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CARRERA DE LENGUA Y LITERATURA INGLESA

Developing the Listening and Speaking Skills through Nursery
Rhymes in Kindergarten Children at “*Centro Educativo ABC*”

Trabajo Investigativo del Curso de
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Abstract

The present investigation explores the application of a technique to develop two specific skills of English language in preschool learners of a kindergarten of our educational context. This technique consists on the use of Nursery Rhymes in the class in order to foster the development of listening and speaking skills of English language.

Based on aspects that make English learning in kindergartens difficult in recent times, this work suggests Nursery Rhymes as an adequate alternative to attract young children's interest in learning in an EFL class. The arguments that affirm that Nursery Rhymes are good for teaching English are supported by works made by researchers on this subject. Furthermore, it is exposed the way that Nursery Rhymes influence in the development of English listening and speaking skills. It is determined, then, that Nursery Rhymes influence in a positive way in the development of both, listening and speaking skills of the English language. This statement is based on the outcomes reached through the application of these songs in several English classes, where kindergarten children participated in the performance of listening and speaking activities related to the Nursery Rhymes that were presented.

It is expected, therefore, that the information that is published in this research work becomes a guide for the practice of teaching English to kindergarten learners, by taking Nursery Rhymes as an appropriate teaching resource, in order to develop their listening and speaking skills in their process of English language learning.

Key Words: Learning, children, EFL, teaching, materials.



Resumen

Este trabajo de investigación está enfocado en la aplicación de una técnica en la clase de inglés a fin de desarrollar dos habilidades específicas de este Idioma en los niños. Esta técnica consiste en el uso de Rimas Infantiles para fomentar el desarrollo de las habilidades del habla y escucha al momento de aprender inglés.

Ya que en muchas ocasiones, el aprendizaje de este idioma resulta complicado para los niños, este trabajo de investigación propone el uso de las Rimas Infantiles como una alternativa para atraer el interés de los niños en aprender inglés. Los argumentos que afirman que las Rimas Infantiles son recursos adecuados para los profesores al momento de enseñar inglés, están respaldados por trabajos realizados por investigadores sobre este tema.

Además se expone que las Rimas Infantiles influyen de una forma positiva en el desarrollo de las habilidades del habla y escucha, tomando en cuenta los resultados obtenidos mediante la aplicación de canciones que incluyen Rimas Infantiles en varias clases de Inglés, en donde dos grupos niños de pre escolar fueron partícipes de la presentación de actividades para escuchar y hablar, relacionadas con éstas canciones.

Se espera, entonces, que la información que ha sido publicada en este trabajo de investigación, llegue a ser una guía para la práctica de la enseñanza del Inglés en niños de pre escolar tomando las Rimas Infantiles como un recurso adecuado de enseñanza para desarrollar las habilidades del escucha y habla en el proceso de la adquisición de este idioma.

Palabras claves: aprendizaje – niños – inglés como lengua extranjera – enseñanza, materiales.



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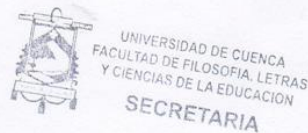
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Dedication

I want to dedicate this monograph to my family , my husband's family, but above all to my grandmother for supporting me since my first years of formal education . Also, I want to thank my husband and my little baby for being my inspiration to reach my goals.

Jessica

This work is dedicated to God because he gives me the opportunity of carrying out any project in my life. Also I dedicate all the effort I have done to my dear family since their support and patience have been my strength all the time.

Patricia



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Introduction

Many people agree in the opinion that childhood is an appropriate stage in life for a person to learn. This affirmation makes sense since children are usually motivated by their curiosity to discover as many new things as possible every day. Thus, an important goal that children reach in childhood is the development of language skills. Regarding this affair, in a context where English language is taught as part of the curriculum, there is a need of applying adequate ways or procedures that lead students to attain a meaningful learning in order to communicate efficiently through this language. According to observation and personal experience, listening and speaking are the first skills that young children develop when they are learning their mother tongue. Therefore, many English teachers believe that it is the right procedure to start teaching English to children by facilitating the development of their listening and speaking skills.

In view of the fact that in teaching English to young children, it is appropriate to focus primarily on the development of their listening and speaking skills of the language; it is also indispensable to point out a strategy to develop these skills. Thus, with the intention of providing kindergarten children an attractive way to learn English Language, this research proposes the use of Nursery Rhymes in the classroom to develop the mentioned skills.



Chapter I

The Problem

1.1 Topic

Developing the Listening and Speaking Skills through Nursery Rhymes in Kindergarten Children at “Centro Educativo ABC”

1.2 Problem

It is known that kindergarten children are willing to learn anything that involves entertainment and interaction. However, their learning may be affected by different obstacles they have to deal with in the process. Concerning these complications, an observation of children’s difficulties to learn English has been carried out at “ABC” kindergarten. One of the problems these children present in learning is the lack of motivation by the teacher towards them. This fact makes children feel afraid of participating in class, and generates lack of confidence. These two issues affect negatively the learning process. In addition, it can be seen that, in this kindergarten, teachers still use a traditional methodology. It is evident, for instance, that the teacher is the center of the class since she talks all the time. In this case, children do not participate because they are demotivated, and get used to learn in a mechanic way. Apparently, the teachers try to make use of appropriate didactic materials like pictures, cards, or posters to involve children in learning English. However, it seems that the available materials are not enough because, even with their application, children continue being passive members of the class. This is a disadvantageous circumstance because it opposes children’s dynamic way of learning. Regarding English language acquisition, other problems that children of this kindergarten face



when learning this language are the complications in the pronunciation and discrimination of similar words this language has when they are listening. These barriers make children feel indifferent about learning English, and produce deficiency when using this language in the future. Therefore, it can be stated that the need of introducing diverse didactic materials, is evident. As well as the use of sources or activities that facilitate the creation of good methodologies to teach English in this kindergarten. However, to recommend the introduction of these didactic materials in the classroom, it cannot be forgotten that the first skills that young children develop when learning a language are listening and speaking.

These factors have been taken into account to suggest the application of Nursery Rhymes in the English class since they represent a convenient way to give children confidence while learning. The features of nursery rhymes make these activities a suitable alternative to be included in teachers' methodology since they are helpful for practicing pronunciation of the language, engaging to catch children's attention to participate actively in class, and above all, they are fun; Children enjoy them while they learn. Therefore, it is believed that the use of Nursery Rhymes in the English class can help the students of "ABC" kindergarten to develop their listening and speaking skills.

It is intended, in consequence, to explore the possibility of integrating Nursery Rhymes in an English class as an appropriate technique for teaching English to kindergarten children; taking into consideration the importance of innovation in teaching strategies that is required nowadays. As for the development of listening skills in the English class, what this research intends



to find out is how the use of Nursery Rhymes affects the development of listening skills. On the other hand, it has been considered to analyze the advantages that Nursery Rhymes provide for the development of speaking skills in children of this kindergarten. Therefore, the research question that has been set concerning this issue is to what extent these activities support the development of speaking skills of the English language in young children.

1.3 Justification

Nowadays the English Language is indispensable in this society. People need to use this language for almost everything. For instance, when a person buys a computer he or she needs to know English because, most of the time, the programs of the computer are set in English even if this person does not live in an English speaking country. English language is used all over the world since it is the language for international business and communication. Mastering this language is as important as mastering other such areas of knowledge as mathematics, medicine, and other sciences. Learning English as part of formal education is to prepare oneself to face the challenges of real life. Therefore, it is essential to encourage people to speak English, since their childhood, because this stage of life gives people the opportunity of acquiring a huge amount of knowledge and experience.

It has been analyzed that, in order to involve children to learn English in class, it is essential to apply adequate methods that fulfill their needs. In addition, it has been observed that within our context, there are not as many of these techniques as they are required. As a result, it is difficult to reach meaningful English learning in children. For these reasons, the topic that has been chosen for this research is focused on an alternative method to



develop listening and speaking skills of English language in kindergarten children. The technique that is proposed to develop these skills is the application of Nursery Rhymes in the English class.

It has been mentioned that it is important to be aware of children's needs when applying a technique for teaching English. It is necessary, then, to identify what these needs are. Thus, it is common to see that young children have the need of playing, socializing, interacting, and other activities that include entertainment and fun. Nursery Rhymes offer the possibility of satisfying these needs since they are short, simple, and easy to learn, which captivates children to learn English. With these activities, children learn in a fun way; the learning tends to be meaningful; and children can acquire the English language with more enthusiasm and without difficulty. Moreover, it has been seen that when a child hears songs with rhymes he or she develops listening skills which usually motivate repetition of what the song or poem says developing the ability to speak and pronounce English correctly.

The benefits of Nursery Rhymes and the need of using an attractive technique to teach English to young children are the reasons for which this research suggests the use of Nursery Rhymes to develop listening and speaking skills in kindergarten children. What is intended with this research is to find out how Nursery Rhymes can influence the development of these language skills.

1.4 General Objective

- To propose the use of nursery rhymes in order to develop listening and speaking skills in children who are in Kindergarten.



1.4.1 Specific Objectives

- To design Nursery Rhyme activities in order to develop listening and speaking skills.
- To foster the use of nursery rhymes in kindergarten by applying songs and games in class.
- To select Nursery Rhymes that include varied vocabulary and language forms to be taught.



Chapter II

Literature Review

2.1 The young Learner

In the course of professional life as educators, it is fundamental to be aware of the characteristics of the pupils. It is important to know who the students are in order to make correct decisions when they are required. Every day, different events occur in the classrooms, which eventually direct teachers to make choices about concerns of the teaching process. These resolutions are commonly related to teaching methodology, and they have the goal of improving, somehow the teaching practice.

It is true that children, young, and adult people have individual learning styles. The methodology for teaching varies not only according to age, but also to the characteristics of the students. Therefore, if a teacher works with kindergarten children, he/she must be aware of the aspects that determine the students' personality to be able to reach an adequate performance in the teaching process.

The task of analyzing children's personality in a general way can be very complex because of cultural matters that distinguish children from diverse regions or countries in the world, and also, because every single person is different. However, researches identify certain characteristics that most young children have in common, which affect their learning.

- They need to be exposed to as much physical activity as possible
- It is indispensable for them to involve the five senses in their learning.
- They are curious.
- Their learning is free.



- They enjoy exploring and manipulating new things.
- They need verbal eulogies to feel motivated.
- It is essential for them to have colorful and interesting activities to learn.

