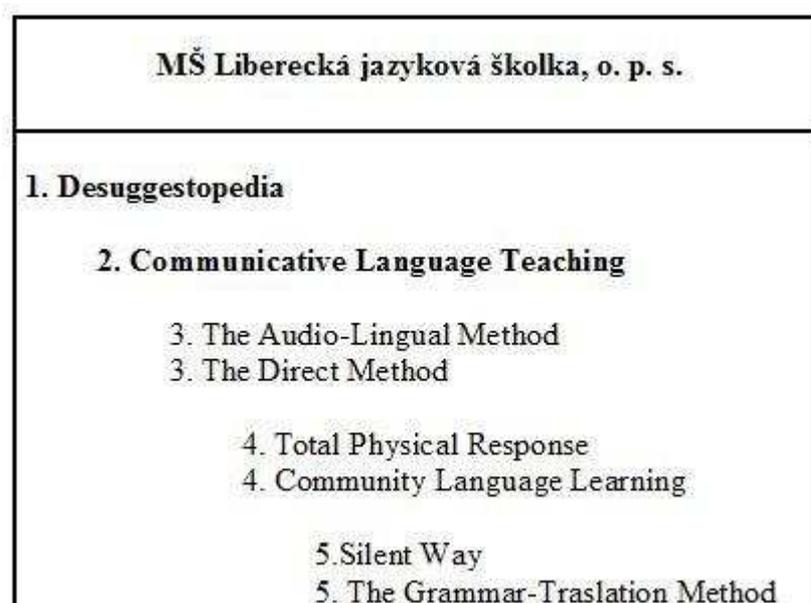
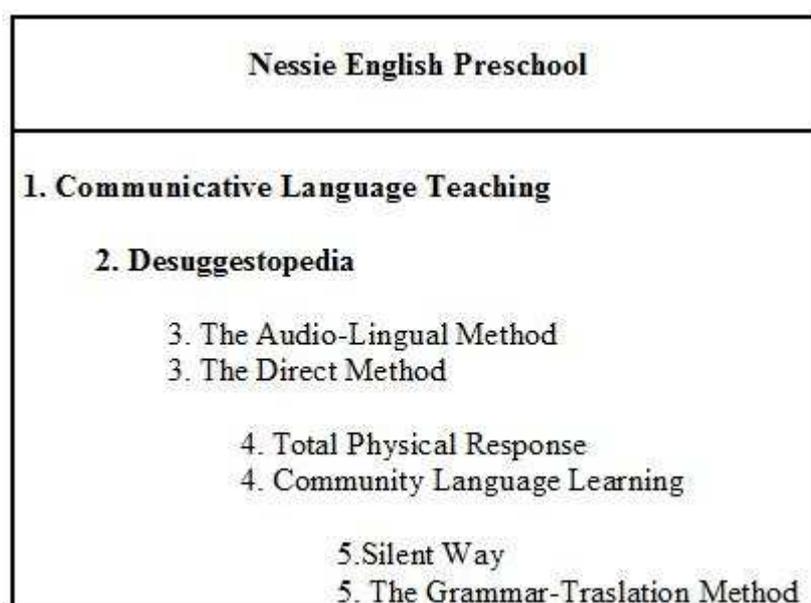
The main techniques and principles of individual activities were selected from the observation in the same way. These are the following outcomes of the analysis of ELT methods applied in the teaching process at MŠ Liberecká jazyková školka, o. p. s.:

- Desuggestopedia proved to be applied most often in the teaching process.
- Less attention seems to be paid to Communicative Language Teaching and The Audio-Lingual Method.
- Total Physical Response, Community Language Learning and the Direct Method appear to be applied occasionally.
- The Silent Way and The Grammar-Translation Method are not used at the preschool at all.

6 Comparison and Results

In this chapter the results of the observation analysis of ELT methods are described and mutually compared to find out whether the methods used in both preschools differ significantly or not. Also the proportion of commonly used ELT methods is discussed.

The following two charts show proportions of the individual methods used in the observed preschools based on the analysis of lesson observation records. The most frequently employed method is on the left side of the chart. The other methods are shifted to right side in a hierarchical manner according to their occurrence in the observations.



The two primarily applied methods in both preschools are Desuggestopedia and Communicative Language Teaching. Communicative Language Teaching is present most frequently in the Nessie English Preschool (the language preschool), however in MŠ Liberecká jazyková školka, o. p. s. (the bilingual preschool) it is Desuggestopedia which appears to be applied most often in the teaching process. This method is also used in the language preschool very frequently. Communicative Language Teaching receives partly lesser attention.

The Audio-Lingual Method is based on different drills and is applied less frequently than the major methods. It is used almost with the same frequency in both preschools.

Similarly, the Direct Method is employed in the language preschool nearly as often as the Audio-Lingual is. However, the Direct Method was not depicted in the analysis of the bilingual preschool. Nevertheless, it can be comprehended from the observation description that features of this method are to the certain degree present in the bilingual preschool as well (problems regarding the assigning techniques and principles to particular methods has been explained above).

It was found out that the least often employed methods are Total Physical Response and Community Language Learning. These were used in both preschools and the proportion of time alike. According to Watts (the co-founder of Wattsenglish on which the learning in the bilingual preschool is based), drilling and Total Physical Response are important devices in teaching English to very young learners. (30) However, this analysis found out that there are also other methods which are employed in the teaching process more often.

The Silent way and the Grammar-Translation Method are not used at neither of the two examined preschools.

To sum it up, the analysis proved that there are two major methods applied in these preschools. Also, there are two methods that are not put to use at all. The frequency of employing the other ELT methods do not differ significantly. Nevertheless a few divergences were discovered.

Conclusion

The work described four observations in two different types of preschools – a language preschool (Nessie English Preschool) and a bilingual preschool (MŠ Liberecká jazyková škola, o. p. s.). These were analysed and in the Result and Comparison chapter subjected to mutual comparison.

According to the analysis and comparison that were carried out, it can be stated that it is Communicative Language Teaching and Desuggestopedia that belong to the major methods that are most often applied in the both preschools, even though the characterization of both institutions differs. Frequency of other ELT methods put in practice does not differ significantly.

As to the observation itself, it would undoubtedly bring more precise information if the video recording was allowed. To cope with this problem to some degree, the observations were written down endeavouring to make it as objective as possible. The results that the paper aimed to analyse and discover were carried out.

The ELT method analysis was rather general in this thesis. What might be examined into detail is the description and analysis of acquiring specific language phenomenon, such as new vocabulary or grammar in different environments and at children of different ages.

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Abbreviations used

ELT – English language teaching

ESL – English as a second language

OPOL – the One Person One Language method

ML@H – Minority Language at HomeML@H

MEYS – Ministry of Education, Youth, and Sports

etc. – and so on

e.g. – for example

i.e. – that is

approx. – approximately

GT – The Grammar-Translation Method

DM – The Direct Method

AL – The Audio-Lingual Method

SW – The Silent Way

Dsg – Desuggestopedia

CLL – Community Language Learning

TPR – Total Physical Response

CLT – Communicative Language Teaching

List of Appendices

Appendix No. 1: Year 1 Weekly Timetable – Nessie English Preschool

Appendix No. 2: Pinkies Weekly Timetable – Nessie English Preschool

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Appendix No. 5: Pinkies Weekly Planning

Appendix No. 6: Daily Programme – MŠ Liberecká jazyková školka, o. p. s.

Appendix No. 7: Butterfly Life Cycle

Appendix No. 8: Picknick cards – food vocabulary

Appendix No. 9: Picknick basket

Appendix

Appendix No. 1

YEAR 1 WEEKLY TIMETABLE

Year 1 Class (age 5-6)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.15	Registration and News	Registration and News	Registration and News	Registration and News	Registration and News
9.15 - 10.15	Literacy	Literacy	Literacy	Literacy	Literacy
10.15 - 10.30	Snack	Snack	Snack	Snack	Snack
10.30 - 11.00	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
11.00 - 11.45	Maths	Maths	Maths	Maths	Assembly and Golden Time
11.45 - 12.30	Guided Reading and Spelling	Topic	Science	ICT	Music
12.30 - 13.30	Lunch and Outdoor Play	Lunch and Outdoor Play	Lunch and Outdoor Play	Lunch and Outdoor Play	Lunch and Outdoor Play
13.30 - 14.00	PE	ICT	Topic	Art	Circle Time
14.00 - 14.45	Czech	Czech	Czech	Czech	Design and Technology
14.45 - 15.00	Snack	Snack	Snack	Snack	Snack
15.00	Home Time	Home Time	Home Time	Home Time	Home Time