As long as the teacher pays attention to these aspects to plan his/her lessons, the success of the teaching process is possible. Being aware of children's needs that are required for learning is to reach the comprehension of their active nature. Accordingly, the teacher has the ability of recognizing and understanding the pupils, which shows him/her the route to follow as the guide of their learning (Wilburn 7-19)

2.2 Maria Montessori and the Creation of a Comfortable a Atmosphere for Children´s Learning

The pedagogy of Maria Montessori manifests clearly the significance of offering all the attention to children needs in order to make their learning easy (Serrano 27-30) The principles exposed by Montessori related to children´s learning are being taken into account nowadays in kindergartens. It is worthwhile to analyze, therefore, the relationship of Montessori´s theories and the topic of this research. The principles of her pedagogy are cited because they emphasize the treatment that children must receive regarding the way they learn. So among the main concerns of Montessori´s pedagogic theories can be found the importance of providing a comfortable environment for children to learn freely and without difficulty (Serrano 27-30). This comfortable environment for learning depends not only on the colorful appearance of the classroom, but also on the didactic sources used by teachers in the class. Accordingly, children´s success in learning is closely



related to the materials used for teaching, which need to be appropriate enough for them to learn in a relaxed way. Thus, it is assumed that the tool for teaching English to kindergarten children that is suggested in this research agrees with Montessori's point of view regarding the creation of a good environment for children's learning.

2.3 Teaching English to Kindergarten Children

Young children have different abilities for language learning compared to older children. For that reason, an English teacher needs to recognize what the learners are able to do with the language in order to balance their capacity and the new knowledge that is introduced in class. Thus, the authors of the publication "Teaching English to Young Children" point out the aptitudes of young children for language learning. They affirm that young learners can use the language to talk about their past experiences, to explain what they are doing, to tell what they have heard, to defend their arguments, to express their imagination, to reproduce patterns of intonation in their native language, etc. In the acquisition of language, children reach comprehension by listening, by manipulating, and by looking at what surrounds them.

Children develop their language skills in an unconscious way (Scott and Ytreberg 1-2) It can be observed that the children's abilities in the use of the language, take place through listening and speaking. This is how the young learners start the process of language acquisition.

2.3.1 Development of Listening and Speaking Skills

In early stages of life, the development of listening skills is attached to the development of the speaking ones. This relationship is seen when the children listen to something or someone and express their reaction by using



spoken language. Before expressing their answer, children identify, analyze and comprehend what they have listened to. This process involves the interaction of different sub skills.

Using listening activities in the English class helps children to increase comprehension of this language. The comprehension is possible as long as the listening process is repeated several times. Scott and Ytreberg explain this fact better. They affirm that children that are learning a foreign language produce this language by basing their expressions on what they heard before. However, children tend to forget immediately what they hear, which might cause failure in comprehension. Reason given, it is indispensable that the teacher presents the foreign language by making the children hear the listening material several times (21-22).

On the other hand, the development of speaking skills of the target language requires the use of activities that promote the production of spoken language. According to researchers in English language teaching, oral work in the class is beneficial for children because it allows them to expose thoughts and experiences. Nevertheless, children are not able to use the target language if they do not have sufficient amount of vocabulary to speak freely. For this reason, they need to be in constant contact with the target language through interactive tasks which encourage them to speak (Al-Mohanna 80-82).

2.4 Nursery Rhymes in English Language Teaching

2.4.1 Brief concerns about Nursery Rhymes

Before exposing the aspects that support the use of Nursery Rhymes to encourage language learning, it is important to explain some matters about



them. Nursery Rhymes are also known as children's literature since they include songs, poems, or verses for children. It is difficult to know the exact date when they appeared. However, according to History of English literature, they were popular in England in the 1700s, and they were memorized and passed from generation to generation until they were published in books. It is said that the Nursery Rhymes of that time were under the name of "Mother Goose". Some of them survived until nowadays and some others have been created in recent years. As in the past, in the present time Nursery Rhymes captivate children's attention due to their amusing nature (Stewart n.p.)

2.4.2 Advantages of using Nursery Rhymes in an English Class

In this investigation, Nursery Rhymes are placed as an instrument that supports the practice of English language teaching to young children because of the advantages that have been adjudicated to them. It is exposed that Nursery Rhymes are included among the materials whose use is recommended for teaching to preschoolers. As well as being enjoyable for children, the constant repetition of Nursery Rhymes prepares young children in the use of phonics. Therefore, by performing these rhymes, children are able to master phonics of the language, which prepares them to face the challenges related to language learning that will be found in school. Also it is known that children love to sing rhymes in their mother tongue, which makes possible for them to learn English by practicing this language through rhymes (Scott and Ytreberg 27).

It is common to see children's tendency to find new discoveries due to their adventurous spirit. Nevertheless, they usually investigate and learn only



things that are interesting for them. Thereby, people who defend the importance of children's needs while being taught explain that it is indispensable for teachers to include in their English classes, activities that involve the five senses, such as singing, dancing or moving around, repeating rhymes to create awareness in the discrimination of words, storytelling, and other amusing activities that satisfy children's interests (Scott and Ytreberg 5). The use of Nursery Rhymes to teach English is supported due to the joyfulness and fun they provide to children, since anywhere in the world, children feel amazed by listening to and singing songs. This children's positive attitude represents a benefit for teachers who choose to use Nursery Rhymes in their classes. In kindergarten, for instance, it is easy to notice how children become animated about listening to Nursery Rhymes, and they feel motivated to discover the meaning of language involved in the songs, to utter their lyrics, and even to produce some corporal movements, which shows their enthusiasm about the performance of these activities.

With respect to English language learning through Nursery Rhymes, researchers consider them as an effective instrument to induce language learning in young children. By listening to and practicing them, children are exposed to different items of the language, which they internalize automatically. In addition, it is pointed out that Nursery Rhymes activate children's ability of identifying vocabulary of the target language, understanding concepts and meaning of the language, pronouncing the language correctly, among other benefits (Baleghizadeh and Zeinab 71-72).



There is a wide variety of Nursery Rhymes. Most of them contain useful vocabulary and grammar structures to be learnt. Therefore, by singing these songs in class children have the opportunity of increasing a huge amount of the target language vocabulary. However, it is suggested the use of visuals along with these songs for children to see what they are saying, which promotes a better comprehension of vocabulary (Spayde 56).

Developing children's capacity of understanding concepts in the target language is another contribution of Nursery Rhymes. The great variety of songs, rhymes and poems classified as Nursery Rhymes make it possible to select them according to the topic teachers want to introduce in class.

Therefore, Nursery Rhymes containing vocabulary about a particular topic such as "animals" make it easy for children to create and internalize concepts by relating familiar words included in those songs, poems, or rhymes.

Regarding this point of view, it is believed that exposing children to Nursery Rhymes motivate them to explore new experiences related to real life, allowing the formation of meaningful concepts of the target language in children's minds (Spyde 52).

In addition, other investigators believe that reciting Nursery Rhymes is an adequate method to show children how to produce the target language with correct pronunciation and spelling. It is clear that at an early age, children are not able to write anything; however, the repetition of sounds and syllables carried out in the practice of Nursery Rhymes might encourage children to pronounce the language properly and to spell it accurately in the future.

Furthermore, by singing Nursery Rhymes, children learn to place stress and intonation of words where it is due. These processes of repetition and



intonation make children take into account the phonological matters of the language that affect pronunciation when speaking. (Buldoc and Lefebvre 496).

As for the process of repetition of language produced in Nursery Rhymes, there are some conceptions that establish that it helps children to make distinctions between words and to realize the differences in grammar structures when the rhymes are altered (Spayde 56). On the other hand, the phonology of the language that children distinguish also contributes to a successful development of reading skills (Baleghizadeh and Zeinab 71-72).

Moreover, as an advantage of listening to and singing Nursery Rhymes, it is stated that these songs favor social interaction in children. For instance, when children practice nursery rhymes in the classroom, they interact with other children of the group and with the teacher, which creates a confident environment among them in that stage of life when children tend to be egocentric (Spayde 52).

It is opportune, then, to take advantage of the benefits Nursery Rhymes provide for the development of English language skills in kindergarten children. The development of listening and speaking skills is the starting point in the process of language acquisition.

2.4.3. Importance of Nursery Rhymes for the Development of Listening and Speaking Skills

In most cases, the lyrics of Nursery Rhymes contain different items of the language. There can be found, for instance, language items like vocabulary: verbs, nouns, articles, adjectives, etc.; grammar structures: simple present, simple past, etc. Therefore, listening to Nursery Rhymes gives young



children the capacity of understanding and internalizing in their minds these elements of the language, which are produced later in a spoken way.

Regarding this affair, results of researches expose that the internalization of the language leads to the creation of children's own knowledge, even if they are not aware of the languages items that they hear in Nursery Rhymes (Baleghizadeh and Zeinab 71).

Another way in which Nursery Rhymes make possible the development of listening and speaking skills is the relationship that they create between meaning and sound of the language. (Baleghizadeh and Zeinab 71). In other words, children learn to identify the rhyming words, and to make distinctions between them. They are able to differentiate words of similar sound by recognizing their meaning, which is beneficial to avoid confusion. By listening to the rhyming patterns of language in Nursery rhymes, children also learn the structures of sentences. These structures are kept in mind, which develops spoken language first, and other language skills in the future (72).

It is clear that children act in response to what they hear. The use of Nursery Rhymes as listening material in the English class strengthens listening skills in young children. These listening skills enable them to reach comprehension of the English language. Finally, by understanding the target language, they use it orally.

To attain the purpose of the developing English listening and speaking skills through Nursery Rhymes, the teacher has to take into account the procedures, activities, materials, etc. that need to be combined with these songs when presenting them. The success or failure in the development of



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these skills depends on how the teacher performs the class by using Nursery Rhymes.



Chapter III

Methodology

3.1 Basic Methodology

In order to find out the answers to the research questions, and to verify or discard the hypothesis of this monograph, a number of Nursery Rhymes were presented in English classes in a public kindergarten. Through the application of these activities in the class, it was tried to find out how they influence the development of listening and speaking skills of the target language, and how possible is to propose them as teaching materials in the class, according to the way children react when being involved in them. Therefore, the methodology to collect and organize data that was implemented in this research involved both Qualitative and Quantitative approaches. According to the principles of these approaches, quantitative research makes possible to identify, classify, analyze objective data, which is information that can be measured in numbers, percentages, scoring, etc. qualitative research distinguishes subjective data, which is information that cannot be counted in numbers, but it needs to be analyzed and understood and interpreted (Creswell, 3-17). Thus, Quantitative method was used to collect information about the aspects of the application that were subjected to scoring concerning the development of listening and speaking skills in the participants of the study. Meanwhile, Qualitative method allowed the gathering and analysis of information about the diverse attitudes toward the introduction of Nursery Rhymes in the English class.



3.2 Data Gathering Techniques.

The elaboration of this research was supported mainly by four techniques of collecting data. One of them was the analysis of bibliographic material related to the topic of this research. The bibliographic sources that were consulted included other researchers' publications, journals, and samples of Nursery Rhymes that can be used to teach English to children,

Also, an interview to an English teacher was carried out as part of the search of information that contributed to the progress of this investigation work. The interviewee has a College Degree in Education Sciences in English Language in the University of Loja. She has worked with children for several years in a school in Cuenca. The interview questions were designed to make clear some doubts about the use of Nursery Rhymes sources in English classes.

Additionally, it was implemented a survey to kindergarten teachers. The purpose of this survey was to ascertain the frequency of the use of Nursery Rhymes in the classroom, and to collect information about their influence in the development of the target language skills. This survey took place in the University of Cuenca. Twenty four teachers answered the survey samples. Each sample included eleven questions divided in two parts. The first part of the survey had 9 questions, in which there were three options to choose (always, sometimes and never) in relation to the frequency they use nursery rhymes in their classes. The second part had two questions with two options to choose as an answer (Yes /No). The information that these questions provided was useful to affirm or deny the usefulness of Nursery Rhymes in teaching English.



It is important to point out that the ideal procedure to reach more precise results would have been to apply these techniques to the participants of the study. Nevertheless, it was considered that kindergarten children are not able to give information about teaching techniques, methods, materials, etc. That was why the survey and the interview were applied to teachers to gather information according to their points of view.

Finally, the main source that supplied data to support the research was the direct observation of the performance and reactions of the children that participated in the application of Nursery Rhymes in the English class. The gathering of data from observation was carried out through note taking technique.

3.3 Data-collecting planning

The application was carried out at “Centro Educativo ABC” in Cuenca. This kindergarten is a public institution, where middle class young children attend. Every single child behaved differently from another. So their behavior varied from introverted to hyperactive. Regarding the study, two groups of students were involved in the application of Nursery Rhymes to develop listening and speaking skills of English language. The participants were female and male children whose ages were five years old. In each classroom there were thirty five students. These children attended to ten English classes of thirty minutes each,

Before starting the application, the students solved a pre test. The pre test contained questions related to vocabulary of the target language about different topics. The main concerns of the pre-test were to find out information about the level of children’s knowledge of English language, and



the extent to which children have already developed their listening and speaking skills of this language.

In the review of the theory, it was mentioned that Nursery Rhymes include poems and songs (Stewart n.p.). For this study, the Nursery Rhymes that were chosen to be applied were songs, and short verses presented as songs. The presentations encompassed traditional and modern Nursery Rhymes. These songs presented different topics such as animals, occupations, the parts of the body and the alphabet. In addition, these songs included vocabulary like verbs and nouns; and grammar structures like the imperative form, simple past and simple present structures for the children to learn in an implicit way.

Regarding the procedure that was followed in the development of the classes, five exemplars of Nursery Rhymes were presented in the ten sessions. The presentation of each song and the development of its listening and speaking assignments were carried out in two sessions, which shared one lesson plan. The whole process of presenting the song and its activities was carried out by following some stages. First, some information about the topic of the song was given to the children as a warm up activity. Then they were told that they were going to listen to a song related to the topic. After that, they listened to the Nursery rhyme which was combined with pictures or a video for the children to comprehend better the content of the song. Next, the Nursery song was played several times so that the children can remember it. Finally, children worked on exercises and activities in which listening and speaking skills were involved. The evaluation of the



presentation was based on the way children performed the activities, and their participation in the class.

3.4 Data-processing planning

In the first class, the song that was presented was *Old Mc Donald had a farm*. This song, taught children vocabulary about farm animals. As a warm up activity, the children made a brainstorming about the domestic animals and the pets they remembered or the ones they have. When the children mentioned an animal, the teacher immediately placed the picture of that animal in the whiteboard, and produced the pronunciation of the word that represented that animal in English language. Then the children practiced pronunciation with the teacher by pointing to the pictures on the whiteboard. After listening to the song, the children identified the character of *Old Mc Donald*. By looking at a picture, the children knew that *Old Mc Donald* was a farmer, and that he had some domestic animals. The Nursery rhyme was played several times. This process was carried out in the first session.

In the second session, the students listened to the song again, and remembered what was presented previously. Then they received a flashcard containing the picture of an animal included in the song. The skill that was intended to foster was listening to identify the farm animals, thus the song was played one more time. The children paid attention since they were asked to raise the flash card every time they heard the word corresponding to the animal of the picture. As for the activity to develop speaking skills, this exercise was carried out with the support of another nursery rhyme. The new song was called *Animal song*, and it related the farm animals to the sounds they produce. The lyrics of this song were easy to understand; for the



children therefore, they felt animated to sing it. After listening to the song, the teacher produced the sound of certain animals. The children listened to the teacher, and they expressed orally the English word corresponding to that animal.

During the third and fourth sessions, the *Alphabet Song* was presented. Before listening to the song, the children practiced the pronunciation of every single letter of the alphabet. While the song was played, a video with the letters of the alphabet was shown. After listening to the song for several times, the children were able to sing the alphabet song in the correct sequence. As a listening activity, the children received a worksheet in which the alphabet was printed. Then they listened to the song and painted the letter or vowel that they heard. Finally, the children could recognize and say the first letter or vowel of their names and last names.

In the fifth and sixth sessions the Nursery rhyme that was used to develop English language skills was called *People in my Town*. This song introduced common occupations. To reach the comprehension of the language, it was combined with a video and pictures to be shown to the students along with the song. To develop listening skills, children received a worksheet containing pictures of some occupations like firefighter, policeman, chef, pilot, etc. In the worksheet, the children had to circle the profession that they heard in the song. To produce the language in a spoken way, the children told the classmates the occupation they want to perform when they become adults, by following the teacher's model of answering the question: *What would you like to be in the future?*



In the seventh and eighth sessions, children listened to the Nursery rhyme “*If you are Happy.*” Through this song, the students were exposed to imperative forms of the target language. As in the previous presentations, the video of the song was shown to achieve comprehension of the commands that were given. Moreover, the teacher modeled what the song asked to do. For instance, *clap your hands, stomp your feet, and shout “hurray!”* This song required physical movement, and it caused some noise in the classroom. However, the children enjoyed it a lot. While the students listened to the song, they performed the corresponding commands. This song was practical to promote the development of listening skills mainly. The activity that children performed was a *listen and do exercise*. They listened to the teacher and performed the actions they were asked to do. The activity to improve speaking skills was singing to find out how possible is to improve pronunciation of English language through this song.

In the ninth and tenth sessions, it was presented a Nursery Rhyme whose title is “*Head, Shoulders, Knees and Toes*” This song allowed the introduction of vocabulary about the parts of the body. Vocabulary was introduced through the video of the song. The images of the key words of the song were emphasized when they were mentioned. Children could learn in a dynamic way since they had to touch the parts of the body that they heard in the song as fast as possible. They pointed to or touched the parts of their own body, which clarified the meaning of the words. In the corresponding speaking activity, the children looked at the teacher, who touched one of the parts of the body presented in the song, and she asked the question: What is this?



In the classroom, it was observed that the children liked listening to and singing Nursery Rhymes. When they listened to a song, they looked curious and interested in discovering what it was about. Each song caught children's attention, which encouraged them to sing. The children attempted to sing it, even without knowing its lyrics.

The language items of the songs provided a context that supported the understanding of what the children were learning. Thus, the children were not restricted to learn only a language item since they listened to all the language items of a Nursery Rhyme. They comprehended the main language item that was being taught by relating it to other language items that surrounded it. An example of this situation was observed when the children listened to a Nursery Rhyme about occupations. While listening to the song, they observed and listen to the description of the actions each character usually does in his/her job. This fact made them realize what the profession of the character was.

In the group of Nursery songs that were presented, some of these songs were somewhat relaxing since their rhythms were soft. In contrast, the other ones were not quiet at all. These songs were appreciated by children because of their vibrant rhythm. Also they attracted children's attention because they asked the students to do kinesthetic activities like moving, singing, and interacting with their classmates. As for the activities that were performed by the children, some of them were carried out individually, and other ones were developed with the participation of the whole class.

A post test was applied in order to know the results after the application. It consisted of two parts. The first part contained listening activities related to



the songs that were presented previously. In the second part, the children were asked to produce the language that they learned in the song in spoken way. The post test was designed to provide data about the degree in which Nursery Rhymes supported the development of listening and speaking skills in the participants of the study, and their success or failure in the achievement in learning the items of the English languages that were presented.

The process of applying Nursery Rhymes to develop English listening and speaking skills in “ABC” kindergarten children was the most valuable resource of collecting data for this monograph. The application provided information to find the answers to the questions that motivated the execution of this research. Also it made possible to know whether the technique that was used in the English class fulfilled the purposes that were established or not. Additionally, the observation of the children’s attitudes, motivation, reactions, and involvement in the class was useful to find out the feasibility of achieving the objectives.



Chapter IV

Results

Analysis and Interpretation

The outcomes of this investigation are focused on the quantitative and qualitative data taken from the techniques that were applied to collect information for the progress of the research.

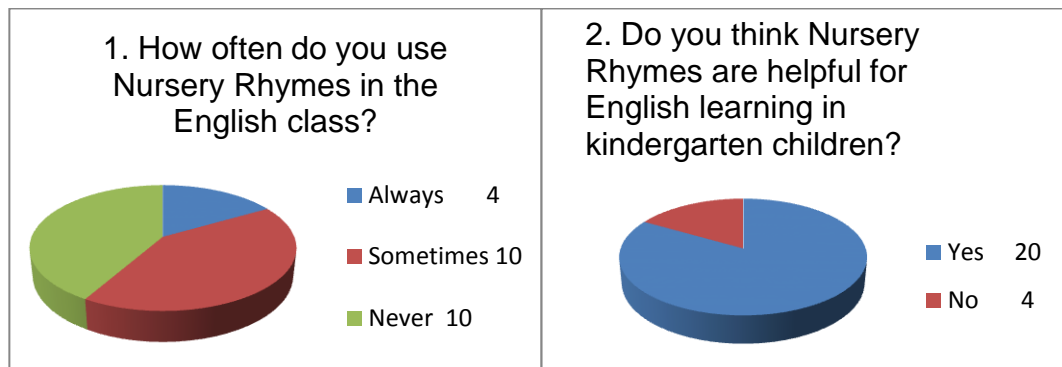
One of these techniques is the interview, which supplied subjective information for this investigation. The interviewee, among other questions, pointed out the advantages and negative aspects of using Nursery Rhymes to teach English to young children. She stated that these activities are a good method for English learning since they are amusing, which makes children enjoy them. Taken her experience as English teacher into consideration, she exposed that these activities are able to motivate the children to produce spoken language because when they sing these songs, the utterance of the language encourages the development of speaking skills. However, according to the interviewee, Nursery Rhymes might frustrate the learning process if the teacher does not present them adequately in class, since children might just memorize and repeat them without understanding their meaning, and without giving any sense to these songs.