Additional Services

- 9.00 - 9.00 Morning supervision for children who need to be dropped off early
- 15.00 - 16.00 Optional after school clubs
- 15.00 - 17.00 After school supervision for children who need to be picked up late

Appendix No. 2

PINKIES WEEKLY TIMETABLE

Pinkies Class (age 2-3)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.30	Arriving at school - free play	Arriving at school - free play	Arriving at school - free play	Arriving at school - free play	Arriving at school - free play
9.30 - 10.00	Circle Time - Personal, social and emotional development	Circle Time - Personal, social and emotional development	Circle Time - Personal, social and emotional development	Circle Time - Personal, social and emotional development	Circle Time - Personal, social and emotional development
10.00 - 10.15	Snack	Snack	Snack	Snack	Snack
10.15 - 10.45	Activity time - small group: Knowledge and understanding of the world development	Activity time - small group: Problem solving and numeracy development	Activity time - small group: Creative development	Activity time - small group: Communication, language and literacy development	Activity time - small group: Physical development
10.45 - 11.30	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
11.30 - 12.00	Activity time - large group: Physical development	Activity time - large group: Creative development	Activity time - large group: Communication, language and literacy development	Activity time - large group: Knowledge and understanding of the world development	Activity time - large group: Problem solving and numeracy development
12.00 - 13.00	Lunch and Story Time	Lunch and Story Time	Lunch and Story Time	Lunch and Story Time	Lunch and Story Time
12.45 - 13.00	Half Day - Home Time	Half Day - Home Time	Half Day - Home Time	Half Day - Home Time	Half Day - Home Time
13.00 - 14.45	Quiet Time	Quiet Time	Quiet Time	Quiet Time	Quiet Time
14.45 - 15.00	Snack	Snack	Snack	Snack	Snack
15.00	Home Time	Home Time	Home Time	Home Time	Home Time

available from: <http://www.nessie.cz/en/pinkies-weekly-timetable-1404042070.html>

Alphabetical Order

KS1 Literacy

Name: Date:

Write the words in alphabetical order on the scroll.