The interviewee remarks that Nursery Rhymes are appropriate for developing English speaking skills in children. Nevertheless, she warns that children's success in learning depends on the teacher's planning for the presentation of these songs in class. Her opinion is taken as qualitative data to support this investigation. Since these viewpoints reflect teaching



experience, they comprise information that orients the practice of English language teaching through Nursery Rhymes.

On the other hand, the survey supplied objective data. The outcomes of the survey reflect the answers to two main questions, which summarize all the questions included in the survey. Twenty four kindergarten teachers participated in the survey. The first question asks about the frequency in which kindergarten teachers use Nursery Rhymes in their English classes in order to develop the four skills of the language. After calculating an average, the results reveal that from the three options to choose as answers, four teachers answered always. Ten teachers answered sometimes. Ten teachers answered never. The second question asks whether Nursery Rhymes benefit English language learning in kindergarten children or not. For this question, a mean of twenty teachers answered “yes”, and four teachers answered “no”. The results of the survey are represented as follows:



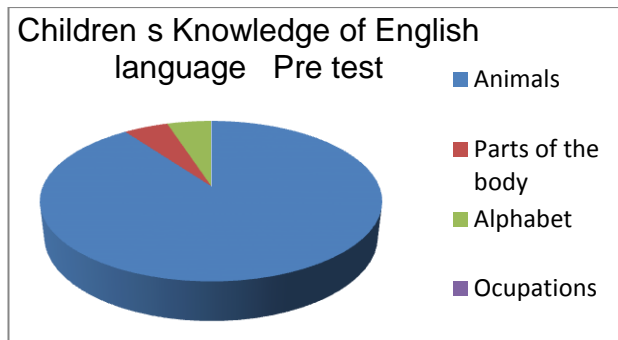
It can be observed that some teachers that participated in the survey use Nursery Rhymes to develop English language skills. Also, it seems that some of them prefer different materials to teach English to children rather than Nursery Rhymes, and a minority of teachers confirms their use as an



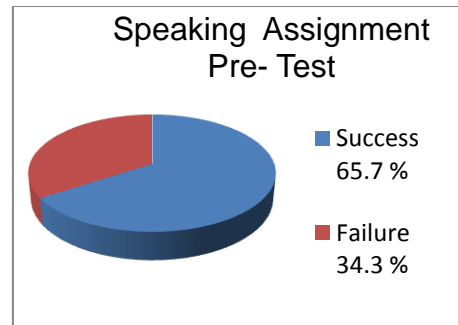
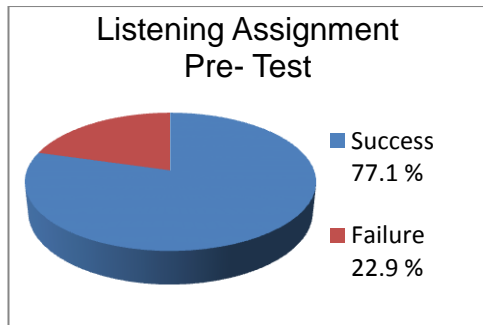
instrument for teaching in everyday practice. However, it is seen that most teachers believe that Nursery Rhymes can support English learning in young children even without having used them in their classes. This allows to come to the conclusion that the use of these songs in the English class needs to be explored by the teachers who never use them, but consider them an appropriate tool for teaching English in Kindergartens.

In the application of Nursery Rhymes in the English class at “*Centro Educativo ABC*”, two aspects were considered to find out whether the objective of this investigation can be reached or not. One of these aspects is the effectiveness of Nursery Rhymes to develop English listening and speaking skills in kindergarten children of this institution. The other one is the degree in which Nursery Rhymes are appealing for children’s learning.

As a first step of the study, a pre test was applied in order to determine the children’s level of knowledge of the English language, and their abilities to listen to and speak through this language. The pre-test evaluated children’s capacity of listening and identifying vocabulary, and expressing this vocabulary orally. The results of the pretest made evident that, from the four topics that were evaluated, most of the knowledge children acquired was about vocabulary on animals. They had little knowledge of vocabulary about the parts of the body and the alphabet, and they did not have any knowledge about occupations.



In consequence, the listening and speaking assignments were evaluated taken into account the language items that children already knew. The results of the pre test regarding children´s listening and speaking skills express that from both groups of participants, approximately fifty four of seventy children succeed in the listening part; the rest of the children failed. As for the spoken part, approximately forty six out of Seventy students succeeded in the performance of the speaking assignment, and the rest of the children failed.



The results of the pre test express the situation of kindergarten children of “Centro Educativo ABC” concerning to their knowledge and skills before the application of Nursery Rhymes in the English class.

In the development of the classes, children listened to five Nursery songs. Every song included its listening and speaking task. The criteria to evaluate children´s performance in the listening tasks is based on the number of right or wrong answers given by the children, which determines their level of comprehension of the language presented in each Nursery

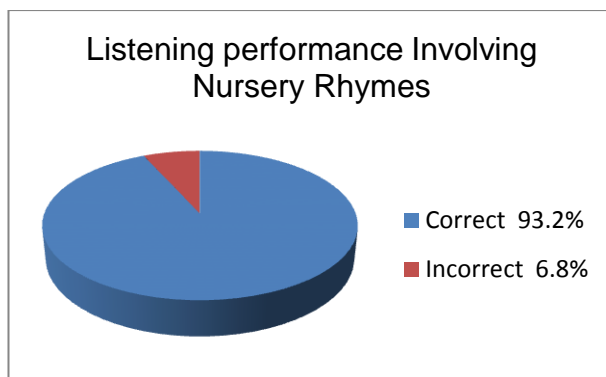


Rhyme. Thus, table 1 represents the listening assignments based on Nursery Rhymes that were presented, and the results of the performance of all the children that participated in this study.

Table 1

Assignment	No. Children	No. Correct tasks	No. incorrect tasks	Results %	
				Correc t	Inco.
1. Listen and raise the picture	70	62	8	88.6	11.4
2. Listen and paint the letter of the alphabet.	70	64	6	91.4	8.6
3. Listen and Circle the correct profession	70	65	5	92.9	7.1
4, Listen and do the activity that is mentioned	70	70	0	100	0
5. Listen and touch the parts of your body.	70	65	5	92.9	7.1

The children´s performance in the assignments by listening to Nursery Rhymes is represented in the following diagram.



It is shown that in the development of listening activities, most children performed them correctly. It is seen therefore, that the application of Nursery Rhymes was a good method to achieve the goal of developing listening skills of English language in these children.

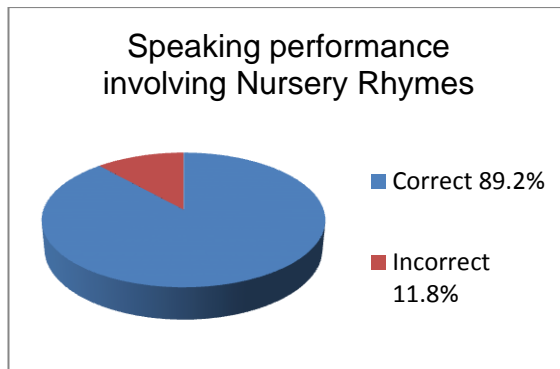
The assessment of the children's performance in speaking activities is based on children's ability to use English in order to express their thoughts in spoken way by showing comprehension of the language item that was taught through Nursery Rhymes. Within speaking performance, pronunciation of English is assessed, since before doing the task, children sang Nursery Rhymes, which allowed them practice pronunciation of this language. Some activities were evaluated taken into account the participation of the whole class in the development of the tasks, and some of them were evaluated individually. For that reason, in the cases where the evaluation was focused on the whole class participation, an approximated number of children's tasks according to the performance they achieved in their participation is exposed. Table 2 shows the speaking assignments related to each Nursery Rhyme; the number of the children's tasks with right and wrong performance; and their representation in percentages.



Table 2

Assignment	No. Children	No. Correct Performance	No. Incorrect Performance	Results %	
				Corr.	Inco.
1. Discover the animal to which this sound belongs.	70	62	8	88.6	11.4
		Approx.	Approx.		
2. What is the first letter of your name/ last name?	70	60	10	85.7	14.3
		Approx.	Approx.		
3. Tell your classmates What would you like to be in the future?	70	70	0	100	0
4, Sing the song	70	55	15	78.6	21.4
		Approx.	Approx.		
5. Look and say the part of the body the teacher is touching,	70	65	5	92.9	7.1

The following illustration represents the results of children´s performance in the speaking activities after the application of Nursery Rhymes in the English class.



The children's performance in tasks to develop speaking skills through Nursery Rhymes reveals positive results in favor of the application of these songs in the English class. No problem was found regarding pronunciation of English language. However, it is clear that not all the children of the class participated in the progress of the speaking tasks as it was hoped.

There is a considerable percentage that represents the number of children that did not reach an optimal performance in listening and mainly in speaking activities. This happened because of factors that distracted these children in the class. For instance, in the presentation stage, some children concentrated in watching the video of the song rather than listening to what was taught. Other children, who showed a hyperactive behavior, stopped paying attention while the rest of the class did the assignment. These aspects made them face difficulties to do listening and speaking tasks. Even though, most children did a good job in most activities.

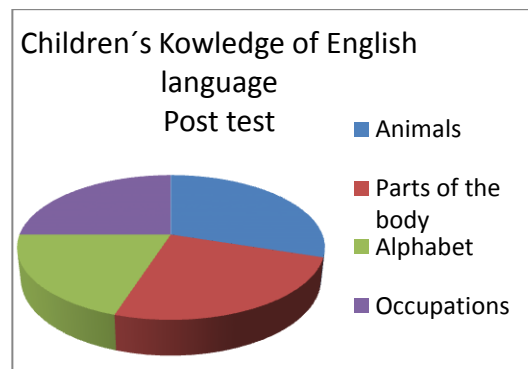
Concerning the use of Nursery Rhymes as teaching resources in the English class, it was observed that the practice of these songs had some benefits for children's learning. One of these benefits was their capacity to attract children's interest in the class. Children felt motivated to participate by singing, dancing and talking in a confident environment with the teacher.



Thus, it can be said that their success in the activities to develop listening and speaking skills is closely related to Nursery Rhymes, resources that motivated them to exploit their skills to do the tasks.

As a final step of the application, kindergarten children of “Centro Educativo ABC” solved a post test. The post test evaluated children’s knowledge of all the language items that were taught through Nursery Rhymes by asking children to perform listening and speaking difficulties.

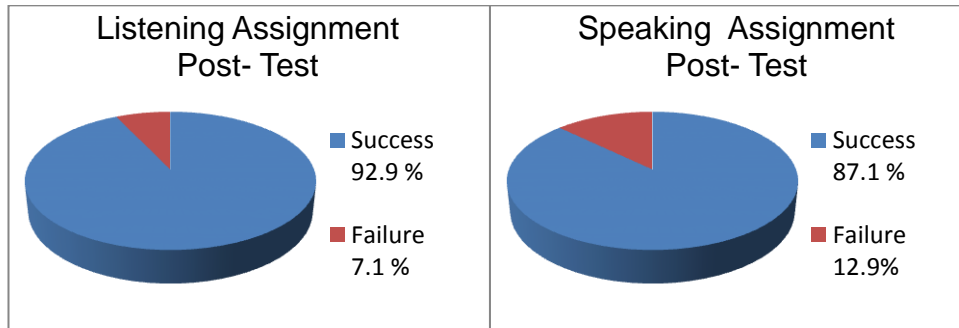
Regarding children’s level of knowledge of English language, the results of the post test show that children have reached a balanced level of knowledge of the language items that were evaluated in the pre test, in which most children knowledge was related to vocabulary about animals. The following illustration shows the level of children’s knowledge after the application of Nursery Rhymes in the English class.



The results of the post test regarding children’s listening and speaking skills express that sixty five of seventy children succeed in the listening part; the rest of the children failed. As for the spoken part, Sixty one out of Seventy students succeeded in the performance of the speaking assignment, and the rest of the children failed. In relation to the results of the pre test, the results of the post test show improvement of children performance in the listening



and speaking assignments. The results are represented in the following illustration.



The process of investigation about the use of Nursery Rhymes to develop listening and speaking skills in children of “ABC” kindergarten has been supported by two kinds of data, which has determined the general results of this research. Qualitative data taken from the interviewee’s personal opinion and the children’s positive attitude towards the practice Nursery Rhymes in the English class confirm that Nursery Rhymes represent a good method to teach English to Kindergarten children of “Centro Educativo ABC”. On the other hand, Quantitative data taken from the evaluation of listening and speaking activities performed by the children in the class and the evaluation of the pre and post tests corroborate that Nursery Rhymes are adequate materials to develop listening and speaking skills of the English language in children of this institution.

In consequence, the results of this investigation prove the effectiveness of using Nursery Rhymes to develop listening and speaking skills in kindergarten children of “Centro Educativo ABC”. It is possible, then, to propose the use of Nursery Rhymes in the English class in this institution, which means that the purpose and objectives of this research work have been reached.



Chapter V

Conclusions and Recommendations

5.1 Conclusions

Through the development of this investigation it has been possible to recognize different situations that affect young children's learning, which involve mainly the use of traditional methodology and the lack of interest to learn in the English classrooms. For these reasons the aim of this topic has been to propose an innovative teaching technique for the children to learn in a fun way so that their learning results meaningful. .

Nursery Rhymes include songs, games and poems that are generally helpful for children to learn English. In the development of the investigation, it has been observed that it is not difficult to involve children to learn English language when Nursery Rhymes are played in the classroom because most of them are simple, attractive and amusing. It is, in fact, the enjoyable nature of Nursery Rhymes what makes these activities an excellent strategy for children's success in the English learning process. The application of Nursery Rhymes at "Centro Educativo ABC" helped to prove that kindergarten children can learn English by listening to these songs without any problem.

As listening and speaking skills are the first skills developed by children in their mother tongue, the application of this research has been focused on Nursery Rhymes songs. They have been applied with children to help them to acquire English language. So, the students of this institution could acquire new vocabulary and the learning ended up to be meaningful. In the same way children practiced pronunciation by singing songs. Through this methodology, they developed listening and speaking skills.



5.2 Recommendations

Some recommendations are offered for future teachers who would like to use Nursery Rhymes as a kind of motivation to encourage their little students to learn English.

The use of songs is one of the best ways to help students to learn English because, at the moment they are singing, they can learn new vocabulary that contributes with the learning process.

The results of this monograph can be a good reference for teachers to look for new methods and activities where Nursery rhymes like songs and poems are applied at the moment to work with little children in the class.

Nursery Rhymes can be used like a new alternative to improve the performance of children when learning a new language such as English. This research project can be used as a guide to improve future investigations about how to develop children's interest for learning English.

Regarding to the application of this research project there was one impediment for the teaching of English it is the time factor, for that reason it is a recommendable to use short songs in order to take advantage of time classes.

With the purpose of improving the presentation in the introduction of these nursery rhymes, teachers can combine these songs with other learning materials such as puppets, flash cards, and activities involving drama in order to help children to understand English in a better way.



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Appendices

Appendix 1: Interview Transcription

Interview Questions

1. Where do you work nowadays?

I work in “San Joaquin” high school.

2. Have you ever worked with children?

Yes. Some years ago I worked with children in “Marianitas” school.

3. What can you tell us about your experience of working with Children?

Well, working with children is hard because you need to have a lot patience to make them understand what they have to do and what they do not have to do. For example is you ask a student to do a task, it is possible that he or she does a different thing.

4. What do you think is the most satisfactory aspect of teaching English to little children?

The best aspect of teaching not only English but any other knowledge to little children is their willingness to learn something new every time it is possible, since their curiosity leads them to discover new things.

5. What strategies do you think work better when teaching English to Children?



Children like to play more than anything, so I think the teacher should prepare games which help the children to learn the language.

6. What activities would you use to develop speaking skills in children of five years old?

At that age children are learning to speak the mother tongue, and they do it through the observation of what happens around them. I would try to follow the model they learn the first language with the presentation of pictures for them to recognize and produce the language. When I worked with children, I used to show pictures to the children while they listened to a song or story. That was how the children learned to recognize and pronounce the language.

7. When you were a child did you like to sing nursery rhymes?

Oh! Yes, of course, I used to sing those short songs my mother taught me.

8. What do you think about the use of nursery rhymes in the English class?

I think it is a good alternative to use in English class. Nursery rhymes are fun, and as you know, every activity that is fun, catches the children's interest which makes easy the learning.

9. Have you ever used this Kind of strategy to teach English to children?

When I worked with little children, once in a while, I worked with songs containing rhymes. However, most of the times, I used to play



songs for them to sing. That was a good method of teaching because they liked it a lot.

10. According to your experience, how do children react when they are asked to sing nursery rhymes?

When children are asked to perform both nursery rhymes or singing song, they feel excited and motivated to do it, provided that the song or the rhyme is attractive.

11. Which language can be introduced through nursery rhymes?

Vocabulary is the main language that can be introduced through nursery rhymes, taking into account that you are going to teach five year old children. If you present nursery rhymes about animals, then children will learn to recognize animals. If you present nursery rhymes about family, then vocabulary about family will be learned.

12. What skill of the English Language do you think can be improved with the use of nursery rhymes in the class?

Nursery rhymes could be helpful for the development of listening, speaking and reading skills mainly.

13. What are some advantages of using nursery rhymes to teach English to five year old children?

One of the advantages is their capacity of encouraging the children to pronounce English correctly since they are attractive which motivates the children perform them.



14. What are some disadvantages of using nursery rhymes to teach English to children?

Maybe children can get used to repeat and repeat the rhymes without knowing what they are about. All depends on the way the teacher present the nursery rhymes in the class.

15. What activity would you combine with nursery rhymes to be presented to the children?

It could be interesting to make something like a presentation of puppets while reciting or singing the rhymes. This could show the children its meaning. Using colorful pictures, visuals or realia will be always useful when the learners are children.

Appendix 2: Survey

1. Do you think it is necessary to use nursery rhymes to teach children?

Always Sometimes Never

2. How often do you use nursery rhymes to teach English?

Always Sometimes Never

3. Do children get interested to learn when teachers use nursery rhymes?

Always Sometimes Never

4. How often children participate when teachers use nursery rhymes in their classes?

Always Sometimes Never



5. Do nursery rhymes allow the interaction between teachers and students?

Always Sometimes Never

6. How often do you use nursery rhymes to develop writing skills?

Always Sometimes Never

7. How often do you use nursery rhymes to develop reading skills?

Always Sometimes Never

8. How often do you use nursery rhymes to develop listening skills?

Always Sometimes Never

9. How often do you use nursery rhymes to develop speaking skills?

Always Sometimes Never

10. Do you think children have a meaningful learning when teachers use nursery rhymes in classes?

Yes No

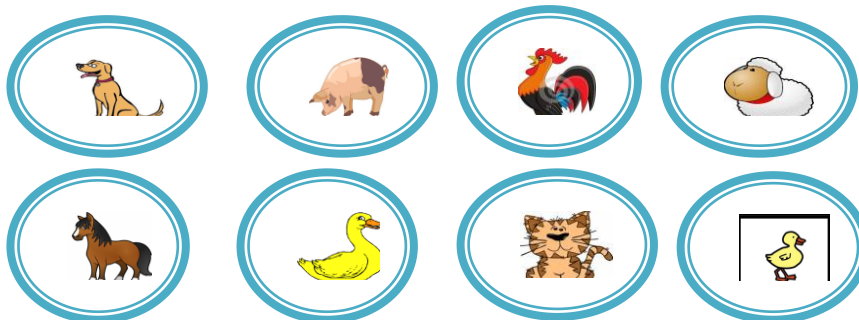
11. Are nursery rhymes a useful tool to introduce new vocabulary to beginners?

Yes No

Appendix 3: Pre Test

Listening

1. Listen and cross out (X) the picture of the animal you hear.



2. Listen and cross out (X) the picture of the occupation you hear.



3. Listen and cross out (X) the parts of the body you hear

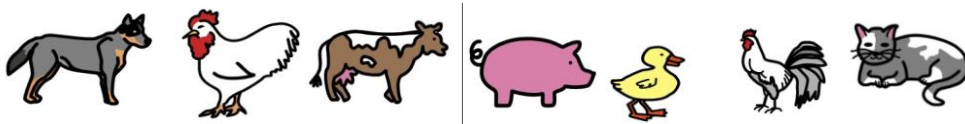


4. Listen to the vowel song and underline the vowel you hear.



Speaking

5. Look at the pictures. Tell the name of as many animals as you remember.



6. What is your favorite profession?



7. Look at the pictures and say the parts of the body you see.





8. Pronounce the five vowels.



Appendix 4: Nursery Rhymes Lyrics

1. Old Mac Donald had a Farm

Old Mac Donald had a farm,
E-I-E-I-O
And on his farm he had some ducks,
E-I-E-I-O
With a quack, quack, here,
And a quack, quack, there,
Here a quack, there a quack,
Everywhere a quack, quack,
Old Mac Donald had a farm,
E-I-E-I-O
Old Mac Donald had a farm,
E-I-E-I-O
And on his farm he had a cows,
E-I-E-I-O
With a moo, moo here,
And a moo, moo there,
Here a moo, there a moo,
Everywhere a moo, moo,
Old Mac Donald had a farm,
E-I-E-I-O
Old Mac Donald had a farm,
E-I-E-I-O
And on his farm he had a dogs,
E-I-E-I-O
With a woof, woof here,
And a woof, woof there,
Here a woof, there a woof,
Everywhere a woof, woof,
Old Mac Donald had a farm,
E-I-E-I-O
You can add more verses with...