my
why
boat
coat
boast
roast
hood

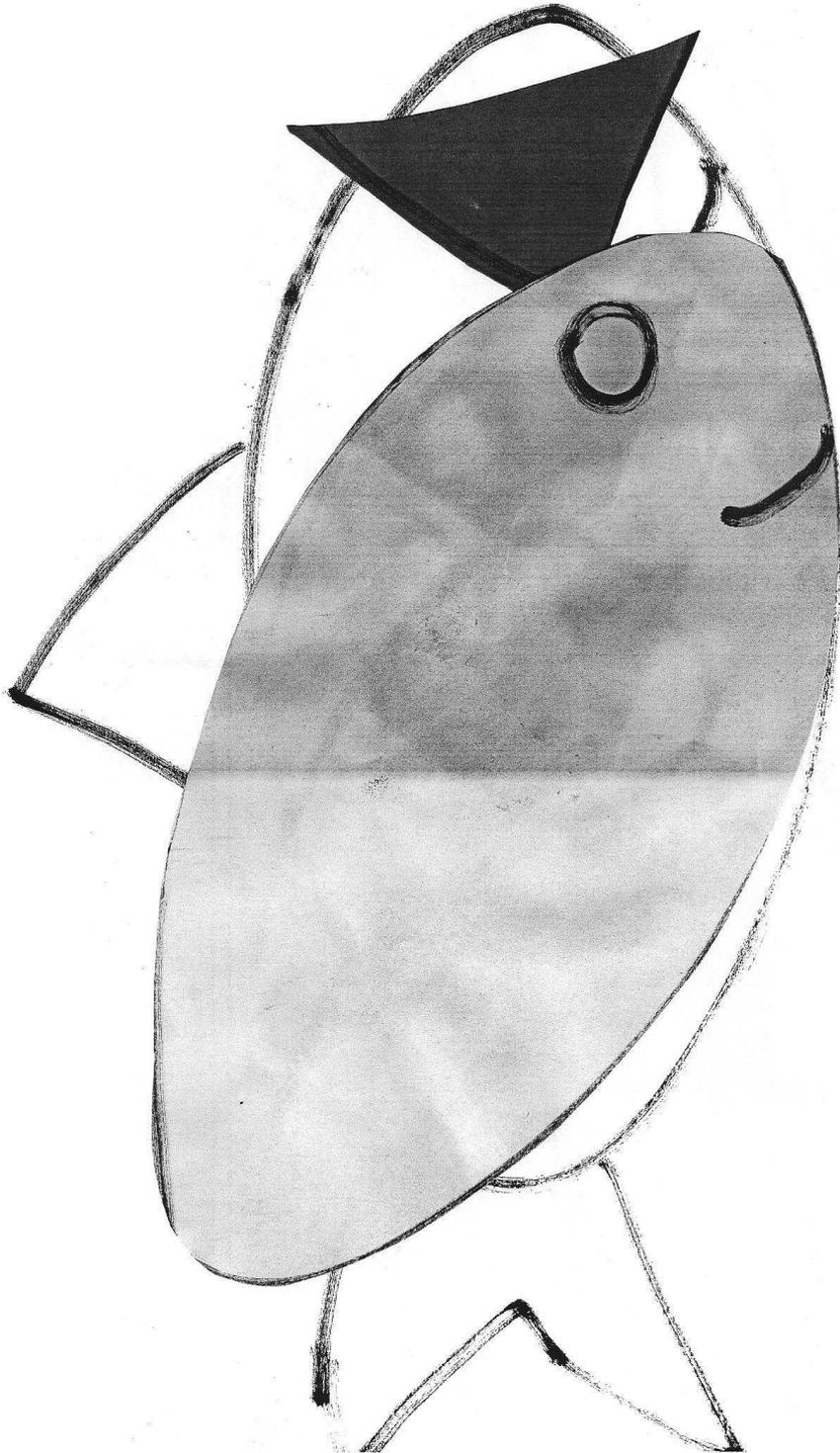
BBC **Bitesize**

bbc.co.uk/ks1bitesize

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available from: <http://www.bbc.co.uk/ks1bitesize>

Appendix No. 4



Appendix No. 5

Weekly Planning for Pinkies

Class: Pinkies Week: Term 4, week 2 Term: 3 Topic: Book and Nursery Rhymes

<p>Objectives for Week: PSE: To enjoy working together as a group CLL: To be able to listen to and follow simple instructions PSRN: To be able to problem solve in order to construct KUW: To be able to operate ICT equipment PD: To begin to use various methods of moving and operating equipment CD: To use our imaginative skills</p>	<p>Additional Notes: Assessments to be carried out where needed</p>
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Times	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.45	Free choice – see learning centres	Free choice – see learning centres	Free choice – see learning centres	Free choice – see learning centres	Free choice – see learning centres
9.45-10.00	<p>Registration and Circle Time WALT: To be able to listen to stories with increasing attention - CLL Intro: Lets read rainbow fish – show the children the book and talk about it, introduce new words when talking about the front cover Focused Activity:</p>	<p>Registration and Circle Time WALT: To be able to play as a group and follow instructions – PSE, CLL Intro: Show pictures of real fish and sharks – talk about them – explain how we play the game Focused Activity: Lets play the shark and fish</p>	<p>Registration and Circle Time WALT: To be able to share and take turns - PSE Intro: Lets share like rainbow fish (rainbow fish ball) – show the children the fish ball and explain that we will pass it around the circle to the music (under the sea) Focused Activity:</p>	<p>Registration and Circle Time WALT: To enjoy joining in with songs and actions - CD Intro: Lets sing slippery fish with actions – read the rainbow fish story again – would you like to learn a song about some fish? Focused Activity: Encourage the children to</p>	<p>Registration and Circle Time WALT: To be able to problem solve - PSRN Intro: Lets piece rainbow fish together – show the children the fish pieces and explain that we will take turns to build rainbow fish! Focused Activity: Encourage the children to take turns to be able</p>