Cats... meow
Pigs... oink
Horses.... neigh
Hens... cluck

2. The Alphabet Song

A - B - C - D - E - F - G
H - I - J - K - L - M - N - O - P
Q - R - S - T - U and V,
W - X - Y and Z
Now I know my A - B - C's
Next time won't you sing with me?

3. People Song

I see a firefighter fighting fires.
I see a car mechanic changing tires.
I see a pilot flying through the air.
I see a barber cutting people's hair
I see the people in my town
And I say hey brother! What is going down?
I see a postman with mail.
I see the police putting folk in jail.
I see the lifeguard in the swimming pool.
I see the teachers in the local schools.
Doctors nurses astronauts, judges, lawyers in the courts
I see an actor acting on the stage.
I see a writer writing on a page.
I see a chef working on the restaurant.
I see a waiter asking what you want.

4. If you are happy and you know it

If you're happy and you know it, clap your hands (clap clap)
If you're happy and you know it, clap your hands (clap clap)



If you're happy and you know it, then your face will surely show it
If you're happy and you know it, clap your hands (clap clap)

If you're happy and you know it, stomp your feet (stomp stomp)
If you're happy and you know it, stomp your feet (stomp stomp)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, stomp your feet. (Stomp stomp)

If you're happy and you know it, shout "Hurray!" (Hoo-ray!)
If you're happy and you know it, shout "Hurray!" (Hoo-ray!)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, shout "Hurray!" (Hoo-ray!)

If you're happy and you know it, do all three (clap, stomp, hoo-ray!)
If you're happy and you know it, do all three (clap- stomp, hoo-ray!)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, do all three. (Clap, stomp, hoo-ray!)

5. Head and shoulders knees and toes.

Head, shoulders, knees and toes,
Knees and toes.

Head, shoulders, knees and toes,
Knees and toes.

And eyes, and ears, and mouth,
And nose.

Head, shoulders, knees and toes,
Knees and toes.

Place both hands on parts of body as they are mentioned. On second time speed up, and get faster with each verse.



Appendix 5: Lesson Planning

“Centro Educativo ABC”

Lesson Plan

Topic: Farm Animals

Subject: English

Grade: Kindergarten

Date: June 4

Objective: By the end of the lesson children will be able to identify farm animals by listening, and to express them in spoken way.

Warm up: Short chat about pets and farm animals.

Presentation: Introducing *Old Mc Donald* and his animals to the children:
The teacher sticks the pictures of the farm animals that children remember.
Then the farmer *Old Mc Donald* is presented through another picture.
Pronunciation of vocabulary is practiced.



Practice

The song *Old Mc Donald had a farm* is played several times. Children listen to the song, while they watch its video. They practice pronunciation by singing the song.

Listening Activity: Each child receives a flash card.

Flash Cards

1. Listen to the song and raise the picture of the animal you have in the picture.



PRODUCTION

Speaking Activity: Teacher: Old Mc. Donald has eight animals in his farm.

What is the animal that says...?

Baaa / muuu/ mew/ quack/ woof/ weee/ cock doolo doo/oink-oink.



2. Listen to the sound and say to which animal it belongs.

“Centro Educativo ABC”

Lesson Plan

Topic: The Alphabet

Subject: English

Grade: Kindergarten

Date: June 6

Objective: By the end of the lesson, the students will be able to sing the alphabet song and to recognize the first letter of their names and last names.

Warm up: Vowels game.

PRESENTATION: The teacher sticks a big picture containing the alphabet on the whiteboard. She pronounces each letter along with the students.

Children are told that they are going to listen to a song about the alphabet.



PRACTICE

The alphabet song is played along its video, the letters of the alphabet are shown.

The children listen to the song several times, while the teacher points each letter when they are mentioned.

Children sing the song by looking at the letters the teacher points.



Listening Activity: Children receive a worksheet containing the alphabet.

The teacher plays the song for them to paint the letters they hear.

1. Listen to the song. Color the letter you hear.

A B C D E F G H
I J K L M N O P
Q R S T U V
W X Y Z

PRODUCTION

Speaking Activity. The Children write their names and last names in a worksheet. They say aloud the first letter or vowel of their names and last names.

My name is:

.....

My name begins with

My last name begins with



“Centro Educativo ABC”

Lesson Plan

Topic: My Profession

Subject: English

Grade: Kindergarten

Date: June 10

Objective: By the end of the lesson, the students will be able to choose the occupation would they like to have.

Warm up: Chat about occupations of children´s. parents.

PRESENTATION

Children are told that they are going to listen to a song about occupations. They listen to the song called *People in my Town*, and watch the video of this song video. Then they say the occupations they saw in the video. The teacher sticks pictures representing those occupations on the whiteboard, and add o different pictures.



Children practice pronunciation with the teacher: Firefigther, car mechanic, pilot, barber, policeman, teacher, doctor, nurse, lawyer, actor, waiter..

PRACTICE

Listening Activity: Children receive a worksheet. The song is played again for children to circle the occupation they hear.

1. Look at the picture. Circle the occupation you hear.



Children say the occupations they circled.

PRODUCTION

Speaking Activity

The teacher asks each child: *What would you like to be in the future?*

Children express their answers.



“Centro Educativo ABC”

Lesson Plan

Topic: If you are happy...

Subject: English

Grade: Kindergarten

Date: June 12

Objective: By the end of the lesson, students will be able to sing a song and to perform some commands.

Warm up: Practice of some commands children already know. Stand up, sit down, and raise your hands in fast way.

PRESENTATION

.The teacher use the commands performed in the warm up to complete the phrase *If you are happy, and you know it.....*

Example: *If you are happy and tou know it raise your hand.*

The students listen to the teacher and practice the commands.

The song *If you are happy is played*. Children listen to the song and watch a video which shows more commands.

The commands *clap your hands, stomp your feet, and shout “hurray!”* are explained through gestures, mimics and corporal movement.

PRACTICE

Listening Activity: Listen to the teacher and do the actions.

Listen to the song and do the actions.

PRODUCTION

Speaking activity: Sing the song.



“Centro Educativo ABC”

Lesson Plan

Topic: The parts of the body...

Subject: English

Grade: Kindergarten

Date: June 10

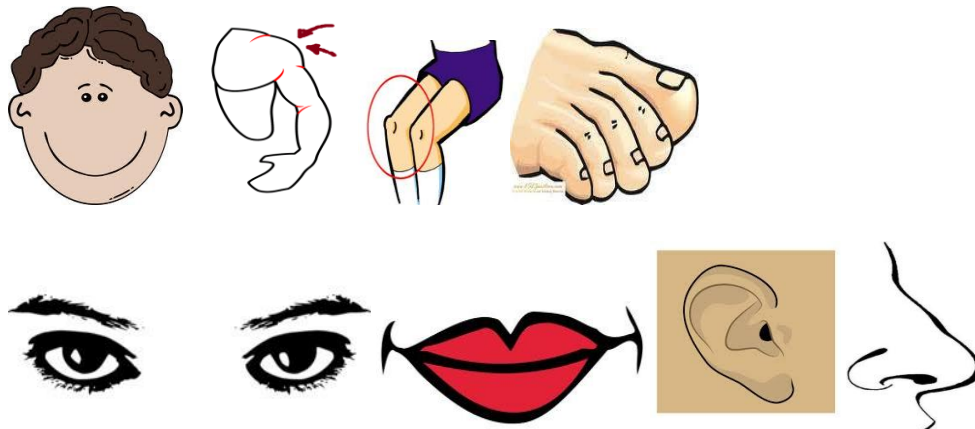
Objective: By the end of the lesson, students will be able to recognize some parts of their bodies.

Warm up: Reciting Spanish song: *Cabeza hombros, pernas-piernas pies.*

PRESENTATION

.Clidren listen to the song *Head and shoulders, and knees and tooes.*

The techer toches a part of her body, which were metiones in the song, , says its name and sticks its picture on the whiteboard.



Children practice pronunciation of vocabulary, while they touch the parts of their body in the sequence in which the pictures are placed.

PRACTICE

Listening Activity: [Listen to the song and sing it.](#)



Listen to the song, and touch the part of your body you hear.

Listen to the teacher and touch the part of your body she mentions as soon as possible.

PRODUCTION

Speaking activity: Look at the teacher and say the part of the body she is touching.



Appendix 6: Pos-test Design

Post Test

Listening

1. Listen to the song and match the animals Old Mc Donald has

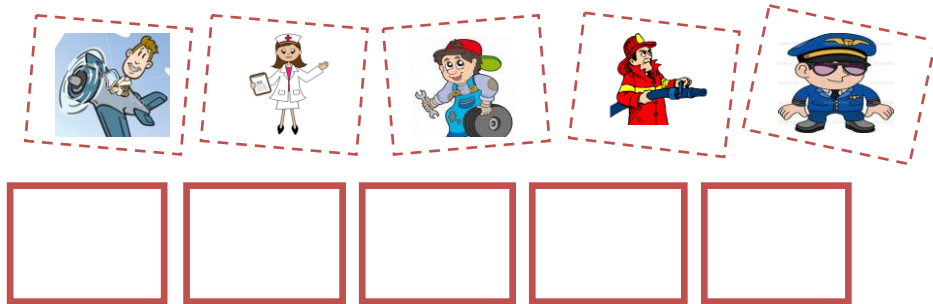




2. Look at the alphabet and underline the letters you hear.



3. Listen to the song and stick the picture of the profession you hear.



4. Listen to the song and touch the parts your body it mentions.

(Playing the Nursery Rhyme *Head and shoulders, knees and toes.*)

Speaking.

5. Mention the animals that Old Mc Donald has in his farm.

6. Look at the picture. Circle first letter of your name. Which letter is it?



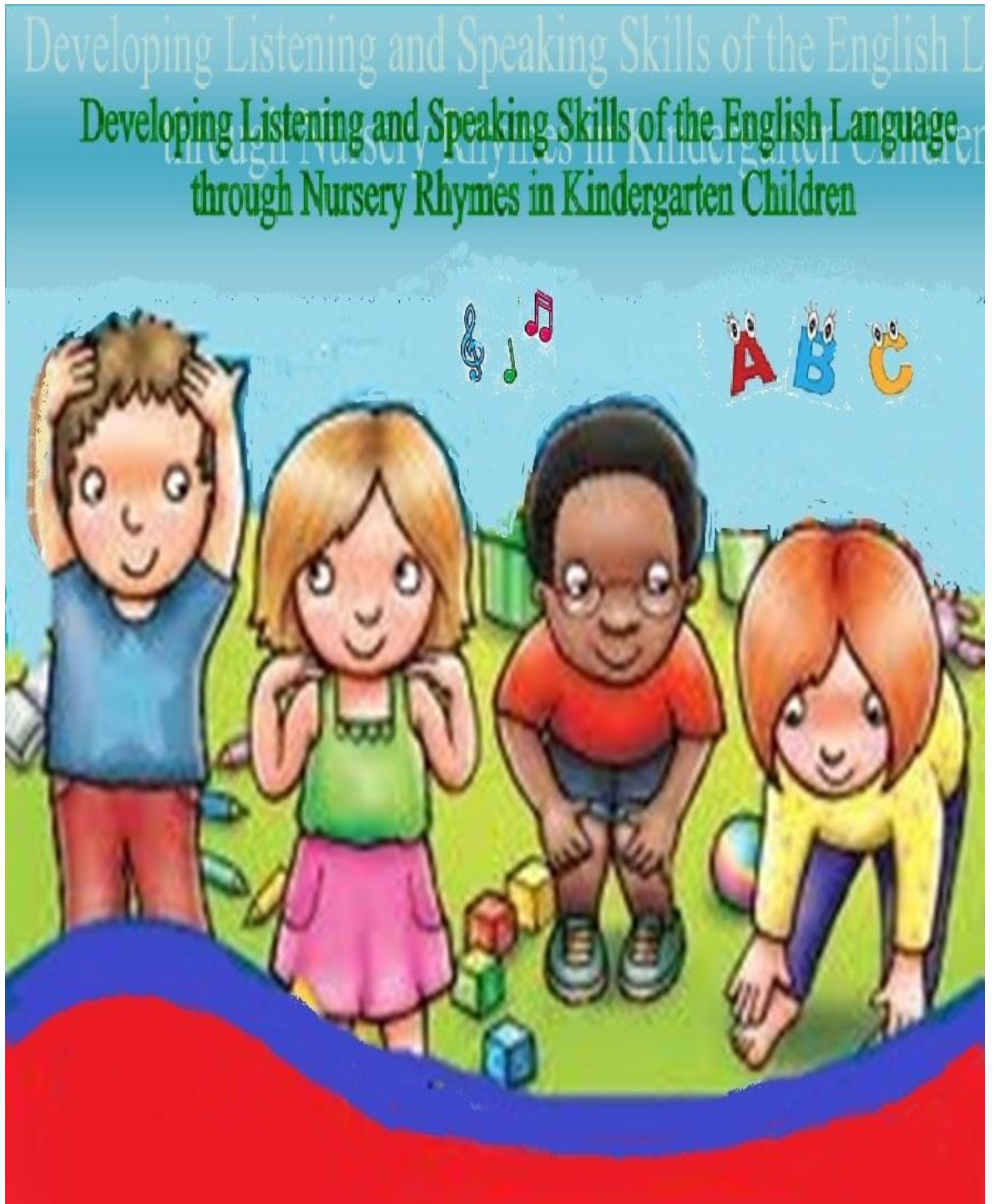
7. Look at the picture and say: What occupation are you going to chose?



8. Look at your classmate and say the part of the body she/he is touching.



Appendix 7: Booklet





BOOKLET

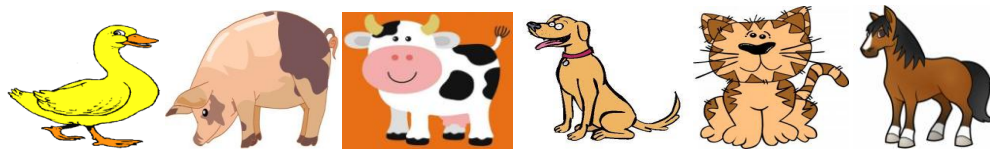
Developing Listening and Speaking Skills of the English Language through Nursery Rhymes in Kindergarten Children

Index

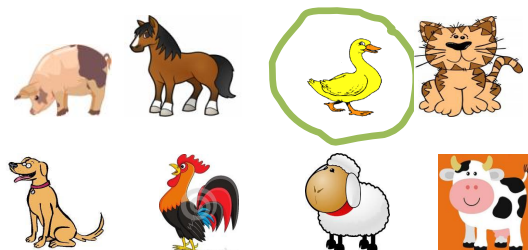
1. Old Mc Donald had a farm.....	3
2. The Alphabet Song	5
3. People Song.....	7
4. If you are happy and you know it	9
5. Head, shoulders, knees and toes	12
6. Ten little Indians.....	14
7. The Finger Family.....	18
8. I love you, you love me.....	21



1. Let's get to know Old Mc. Donald and his animals.



2. Listen to the song and circle the animals that Old Mc Donald had in his farm.





3. Listen to the song. Draw and color your favorite animal.



4. Singing time. Let's try singing together. (Playing the song)



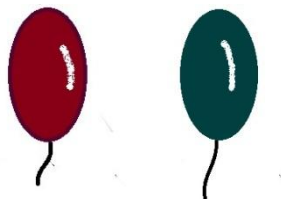
5. Guessing the animal. Listen to the sound and say which animal it belongs to. Teacher: What is the animal that says oink-oink?

Woof-woof?

Muuu -muu?

6. Playing a game.

Listen to the song and pass the balloon as fast as possible. When the song stops, say one of the animals you heard in the song.



2. Meeting our new Friends

The Alphabet

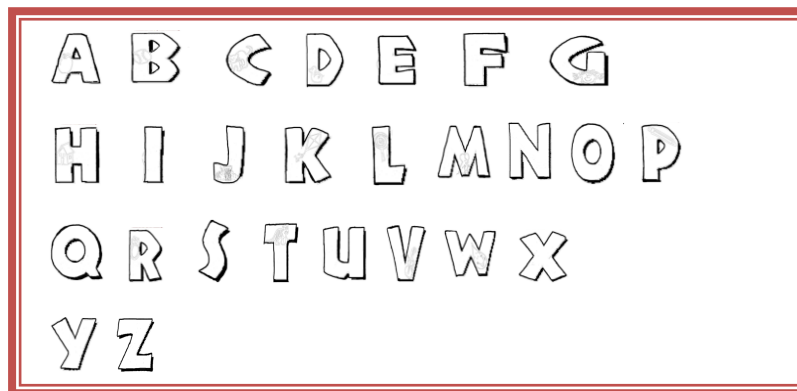
1. Listen and say the name of each new friend of the alphabet.



2. It's time to sing. (Playing the song)



3. Listen to the song. Color the letter you hear.



4. Listen to the teacher. Stand up when you hear a letter of the alphabet.

Teacher: /A- Old Mc Donald- horse-F-M-O-cat-S-C-dog-Z/



Now let's do it faster: / A- Old Mc Donald- horse-F, etc. / (changing letters)

5. Look at the whiteboard and say the letter the teacher is pointing.



6. Write your name and last name.

My name is:

Look at the alphabet. Circle the letter or vowel with which your name and last name begins. For Example:



- What is the first letter of your name? It is
- What is the first letter of your last name? It is

6. Listen to Fernanda telling her name.



My name is: **F**ernanda **M**erchán
 My name begins with**F**.....
 My last name begins with**M**.....

It is our Turn!

My name is:.....
 My name begins with
 My last name begins with



3. What do you want to be?

Occupations











1. Let's talk about occupations. What does your father do?

Look at the pictures and say...

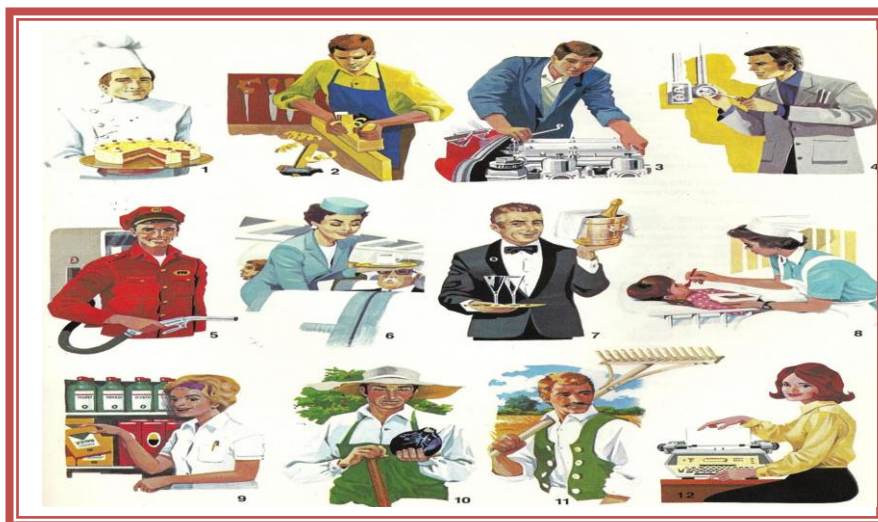
Who are the characters?



Now listen to the teacher, repeat it in English.

 Firefighter	 Car mechanic	 Pilot	 Barber	 Pilot
 Doctor	 Teacher	 Nurse	 Lawyer	 Waiter

2. Listen to the song and circle the occupation you hear.





3. Singing time. Let's try singing together. (Playing the song)



4. Look at the pictures. Tell me:

What do you want to be in the future?

Would you like to be an actor?

a policeman?

a nurse?





4. If you are happy

1. Listen to the Nursery song “if you are happy” and Match each picture with the correct sentence.

Clap your hands



Shout Hurray



Stomp your feet





2. Circle the picture according to the meaning of the song



Clap



don't clap



Don't Stomp



Stomp



Shout Hurray



Silent!



3. Listen to the song, sing, and move your body.



Speaking activities

1. Listen to the command , do the command, and say the action you are doing.
For example
Clap
Shout
Stomp
2. Pass to the front.
Do some mimics for your partners to the action you are doing.