	Encourage the children to listen to the story – stop at certain points throughout the book to ask the children questions TA: To extend children learning through questions about the story Plenary: So what did rainbow fish do?	game – encourage the children to take turns with being the shark, and to use their imagination to swim like fish. TA: To step through the game with myself prior to the activity and to play the game too	Encourage children to take turns to pass the ball around the circle, also if needed encourage the children to pass the ball with their feet etc TA: To sit with LG encouraging her to listen and join in Plenary: Sing our lets share song	join in with the song and the actions TA: To support TK and OP during the activity – encouraging participation Plenary: Show the children a toy fish, shark, octopus etc and ask what actions they do	to put the pieces back together to make rainbow fish TA: To have the first go, to act as an example of what to do Plenary: Fish memory game (6 pieces)
10.00 – 10.15	Snack	Snack	Snack	Snack	Snack
10.15 – 10.20	Washing hands and toileting	Washing hands and toileting	Washing hands and toileting	Washing hands and toileting	Washing hands and toileting -
10.20 – 11.00	Outside play	Outside play	Outside play	Outside play	Outside play
11.00 - 12.00	<p>Small group activity: WALT: To learn more complex colours (gold, silver etc) - PSRN Intro: Lets collage our own rainbow fish – show the fish outline and link it to rainbow fish – explain that we will make our own through collage Focused Activity: Encourage the children to explore various textures and different</p>	<p>Small group activity: WALT: To be able to use their fine motor skills to roll, pinch and mould - PD Focused Activity: Under the sea playdough mats – encourage the children to use their fine motor skills to manipulate the playdough – encourage them to make their own rainbow fish! TA: To take the LA</p>	<p>Small group activity: WALT: To be able to use shapes to construct – PSRN, CD Intro: Show the children the construction pieces and talk about what we could make with them – explain that we will make our very own fish Focused Activity: Lets construct our own rainbow fish – encourage the children</p>	<p>Small group activity: WALT: To be able to use different equipment and operate it be different means - PD Focused Activity: Rainbow fish obstacle course – run through the obstacle course showing them how to go through it TA: To step through the activity with myself as an example and to keep the children waiting for their</p>	<p>Small group activity: WALT: To be able to operate ICT equipment - KUW Focused Activity: Under the sea games (PBS kids) – encourage the children to add/take fish away from the sea via 'clicking' TA: To encourage the children to take turns and ensure behaviour management is</p>

	coloured materials and to be able to collage their own fish TA: To take the LA group and to concentrate on colours The HA group to also focus on textures Plenary: Lets take pictures of our fish When activity is finished see learning centres below	group and to focus on rolling (either into a snake or into a ball) Plenary: Lets display our fish	to glue the paper pieces together to make a rainbow fish TA: To prepare all pieces before activity and to work with the LA group Plenary: Encourage the children to show their fish to their friends When activity is finished see learning centres below	turn occupied with songs Plenary: How do we jump? How do we climb? How do we push? Etc – encourage children to step the actions out When activity is finished see learning centres below	consistent When activity is finished see learning centres below
12.00 – 13.00	Lunch time	Lunch time	Lunch time	Lunch time	Lunch time
12.45 - 14.30	Quiet Time	Quiet Time	Quiet Time	Quiet Time	Quiet Time
15:00	Home Time	Home Time	Home Time	Home Time	Home Time
Learning centres	Construction: Soft play Small world: Under the sea (blue paper and fish) Sensory: Water and fish Mark making: Rainbow fish outlines Creative: Shiny collage ICT: Mirrors (reflections)	Small world and mark making: Happy land people and large scale blue paper Construction: Interlocking stars Sensory: Flour Creative: Scented playdough ICT: Digital cameras	Construction: Fish puzzle small world: Dolls house and dolls Sensory: Lets read rainbow fish Mark making: Fish stencils Creative: Different shape stampers ICT: Under the sea music and cd player	Construction: Duplo Small world: Happy land houses and people Sensory: Glitter water and different sized containers Mark making: Whiteboards and photos of fish Creative: Fish painting ICT: Scales and different sized fish	Construction and Small world: Sitckle bricks and fish Sensory: Silver foil Mark making: Glitter, pencils and pictures of fish Creative: Junk modeling ICT: Voice recorders