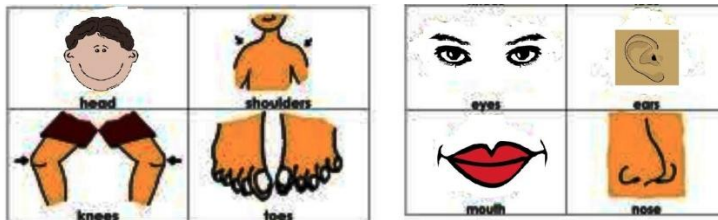
5. Knowing my Body

5. Head, shoulders, knees and toes...

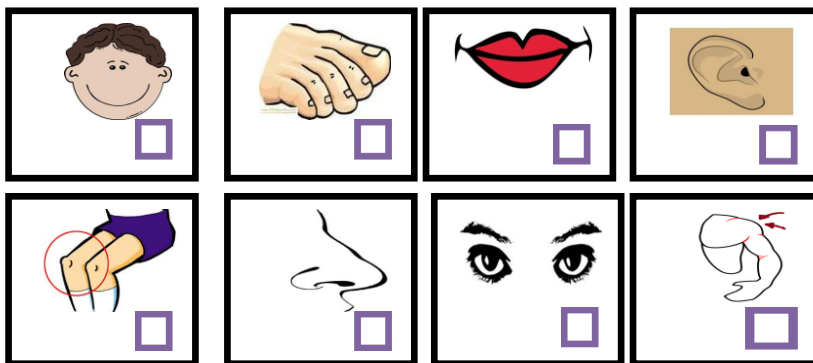
1. Listen to the song. Look at the teacher while she mimes the meaning of the song.



2. Look at the pictures. Listen and repeat the pronunciation of the parts of the body.



3. Listen to the song. Number the parts of the body in the order you hear.

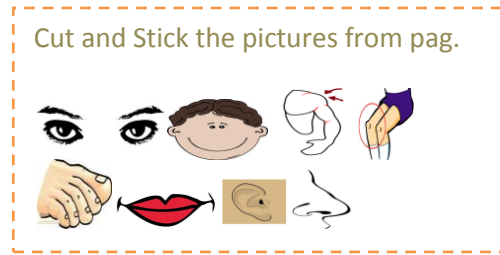
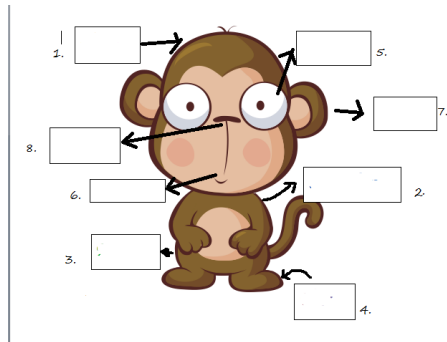




4. It's time to sing. Listen to the song. Touch the parts of your body while you sing.













5. Match the picture of the parts of the body in the monkey's body.



6. Look at the numbers in the picture of the monkey's body. Say the parts of its body in the correct sequence according to the song.

6. THE INDIAN SONG

1. Count the Indians. Match the Indians with the correct number

	1
	4
	2
	6
	7
	8
	9
	5
	3
	10

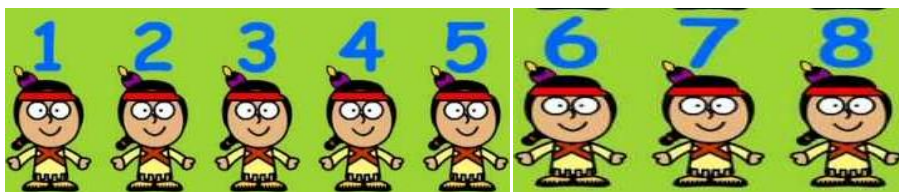
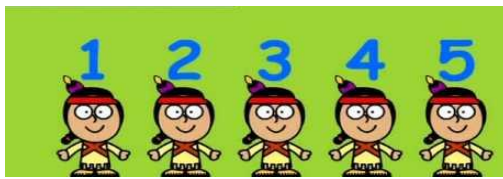
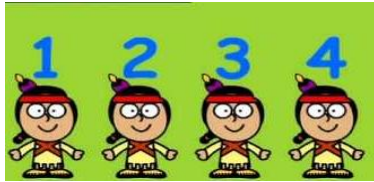
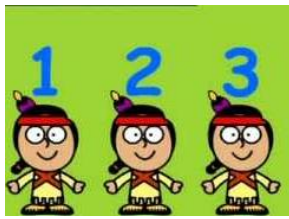
2. How many Indians there are in the song?



- | | | | | | |
|---|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | 7 | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 |
| | 14 | 15 | 16 | 17 | 18 |
| | | | 19 | 20 | |

3. Listen to the song and raise the picture with the correct number according to the song.







Speaking activities

1. Each student is going to receive a flash card that contains some Indians. Then the teacher is going to ask about the number and the students have to answer about the number in order to practice the numbers.
2. The teacher is going to show some Indians puppets and the students have to answer the next question.
How many Indians do I have?



6. THE FINGER FAMILY

1. Listen to the song and circle each members of the family that you listen.



Father

Mommy

Sister

Brother



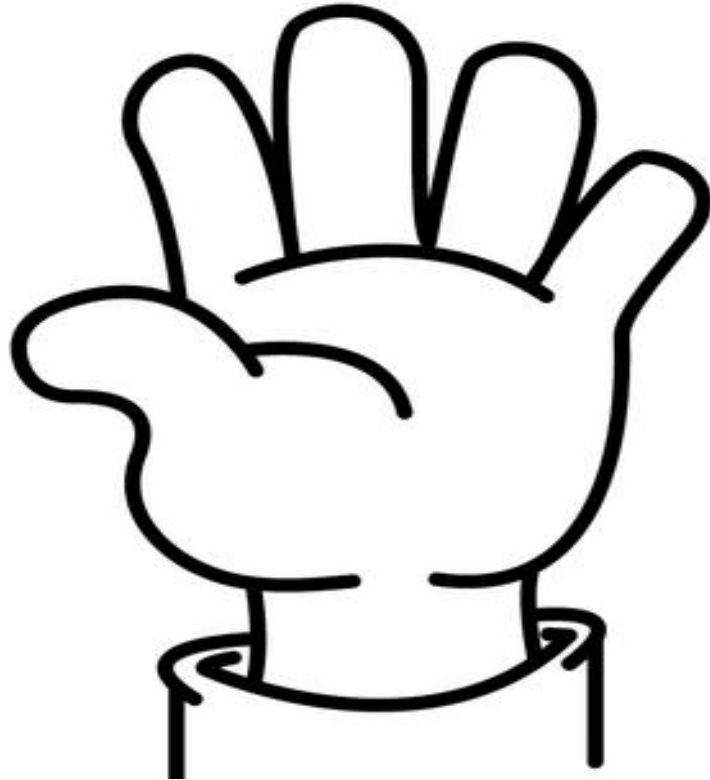
Dog

Cat

Baby

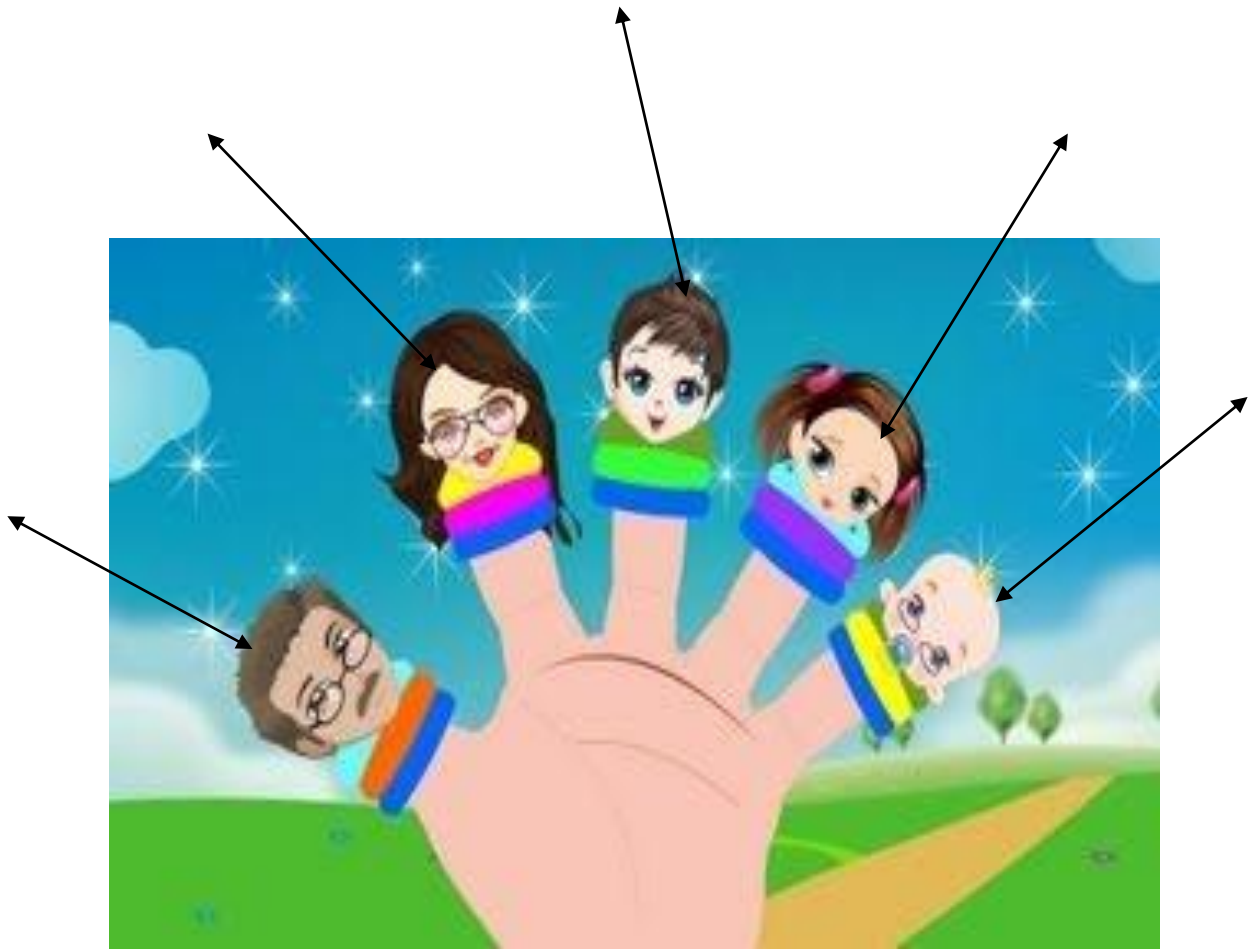


2. Stick in order each family member according to the song





3. Write the name of each family finger above the arrow.



- 1 Father
- 2 Mommy
- 3 Brother
- 4 Sister
- 5 Baby

8. I Love you, you love me

Happy family

1. Listen to the song and put in order each picture according to the song



2. Look at the pictures on the board. Give your opinions about what you see.
3. Let's sing together "I love you, you love me".