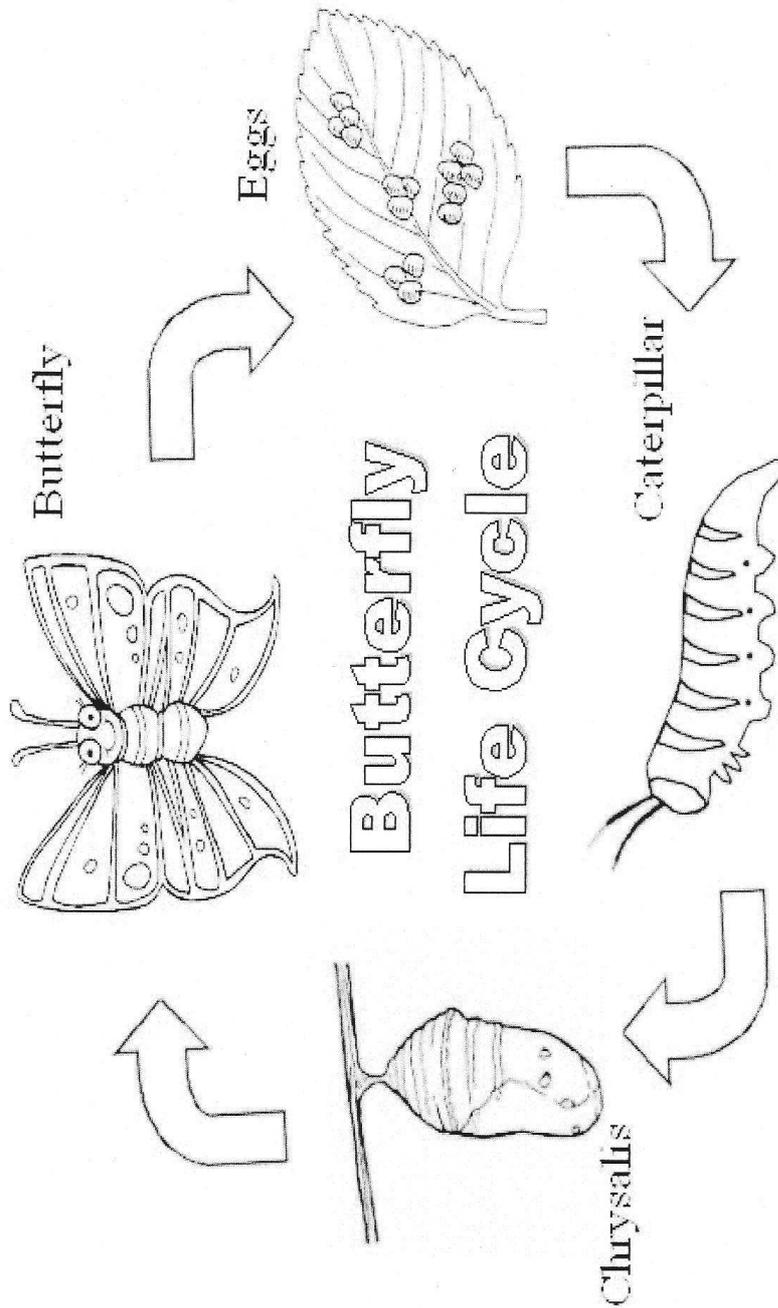
Our daily programme

The entire English / Czech programme follows a daily routine, so the children know what will follow and quickly get use to the fluent change of activities under the guidance of their Czech and English teachers. The programme encourages conditions, where children fulfil themselves during free play.

07:00–07:30	Free play in the presence of a Czech teacher
07:30–08:00	Free play in the presence of a Czech teacher or a native speaker
08:00–08:30	Introduction to the new day – games under the guidance of a native speaker assisted by a Czech teacher
08:30–09:00	Snack
09:00–10:30	Main English teaching block (3 x 30 min.) – children are divided into groups according to their language skills; Czech programme in line with the School Educational Programme (curriculum) runs simultaneously, led by Czech teachers
10:30–11:30	Time outside in the presence of native speakers and Czech teachers. Games, activities in the garden or a walk.
11:30–12:15	Lunch
12:15–14:00	Preparation for relaxation, listening to stories, sleeping, and a stimulating programme for older pre-school children
14:00–15:30	English teaching block (2 x 30 min.), snack. The afternoon programme takes into account children's lower concentration levels and includes more playful games and repetitive activities in English language.
15:30–17:00	Free play in the presence of a Czech teacher



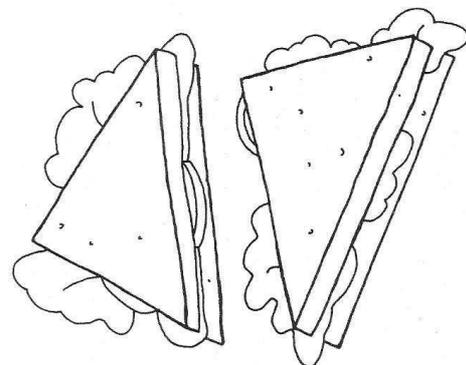
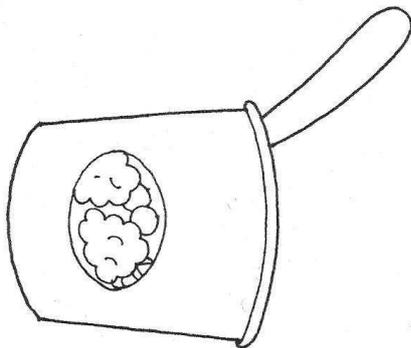
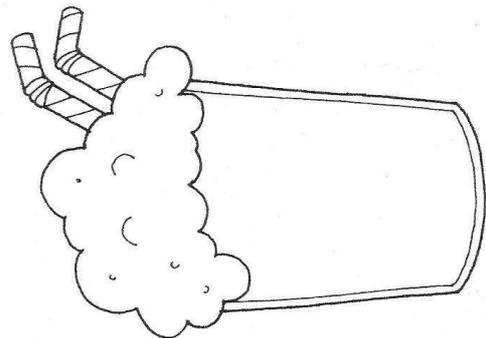
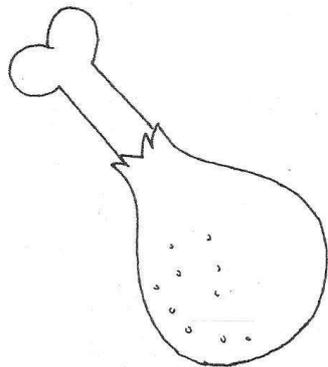
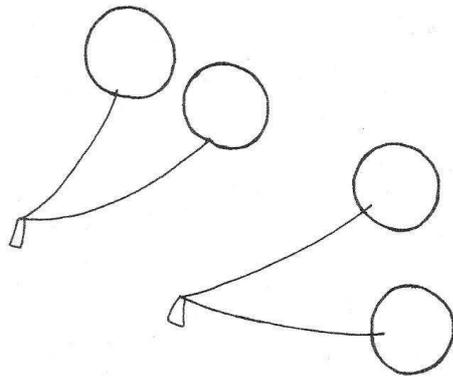
Appendix No. 7: Butterfly Life Cycle



Butterfly Rearing Kits Available 800-405-1497 www.NatureGifts.com

available from: <http://www.NatureGifts.com>

Unit 6 Picnic cards



Appendix No. 9: Picnic basket

Unit 6 Picnic basket

